



Year 1 and 2 Medium Term Plan – Castles



Term	Autumn 1 2022		
Key text	Jack and the Beanstalk		
Key Vocabulary	Historic enquiry Past Questions Source Compare Similar and different		
Ongoing objectives through this topic	History and Art/DT		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
Lesson 1 WALT: explore castles over time.	History	Find answers to some simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing.	Lesson 1 children will: <ul style="list-style-type: none"> - know how castles have changed over time (early castles, mott and bailey, stone) know what a castle is and what they were used for.
Lesson 2 WALT: understand the features of a castle.	History	Find answers to some simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. Record what he/she has learned by drawing and writing.	Lesson 2 children will: <ul style="list-style-type: none"> be able to talk about the key features of a castle, in particular a mott and bailey castle.
Lesson 3 WALT: explore the location of castles.	History/ Geography	Find answers to some simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. Use aerial photographs and plan perspectives to recognise landmarks	Lesson 3 children will: <ul style="list-style-type: none"> - use aerial photos to look at locations of castles

			<ul style="list-style-type: none"> - explain why capital cities had castles - know why the location of a castle was important.
Lesson 4 WALT: understand the Norman conquest and the role of castles.	History	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Lesson 4 children will:</p> <ul style="list-style-type: none"> - Know who William the Conqueror was. - Describe the Norman conquest - Know the significance castles played in the battles.
Lesson 5 WALT: investigate life in a castle and compare it to modern life.	History	<p>Identify some similarities and differences between ways of life in different periods.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then' and 'now'.</p>	<p>Lesson 5 children will:</p> <ul style="list-style-type: none"> - Understand what life was like in a castle. - Be able to talk about the similarities and differences between castle life and their own lives in the present day.
Lesson 6 WALT: understand how we know about castles and the past.	History	<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented – (Bayeux tapestry)</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p>	<p>Lesson 6 children will:</p> <ul style="list-style-type: none"> - Know what the Bayeux Tapestry is and why it is important. - Understand how we know about the past.
WALT: Create an aerial map	Geography	Use aerial photographs and plan perspectives to recognise landmarks	<ul style="list-style-type: none"> - Children will create an aerial map of a Motte and Bailey castle. - They will be able to point out key features of a Motte and Bailey castle on their map.
Discrete Teaching			
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?

	Science / PSHÉ		
WALT: understand how animals obtain their food.	Science	Understand how animals obtain food to survive. Use the correct vocabulary to identify each stage of a food chain.	<ul style="list-style-type: none"> - To understand that animals eat plants and other animals to obtain food. - Children will be able to use the correct vocabulary when describing the stages of a food chain.
WALT: create food chains.		Reinforcing previous learning about obtaining food to survive and using appropriate vocabulary to identify each stage in a simple food chain.	<ul style="list-style-type: none"> - Children will be able to create a food chain correctly.
WALT: create our own food chain/food web.		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<ul style="list-style-type: none"> - Children will be able to complete a food chain independently. - Children will be able to complete a food web independently.
WALT: search safely when looking for images online.	ICT	Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.	<ul style="list-style-type: none"> - The children will be able to explain what filters are. - They will learn to tell an adult if an image makes them feel uncomfortable.
WALT: keep safe when someone makes contact online			<ul style="list-style-type: none"> - Children will be able to describe SMART (SAFE, MEET, ACCEPT, RELIABLE, TELL). They will be able to say what each mean and describe the positive behaviours we wish to see - They children will discuss and write their own response to a variety of scenarios, putting SMART into practise
WALT: explore what is important to Sikhs	RE		<ul style="list-style-type: none"> - The children will begin to explore what it means to be a Sikh.

		Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	<ul style="list-style-type: none"> - They will recall key information about Guru Nanak.
WALT: State why symbols are important to people with a faith.			<ul style="list-style-type: none"> - The children will look at symbols in day to day life, symbols from the main world religions and then look closely at 3 symbols related directly to Sikhism.
WALT: Recall the 5Ks of Sikhism.			<ul style="list-style-type: none"> - The children will explore how the 5 Ks are symbols and reminders to Sikhs on how they should live their lives in accordance to their beliefs.
WALT: design a castle	Art and Design	Use artwork to record ideas, observations and experiences. Try out different activities and make choices about what to do next. Use pictures and words to describe what he/she wants to do.	<ul style="list-style-type: none"> - The children will have a detailed plan of what their castle will look like. - Label their plan with the materials they will need.
WALT: build a castle using the correct materials and equipment. (to be carried out over 2 lessons)		Experiment with different materials and make products. Make structures by joining simple objects together as well as experimenting with basic tools. Use different tools and equipment to create and combine safely. Safely measure, mark out, cut and shape materials and components using a range of tools. Use levers in a product. Build structures exploring how they can be improved and made stable. Create simple designs for a product and make it functional. Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.	<ul style="list-style-type: none"> - Create a castle including a lever.
WALT: evaluate our work.		Evaluate and assess existing products and those that he/she have made using a design criteria.	<ul style="list-style-type: none"> - To discuss what went well and thinks they could improve next time.
Year 1	PSHE		Year 1 –
Year 1 Be Yourself			Year 1 Be Yourself

Lesson 1 WALT: talk about what makes us special.		<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Identify their favourite things and things they are good at. - Understand we are all different and that makes us special. - Tell others what they think is special about their friends and understand this can make them feel happy.
Lesson 2 WALT: name and describe some of the different feelings we have.		<p>To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal</p>	<p>Lesson 2 children will</p> <ul style="list-style-type: none"> - Explain that how I feel on the inside affects how I look on the outside. - Know what they can do when they feel things that don't feel very good. - Know how they can help others when they don't feel very good.
Lesson 3 WALT: talk about things we like that make us happy.		<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To understand ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>Lesson 3 children will</p> <ul style="list-style-type: none"> - Decide if something makes them feel happy or sad. - Identify other good feelings.
Lesson 4 WALT: discuss what makes me have uncomfortable feelings and think of ideas to help.		<p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Lesson 4 children will</p> <ul style="list-style-type: none"> - Identify if a feeling is comfortable or uncomfortable. - Describe what makes them feel unhappy or cross. - Think about what they could do to help others if they feel unhappy or cross.
Lesson 5 WALT: discuss how change and loss make us feel.		<p>To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>Lesson 5 children will</p> <ul style="list-style-type: none"> - Describe a time of change in their life.

		To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	<ul style="list-style-type: none"> - Talk about how they can help themselves and others in times of change.
Lesson 6 WALT: share what we think and feel with confidence.		<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Lesson 6 children will</p> <ul style="list-style-type: none"> - Recognise that their own thoughts and feelings are important. - Speak confidently and respectfully.
Year 2			Year 2
Year 2 Think Positive			Year 2 Think Positive
Lesson 1 WALT: Understand how happy thoughts can make us feel good		<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To recognise that their behaviour can affect other people.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Describe different emotions and consider how to deal with different feelings. - Identify positive and negative thoughts. - Think of different, more positive ways, to think about things.
Lesson 2 WALT: Make good choices and consider the impact of our decisions		<p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not-so-good consequences.</p>	<p>Lesson 2 children will</p> <ul style="list-style-type: none"> - Understand they cannot choose what happens. - Understand that they can choose how to respond to things that happen. - Understand that the choices they make can affect how they feel.
Lesson 3 WALT: Set ourselves goals and consider how to achieve them		To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.	<p>Lesson 3 children will</p> <ul style="list-style-type: none"> - Understand that positive thoughts can help me achieve my goals. - Know that resilience means trying again and not giving up.

