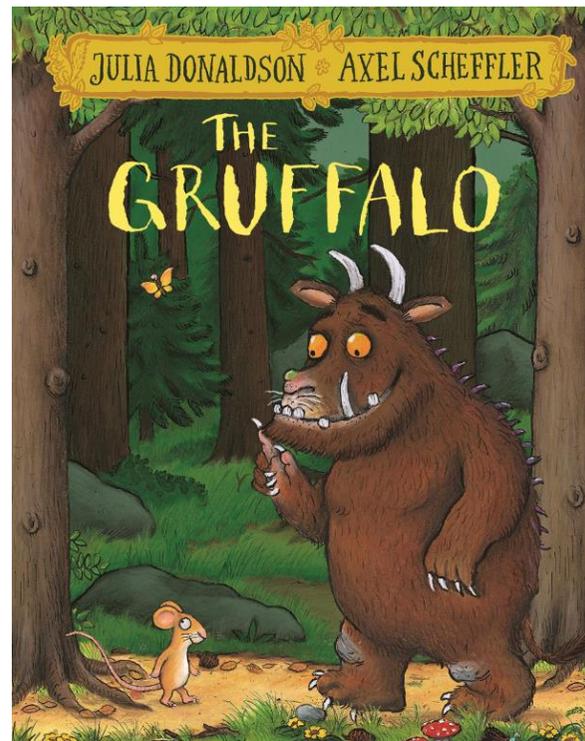


The Gruffalo

Julia Donaldson



Key Stage 1 - Spring Term 1 Curriculum Plan

Spring One Planning – Year 1 and 2

Topic: What will you find in the deep, dark, woods?

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six
English Text Type	Poetry: Kenning (To describe a Gruffalo/mouse etc.)	Fiction: Alternate ending for 'The Gruffalo'		Fiction: Y1 - Fact file/newspaper report Y2 - Newspaper Report		
English (Y1)	<p>NC Link: En1/2.1e reading words with the er suffix. En1/2.2a i discuss poems. En1/2.2a v appreciate rhymes and poems. En 1/2.2a vi discuss word meanings, linking to words already known. En1/3.1c iii spell words containing the suffix er.</p> <p><u>LOs (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To read and write words containing the er suffix. L.O. To read and discuss Kennings. L.O. To understand the structure of a Kenning. L.O. To plan a Kenning L.O. To write a Kenning <p><u>Content:</u> The children will write their own Kenning poem about a woodland animal/ animal from the story, using the er suffix.</p> <p><u>VIPS</u> Children recognise words that have the suffix 'er' at the end (even when said as an 'uh') and write words containing this suffix. Children can follow a poem structure and write a Kenning poem. Children can explain the format of a Kenning poem.</p>	<p>NC Link: En 1/1g use spoken language to develop ideas through imagining. En1/1i Take part in role play. En1/2.2a iii become familiar with key stories. En1/3.3a iii sequence sentences to form short narratives. En1/3.3a iv - re-read what is written to check it makes sense. En 1/3.1c iii spell words using the suffix ed.</p> <p><u>LOs (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To understand the structure of the Gruffalo story. L.O. To retell the story. L.O. To write words in the past tense using the suffix ed. L.O. To plan a new ending for the Gruffalo. L.O. To act out a new ending for the Gruffalo story. L.O. To write a new ending for the Gruffalo story. L.O. To read, edit and check my work. <p><u>Content:</u> Children will plan, act out and write a new ending for The Gruffalo story.</p> <p><u>VIPS</u> Children can retell the Gruffalo story and discuss the important points. Children can identify the different parts of the story - the beginning, middle and end. Children can imagine a new ending to the Gruffalo story using existing characters. Children can take part in role play, embodying a role and creating dialogue. Children can write a new ending for the story, drawing upon prior learning in regards to punctuation, conjunctions and spelling. Children can spell words using the ed suffix, even when it makes a 't' sound.</p>	<p>NC Link: En 1/2 .2b i draw on what they already know and on background information. En 1/2.2b iv re-read what is written to check it makes sense. En 1/2.2a vi - discuss the meanings of new words.</p> <p><u>LOs (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To research animals from the Gruffalo story. L.O. To draft a fact file. L.O. To write a fact file. L.O. To use a 'did you know?' question with a question mark. <p><u>Content:</u> The children will write a fact file about a woodland animal or an animal from the story.</p> <p><u>VIPS</u> Children can use a range of books and technology to research an animal. Children can locate specific information and filter information down to what is needed. Children can draft and write a fact file. Children can use a question mark.</p>	<p>NC Link: Read their writing loud enough. En 1/1g use spoken language to develop ideas through imagining. En1/1i Take part in role play. En1/2.2a iii become familiar with key stories. En1/3.3a iii sequence sentences to form short narratives. En1/3.3a iv - re-read what is written to check it makes sense. En 1/3.1c iii spell words using the suffix ed.</p> <p><u>LOs (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To map out the Gruffalo story. L.O. To take on the role of a news reporter. L.O. To perform a news report by speaking aloud. L.O. To write a news report. <p><u>Content:</u> The children will write and perform their own newspaper report based on a sighting of the Gruffalo in Pontefract. (build in local area Geography work)</p> <p><u>VIPS</u> Children know the key features of the Gruffalo story, and the key events within it. Children can pretend to be a news reporter, taking on a role and speaking clearly and confidently. Children can recall key features of the local area and use these in their report.</p>	<p style="text-align: center;">Consolidation and assessments</p> <p>Assessed writing: Independently retell the story of the Gruffalo.</p>	

