

## KS1 MTP Overview Term 6

MTP clear end goals, progression of skills, what does that look like in a task/lesson, key vocabulary, and a key focus (artist, composer etc)

<b>Subject: Science investigation skills</b> linked to their learning about famous people in space (and final weather session to compare seasons)	
Prior learning: The children will have learnt all the skills of investigations throughout the year in separate sessions, this topic will bring all of these skills together.	
Concept: To understand how to investigate a scientific question and complete an experiment, then improve on this.	
Vocabulary: predict, question, fair test, conclusion, results, graphs, test, investigate, improve.	
Week 1 <i>How does the sunlight change in the summer?</i>	LO We are learning about the summer season. Task- To compare the summer season with other seasons learnt this year and describe how the length of day changes. Different tasks for rotations: drama and visual task looking at how the sunlight hours change in summer. How to stay safe in the sun and what would you wear in the sun. How the land/flowers/trees change in the summer.
Week 2 <i>Why do we ask questions in science?</i>	LO We are learning how to ask questions in science. Task- To find out about rockets and watch a balloon rocket on a string move across the classroom. Children to think of a question they want to ask and how they will set up a similar experiment to find out their answer.
Week 3 <i>What would happen if we didn't check we had fair tests in experiments?</i>	LO We are learning how to predict and make sure it is a fair test. Task- Set up different rocket balloons which get the children to question if it is a fair test and where they predict what will happen. Children to move round each balloon rocket and note down their observations ready to reflect on at the end of the session for their own experiment.
Week 4 <i>Why do we need to collect results?</i>	LO We are learning to record our results. Task- Children to set up their balloon rockets in order to answer their questions. Children to then record results.
Week 5 <i>How do conclusions help us in the future?</i>	LO We are learning to draw conclusions and think about how we can improve it for next time. Task- Children to create graphs from their experiments and look at the results they collected and find out the answer to their questions.
Week 6 <i>How does science help us to understand the real world?</i>	LO We are learning to improve our experiment and explain how it helps us learn about the real world. Task – Children to improve their experiment and retest it. Then reflect on how the experiment links to the real world around them.
Week 7	Task- Assessment questions
End point: To understand how to complete and improve an experiment. To know that when they experiment they are trying to find answers and then think about how their results link to the real world. This topic is linked to their learning of famous people in space and rockets so they will link the real life learning to this.	

<b>Subject: History</b>	
Prior learning: Children may be more familiar with certain 'famous faces' than others - i.e Neil Armstrong vs Frida Kahlo. Cross curricular links and wider extracurricular topics such as Black History Month may also have identified people like Rosa Parks and Katherine Johnson.	
Concept: Famous people - Who they are, why they are famous and how did they create change? What is the impact of their change for the world we live in now?	
Vocabulary: Explore, significant, famous, change, ethnicity, background, legacy,	
1	LO: Neil Armstrong Task - Create a Fact File that identifies the key points in his life and why they are significant.
2	LO: Katherine Johnson Task - Fact File, as above.
3	LO: Rosa Parks Task - Fact File - video recording / interview
4	LO: Frida Kahlo Task - Fact File - expressive art piece

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LO: Summing up / comparing

Task - similarities and differences task, comparing the 4 famous people.

End point: to learn about 4 famous people, comparing their achievements and impact nationally and globally

Create a fact file for each famous person, expressed in different mediums.

Subject: PHSE

## Puzzle 6 - Changing Me

### Puzzle Map - Ages 6-7



#### Puzzle Outcome

Help me fit together the six pieces of learning about Changing Me to create the Tree of Change display  
(Pieces 2 and 6: Leaf Mobile)