		To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	<ul style="list-style-type: none"> - Be able to think of things they would like to learn, get better at or achieve.
Lesson 4 WALT: Discuss our feelings and opinions with others and cope with difficult emotions		<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Lesson 4 children will</p> <ul style="list-style-type: none"> - Be able to identify comfortable and uncomfortable feelings. - Discuss what causes uncomfortable feelings. - Name some strategies to cope with difficult feelings.
Lesson 5 WALT: Discuss things we are thankful for and focus on what we do have, rather than what we don't have		<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p>	<p>Lesson 5 children will</p> <ul style="list-style-type: none"> - Name things for which they are thankful for. - Be able to show their gratitude to others in different ways. - Understand that being thankful is a type of positive thinking, which can help to make us happy.
Lesson 6 WALT: Focus on what is happening now and how we are feeling		<p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not-so-good consequences.</p>	<p>Lesson 6 children will</p> <ul style="list-style-type: none"> - Understand what the mind is. - Know how to be still, quiet and calm. <p>Be able to concentrate on something I am doing and block other things out.</p>
WALT: To change the direction of movements with control	PE Circuits (Metcalf)	Develop balance, agility and co-ordination, and begin to apply these in a range of activities	Children will develop balance and co-ordination by controlling changes of direction. Children will aim to master basic movements and apply these in a range of activities.
WALT: To use and combine different types of jumps		Master basic movements including running, jumping, throwing and catching	Children will develop balance and co-ordination in the context of jumping. Children will aim to master basic movements and apply these in a range of activities.

WALT: To perform movements with control and accuracy			Children will develop balance and co-ordination. Children will aim to master basic movements showing control and accuracy and apply these in a range of activities
WALT: To combine more than one skill to complete an activity.			Children will develop balance and co-ordination. Children will aim master basic movements and apply these in a range of activities by combining more than one skill
WALT: To complete activities independently and try to improve own performance.			Children will develop balance and co-ordination. Children will aim to master basic movements and apply these in a range of activities, trying to improve upon own performance.
WALT: To watch others and use this to improve own performance.			Children will develop balance and co-ordination. Children will aim master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others.
<p>Lesson 1 01/09/22</p> <p>WALT: Stretch up high and creep down low.</p>	PE- Dance	<p>Warm up –game Hop, skip and jump around the room to music. Point up high when the music stops. Creep down low when the music stops again.</p> <p>Main Activity- Introduce PE this half term is Dance. Today were are going on a hunt for Dragons. Encourage children to move energetically around the whole space, with quick, light, controlled steps. Encourage them to point up as high as they can, really stretching out their arms. Emphasise the importance of moving silently when they creep with silent footsteps.</p> <p>Cool Down- Are children making their own clear pathways through the space, not following anyone else? Can they stretch really high to point up at the castle? Can they creep with silent footsteps?</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to move around the space and stop when the music stops-high/low.

<p>Lesson 2 08/09/22</p> <p>WALT: Work in pairs avoiding others.</p>	<p>PE- Dance</p>	<p>Warm up – In time to the music- Children crouch down low, then gradually reach upwards, stepping on the spot, as they imagine they are climbing up an enormous tree to see over the top to the castle.</p> <p>Main Activity- In pairs, children follow each other’s pathway and move their arms and legs with quick, jerky movements, as they imagine they are clanking around in suits of armour.</p> <p>Cool Down- Children to move in a controlled way, with big, heavy steps in time to the music. Help them to show the weight of the cumbersome armour in the way that they move. Peer assess.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able work well with their partner, making a clear pathway through the space.
<p>Lesson 3 15/09/22</p> <p>WALT: To make bold, rhythmic movements.</p>	<p>PE- Dance</p>	<p>Warm up – Moves as fast as they can to the music as though they are being chased by a dragon.</p> <p>Main Activity- Children work in pairs, swishing their swords with bold, rhythmic movements. Emphasise the importance of the children clanging their swords together with the ‘clang’ in the music and swishing with the beat. Encourage children to work with their partner but not to touch them.</p> <p>Cool Down- Make a large circle and groups of children perform their sword fight. Discuss what works well and even better if.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Listen to and respond to the music with clear rhythmic actions.
<p>Lesson 4 22/09/22</p> <p>WALT: To work together to make a dragon.</p>	<p>PE- Dance</p>	<p>Warm up – Sword swishing from last week using scarves.</p> <p>Main Activity- Children work in groups of 4 to make the enormous dragon that they’ve found in the castle. One is the front end and one is the back end and take in turns to be the middle 2. Help the children to think about and show clearly what part of the dragon they are – such as the front end with its terrifying head and sharp claws, or the back end with its spiky tail. Encourage them to show how terrifying the dragon is, by the way that they move and their menacing facial expressions.</p> <p>Cool Down- Record movements on iPad of each group and watch back in the classroom when getting change.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Stay together, as they move around the space.