<p>English (Y2)</p>	<p>NC Link: En2/3.3a iii. writing poetry, En2/3.3b ii. writing down ideas and/or key words, including new vocabulary, En2/3.1b add suffixes to spell longer words.</p> <p><u>L.Os (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To identify verbs within a sentence. L.O. To plan ideas for a Kenning. L.O. To write a Kenning. L.O. To write a Kenning (publishing books). <p><u>Content:</u> The children will write their own Kenning poem about an animal from the Gruffalo story.</p> <p><u>VIPS</u> Children should know that a Kenning is made up of a noun-verb pattern. A Kenning should never specify what is actually being described, however should describe the characters' appearance, personality and actions. They can be any length, however each phrase should be placed on a new line.</p> <p>E.g. For a Gruffalo... <i>Forest-creeper,</i> <i>Mouse-eater,</i> <i>Animal-muncher,</i> <i>Fox-scarer!</i></p>	<p>NC Link: En2/3.4b ii. Learn how to use expanded noun phrases to describe and specify, En 2/3.4b iii use past tense correctly and consistently. En2/3.4a i. learning how to use both familiar and new punctuation correctly, En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3b ii. writing down ideas and/or key words, including new vocabulary.</p> <p><u>L.Os (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To use expanded noun phrases to describe the Gruffalo. L.O. To analyse the story of the Gruffalo. L.O. To plan ideas for an alternate ending. (group work: children to think of one ending each and write on sugar paper/sharing ideas). L.O. To plan an alternate ending. L.O. To identify writing in different tenses. <p><u>Content:</u> The children will write their own alternative ending to the Gruffalo story, re-reading their work and checking for inconsistencies in tense. When planning an alternate ending, the children should consider the characters that will be in the ending, what will happen and ensure it is different from the original ending.</p> <p><u>VIPS</u> Know the structure and key features of the Gruffalo story. Identify different tenses for writing. Children identify the tense they are writing in, and use this consistently.</p> <p><u>Possible alternate endings:</u></p> <ul style="list-style-type: none"> <i>The mouse eats the Gruffalo.</i> <i>The mouse is saved from the Gruffalo by an existing or new character.</i> 	<p>NC Link: En2/3.4a i. learning how to use both familiar and new punctuation correctly, En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3c: make simple additions, revisions and corrections to their own writing.</p> <p><u>L.Os (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To create a story map for an alternate ending. L.O. To draft an alternate ending for The Gruffalo. L.O. To edit and improve my alternate ending. (finishing off, responding to marking and final amendments). L.O. To write an alternate ending for The Gruffalo. <p><u>Content:</u> The children will write their own alternative ending to the Gruffalo story, re-reading their work and checking for inconsistencies in tense. Children should begin to draft their own alternate ending. This can begin through children writing straight away, or planning it further through a story board. As the children's ending does need to be detailed, teachers may wish to create a 4-part story board – children can then break down their ending and show how it progresses. Children should draft their own alternate ending using their plan and story board as a stimulus, edit and improve where necessary and then redraft in their Publishing books.</p> <p><u>VIPS</u> Know the difference between the present and past tense. Know how to take on a role and write from the experiences of others.</p>	<p>NC Link: En2/3.4b iii. Use the present and past tenses correctly and consistently including the progressive form, En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3b ii. writing down ideas and/or key words, including new vocabulary.</p> <p><u>L.Os (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To analyse features of a newspaper report L.O. To use the past and present tense. L.O. To plan ideas for a newspaper report (group work: planning headlines, subheadings etc.). L.O. To plan my newspaper report. <p><u>Content:</u> Y2 children are writing a newspaper report on a Gruffalo being spotted in Pontefract (or something similar, teacher to dictate). The class teacher may wish to provide children with a given template.</p> <p><u>VIPS</u> Children should know the main vocabulary within a newspaper (headline, sub-heading, introduction etc.). Children should know that they are writing in the past tense and what this means. Children should be aware of the 'shape' of a newspaper and how it is laid out.</p>	<p>NC Link: En2/3.3a i. writing narratives about personal experiences and those of others (real and fictional), En2/3.3c: make simple additions, revisions and corrections to their own writing.</p> <p><u>L.Os (general guidance)</u></p> <ol style="list-style-type: none"> L.O. To write the opening paragraph of my newspaper report. L.O. To write the main body of my newspaper report. L.O. To edit and improve my newspaper report (finishing off, responding to marking and final amendments). To write a newspaper report (redraft in publishing books). <p><u>Content:</u> Y2 children are writing a newspaper report on a Gruffalo being spotted in Pontefract (or something similar, teacher to dictate). The class teacher may wish to provide children with a given template.</p> <p><u>VIPS/Content</u> Children should know the main vocabulary within a newspaper (headline, sub-heading, introduction etc.). Children should know that they are writing in the past tense and what this means. Children should be aware of the 'shape' of a newspaper and how it is laid out.</p>	<p>Consolidation and assessments</p> <p>Assessed writing: Independently retell the story of the Gruffalo.</p>
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		<ul style="list-style-type: none"> The Gruffalo is kind and teaches the mouse a lesson about fibbing! 					
Mathematics (Y1)	Addition and Subtraction -Represent and use number bonds and related subtraction facts within 20 -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. -Add and subtract one-digit and two digit numbers to 20, including zero. -Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$		Number: Place Value -Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. -Count, read and write numbers to 50 in numerals. -Given a number, identify one more or one less. -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. -Count in multiples of twos, fives and tens.		Consolidation and assessments		
Mathematics (Y2)	Multiplication and Division -Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. -Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs. -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. -Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Statistics -Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data.	Geometry: Properties of Shape -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. -Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] -Compare and sort common 2-D and 3-D shapes and everyday objects.		Consolidation and assessments		
Science Year 1 See working scientifically objectives throughout.	NC Link: Observe changes across the four seasons. Describe weather associated with the 4 seasons <u>L.O. To be able to name the four seasons.</u> Share a book on seasons if available with children showing them the photographs/pictures. Ask children which month/season it is today. What do we associate with this season, e.g. Easter, daffodils, Hanukkah, Christmas, seaside holidays, snow, lambs, fireworks, leaves falling off trees, etc.? VIPs Children can put the months into the correct seasons Children can describe the weather each season	NC Link: Observe changes across the four seasons. <u>L.O. To create a birthday pictogram.</u> Ask children which month they were born in (when their birthday is). Make a tally chart on IWB to show the distribution of birthdays in the class. Explain that children are now going to create a living pictogram. Put a label for each month in order along a line, & then ask children to come up a month at a time to sit in line by their birthday month label. Once complete take a photo of the pictogram. Which children have Spring birthdays? Which Summer, etc.?	NC Link: Observe changes across the four seasons NC Link (Geography) name, locate and identify characteristics of the four countries of the UK. NC Link (Geography) identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>L.O. To compare UK seasonal weather to weather around the globe.</u> See planning for Lesson 2 Geography - cross-fertilised lesson. VIPs Children will know that global weather patterns show it is hotter	NC Link: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <u>L.O. To say how people adapt to the changes during the four seasons.</u> Explain that the days are longer in the summer than in winter (and nights are shorter in the summer than in winter). Discuss with children how people may adapt their own living conditions during the four seasons - appropriate clothing, footwear, modifications to homes, activities. VIPs Children can describe weather in each season.	NC Link: Observe changes across the four seasons Identify and name a variety of deciduous and evergreen trees <u>L.O. To identify deciduous and evergreen trees.</u> Discuss deciduous and evergreen trees and why certain trees lose their leaves. Go for a walk and identify which trees are evergreen and which are deciduous. Look at leaf types - can we identify which types of tree are evergreen and deciduous? Sort trees into different categories - ash, birch, sycamore, fir, pine etc. VIPs	Consolidation and assessments	

