

Year 1 Medium Term Plan Autumn 2

Subject	WK1	WK2	WK3	WK4	WK5	WK6
Science XX	<p>New Core Knowledge Objects can be made from different materials like wood, plastic, metal, glass, or fabric.</p> <p>Revisiting Core Knowledge Children in reception explored materials and the generic properties – such as hard, soft, smooth, rigid.</p> <p>Key Vocabulary Materials = Materials are what things are made from – like wood, metal, plastic, glass, or fabric.</p> <p>Outline of Main Tasks Sorting objects practically, based on the materials they are made from. Then, children to have a sorting activity in books.</p>	<p>New Core Knowledge An object is what something is, and the material is what it is made from.</p> <p>Revisiting Core Knowledge Objects can be made from different materials like wood, plastic, metal, glass, or fabric.</p> <p>Key Vocabulary Object = what something is. Material is what it is made from.</p> <p>Outline of Main Tasks Label the objects and name the materials they are made from. E.G. Swing-> Metal and wood.</p>	<p>New Core Knowledge Materials have different properties that describe what they are like – such as hard, soft or bendy.</p> <p>Revisiting Core Knowledge An object is what something is, and the material is what it is made from.</p> <p>Key Vocabulary Properties = Properties are the words we use to describe materials, like hard, soft, shiny, rough, or smooth.</p> <p>Outline of Main Tasks Children to explore different objects and describe the properties of the materials they are made from. Justify why certain materials are good for certain jobs – e.g. a table is made of wood or metal because it is hard and rigid and doesn't bend.</p>	<p>New Core Knowledge Some materials absorb water and some do not.</p> <p>Revisiting Core Knowledge Materials have different properties that describe what they are like – such as hard, soft or bendy.</p> <p>Key Vocabulary Absorb = Absorb means to soak up a liquid, like when a sponge soaks up water.</p> <p>Outline of Main Tasks Carry out investigation to see which objects absorb water and which don't. Order objects from least to most absorbent.</p>	<p>New Core Knowledge Some materials are waterproof and do not let water pass through them, others are not.</p> <p>Revisiting Core Knowledge Some materials absorb water and some do not.</p> <p>Key Vocabulary Waterproof = Waterproof means water cannot pass through – it does not soak in.</p> <p>Outline of Main Tasks Carry out investigation to see which materials are waterproof and which aren't.</p>	<p>New Core Knowledge Some materials are tough and do not break or tear easily, like metal or wood.</p> <p>Revisiting Core Knowledge Some materials are waterproof and do not let water pass through them, others are not.</p> <p>Key Vocabulary Tough = Tough means something is strong and hard to break or tear.</p> <p>Outline of Main Tasks Investigation to find the tough/not tough materials by testing them and completing table to show results.</p>
History How am I making History?	<p>New Core Knowledge Timelines tell us when things happened.</p> <p><i>I know that I can put pictures in order on a timeline and use words like 'before' and 'after'</i></p> <p>Revisiting Core Knowledge In the Early years foundation stage – Reception, children talked about the past and present events in their own lives and the lives of their family members. They started to compare things from the past to now. Children used timelines to order daily routines.</p>	<p>New Core Knowledge Memories are parts of our lives that have happened in the past.</p> <p><i>I know that memories are special and that they happened in the past.</i></p> <p>Revisiting Core Knowledge Timelines tell us when things happened. (Use words before and after)</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Memory = events that are remembered by people who are alive. • Past = time that has already happened. 	<p>New Core Knowledge We create memories over time by celebrating special events like birthdays and Christmas.</p> <p><i>I know that memories are special and we celebrate them with events like birthdays, Christmas and other special days.</i></p> <p>Revisiting Core Knowledge Memories are parts of our lives that have happened in the past.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • significant • celebrate • celebration • remember • memory • event 	<p>New Core Knowledge Questions can be used to find out what childhood was like in the past.</p> <p><i>I can ask questions about what childhood was like in the past.