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<p>Lesson 5 29/09/22</p> <p>WALT: Perform searching for a dragon to others.</p>	PE- Dance	<p>Warm up- Run, jump, skip and fly like dragon in a clockwise motion.</p> <p>Main Activity- Children imagine that they are searching for the dragon. They swish their swords through the forest, step through the stream and climb a tower. Think about the different ways of showing where they are, such as taking small, wobbly steps across the stream, swishing their swords boldly as they move through the forest and reaching up high to climb to the top of the castle.</p> <p>Cool Down- Half the class to perform and the other half colour draw what they see on roll of paper. Then swap.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Perform to others and draw/colour what you see.
<p>Lesson 6 06/10/22</p> <p>WALT: Move in time to the music.</p>	PE- Dance	<p>Warm up- Start of tiny as an egg and slowly crack out in time to the music into a large dragon flying around the room.</p> <p>Main Activity- Working in groups of 4 from Week 4, children make their dragon shape again. They show how the dragon shakes and shakes, until suddenly, he lets out a huge sneeze! Encourage them to work as one, with their partner, shaking with greater and greater intensity, until they make a huge movement for the sneeze.</p> <p>Cool Down- Sleeping Dragons.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Move in time to the music, increasing their movements and responding quickly when it changes.
<p>Lesson 7 13/10/22</p> <p>WALT: Perform using simple shapes and patterns.</p>	PE- Dance	<p>Warm up- Driving in my car- Traffic Lights Game to get into the castle.</p> <p>Main Activity- Kings and Queens. Parading around as though you have the crown jewels balancing on your head. Move down the catwalk to the music. (Here come the girls and the boys are back in town.) Walk proud- shoulders back.</p> <p>Cool Down- Children breathe deeply, imagining they are floating on a cloud on a sunny day. Encourage children to really try to breathe deeply and softly and to relax with the gentle music.</p>	<p>Children will</p> <ul style="list-style-type: none"> - Design their own relay working as a team and come up with active forfeits for the losing team.

Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it's achieved?
<p>Lesson 1 01/09/22</p> <p>WALT: Discover new routines/lessons for Thursday afternoons.</p>	<p>Music Name the instrument.</p>	<p>Reminisce about the Busy Bee class by getting music brains working with a familiar favourite! Meatball Meatball</p> <p>Get to know each other again and discuss holidays and what they have enjoyed. Explain what I do when I teach Year 1- Spellings, PE and Music.</p> <p>- Play a quick spelling game using tricky word hop, skip and jump. Then pass croc around to tell me their favourite part of Year 1 so far. Chn able to pass croc if they don't feel comfortable at this stage and come and tell me before I leave to go to Year 3.</p> <p>-Then play an instrument game. Put an instrument in the middle. Describe and name it together. Children have to retrieve the instrument/s without waking Croc!</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to come up with their own timetable for a Thursday morning.
<p>Lesson 2 08/09/22</p> <p>WALT: Sing simple, songs, chants and rhymes from memory (e.g. Boom Chicka Boom)</p>	<p>Music (Singing)</p>	<ul style="list-style-type: none"> - Get Music Brains working with a Go Noodle Warm up- Boom Chicka Boom - Make a list of favourite songs. (Twinkle-Twinkle, Happy and you know it, Head, shoulders, knees and toes and Baa Baa black sheep etc.) - Which songs are fast/slow? Which songs rhyme? - Practise the songs using different voices- - Talk - Whisper - Shout - Sing <p>Which is best? Why?</p> <p>LM conduct whilst children sing Boom Chicka Boom- use hands/magic wand to indicate-</p> <ul style="list-style-type: none"> - Louder - Quieter - Faster - Slower 	<p>Children will</p> <ul style="list-style-type: none"> - Make a list of songs and perform them loud, quiet, fast, slow on demand of a conductor.