				<p>Children can give an example of a food chain.</p> <p><u>Deepening the Moment Question</u> A mouse is always at the beginning of a food chain. True or false? Explain why.</p>		
<p>History</p>	<p>NC Link: To know about changes within living memory.</p> <p><u>L.O. To compare life for children in the 1950's to now.</u></p> <p>Explore what homes and family life would have been like for Julia Donaldson – what games will she have played? What would her home have been like? What would family life have been like? Host a 1950s afternoon and try some 1950s games and do some 1950s chores. Potential homework to spend an hour without technology, or research a topic without technology.</p> <p><u>VIPs</u> Children will know Julia Donaldson was born in 1948. Children can name some common games children would have played in the 1950s. Children can name some common features of homes in the 1950s.</p> <p><u>Deepening the Moment Question</u> How have televisions, computers and other modern technology changed family life?</p>	<p>NC Links: To know about changes within living memory.</p> <p><u>L.O. To compare school life in the 1950s to now.</u></p> <p>Explore what school would have been like for Julia Donaldson. What were lessons like? What was discipline and behaviour like? Ask grandparents to share their experiences of their school days – how is this different to our experiences.</p> <p><u>VIPs</u> Children will name some key features of school in the 1950s – large class sizes, leaving school early to work, stricter discipline, different (gendered) lessons.</p> <p><u>Deepening the Moment Question</u> What would have happened to you in a 1950s school? Do you think you would do well? Why? Why not?</p>		<p>NC Link: To know about changes within living memory.</p> <p><u>L.O. To compare fashion in the 1950's to now.</u></p> <p>Explore men and women's fashions in the 1950s, and how clothing was made (home-sewing). Look at dress patterns and home-makers manuals for inspiration. Ask grandparents if they have photographs of themselves from the 1950s, what was in style? Compare with today – where do we get clothes from? Who makes them? Design a 1950s outfit based on design criteria. Show movie clips/ adverts.</p> <p><u>VIPs</u> Children know that many clothes in the 1950s were home-made. Children know that clothes were fixed and patched rather than replaced. Children can name some features of fashion in the 1950s.</p> <p><u>Deepening the Moment Question</u> Why is there more choice for fashion now than there was in 1950?</p>		
<p>Geography</p>	<p>NC Link: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to key human and physical features</p> <p><u>L.O: I can use a map to locate the four countries of the UK and name their capital cities.</u></p> <p>Explore a map of the UK, explain that the UK is made up of 4 different countries that work together. Explain that we live in England, which is part of the UK. Name the 4 countries, and explore some of the human and physical features that are found in each country. Explore the capital cities, and discuss why countries have capital cities. Has anyone been to any of the capital cities? Show the Union flag and discuss its component parts -this shows that we all work together. Year 2 can focus on this to expand their learning if the basic knowledge is already known. Identify key places on the map of the UK - birthplaces of famous people, Pontefract, locations of family etc.</p> <p><u>VIPs</u> Children can locate and name the four countries of the UK. Children can name the 4 capital cities of the UK.</p> <p><u>Deepening the Moment Question</u></p>	<p>NC Link: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and north and south poles.</p> <p>Year 1 Science Cross-Fertilised lesson.</p> <p><u>L.O.: To identify hot and cold areas of the world and map weather patterns.</u></p> <p>Children to look at a map of the UK. Which part of the country do we live? Show on a globe that if we continue to go north from the UK we reach the North Pole. What is the weather like there? Explain that this is why it is colder in the north of the UK than in the south (it is nearer the North Pole). Draw symbols (umbrella, sun, snowman, cloud, bent tree) on UK map to generalise about the weather in different parts of the country: and across the globe - wet near the Atlantic, warm in the south, cloudy in centre, windy in the east, colder in the north. Discuss whether children have visited other parts of the country or other countries around the world and whether the weather was different there. Discuss the variety of weather we experience. Look at the symbols that are used on weather maps to indicate the weather - where you can also drag & drop them onto map – at http://www.bluesquarething.co.uk/geography/dragdropmap/ukweathermap.html and watch some weather forecasts at http://www2.tv-ark.org.uk/weather/bbc.html</p>		<p>NC Link: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p><u>L.O.: To know which areas of the world are warmer and colder, and know how the seasons change in these countries.</u></p> <p>Recap on previous learning - which areas of the world are hot, which are cold? Explore some of the countries children may have visited on holiday / countries they have heard about. What is the weather like there? Use maps and atlases to explore different countries - what physical features do you see in warmer countries? Which animals live in warmer countries (Year 2 Science link) Discuss how seasons change around the world, such as Australia having Summer when we have Winter. They have a warm Christmas! (There is a turquoise level ORT book called 'Season Swap' which would be a good resource for this lesson) Explore different seasonal festivals and phenomena around the globe - Cherry blossoms in Japan, 24 hour day and night in some areas of Iceland/Canada. Year 2 could explore the term 'equinox'.</p> <p><u>VIPs:</u> Children can locate the equator and poles on a map or a globe. Children know it is hotter at the equator and colder at the poles.</p>		