</i></p> <p>Revisiting Core Knowledge We create memories over time by celebrating special events like birthdays and Christmas.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Childhood = being a child. From birth to 18. 	<p>New Core Knowledge Childhood today is different from the past but there are still things that are the same.</p> <p><i>I know that childhood is different from the past but that some things are still the same.</i></p> <p>Revisiting Core Knowledge Questions can be used to find out what childhood was like in the past.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • same = things that are the same. 	<p>New Core Knowledge Words like past, present and future can be used to describe people and their lives</p> <p><i>I can use words such as 'past' 'present' and 'future' to talk about changes over time.</i></p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Future = time that has yet to happen. • Present = time happening now <p>Outline of Main Tasks</p>

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	<p>Prior unit recap Key Vocabulary</p> <ul style="list-style-type: none"> • Before = something that has already happened/ • After=something that will happen next. • Timeline <p>Outline of Main Tasks Order pictures on timeline using knowledge of before and after.</p>	<p>Outline of Main Tasks Draw or write favourite memory on A5 card.</p>	<p>Outline of Main Tasks How do I celebrate my birthday? Children to draw and a) label b) write a sentence describing how they celebrate their birthdays.</p>	<ul style="list-style-type: none"> • Living memory = events remembered by people who are alive. <p>Outline of Main Tasks Generate questions about the past for visitor. Interview visitor.</p> 	<ul style="list-style-type: none"> • Childhood = being a child. From birth to 18. <p>Outline of Main Tasks</p>	<p>Create a time capsule that shows the child's past, present and what they think will be around in the future.</p>
<p>DT</p> <p>Structures – Constructing a windmill</p>	<p>New Core Knowledge A structure is stable when it can stand up without falling over.</p> <p>Revisiting Core Knowledge Children have previously looked at joining materials using Sellotape, glue, masking tape and pins and have used junk modelling and building blocks to create 3d models.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Base = A base is the bottom part of something that helps it stand up or stay steady. • rotor = A rotor is a part that spins or turns round and round. • structure = “A structure is something that is built and holds its shape. <p>Outline of Main Tasks Exploring stable vs unstable balances and objects and sorting them.</p>	<p>New Core Knowledge A structure is stable when it doesn't fall over.</p> <p>Revisiting Core Knowledge A structure is stable when it can stand up without falling over. We can make it stable by giving it a wide base, strong joins, and making sure it's balanced.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Base = A base is the bottom part of something that helps it stand up or stay steady. • rotor = A rotor is a part that spins or turns round and round. • structure = “A structure is something that is built and holds its shape. <p>Outline of Main Tasks Create a structure out of cardboard that stands freely.</p>	<p>New Core Knowledge A windmill is designed with blades that catch the wind and rotate.</p> <p>Revisiting Core Knowledge A structure is stable when it doesn't fall over. We can make things balance by making the bottom wide and the weight even.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Base = A base is the bottom part of something that helps it stand up or stay steady. • rotor = A rotor is a part that spins or turns round and round. • structure = “A structure is something that is built and holds its shape. <p>Outline of Main Tasks Create the sails for the windmill.</p>	<p>New Core Knowledge When we design and make things, we try out different ways to join materials.</p> <p>Revisiting Core Knowledge A windmill is designed with blades that catch the wind. The blades must be the right shape and size to spin well and make the windmill work.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Join = To join means to put two or more things together. <p>Outline of Main Tasks Explore joining materials in different ways and deciding which give the most stable join.</p>	<p>New Core Knowledge We use tools like scissors, hole punchers, and glue to cut, shape, and join materials.</p> <p>Revisiting Core Knowledge When we design and make things, we try out different ways to join materials, like using glue, tape, or split pins, to find out what works best.</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • Attach = To attach means to fix or stick things together so they stay in place. <p>Outline of Main Tasks Join the sails to the base of the windmill.</p>	<p>New Core Knowledge When we evaluate our work, we look at what we made to see what went well and what we could make better next time.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <ul style="list-style-type: none"> • evaluate • improve • test <p>Outline of Main Tasks Children will complete an evaluation of their end product – looking at design and function and what they would change/keep if they made the model again.</p>
<p>Music</p> <p>Tempo: The snail and the mouse.</p>	<p>New Core Knowledge Tempo is how fast or slow music is and we can use our bodies and voices to show this.</p>	<p>New Core Knowledge A Rhyme can be played fast or slow using our speaking voice, a singing voice or an instrument.</p>	<p>New Core Knowledge A song can be performed using a singing voice and slow and fast beats.</p> <p>Revisiting Core Knowledge</p>	<p>New Core Knowledge A song can be performed using a singing voice and an instrument to create beats.</p>	<p>New Core Knowledge Fast and slow beats and a singing voice can be performed to a story.</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p>

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	<p>Revisiting Core Knowledge</p> <ul style="list-style-type: none"> How to engage different voices (speaking and singing). How to follow 'my turn, your turn' to learn a rhyme or song. <p>Key Vocabulary Expressive = full of feeling or meaning. Tempo = The speed of the music (fast or slow).</p> <p>Outline of Main Tasks Listen to different tracks and move body slow or fast to the tempo. Teacher led rhyme – snail and mouse.</p>	<p>Revisiting Core Knowledge</p> <p>Tempo is how fast or slow music is and we can use our bodies and voices to show this.</p> <p>Revisit beat as being heartbeat.</p> <p>Key Vocabulary rhyme = When words sound the same or very similar at the end. Speaking voice = Using your voice to speak with a beat. Singing voice = Using the voice to sing different sounds that can be high or low.</p> <p>Outline of Main Tasks Move body in isolation to fast and slow music appropriately.</p>	<p>A Rhyme can be played fast or slow using our speaking voice, a singing voice or an instrument.</p> <p>Key Vocabulary Singing voice = Using the voice to sing different sounds that can be high or low. Beat = the heartbeat of the music.</p> <p>Outline of Main Tasks</p> <ol style="list-style-type: none"> Tap knees to the beat. Observe partner while facing and see if they can observe if partner makes the beat. Body warm up (use Kapow activities) Vocal warm up (use Kapow activities) Using 'my turn, your turn,' copy back these four sounds in turn keeping to a beat, shh, ft, ss, vv, ha (for example shh, shh, shh, shh, would be the first set of sounds). Teach song My turn, your turn. Children to practice in pairs. <p>Knowledge revisit from Autumn</p>	<p>Revisiting Core Knowledge</p> <p>A song can be performed using a singing voice and slow and fast beats.</p> <p>Key Vocabulary Singing voice = Using the voice to sing different sounds that can be high or low. Beat = the heartbeat of the music.</p> <p>Outline of Main Tasks Repeat warm up activities from previous lessons. Heartbeat activity to practice beat to tune. Fast vs slow for snail and mouse. Children to play fist verse in pairs using instruments and knowledge of song and beats.</p>	<p>Revisiting Core Knowledge</p> <p>A song can be performed using a singing voice and an instrument to create beats.</p> <p>Key Vocabulary Recap of all vocab learned so far.</p> <p>Outline of Main Tasks Use examples and non-examples to identify when to play their instruments in the story of the snail and the mouse. Play instruments appropriately (fast or slow), to the story of the snail and mouse. Perform to others.</p>	<p>Key Vocabulary</p> <p>Outline of Main Tasks</p> <p>Assessment end of unit quiz</p>
<p>PE Action Ants every Thursday Morning</p> <p>And</p>	<p>Week 1: Exploring Ball Skills – Getting to Know the Ball Learning Focus: To explore ways of moving, rolling, bouncing, and stopping a ball. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Ball Body Parts Game – Pupils move around with a ball, teacher calls out body parts ("ball on knee", "roll with hand", "balance on foot"). Focus: Coordination, control, spatial awareness. <p>Main Activity (20 mins):</p> <ul style="list-style-type: none"> Ball Exploration Circuit: <ol style="list-style-type: none"> Roll ball along the floor and 	<p>Week 2: Rolling and Underarm Throwing Learning Focus: To roll and throw a ball accurately towards a target. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Roller Tag: Pupils roll balls to "tag" others below the knee. Tagged pupils perform 3 star jumps to rejoin. Focus on aim and direction. <p>Main Activity (20 mins):</p> <ul style="list-style-type: none"> Target Roll: <ul style="list-style-type: none"> Use cones, hoops, or skittles as targets. Practise rolling underarm with 	<p>Week 3: Catching Fundamentals Learning Focus: To catch a ball with two hands and improve reaction time. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Ball Drop Challenge: In pairs, one drops the ball, partner tries to catch before it bounces twice. Emphasise eyes on the ball. <p>Main Activity (20 mins):</p> <ul style="list-style-type: none"> Throw, Clap, Catch: Start with self, then partner. Partner Catching: <ul style="list-style-type: none"> Begin close, use beanbags or large balls. Step back as accuracy improves. High, Low, Quick! Vary throws for reaction practice. <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Buckets: Catching balls in cones, hoops, or buckets (can be done in pairs or teams). <p>Key Vocabulary: Catch, eyes, hands ready, soft hands.</p>	<p>Week 4: Bouncing and Dribbling (Ball Control) Learning Focus: To bounce, control, and move with a ball using hands. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Follow the Leader: Move around with a ball – rolling, bouncing, changing direction. <p>Main Activity (20 mins):</p> <ul style="list-style-type: none"> Bounce and Move: <ul style="list-style-type: none"> Practise bouncing a ball while stationary, then walking. Add changes of direction, hand changes. Obstacle Course: Move through cones or around 	<p>Week 5: Combining Throwing, Catching & Moving Learning Focus: To apply skills in combination during small games. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Move and Freeze: Move around space with a ball; on "freeze" perform a skill (bounce, roll, throw, catch). <p>Main Activity (20 mins):</p> <ul style="list-style-type: none"> Partner Challenges: <ul style="list-style-type: none"> Throw, move, and catch. One partner moves in a small circle while the other throws. 	<p>Week 6: Skill Stations & Mini-Games (Assessment Week) Learning Focus: To demonstrate control, accuracy, and coordination across learned skills. Warm-Up (10 mins):</p> <ul style="list-style-type: none"> Favourite Skill Parade: Pupils show their favourite skill from previous weeks. <p>Main Activity (20 mins): Set up four skill stations:</p> <ol style="list-style-type: none"> Roll to Target – accuracy roll. Underarm Throw to Hoop – aim for distance and precision. Catch & Clap – self or partner challenge.

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	<p>stop it with two hands.</p> <ol style="list-style-type: none"> Roll to a partner and stop it. Bounce the ball and catch (use different size balls). <ul style="list-style-type: none"> Work on soft hands, watching the ball, and staying balanced. <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Traffic Lights with Balls: <ul style="list-style-type: none"> Red = stop ball, Amber = roll slowly, Green = move with control. Add challenges like changing directions or using one hand. <p>Key Vocabulary: Roll, bounce, stop, control, soft hands.</p>	<p>a step forward and opposite arm/leg coordination.</p> <ul style="list-style-type: none"> Underarm Throw: <ul style="list-style-type: none"> Progress from rolling to throwing towards a low target (hoop/cone). Emphasise “swing, step, release”. <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Clean the Room: Split area in half; throw soft balls/beanbags to other side. <ul style="list-style-type: none"> Aim for accuracy and teamwork. <p>Key Vocabulary: Roll, aim, underarm, target, release.</p>		<p>hoops while controlling a ball (bouncing, rolling, or carrying).</p> <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Dribble Relays: In teams, dribble (bounce or roll) to a cone and back. Encourage control, not speed. <p>Key Vocabulary: Bounce, control, direction, balance.</p>	<ul style="list-style-type: none"> Mini-Relay: Throw to next person in line, they catch and run to the end. <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Circle Pass: Class forms a big circle; practise throwing and catching around. <ul style="list-style-type: none"> Add a second ball for challenge. <p>Key Vocabulary: Throw, catch, move, teamwork.</p>	<ol style="list-style-type: none"> Bounce & Move Course – control while moving. <p>Rotate every 4–5 minutes.</p> <p>Game (5–10 mins):</p> <ul style="list-style-type: none"> Team Challenge Game: “Clean the Room” or “Circle Pass” — cooperative version to demonstrate teamwork and control. <p>Key Vocabulary: Control, aim, coordination, teamwork.</p>
<p>Computing</p> <p>Algorithms unplugged</p>	<p>New Core Knowledge An algorithm is a set of steps we follow to solve a problem or make something happen on a computer.</p> <p>Revisiting Core Knowledge</p> <p>In EYFS (Reception), the children may have learnt:</p> <ul style="list-style-type: none"> Following and giving simple instructions is important in computing. Instructions should be followed in the correct order. To program a Bee-Bot with simple commands and to fix simple programming errors. An algorithm is a set of clear and precise instructions. 	<p>New Core Knowledge We need to follow instructions carefully, step by step, so the computer or robot does the action correctly.</p> <p>Revisiting Core Knowledge</p> <p>An algorithm is a set of steps we follow to solve a problem or make something happen on a computer.</p> <p>Key Vocabulary</p> <p>Bug = a mistake or fault in a computing program that stops it from working properly.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Computers use inputs, like clicks or typing, to do something and give outputs, like sounds, pictures, or actions.</p> <p>Revisiting Core Knowledge</p> <p>We need to follow instructions carefully, step by step, so the computer or robot does the action correctly.</p> <p>Key Vocabulary Input = the information or commands given to a computer. Output=information that comes out of the computer (visual/audio etc) Virtual assistant = online assistant that helps with tasks and Qs.</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Decomposition means breaking a big problem into smaller, easier steps.</p> <p>Revisiting Core Knowledge</p> <p>Computers use inputs, like clicks or typing, to do something and give outputs, like sounds, pictures, or actions</p> <p>Key Vocabulary Decompose = breaking down problems into smaller parts Organise = put things into a specific order..</p> <p>Outline of Main Tasks</p>	<p>New Core Knowledge Debugging means finding and fixing mistakes in an algorithm so it works correctly.</p> <p>Revisiting Core Knowledge</p> <p>Decomposition means breaking a big problem into smaller, easier steps.</p> <p>Key Vocabulary</p> <p>Debug = Look for and then fix a mistake or fault in a computer program.</p> <p>Outline of Main Tasks Map + instructions – work in a group to ‘debug’ the instructions and follow the</p>	

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	<p>Key Vocabulary</p> <p>Algorithm = An algorithm is a set of instructions or steps that tells a computer how to work. Instructions = directions or information that tell you how to do something.</p> <p>Outline of Main Tasks Understanding what an algorithm is by creating and following instructions to dress a doll.</p>	<p>Explore following instructions carefully to carry out a task (drawing a figure step by step) and explain why they are different.</p>	<p>Role play activity to show how input and output works (E,G 'Hey Geoffrey, when I clap, you jump' and model. Children then create their own input/output activities. Knowledge revisit from Autumn</p>	<p><i>Activity: Decomposition comic strip</i> sheet (one each). Ask the children to break down their pictures into small steps.</p>	<p>mao to its successful destination without errors. Assessment end of unit quiz</p>	
<p>RE What do some people believe God looks like?</p>	<p>New Core Knowledge People have different beliefs about what God looks like.</p> <p>Revisiting Core Knowledge</p> <ul style="list-style-type: none"> Some people believe that God exists. Some people believe God created the world. Creation stories explain how the world began. <p>Key Vocabulary</p> <p>God = a being that is worshipped and believed to have special powers over nature and life. Belief = Trusting that something is true or will happen, even when you do not have proof.</p>	<p>New Core Knowledge Muslims describe Allah using 99 names.</p> <p>Revisiting Core Knowledge</p> <p>People have different beliefs about what God looks like.</p> <p>Key Vocabulary</p> <p>Muslim = A Muslim is a person who follows the religion of Islam. Allah = Allah is the name of the one God in Islam. He is the creator of everything.</p> <p>Outline of Main Tasks Explore 3 of the 99 names Muslims use for Allah.</p>	<p>New Core Knowledge Hindus believe in one God Braham who is represented by deities like Vishnu and Shiva.</p> <p>Revisiting Core Knowledge</p> <p>Muslims describe Allah using 99 names</p> <p>Key Vocabulary Vishnu =The God who keeps the world safe. Shiva = The God who removes evil and brings change to the world. Deities = Hindus believe a deity is a form of the God Brahman on earth.</p> <p>Outline of Main Tasks</p> <p>Explore deities and their characteristics. Deity bingo to apply knowledge.</p>	<p>New Core Knowledge Christian people believe that God came to Earth in human form as Jesus to show his love to the world.</p> <p>Revisiting Core Knowledge</p> <p>Hindus believe in one God Braham who is represented by deities like Vishnu and Shiva.</p> <p>Key Vocabulary</p> <p>Christians = Christians believe in one God and the life and teachings of Jesus Christ. Jesus = Jesus Christ is believed to be the son of God OR God on Earth in human form.</p> <p>Outline of Main Tasks Identify symbols that Christians associate with Christmas.</p>	<p>New Core Knowledge Christians call God, or The Lord God. Muslims call God Allah Hindus call God Brahman</p> <p>Revisiting Core Knowledge</p> <p>Christian people believe that God came to Earth in human form as Jesus to show his love to the world.</p> <p>Key Vocabulary Mosque Church Mandir God = a being that is worshipped and believed to have special Allah = Allah is the name of the one God in Islam. He is the creator of everything.</p>	<p>New Core Knowledge</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary</p> <p>Outline of Main Tasks Assessment end of unit quiz</p>

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	<p>Outline of Main Tasks</p> <p>Children create a symbol that they believe represents God for themselves. many Christians believe Jesus is the son of God and God of Earth.</p>	<p>Create a tile in the style of Islamic art (the way that Muslims express their ideas about God)</p>		<p>Design a Christmas card using these symbols.</p>	<p>Brahman = The spirit of everything.</p> <p>Outline of Main Tasks 1.Representations of god pair match game 2. Activity statements – identify religion from statements. (based on learning from throughout the unit).</p>	
<p>PSHE</p>	<p>New Core Knowledge Everyone has feelings, and we can develop strategies to help ourselves feel better.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Feelings = what happens inside us when we are happy, sad, angry, or scared. Strategies = ways to help you achieve something.</p> <p>Outline of Main Tasks Draw an example of a positive feeling (happy, excited) and a negative emotion (sad, upset, angry).</p>	<p>New Core Knowledge We all have things we are good at and we can set goals to get better at some things.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Strengths = Challenges = Goals =</p> <p>Outline of Main Tasks Draw themselves as animals, based on their characteristics (strong or fierce like a lion, slow and careful like a tortoise).</p>	<p>New Core Knowledge Being active and getting good sleep help us stay healthy and full of energy.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Healthy = Routine =</p> <p>Outline of Main Tasks Role model bedtime routines and talk about how these can positively / negatively impact the quality of sleep you get.</p>	<p>New Core Knowledge We can relax by doing calm things like reading, listening to music, or taking deep breaths.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Relax =</p> <p>Outline of Main Tasks Explore two different relaxation techniques and share ways they might relax at home.</p>	<p>New Core Knowledge Germs can spread by touch or coughs, and we can stop them by washing our hands and covering our mouths.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Germs = Dirty =</p> <p>Outline of Main Tasks Using clean and washed hands with soap to show the pepper corns moving away (replicating germs not going on hands). Sequencing the pictures to show the process of washing hands.</p>	<p>New Core Knowledge Some people are allergic to things like food, plants, or animals, and it can make them feel unwell.</p> <p>Revisiting Core Knowledge</p> <p>Key Vocabulary Allergy = Allergic reaction =</p> <p>Outline of Main Tasks Investigating different food products to find out what food allergens they may contain.</p>