		<ul style="list-style-type: none"> - Stop 	
<p>Lesson 3 15/09/22</p> <p>WALT: Sing familiar songs in both low and high voices and talk about the difference in sound.</p>	<p>Music (Pitch)</p>	<ul style="list-style-type: none"> - Retrieval- Ask the children to write down last week's song title. - Boom Chicka Boom - Sing this collectively and regularly so children learn from memory. - <p>Recap prior learning and the favourite songs from last week. Discuss singing with accuracy making our voices high or low for certain songs, tunes or melodies. Demonstrate high and low notes on a xylophone.</p> <ul style="list-style-type: none"> - How high can you sing the song? How low can you sing it? Which is easier? Which sounds better? <p>Split the class into 2 groups 1 group sing the song low and the other sing high. Perform to each other and discuss which is best and why.</p> <p>When you sing and remove the words, you encourage each other to focus on the music instead of the song's language.</p> <p>Play guess the song or name that tune!</p>	<p>Children will</p> <ul style="list-style-type: none"> - Have worked in a group to perform a song at a high/low pitch.
<p>Lesson 4 22/09/22</p> <p>WALT: Use body percussion to play repeated rhythm patterns.</p>	<p>Music (Pulse & Beat)</p>	<ul style="list-style-type: none"> - Retrieval- Guess that tune in pairs. <p>Recap prior learning and how we focused on the music at the end of the lesson instead of the language.</p> <p>Get music brains working by doing some class clapping rhythms and then try some from GoNoodle.</p> <p>All I eat is Pizza Syallables</p> <p>Clapping out words helps with our accuracy especially when we try to sing words or use instruments to accompany songs.</p> <ul style="list-style-type: none"> - Try clapping out partner's name and then surnames. - Show to the rest of the class. Keep the pace sharp. 	<p>Children will</p> <ul style="list-style-type: none"> - Be able to copy clapping rhythms from the teacher and then transfer this to their partner's name.

<p>Lesson 5 29/09/22</p> <p>WALT: Perform short repeating rhythm patterns.</p>	<p>Music (Rhythm & Performing)</p>	<p>Get music brains working by doing a quick GoNoodle. Banana Banana Meatball</p> <p>Then recap/retrieve by writing favourite songs this term so far on Post it notes. Stick around the classroom and read each other's. Talk about most songs and music is all about a pattern. What's the pattern in Twinkle Twinkle? Make a list of the patterns in a few songs and explain how these are known as the chorus. Introduce instruments. Make a pattern using the names of the instruments- Tambourine, maracas, drum, drum- Tambourine, maracas, drum, drum. Each choose a percussion instrument and work together as a group of 6 to make their own pattern. Perform to the rest of the class.</p> <p>-</p>	<p>Children will</p> <ul style="list-style-type: none"> - Be able to work as a team to make a musical repeating pattern.
<p>Lesson 6 06/10/22</p> <p>WALT: Listen to music with sustained concentration.</p> <p>Find a pulse whilst listening to music and using movement.</p>	<p>Music (Listening & Rhythm)</p>	<p>Recap prior learning with patterns using instruments- link this to beats in music. Get music brains by repeating the beat. https://www.youtube.com/watch?v=3Wnl4UNgSaY</p> <p>Experiment with different ways you can move to the beat:</p> <ul style="list-style-type: none"> • Swaying back and forth, by shifting your weight from left to right (both seated and standing) • Walking in small steps, including in-place • Sitting with your feet on the ground, and lifting your heels to 'bounce' your knees upwards • Tapping your body with your fingers, or patting with your hands <p>Then each play "tap it" at their table spaces. Use a pencil to tap out the beat to this song! Tap it! As soon as the music stops they must stop. Can they start again and get straight back in time?</p>	<p>Children will</p> <ul style="list-style-type: none"> - Tap their pencil on the table keeping the beat.