	<p>Scotland are debating becoming an independent country, not part of the UK. Would this affect our lives? How would our flag have to change?</p>	<p>Year 2 can expand by looking at average temperatures in countries around the globe and comparing countries. Potential link to global warming and the changes in global average temperatures in the last 100 years.</p> <p><u>VIPs:</u> Children can locate the equator and poles on a map or a globe. Children know it is hotter at the equator and colder at the poles.</p> <p><u>Deepening the Moment:</u> Would you like it if the weather all over the world was the same all the time? Why? How would life be different?</p>	<p>Children can identify weather patterns across the 4 seasons, including some in non -UK countries.</p> <p><u>Deepening the Moment:</u> If you had to choose just one weather to have for a whole year, what would it be? What would be a good thing and a bad thing about it?</p>
<p>DT</p>	<p>NC Link: Explore and evaluate a range of existing products. Understand where food comes from</p> <p><u>L.O. To explore where the food I eat comes from.</u></p> <p>Children to taste pizzas and use the eat well plate to discuss which food groups they contain. Where do the ingredients come from? Complete evaluation sheet of likes and dislikes to support designing of their own pizza. Explore foods from the farm/locally sourced. Link to Farmer Copley's – local producer of ingredients – what could we get from the farm? Are there any ingredients on the pizzas that do not come from a farm? Where do they come from? How do they get to us? Link to knowledge of global weather patterns – some ingredients grow where it is warm. Match ingredients to their origin and design a pizza using farm ingredients.</p> <p><u>VIPs</u> Children can identify different food groups on the eat well plate. Children can explain the origin of several ingredients, including those from a farm. Children know that some ingredients come from other countries.</p> <p><u>Deepening the Moment:</u> What would the environmental impact be if we had to get all our food from abroad? What impact would flooding have on local farming?</p>	<p>NC Link: Select from and use a wide range of ingredients, according to their characteristics</p> <p><u>L.O. To create a healthy pizza using ingredients that can be found on a farm.</u> Other options are: Smoothie/fruit kebabs Sandwiches</p> <p>Children to use their design to make a pizza or other healthy food, using food that is available on the farm /locally. Children to use chopping skills and safe hygiene practices to create their pizza. Children to use eat well plate to support decision making. Evaluate product through taste and suggest improvements.</p> <p><u>Deepening the Moment:</u> If we only ate food from the carbohydrates group what would happen to our bodies? What if we only ate fruit and vegetables?</p>	<p>NC Link: Understand where food comes from.</p> <p><u>L.O. To know where different foods come from.</u></p> <p>Ask children to keep a weekend food diary, and explore where the food they have eaten comes from. Evaluate their diet on the eat well plate – did you have too much or too little of any of the food groups? Explore people who grow their own food – does anyone grow any food themselves? Look at the lives of people who live 'off the grid' – foraging, growing and farming for personal use. What might the Gruffalo be able to eat in his deep, dark woods? Could he make owl ice cream? Could he find the ingredients for scrambled snake?</p> <p><u>VIPs</u> Children know and can talk about where most of their food comes from. Children know that some people grow their own food.</p> <p><u>Deepening the Moment Question</u> What would humans eat if nothing could grow anymore?</p>
<p>Music</p> <p>If not using Charanga / Music Express</p>	<p>NC Link: To listen with concentration and understanding to a range of high-quality recorded music.</p> <p><u>L.O. To listen to and discuss a piece of music.</u></p> <p>Listen to pieces of music from the Gruffalo soundtrack. Can we identify which animal each piece of music was written about? Why? Introduce the terms 'tempo' and 'pulse' and discuss these in relation to each piece of music. Can we tap along to the pulse of the music? Discuss why the composer has made the choices he has made in each piece of music - why is the tempo slow or fast?</p> <p><u>VIPs</u> Understand the terms tempo and pulse.</p>	<p>NC Link: experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p><u>L.O. To explore and describe the different sounds of instruments.</u></p> <p>Introduce and discuss some common instruments and listen to their sounds. Discuss how each instrument can be played and group them. Listen again to some of the Gruffalo soundtrack - which instruments can we hear? Is each piece only composed using one instrument? Explore each instrument, making notes about how each one is played and the type of sound it produces. Introduce the terminology of pitch and duration.</p> <p><u>VIPs</u> Children can name a range of common instruments.</p>	<p>NC Link: experiment with, create, select and combine sounds using the interrelated dimensions of music. To play tuned and untuned instruments musically.</p> <p><u>L.O. To compose and perform music inspired by a character from the Gruffalo.</u></p> <p>Discuss the different characters in the Gruffalo - what are these characters like? Work in groups to compose a piece of music for each animal in the Gruffalo story. Read the book/watch the film and perform the pieces of music. Other groups evaluate, using the terminology taught - was it an appropriate tempo? Did the sound match the animal?</p>

	<p><u>Deepening the Moment Question</u> How would a piece of music written for a snail differ from a piece of music written for a tiger?</p>	<p>Children recognise that instruments are played in different ways Children can understand the terms pitch and duration.</p> <p><u>Deepening the Moment Question</u> Which instruments would you use to compose a lullaby for a baby? Which ones would you stay away from?</p>	<p><u>VIPs</u> Children can play instruments with control and purpose. Children can choose appropriate instruments for a task.</p> <p><u>Deepening the Moment Question</u> How important is music to the things we watch? What would a film with no music be like?</p>
RE	<p><u>L.O. To find out who Muslims are and what they believe.</u></p> <p><u>VIPs</u> Muslims believe in one God. Muslims go to a Mosque to pray. Children know that Muslims follow a religion called Islam.</p> <p><u>Deepening the Moment Question</u> Muslims are not allowed to draw the prophet Muhammed (pbuh). How would you feel if you couldn't draw pictures of people that were important to you?</p>	<p><u>L.O: To find out about the Muslim place of worship.</u></p> <p><u>VIPs</u> Muslims go to a mosque to pray. Shoes are not allowed in a mosque. Women's hair must be covered in a mosque.</p> <p><u>Deepening the Moment Question</u> What are the similarities and differences between where Christians pray and where Muslims pray?</p>	<p><u>LO: To Explore the Muslim festival of Ramadan.</u></p> <p><u>VIPs</u> During Ramadan, Muslims fast from dawn to dusk. Children will understand the words fast, dawn and dusk.</p> <p><u>Deepening the Moment Question</u> How does Ramadan compare to other festivals you know about?</p>
Computing	<p>NC Link: C1 understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions C2 create and debug simple programs</p> <p><u>L.O. To move forward and make turns.</u></p> <p><u>VIPs</u> Children will understand the term algorithm - a set of step by step, precise instructions. Children will understand De-bugging is finding and fixing mistakes within an algorithm.</p> <p><u>Deepening the Moment Question</u> If I started at the owl and travelled in a square that was 4 squares long, what animals would I see?</p>	<p>NC Link: C1 and C2 and C3 use logical reasoning to predict the behaviour of simple programs</p> <p><u>L.O. To use half and quarter turns, left and right.</u></p> <p><u>VIPs</u> Turning right means turning in a clockwise direction and turning left means turning into an anti-clockwise direction. A quarter turn is a 90 degree angle turn (Year 2).</p> <p><u>Deepening the Moment Question</u> Can you think of examples of where people need to give directional algorithms to get from place to place?</p>	<p>NC Link: C1, C2 and C3.</p> <p><u>L.O. To complete an algorithm for the Gruffalo to travel through the woods.</u></p> <p><u>VIPs</u> Algorithms can be used to give directions. Algorithms can be written in code to save time.</p> <p><u>Deepening the Moment Question</u> If the Gruffalo was to walk around our local area what physical and human features would he see?</p> <p><u>Resource:</u> Squared paper with large squares for children to create maps of their own or woodland map from lesson 1 and Gruffalo counters.</p>
Art	<p>NC Link: To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><u>L.O. To look at the work of Claude Monet.</u></p> <p>Look at paintings by Claude Monet - a list is available on the Knowledge Organiser. All the paintings feature trees, can we identify which season they feature? How do we know? (Year 1 Science link) Explore the impressionist style - what do we see? Discuss opinions.</p> <p><u>VIPs</u> Children can explain what impressionism is. Children can name Monet as an impressionist painter.</p> <p><u>Deepening the Moment Question</u></p>	<p>NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><u>L.O. To explore painting techniques and different types of paints.</u></p> <p>Look at some of the brushstrokes used to create the impression of trees in Monet's paintings. Explore different paints - acrylic, watercolour, powder and ready mix and evaluate each one. Explore brush strokes - dabbing, stroking, stippling, flicking, twisting and evaluate the effects that are produced.</p> <p><u>VIPs</u> Children can explain some different ways a paintbrush can be used.</p>	<p>NC Link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><u>L.O. To create an impressionist-style painting of a forest.</u></p> <p>Children choose a season and create their own painting of a forest in that season, drawing upon prior knowledge of:</p> <ul style="list-style-type: none"> - Tree types, deciduous and evergreen - Seasonal changes to trees - Brush strokes explored in previous lesson <p>Children can then evaluate their painting against other impressionist paintings.</p>

	<p>Do you have to be good at drawing to be an artist?</p>	<p><u>Deepening the Moment Question</u> Are brushes the only thing we can use to paint with?</p>	<p><u>VIPs</u> Children can explain the impressionist style.</p> <p><u>Deepening the Moment Question</u> What else would look good painted in an impressionist style?</p>
<p>PSHE</p>	<p><u>L.O. To learn how to ask for help if they are worried about something.</u></p> <p>To learn about appropriate and inappropriate touch.</p> <p><u>VIPs</u> If you feel worried or uncomfortable about something then tell an appropriate adult.</p> <p><u>Deepening the Moment Question.</u> If you could make a monster to eat feelings what would you have them eat and why?</p>	<p><u>L.O. To learn that bodies and feelings can be hurt.</u></p> <p><u>VIPs</u> That we can feel hurt on the inside as well as on the outside. That our words and actions have a reaction/ consequence.</p> <p><u>Deepening the Moment Question.</u> Can you think of a time when you may have hurt someone on the inside? If you could go back in time and change things, what would you change and why?</p>	<p><u>L.O. To learn about different types of behaviour and how this can make others feel.</u></p> <p><u>VIPs</u> Think about the right and wrong choice before acting.</p> <p><u>Deepening the Moment Question</u> Can you think of a time when you may have made a wrong choice? If you could go back in time and change things, what would you change and why?</p>

Curriculum Intents:

Subject	Curriculum Intent:
English	Children will explore and deepen their knowledge of The Gruffalo story through retelling, analysing particular characteristics and devising alternative endings. They will set the story into different contexts by developing a newspaper article, and in Year 1 children will investigate characters in the story in order to create a fact file. Children will also learn a new poetry type - a Kenning - and replicate this using characters from the story.
Reading	In reading, children will deepen their knowledge and understanding of the story by exploring the characters, vocabulary and syntax using a range of skills such as inference, retrieval and explanation.
Maths	In Maths, children will build upon prior knowledge of number and place value and addition and subtraction, and in Year 2, will supplement and apply this knowledge through new learning around data and statistics, geometry and multiplication and division.
Science (Y1)	In Science children will continue their work on seasonal changes between autumn and winter, and extend this to looking at seasonal and weather patterns across the UK and the world. This links to work on Geography.
Science (Y2)	In Science, we intend to identify features of habitats around the world and understand their suitability for particular animals. We will classify and sort animals into herbivores, carnivores and omnivores; working towards our end product of creating a food chain for the woodland creatures in the Gruffalo!
Geography	In Geography, children will learn to identify the 4 countries of the UK and their capital cities, linking this to the birthplaces of prominent authors, including those studied in English. Children will learn about seasonal weather patterns in the UK, and across the world, linking temperature with the location of the equator and poles.
History	<p>Children will be taught about changes within living memory that are significant and make comparisons with life today. They will learn about the lives of significant individuals and their achievements and compare aspects of life in the 1950's to now.</p> <p>Children will need to retain:</p> <ul style="list-style-type: none"> • Important dates • Names of individuals • Aspects of life that are different in both eras <p>Reasons why things have changed over the decades</p>
Art	Children will learn about the artist Claude Monet, and the impressionist style of painting. Children will draw upon their knowledge of seasonal changes to create a seasonal forest picture using impressionist brush techniques, and then evaluate their work against design criteria.
DT	<p>Children will develop their knowledge of where food comes from locally and abroad.</p> <p>Children will create a healthy meal linked to farm grown produce to take to feed the Gruffalo.</p> <p>Things children need to retain:</p> <ul style="list-style-type: none"> • How to maintain a healthy diet • Where food is sourced from • How food is grown on the farm • Evaluation of existing products
Music	Children will listen to music from the Gruffalo soundtrack, and discuss and analyse its features using musical terminology such as pulse, pitch, duration and tempo. Children will explore common instruments, naming them and describing the sounds they make. They will then compose a piece of music to reflect one of the characters in the Gruffalo story.