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

<b>Subject: RE</b>	
Prior learning: Knowledge of other religions. Similarities and differences	
Concept: Judaism	
Vocabulary: Hebrew Jewish Judaism Shabbat Sukkot Hanukkah sukkah menorah seder plate Maror Lulav Etrog Moses	
1	LO. To know the Jewish celebration of Shabbat and how and why it is celebrated. Task. The children will be finding out what many Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal and rest. They will explore why some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). Put together a 3D mind-map by collecting, connecting and labelling pictures of all of the parts of the Shabbat celebrations. Talk about what would be good about times of rest if the rest of life is very busy, and share examples of times of rest and for family in pupils' homes.
2	LO. To know the story of Hanukkah and how and why it is celebrated. Task. Learn about Hanukkah and how it started identifying keywords; find out about the menorah (seven-branched candlestick). Children to act out the story in groups and illustrate a key moment.
3	LO To know the story of Passover and how it is celebrated. Task. Find out about the story of Moses and how he freed his people. Look at the significant items used in the celebration of Passover and create a fact file explaining what they represent.
4	LO To learn about Sukkot and how and why it is celebrated. Task. Find out about the story of Sukkot, linking the Favoured People's time in the wilderness and the gathering of harvest; find out why this is a joyous festival; build a sukkah and think about connections pupils can make with people who have to live in temporary shelter today.
5	End of unit quiz about what the children have learnt in the unit. Add any new vocab to book Cover.
End point: Children are familiar with the Jewish celebrations and the significance of these in their lives.	

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<b>Subject: ICT</b>	
Prior learning: General use of purple mash. Designing an avatar creation. Using simple paint tools. Creating drawings in eBook animation, using undo, copy and paste buttons, selecting colours and different materials to draw, saving work	
Concept: <b>Creating pictures unit 2.6</b>	
Vocabulary: recreate, combine, impressionism, pointillism, surrealism, repeating patterns, palette, style, line, fill, vertical, horizontal, diagonal, stamps, clip-art, rotate, symmetry, parallel	
1	<p><b>LO</b> To look at the work of Impressionist artists (through the <i>2Paint A Picture</i> program) and recreate them using the Impressionism template.</p> <p><b>Task:</b> To use 2Paint a Picture to create art based upon this style. To describe the main features of impressionist art.</p>
2	<p><b>LO</b> To and recreate pointillist art using the Pointillism template. (focus on the work of pointillist artists such as Seurat)</p> <p><b>Task:</b> To use 2Paint a Picture to create art based upon this style. To explain what pointillism is.</p>
3	<p><b>LO</b> To recreate the work of Piet Mondrian using the Lines template.</p> <p><b>Task:</b> To use 2Paint a Picture to art based upon the style of Piet Mondrian To describe the main features of Piet Mondrian’s work.</p>
4	<p><b>LO</b> To recreate the work of William Morris using the Patterns template.</p> <p><b>Task:</b> To use 2Paint a Picture to create art by repeating patterns in a variety of ways. To combine more than one effect in 2Paint a Picture to enhance patterns.</p>
5	<p><b>LO</b> To create surrealist art and using the eCollage function in 2Paint A Picture.</p> <p><b>Task:</b> To use the eCollage function in 2Paint a Picture to create surrealist art using drawing and clipart. To describe surrealist art.</p>
End point: Children have explored the tools within the 2paint a picture program and created their own pictures and patterns linked to different artists.	

<b>Subject: Music</b>	
Prior learning: Appraising music, key vocabulary – pitch, tempo and dynamics, singing, using percussion instruments	
Concept: appraisal, pitch, tempo, dynamics, texture, listening, composing and performing.	
Vocabulary: Appraisal, pitch, tempo, dynamics, texture, song, melody, names of some percussion instruments, lyrics, Key music: ‘Rocket’ by Goldfrapp, ‘A short ride in a fast machine’ – John Adams, ‘Rocketman’ by Elton John, ‘Also sprach Zarathustra’ by Richard Strauss, Mariachi Sol De Mexico perform ‘Guadalajara’, Arrasando by Thalia, La Cucaracha by Daria, La Bamba, ‘Winner’ by Pet Shop Boys	
1	<p><b>LO:</b> Let’s learn to describe music accurately.</p> <p><b>Task:</b> Link to current topic of ‘Famous Faces – Neil Armstrong’. We will be listening to and appraising music. We are going to listen carefully to three pieces about being in a rocket or a fast machine (‘Rocket’ by Goldfrapp, ‘A short ride in a fast machine’ – John Adams and ‘Rocketman’ by Elton John).</p>
2	<p><b>LO:</b> Let’s learn to improvise sounds to match an idea.</p> <p><b>Task:</b> Listen to the ‘Space Odyssey’ theme (‘Also sprach Zarathustra’ by Richard Strauss). Children to explore how to play the percussion instruments in small groups. <i>Can they make their instrument sound like something from space? Can they fit their space sound to a rhythmic pattern? Can they layer different space sounds and rhythmic patterns together?</i></p>
3	<p><b>LO:</b> Let’s learn to describe music accurately.</p> <p><b>Task:</b> Link to current topic of ‘Famous Faces – Frida Kahlo’. We will be listening to and appraising music. We are going to listen carefully to three pieces of Mexican Music (Mariachi Sol De</p>