<p>Lesson 7 13/10/22</p> <p>WALT: Listen to music with sustained concentration.</p> <p>Find a pulse whilst listening to music and using movement.</p>	<p>Music (Listening)</p>	<p>Retrieval- Play Tap it and observe who Stops and starts in time with the music.</p> <p>Get music brains working by playing musical statues/bumps. Music stops- you stop! Freeze Link Dance</p> <p>Discuss how the music controlled us- stopping/starting, fast/slow, loud/quiet.</p> <p>LM- use Croc to be a conductor and children play instruments being controlled by Croc. Stop/start, fast/slow, loud/quiet.</p> <p>In groups of 6 select the instruments and play as a group confidently in a controlled and different ways. Take it in turns to conduct. Loud/Loud Quiet/Quiet Loud/Loud Quiet/Quiet. Perform to the rest of the group.</p> <p>-</p>	<p>Children will</p> <ul style="list-style-type: none"> - Perform as a team using the guidance of a conductor.
<p>Forest School</p>			
<p>Lesson 1 WALT: Read The Gruffalo and create our own Gruffalo using natural materials.</p>	<p>English/Art</p>	<p>Read The Gruffalo around the fire pit. Use the description of the Gruffalo in the story to get the children thinking about the different ways to describe the original Gruffalo. Then let them think about their own design of a Gruffalo. Children to create their own Gruffalo using natural materials. Some children may choose to write adjectives to describe their Gruffalo too on clipboards.</p>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Choose appropriate natural materials the create their Gruffalo. - Navigate forest school safely.
<p>Lesson 2 WALT: create a map</p>	<p>Geography</p>	<p>Children to recap story. Where does the Gruffalo live? Discuss with the children and think about what features are in that forest. Create a map of the forest where the Gruffalo lives.</p>	<p>Lesson 2 children will</p> <ul style="list-style-type: none"> - Create a map of forest school where the Gruffalo lives. - Navigate forest school safely.
<p>Lesson 3 WALT: explore habitats within forest school</p>	<p>Science</p>	<p>After reading The Gruffalo, look at the characters in the book; the mouse, snake etc and discuss the different habitats they may live in. children in groups to create a habitat for each character -nest for owl,</p>	<p>Lesson 3 children will</p> <ul style="list-style-type: none"> - Think about where the different characters in the Gruffalo may live.

		hole for mouse, leaves and twigs as burrow for fox. Children to then build a habitat for the Gruffalo.	- Build a habitat for the Gruffalo.
Lesson 4 WALT: compare and measure using natural materials.	Maths	Go on a hunt around forest school and collect lots of different length and width sticks. Measure the different sticks they have collected. Who collected the biggest? Who collected the smallest? Which sticks are equal? What is the difference in size?	Lesson 4 children will <ul style="list-style-type: none"> - Measure items they have collected at forest school using language such as biggest, smallest, equal. - Discuss the difference in sizes.
Lesson 5 WALT: use our senses to say what Autumn is like.	Science/ Music	To recognise that autumn is different to summer. To use the senses of sight, hearing, smell and touch. To make a musical instrument using natural items. Science - Observe changes across the four seasons and describe weather associated with the seasons and how day length varies. Music - Experiment with, create, select and combine sounds using the inter-related dimensions of music	Lesson 5 children will <ul style="list-style-type: none"> - Say why autumn is different to summer. - Say what I can see, hear, smell and touch in autumn. - Make a musical instrument from natural items
Lesson 6 WALT: describe what a pumpkin is like and know that it is an important food source for wildlife.	Maths/ Science/ Art	To know what a pumpkin looks like. To understand the life cycle of a pumpkin plant. To understand that pumpkins are an important food source for wildlife and should not be thrown away after Halloween. Maths - Measure and begin to record mass / weight. Science - Identify and describe the basic structure of a variety of common flowering plants including trees. Art and Design - To use a range of materials creatively to design and make products.	Lesson 6 children will <ul style="list-style-type: none"> - Say what a pumpkin looks like. - Describe the life cycle of a pumpkin plant. - Say how to use a pumpkin after Halloween.