RE	<p>Children will develop their knowledge of the Islamic faith. Who are Muslim and what do they believe? Follow on from Christians and what they believe. Who are Muslim and what do they believe? Sharing of different stories that help show how Muslims think about God. To be able to describe one of the beliefs that Muslims hold about God. To explore the concept of what God means to them. Identify objects that are precious to them. Identify objects that are significant to Muslims Explore and share experiences of a Muslim during the feast of Ramadan</p> <p>Children will need to retain:</p> <ul style="list-style-type: none"> • That Muslims believe in one God, Allah. • To know that they go to a mosque to pray. • To know that Islam is the religion that Muslims follow.
PSHE	<p>Children will learn about how to keep themselves safe and who to talk to if they are feeling worried or uncomfortable. They will learn about appropriate physical contact and how bodies and feelings can be hurt. The children will also learn about how our behaviour can make others feel and think about how to make the right choices.</p>
PE	<p>Children will continue to develop their physical skills and co-ordination in a range of indoor and outdoor activities.</p>
Computing	<p>Children will create, test and debug algorithms during this unit. Children will practise giving and following instructions to move forward and make quarter turns. Children will begin to use the language and skills needed for coding and have the opportunity to write algorithms for a route that the Gruffalo may take linked to the canon book. Children will continue to practise word processing skills and internet research skills in cross-curricular sessions linked to English and topic work.</p>



History Knowledge Organiser - 1950's



Significant Lives and Events Within Living Memory

Historical Knowledge

1950's

- Children in the 1950s had very different lives to young people today. Most left school much earlier, with many starting work at 14, and far fewer people had the chance to go on to further education.
- Ordinary families had little spare money for treats like cinema trips and holidays. Before most homes had televisions, people spent their spare time listening to the radio or reading the newspaper; they played board games rather than computer games; and in place of the selection of fast food outlets we have to choose from, they had a takeaway from the local fish and chip shop.
- In the 1950s children often played games in the streets outside their houses. This was much safer, as fewer people owned cars and there was far less traffic. Children also played different types of games, with more simple toys. Instead of computer games, they had footballs, hula hoops, skipping ropes and cards.

Key Dates

- 16th September 1948 - Julia Donaldson was born.
- 1999 - The Gruffalo was published.



Famous People in the 1950's

- Elvis Presley - American Singer
- Marilyn Monroe - Actress
-

Famous events

- Queen Elizabeth II was crowned Queen on 2nd June 1953.
- Sputnik 1 was the first man-made satellite to be sent into space.
- Edmund Hillary was the first man to climb to the summit of Mount Everest in 1953.

Julia Donaldson

- Julia Donaldson was born in 1948 in London.
- She lived with her grandmother, parents, aunt, uncle, sister and Geoffrey the cat.
- A Squash and A Squeeze was the first of her television songs to be turned into a book in 1993.
- The Gruffalo was published in 1999 when Julia had moved to Glasgow. This was her most successful book.



Design and Technology Knowledge Organiser

Facts

- People should eat a broad and balanced diet.
- 5 fruit or veg should be eaten every day.
- Lots of fruits and vegetables can be locally sourced, this impacts the environment.
- Balanced plates should include all food groups.
- Meat, veg, fruit, grain and dairy can all be found on a farm.



Key Vocabulary

- environment
- local
- farming
- sources
- agriculture
- cook
- cut
- balanced diet
- variety
- fruit
- vegetables
- dairy
- protein
- fibre
- design
- evaluate

Product Outcomes

- Evaluate existing products (pizzas)
- Design a farm fresh product (pizza)
- Explore how much of what we eat can be found on the farm



RE Knowledge Organiser

Ramadan is a time when Muslims fast during the day. This means they don't eat or drink anything during the day, while the sun shines. People who are young, elderly or ill don't have to fast.

Muslims will often have a meal called suhoor before sunrise and another called iftar after sunset.

Islam is the world's second-largest religion.

People who follow the religion of Islam are called Muslims and there are around 1.6 billion Muslims in the world.

Like Christians and Jews, Muslims are monotheistic, which means they only believe in one God who they call Allah, the Arabic name for God.

Islam was founded in the Middle East over 1400 years ago by a man named Muhammad who gave Allah's message to the people on Earth and introduced the faith of Islam.

Vocabulary

Muslims
 Allah
 Islam
 Mosque
 Qur'an
 Salah
 Haji
 Imam
 Mecca
 Hijab
 Kabba
 Five pillars
 Ramadan



Top 10 facts

People who practise the religion of Islam are called Muslims.

There are about 1.6 billions Muslims in the world, living in many countries (mainly in the Middle East, north Africa and parts of Asia).

Muslims believe that there is only one God, called Allah.

Muslims believe that Allah sent many prophets to Earth to give his message. A prophet is someone who speaks for God on Earth. For Muslims, a man called Muhammad was the final prophet of Allah. He was responsible for starting the faith of Islam and is referred to as the Messenger of God or the Prophet.

Muhammad was born in Makkah (also known as Mecca), which is now in modern-day Saudi Arabia, in A.D. 570. Muhammad is so highly regarded by Muslims that they say "Peace be upon him" (pbuh) whenever they say or write his name.

The Qur'an, or Koran as it is sometimes known, is the holy book of Muslims.

The Qur'an is written in Arabic and Muslims always try to read and recite it in this language.

The mosque is the building where Muslims go to worship.

Friday is the Muslim holy day, the time of the week when Muslims go to the mosque and pray.

Ramadan is the ninth month of the Islamic calendar; during Ramadan Muslims fast (consume no food or drink) from just before dawn until sunset.

Computing Knowledge Organiser

Key Vocabulary



Algorithm – a process or set of rules to be followed in calculations or other problem-solving operations, especially by a computer.

De-bug – finding and fixing mistakes with in an algorithm.

Precise – exact, accurate and careful about details.

Execute – put into effect.

Codes

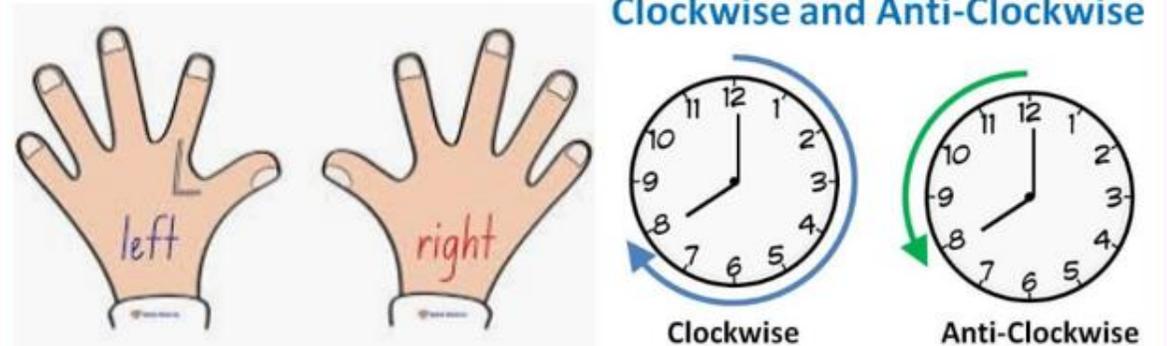
F – forwards

B – backwards

L90 – left quarter turn anti-clockwise

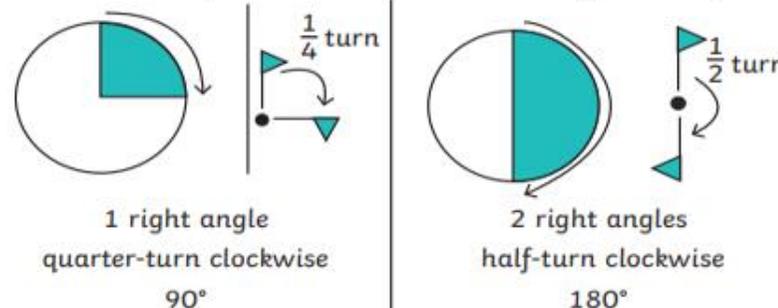
R90 – right quarter turn clockwise

Useful Information



-Turning right means turning in a clockwise direction and turning left means turning in an anti-clockwise direction.

-Year 2 – a quarter turn is a 90degree angle turn.



Science Knowledge Organiser

Key Vocabulary

Food chain – the order in which organisms, or living things, depend on each other for food.

Habitat- the home of organisms such as animals or plants.

Organism- A living thing, including plants and animals.

Microhabitat- is a very small, specific Habitat for animals and plants, for example a pond or a rotting log.

Woodland- land that is covered with trees and shrubs.

Useful Information

What is a habitat?

A habitat is a place where an organism lives. Some organisms can be found in lots of different habitats, while others can only survive in one type of habitat. A habitat must provide everything that an organism needs to survive, otherwise the organism will not be able to live there and will die.



Ocean habitat



Antarctic habitat



City Centre habitat



Rainforest habitat



Forest habitat



Coastal habitat



What is a food chain?

The animals and plants in any habitat are connected through a food chain. The food chain shows what each organism eats.

What does a plant need to live?

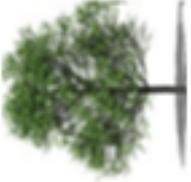
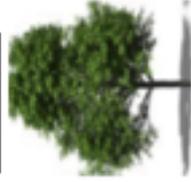
Why does the food chain work in a cycle?

Which organism began the food chain?



Seasons knowledge organiser

Spring 1

<p>What is a season?</p>	<p>The year is divided into four parts according to the weather and daylight hours. Each part is called a season.</p>
<p>Does the whole world have the same seasons?</p>	<p>No - the seasons happen at different times in the top half of the world (Northern Hemisphere) compared with the bottom half of the world (Southern Hemisphere) In England, we are in the Northern Hemisphere</p>
<p>Where are we?</p>	<p>Autumn, winter, spring, summer</p>
<p>What are the seasons?</p>	<p>Temperatures get progressively colder, the weather is very changeable and there is 12 hours of light per day on average.</p>
<p><u>Autumn</u></p>  <p>Leaves begin to change colours to oranges, reds and browns and fall from the tree.</p>	<p>Temperatures are at their coldest. The weather is generally wet, windy and cloudy at the start of the season becoming drier and much colder in the later part of the season. 8 hours of light per day on average.</p>
<p><u>Winter</u></p>  <p>Trees are bare without leaves. Branches and twigs are most visible.</p>	<p>Early spring can be quite cold, and occasionally the lowest temperatures of the year can occur in March There is a fair chance of snow earlier in the season often in March Temperatures get progressively warmer throughout the season. 13 hours of light per day on average.</p>
<p><u>Spring</u></p>  <p>New leaves and buds begin to grow.</p>	<p>The warmest and sunniest of the seasons Thunderstorms are more likely in the Summer. 16 hours of light per day on average.</p>
<p><u>Summer</u></p>  <p>Trees appear full of leaves.</p>	

Greater Depth Thinking

Why do we have seasons? Do different places in the world have the same seasons as us?





Key Questions

Who looks after us?
 Who helps us to keep safe?
 Who and what can help us when we feel worried or unsafe?
 What do we need to do if we feel unsafe?
 Who can we ask for help?

When people talk about 'behaviour' what do they mean?
 When have we been kind to someone and how did it make them/us feel?
 How does it feel to do the right thing?
 How does it feel to do the wrong thing?