	Mexico perform 'Guadalajara', <i>Arrasando</i> by Thalia, La Cucaracha by Daria). Introduce new key vocabulary word to describe the music – texture.
4	LO: <b>Let's learn to sing with dynamics.</b> Task: Listen to, appraise and perform 'La Bamba' adding appropriate dynamics to it.
5	LO: <b>Let's learn to improvise sounds to match an idea.</b> Task: Listen carefully to a range of sporting sounds. <i>What sports equipment will you use to create a piece of music? Can you make a beat/ pulse with a basketball? Can you repeat a rhythm on a cricket bat?</i>
6	LO: <b>Let's learn to sing with dynamics and expression.</b> Task: Listen to, appraise and perform 'Winner' by Pet Shop Boys adding appropriate dynamics and expression.
End point:	
<ul style="list-style-type: none"> <li>• Detailed appraisal of different genres of music.</li> <li>• Confidence in performing (voice and instruments).</li> <li>• Introduction to key vocabulary of texture in music.</li> </ul>	

<b>Subject: Art &amp; DT</b>	
Prior learning: Prior knowledge of mark-making skills using a range of media.	
Concept: Line Drawing	
Vocabulary: perspective, observe, critique, tone, pressure, abstract, cross hatching, stippling	
1	LO: To know the work of Vincent Van Gogh Task. Introduction to Vincent Van Gogh. 'Jump into the Picture' activity. Revisit line techniques and critique work.
2	LO: To know how to represent objects using a range of line techniques. Task. Learn how to break images down into simple shapes focussing on the painting Sunflowers. Comparing how different media produce different effects by segmenting the painting and using a range of materials.
3	LO: To know how the use of colour and tone can affect the mood of the finished piece. Task. Experiment with oil pastels techniques to explore colour, tone and line.
4	LO: To produce a Starry Night line drawing using oil pastels and watercolour. Task. Create a line drawing using the techniques from across the term's learning.
Trip	
End point: Children will have created their own piece of work using materials to do line drawing.	

## ENGLISH

<b>Subject: English week 1, 2 and 3 - Information/nonfiction facts</b>	
Prior learning: non-fiction, subheadings, question marks, commas, conjunctions, capital letters (sentence and proper nouns) and full stops, edit, adapt,	
Concept: Statements Commands Questions	
Vocabulary: statement, sentence, factual, idea, opinion, non fiction	

1	LO: To learn what a statement is and how and when to use it. Task: To learn facts about our famous person, Neil Armstrong, using our history lessons to support and mind map statements about him and his achievements.
2	LO: to learn what questions are and how and when to use them Task: Hot seating Task 2: Write questions that we could ask Neil Armstrong about his trip to space using our hot seating to support us. Example: What are you famous for? When did you land on the moon? Who did you fly to the moon with? What was the rocket called?
3	LO: To learn what commands are and how to use them Task: Drama activity – pretend we are spacemen/women, and we are preparing to fly our craft to the moon. The children need to give commands (instructions) (using 'bossy' verbs) to fly the rocket to the moon. Task 2: write down our commands in a list of instructions for directions to the moon
4	Task 1: Reading Comprehension activity Task 2: Editing history fact file with adult in small groups
End point: To know 3 different sentence types; statements, questions and commands to be able to use them in our history lessons for our fact files.	

## Week 2

1	LO: To read statements about famous people and compare the similarities and differences from reading. Task: Comparison of Neil Armstrong to Katherine Johnson using statements.
2	LO: To ask questions and use our speaking and listening skills in a drama group. Task: create conscience corridor of feelings for children to walk through to identify how the famous person felt and to think about how they would answer the questions.
3	LO: To learn how to edit a piece of work Task: Edit a given piece of writing about Katherine Johnson
4	LO: To use editing skills to improve our own work Task: To improve a piece of writing based on own targets.
End point: To recap our learning from the previous week about statement, questions and commands and learn how to edit our work productively	

## Week 3

1	LO: To learn facts our famous person, Rosa Parks, using our history lesson to support us Task: Drama activity – using commands act out the scene on the bus when people were telling Rosa Parks to leave the bus Task 2: have a discussion about bullying and how that would have made Rosa Parks feel and how we would feel. Photos for evidence
2	LO: To know how to use multiple sentence types in one piece of work Task: To use statements, questions and commands within a poster about Rosa Parks
3	LO: To learn how to adapt of piece of work through editing Task: Using a given piece of work, the children will adapt, extend and make it a better piece of writing.
4	Task: Writing up their adapted/edited work in neat. Reading comprehension activity.
End point: To have an adapted and editing piece of work and a piece of work using difference sentence types	

Subject: English week 5 and 6 Narrative  
SMV – Ellie/Catrin

Prior learning: fiction, narrative, story language, retelling, exclamation marks, commas, conjunctions, capital letters, full stops, adjectives, verbs, nouns

Concept:  
Narrative  
Past and present  
Editing skills

Vocabulary:  
Narrative, past and present tense, verbs, conjunctions, synonyms

## Week 5

1	<p><b>LO:</b> To verbally retell the life story of Vincent van Gogh.</p> <p><b>Task:</b> To read facts about van Gogh and create a story map as a class. In pairs, children use the story map to verbally retell events.</p> <p><i>Can you verbally retell facts?</i></p> <p><i>Can you use the past tense when retelling the main events?</i></p> <p><i>Can you use expression to retell?</i></p> <p><i>Can you suggest improvements to your verbal retelling of events?</i></p>
2	<p><b>LO:</b> To use the past and present tense correctly in a sentence.</p> <p><b>Task:</b> To identify and correct verbs so they are written in the past tense.</p> <p><i>Can you choose the correct past tense verb to complete the sentence?</i></p> <p><i>Can you correct a sentence so that it is written in the past tense?</i></p> <p><i>Can you identify a verb in a sentence and decide if it is written in the past tense?</i></p> <p><i>Can you write your own sentence using the correct tense?</i></p>
3	<p><b>LO:</b> To write a narrative about Vincent van Gogh.</p> <p><b>Task:</b> To use the story map to retell events and use word banks to support the writing of a narrative text.</p> <p><i>Can you order a sentence and write it out with a capital letter and full stop?</i></p> <p><i>Can you write a sentence in the past tense?</i></p> <p><i>Can I use adjectives in my writing?</i></p> <p><i>Can I read my work and make improvements?</i></p>
4	<p><b>LO:</b> To edit and improve a piece of writing.</p> <p><b>Task:</b> To look at the writing from the previous lesson and make corrections based on punctuation, adjectives and conjunctions with the support of word banks.</p> <p><i>Can you write a sentence and check it using the Five Finger Tips?</i></p> <p><i>Can you check that the writing has capital letters and full stops in the right places?</i></p> <p><i>Can you improve the writing with even better adjectives or verbs?</i></p> <p><i>Can you extend a sentence with a range of conjunctions?</i></p>
<p>End point:</p> <ul style="list-style-type: none"><li>● To write a narrative in the past tense about the life of Vincent van Gogh.</li></ul>	