



# Mithian School Curriculum

## Autumn 2<sup>nd</sup> Half Term Sequence – Year A Year 1+ 2

### History /Geography (previous year's learning) in EYFS

#### INTENT

- 1.To understand the lives of significant individuals.
- 2.To understand historical concepts such as achievement, legacy and significance.

#### Sequence of learning

- 1.What is an explorer?
- 2.How can I use chronology to show where explorers are in living memory and beyond?
3. What can I learn about a key explorer from sources?
4. What can I learn about other explorers from different time periods?
5. How can I find answers to questions about explorers?
- 6.Which explorer was the most significant and why?

#### Outcome/Composite

To be able to...explain which explorer was the most significant and why.

**Science**  
(previous year's learning) in EYFS  
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons

#### INTENT

- 1.Observe change across the four seasons
- 2.Observe and describe weather associated with the seasons and how day length varies

#### Sequence of learning

##### PHYSICS: Seasonal Change

1. Weather can change
2. There are lots of different types of weather—Rain, sun, cloud, wind, snow etc
3. Days are longer and hotter in summer
4. Days are shorter and colder in winter
5. There are four seasons: Spring, Summer, Autumn and Winter

In which season does it rain the most?  
How does the colour of a UV bead change over the day?  
Does the wind always blow the same way?  
Are there plants that are in flower in every season? What are they?  
What is it like in Winter, Spring, Summer and Autumn?

#### Outcome/Composite

To be able to... explain what it is like in Winter, Spring, Summer and Autumn.

### Art and Design / Design and Technology (previous year's learning) in EYFS

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  
• Share their creations, explaining the process they have used.

#### INTENT

1. To explore mark-making and line.
2. To work and experiment with different materials.

#### Sequence of learning

##### DRAWING: Make your mark.

1. To know how to create different types of lines.
2. To explore line and mark-making to draw water
3. To draw with different media
4. To develop an understanding of line making
5. To apply an understanding of drawing and mark-making to draw from observation

#### Outcome/Composite

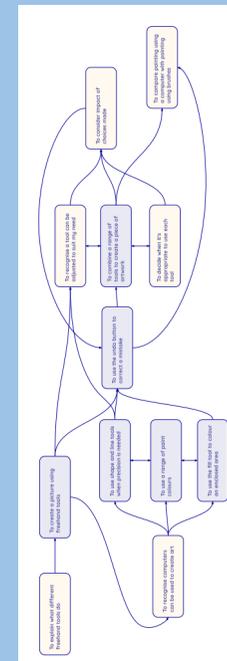
To be able to ... create an observational drawing piece that allows them to experiment with marks, materials and show good observation

**Computing**  
(previous year's learning) in EYFS  
Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for a particular purpose.

#### INTENT

1. Children explore world of digital art and creative tools
2. Children create their own paintings with inspiration from others
3. Children consider their preferences when painting with, and without, the use of digital devices.

#### Sequence of learning



#### Outcome/Composite

To be able to...create digital art with inspiration from others

**Physical Education**  
(previous year's learning) in EYFS  
In EYFS the children learn how to share, take turns and play with others.

#### INTENT

1. Children can praise and encourage others in their learning.
2. Children can work sensibly with others and take turns, sharing.
3. I can take turns and share with help.

#### Sequence of learning

1. Dynamic Balance to agility. Jumping and landing (Funs 6)
2. Dynamic balance to agility, Jumping and landing.
3. Dynamic balance to agility, jumping and landing.
4. Static Balance seated (Funs 2)
5. Static Balance seated.
6. Static Balance Seated.

#### DANCE

#### Outcome/Composite

To be able to... jump and land with control. To be able to ... balance on my bottom.

### Reading Opportunities:



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### PSHE

(previous year's learning) in EYFS

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs

### INTENT

1. To understand how different people care for us.
2. To know how to be kind and show respect.

### Sequence of learning

Relationships: People who care for us

1. Identify different people in our lives who cares for us
2. Explain how they show that they care
3. Understand that all families are different but have the same key qualities
4. Understand that people are different too, but they have the same needs
5. Describe how to get help if someone is making them feel unsafe

Living in the wider world:  
Right, Responsibilities and Respect

1. Know how to be kind to others
2. Explain how certain behaviours help us show respect to others (such as kindness, helpfulness and honesty)
3. Be able to show gratitude for the kind behaviour of others

### Outcome/Composite

To be able to.... explain how different people care for us and how behaviours help to show respect.

