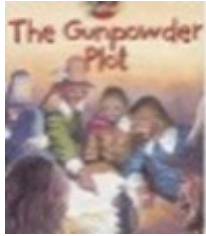


# Key Stage 1— Autumn 1 Cycle B - Guilty Guy Fawkes!

Week 1:



Week 2:



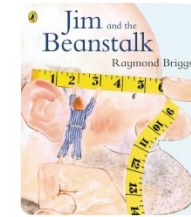
Week 3:



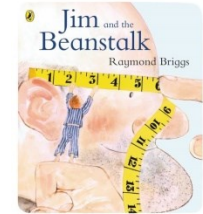
Week 4:



Week 5:



Week 6:



Music- Charanga  
Adding Rhythm and

Nativity

RE

We will be learning about good deeds  
through Judaism.

RHSE  
Celebrating Difference  
(Jigsaw YR 1)

PE  
Dance  
Ball Skills

Computing:

Lego Builders (Unit 1.4), Technology  
outside of school (Unit 1.9) & Grouping and

# D&T- Puppets

## Session 1: Preparing to design

**LO: I am learning to investigate a range of puppets and their features in preparation for designing.**

We will be exploring a range of puppets and

Looking at their  
tures.



fea-

## Session 2: Finger Puppets

**LO: I am learning to use a template to create a design for a puppet.**

We will making a finger puppet using a template to explore how a puppet can be made.



## Session 3 Art—joining

**LO: I am learning to explore different joining methods to decorate a puppet.**

We will be exploring different ways of joining materials to our puppet templates.



## Session 4: Designing

**LO: I am learning to use a template to create a design for a puppet.**

We will be designing our own Guy Fawkes puppet.



## Session 5/6: Puppet making

**LO: I am learning to sew using a running stitch.**

We will be exploring a running stitch as well as an over stitch. We will be sewing our templates and making our puppets.



## Session 7: Evaluating

**LO: I am learning to reflect on a finished product explaining likes and dislikes.**

Children to evaluate their puppets.



# HISTORY

## Session 1:

LO: I am learning to develop an awareness of the past and identify similarities, including differences between ways of life in different periods.

We will discuss a picture of Guy Fawkes and Learn key information on him. Then we will look at the range of objects for the children to think about which would have been available for Guy Fawkes to use in 1605.



## Session 2:

LO: I am learning to find out about events beyond living memory that are significant nationally.

We will discuss how they think the plotters decided to solve the problem of getting their gunpowder barrels into the Houses of Parliament. We will then have a go at role playing what the plotters might have spoken about.



## Session 3:

LO: I am learning to find out about events beyond living memory that are significant nationally.

We will be ordering the events of the gun powder plot.



## Session 4:

LO: I am learning to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

We will think of questions to ask Thomas Percy, such as: How will you avoid getting caught? How are you feeling? What will you do now? We will then complete a hot seating activity.



## Session 5:

LO: I am learning to find out about events beyond living memory that are significant nationally.

We will be in six groups and each group will have a part of the story that they are going to act out. We will be using our knowledge of what we have learnt so far.



## Session 6:

LO: I am learning to find out about events beyond living memory that are significant nationally

We will look through and discuss the images of bonfire nights from the past and ask questions such as How can you tell that this is happening in the past? What is different? We will talk about our own experience of bonfire night.

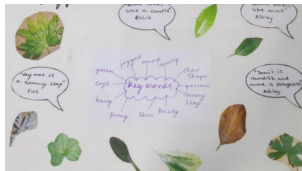


# Science- Seasonal Changes

## Session 1: Science

**LO: I am learning to observe changes across the four seasons.**

We will be going on a nature walk and observing the changes that are happening. We will be comparing the leaves on the ground and those still on plants.



## Session 2: Science

**LO: I am learning to observe how day length varies.**

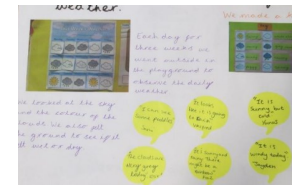
We will be taking it in turns to take Barry Bear home each day and then record what we did with him and Barry Bear needs to go to bed when it gets dark. We will be documenting the time it gets dark..



## Session 3: Science

**LO: I am learning to observe and describe weather associated with the seasons.**

We will be discussing what clothes we need to wear in winter and we will be giving reasons for this. We will keep a weather diary.



## Session 4: Science

**LO: I am learning to observe changes across the four seasons.**

We will be going on a nature walk and observing the changes that are happening. We will be comparing the leaves on the ground and those still on plants.



## Session 5 : Science

**L.O: I am learning to observe and describe weather associated with the seasons.**

We will be creating class mind maps for each season and discuss what we have learnt.



## Session 6: Science

**L.O: I am learning to observe and describe weather associated with the seasons.**

We will then write a letter to Olaf to tell him about the other seasons that he has not experienced from what we have been learning about the other seasons.



### **Key Questions– Design Technology**

1. What do you draw and cut around to make a puppet?
2. How could you join two pieces of material together?
3. What kind of stitch could you use when sewing?
4. Tell me about how you made your puppet
5. What did you talk about when evaluating your puppet?

### **Key Questions– History**

1. Who is Guy Fawkes?
2. What happened in the Gunpowder plot?
3. Who is Thomas Percy?
4. When did Guy Fawkes get caught?
5. How have the events of the Gunpowder plot changed what we do today?

### **Key Questions– Science**

1. Can you name the four seasons?
2. What can you tell me about autumn?
3. Can you give an example of an animal and their habitat?
4. Can you tell me why your animal is best suited to their habitat?
5. Tell me about the season we are in.