Can someone's feelings be hurt as well as their body?
 When might this happen?
 How might someone behave if their feelings get hurt?
 Who can people ask for help if their feelings are hurt?
 Who can people ask for help if they are physically hurt?
 How can someone make sure they are listened to if they are feeling hurt?

Links

<https://www.barnardos.org.uk/>

<https://kidshealth.org/en/parents/worrying.html>

<https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1>

Other activities relating to the topic:

Use a story where characters have difficulty in making their opinion known, especially where this would have given the situation a positive outcome, such as; *Not Now Bernard* by David McKee – discuss how important it was to talk about his fears/ worries and how important it is that people listen.

Geography Knowledge Organiser – Geographical skills and Locational Knowledge

Locational Knowledge

UK and Capital Cities

England (London)
 Scotland (Edinburgh)
 Wales (Cardiff)
 Northern Ireland (Belfast)

Key People:

Julia Donaldson - Born in London
 Judith Kerr - Born in Germany, died in London
 Roald Dahl - Born in Cardiff
 J.M Barrie - Born Scotland (Kirkcaldy)
 JK Rowling - Lives and works in Edinburgh
 C.S Lewis - Born in Belfast

Key Vocabulary

- | | |
|--|--|
| <ul style="list-style-type: none"> • Flags • Continent • Country • Countries • City • Cities • Ocean • Oceans • Compare • Contrast • North • South • East • West | <ul style="list-style-type: none"> • Europe • Africa • Asia • Australia • Antarctica • South America • North America • England • Wales • Scotland • Northern Ireland • Pacific • Indian • Arctic • Atlantic • Southern |
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Outcomes

- Identify countries in the UK
- Feature locations on maps; atlases and globes
- Locate the equator and poles and know the seasonal weather patterns.



Art and Design Knowledge Organiser

Claude Monet:

Oscar-Claude Monet was born in Paris in 1840. He was the founder of the impressionist style of painting, which focuses on representing an 'impression' of the subject matter (usually nature) rather than a photographic, detailed representation. Impressionist paintings usually have soft-focus, blurry effect, and are usually highly textured.

Vocabulary:

Impressionism - artistic style

Filbert - flat brush with a rounded end

Acrylic - plastic-based, thick paint.

Experiment

Evaluate

Brush Strokes:

Dabbing - pressing the brush, either lightly or firmly, against the surface to make a blob.

Stroking - Swiping the brush across the surface to make a solid line.

Stippling - An almost-dry brush with a little paint on held vertically and pressed lightly against the surface. Creates a group of little dots/marks.

Flicking - Pressing the brush onto the surface and flicking away quickly, creating a fading paint effect.

Twisting - Pressing the brush on the surface and twisting it, to create a shape with a visible twisted grain.

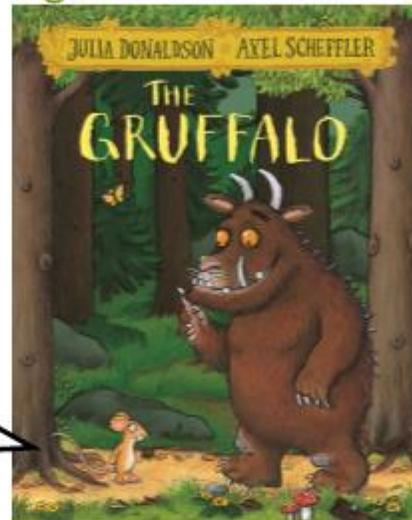


What characteristics does The Gruffalo have that are similar to other animals?

Should we judge others on their appearance? Is the Gruffalo as bad as he looks?

What are the main themes of the Gruffalo story? Can you think of stories with similar themes?

Big Questions



Would a Gruffalo survive in all habitats?

Why/why not?

Which habitats would he survive best in?

Would you rather live somewhere too hot or too cold? Why?

Is the Gruffalo a carnivore, herbivore or omnivore? How do you know?

What would the world be like if we all followed the same religion?

What are you most afraid of? It is a rational or irrational fear?

How were different religions created? Who created them?

Is the Gruffalo a real creature? How would life be different if it was real?

Who created the countries? Who decided where each country starts and finishes?

What does it mean to be part of a country?

How is life different for people in hot countries and cold countries?

The World Around Us

Looking at the location of forests and woodlands in the UK.

The countries of the UK and how we are linked - common identity. British Values, not English values!

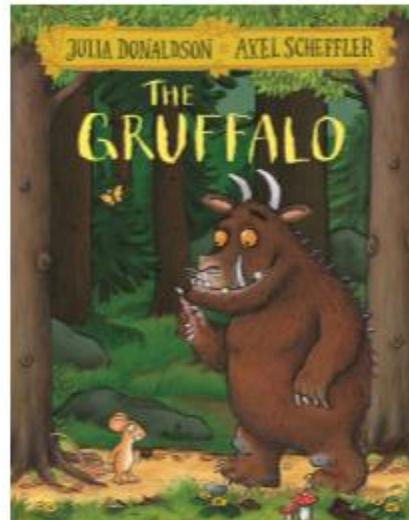
The World Beyond Us

Forest habitats around the world, and other habitats that are found worldwide.

Animals that are found in each habitat, and how they have adapted to each surrounding.

Modern Britain

Changes in life from the 1950s. Sharing the experiences of the older generations - what was life like? What advances do we have? Community outreach to elderly people to share experiences.



Healthy Bodies, Healthy Minds

Looking at foods, the eat well plate, and where different foods come from.

Exploring the effect of air miles on food and on the climate. How do they keep food fresh when importing it from miles away? Is it better to buy local? What produce can you grow for yourself?

Which foods can be found in the woods?

Exploring fears and how to overcome fears.

Culture

Islamic beliefs and culture in comparison to Christian and Jewish beliefs. Mosque visits.

Anti-Islamic feeling - do we fight hate with hate?

Do we judge others by their appearance - the Gruffalo looks mean, but is he really? Should we judge by how people dress?

Technology in Action

How would technology have improved the life of the Gruffalo?

Looking at technological advances over the last 50 years - have these made life better? How would we manage without technology?