### Religious Education

(previous year's learning) in EYFS

talk about people who are special to them UW (P&C) • say what makes their family and friends special to them UW (P&C) • recall simply what happens at a traditional Christian festival (Christmas) UW (P&C) • begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus CAL (S) • re-tell religious stories, making connections with personal experiences CAL (S)

### INTENT

**Make sense of belief: Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians**

**Understand the impact: 3. Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas**

**Make connections: 4. Think, talk and ask questions about Christmas for people who are Christians and for people who are not 5. Decide what they personally have to be thankful for, giving a reason for their ideas.**

### Sequence of learning

1.3 INCARNATION: Why does Christmas matter to Christians?

1. Look for signs that Christmas is coming
2. Tell some familiar stories about a character who appears to be someone he/she is not (e.g. Beauty and the Beast). Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word 'incarnation' means 'God in the flesh'. Christmas celebrates the Incarnation.
3. Talk about getting a bedroom ready for a new baby. What would families do to prepare?
4. Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2.
5. Talk about Jesus' birth in the outhouse/stable – what were conditions like, and who visited? Luke's story talks about Jesus' birth being 'good news'. Talk about who it might be good news for and why, and why Christmas is important for Christians.
6. Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus' birthday and that this is important to Christians?
7. Introduce the word 'advent', when Christians prepare for Jesus' arrival. Find out about some Advent traditions
8. Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus' birthday. What decorations would connect with the story in Luke? Which ones are not connected to the Bible, but to other secular (non-religious) Christmas traditions?
9. People give gifts and they also say 'thank you' at Christmas. Create the 'thank you' prayers of all the characters in the Nativity story in Luke. Who would you like to thank at Christmas time. Create 'thank you' statements and give them out.

### Outcome/Composite

To be able to... explain why Christmas matters to Christians.

### Music

(previous year's learning) in EYFS

Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

### INTENT

1. To understand rhythm is long and short sounds or patterns that happen over the pulse, the steady beat
2. To know pitch is high and low sounds
3. To know when you add rhythm and pitch they combine with pulse to create a song or a piece of music.

### Sequence of learning

#### Adding Rhythm & Pitch

How Does Music Tell Stories about the Past?

Step	Activity 1: Musician's Options	Activity 2: Listen and Respond	Activity 3: Singing	Activity 4: Playing	Activity 5: Improvising and Composing	Activity 6: Performing
1	Option 1 Understanding Music Option 2 Improve Together	Twinkle, Twinkle, Little Star	Twinkle, Twinkle, Little Star	Play instrumental parts	Options: - Improve Together - Improve with the Song	Perform and share what has taken place in the lesson
2	Option 1 Understanding Music Option 2 Improve Together	In The Orchestra	In The Orchestra	N/A	N/A	Perform and share what has taken place in the lesson
3	Option 1 Understanding Music Option 2 Improve Together	Daisy Bell (Bicycle Built For Two)	Daisy Bell (Bicycle Built For Two)	N/A	Options: Create a Graphic Score: Going To The Supermarket	Perform and share what has taken place in the lesson
4	Option 1 Understanding Music Option 2 Improve Together	Dancing Drossars	Dancing Drossars	Play instrumental parts	Options: - Improve Together - Improve with the Song	Perform and share what has taken place in the lesson
5	Option 1 Understanding Music Option 2 Improve Together	Rock-a-bye Baby	Rock-a-bye Baby	N/A	N/A	Perform and share what has taken place in the lesson
6	Option 1 Understanding Music Option 2 Improve Together Option 3 Theory Quiz	I'm A Little Teardrop (Sleigh Ride)	I'm A Little Teardrop (Sleigh Ride)	Play instrumental parts with your chosen song, if available	Option to revisit Improve Together and Compose activities	Perform and share what has taken place in the lesson and prepare for a concert

### Outcome/Composite

To be able to... recognise the kind of stories different pitches and rhythms represent.

### MFL

(previous year's learning) in EYFS

### INTENT

- 1.
- 2.
- 3.

### Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Outcome/Composite

To be able to...

### INTENT

- 1.
- 2.
- 3.

### Sequence of learning

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### Outcome/Composite

To be able to...

## Reading Opportunities: