

Alders Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement Main focus Key skills

Term	English	Maths and ICT	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
<p><b>Autumn Term 1</b></p> <p><b>What makes Rawtenstall Special?</b></p>  <p><b>Christian Value</b> Generosity</p>  <p><b>British Value</b> Rule of Law</p> <p><b>Rights Respecting School</b></p> <p>International Day of Democracy 21<sup>st</sup> September 21 Articles – 2, 12, 28 and 29</p> <p>Black History Month October 2021 Articles 2, 8 and 30</p> <p>World Mental Health Day 10<sup>th</sup> October 21 Article 24</p>	<p>Stories with familiar settings –(4 weeks) Meerkat Mail by Emily Gravett</p> <p>Non-Chronological reports – (2 weeks) Animals</p> <p>Poems on a theme– (1weeks) – Poems linked to families</p>	<p><b>Maths</b> Number and place value Length and mass/weight Addition and subtraction 2D and 3D shapes</p> <p><b>Computing</b> E-safety 1 week</p> <p><b>Unit 2.1</b> Coding 5 weeks Programs- 2Code</p>	<p><b>Science</b> <b>Unit: Materials</b></p> <p><b>Knowledge &amp; Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs);</li> <li>Observing closely,</li> <li>Identifying and classifying the uses of different materials, and</li> <li>Recording their observations.</li> <li>Thinking about unusual and creative uses for everyday materials.</li> </ul>	<p><b>History</b></p> <p><b>Significant Local Person -Nick Park</b></p> <p>Living Memory – What has he done in our lifetime Answer questions using books and the internet. Research the life of a famous person from the past using different sources of evidence</p> <p><b>Local Area – Rawtenstall/Crawshawbooth.</b> <b>Local resident interview- Interview a Local</b></p> <p><b>Find where I live and name places where I live and locate the school I go to.</b></p> <p><b>Did my home/school always look like it does today?</b> – Pupils use photos and maps and digital maps to locate their home and school. What clues can help them to find the names? Is their home near the school? What else does the map show us (roads, fields, rivers, houses) etc. Can they show the route they take to school? How do they travel to school and why do they travel in such a way?</p> <p><b>What might my area/home/school have been like a long time ago?</b> - Pupils hypothesise about what their area/home/school might have been like a long time ago. They write/draw in groups what it might have been like, and make some suggestions as to why they think that.</p> <p><b>How can we find out about what our area/home/school was like in the past?</b> - Using appropriate maps, photographs, pictures of people and written sources, explore relevant sources and talk about what is the same, different and why that might be.</p> <p><b>Was our playground like in the past?</b> - Using photos from the past look at the school playground and how it has changed. What is different? Can they give reasons for this? What is the same? What is new?</p> <p><b>What games did children play in the school playgrounds in the past?</b> - Using sources such as rhymes (ring a ring of roses) games (clapping, hopscotch, marbles) and equipment (footballs, slides, hoops, skipping ropes etc) design a playground area for children in the 1950s, 60s (or when the school was built e.g. Victorian) with relevant games and equipment. Internet search for photos from playgrounds in the past.</p> <p><b>Did children use playground equipment like us a long time ago?</b> - Using this image of children on a see-saw at Heptonstall c1920 from the David Martin Photography website, explore the picture from a hotseating perspective, imagining they are a character from the picture playing on this very see-saw a long time ago. Draw - 'This is a picture of me, this is what I wear and how I look. Draw/write - 'This is my name, this is where I live, this is what I eat, these are some of my favourite</p>	<p><b>RE</b></p> <p><b>Christianity- Kingdom of God</b> <b>What do Christians believe God is like?</b></p> <p><b>PSHE</b></p> <p><b>Right of the Child- Rights respecting school:</b> <b>What rights do children have?</b></p> <ul style="list-style-type: none"> <li>-Understand that classroom rules help everyone to learn and be safe;</li> <li>-Explain their classroom rules and be able to contribute to making these</li> <li>-Devise Class Charter</li> <li>-Introduce RRS</li> </ul>	<p><b>PE</b></p> <p><b>Indoor:</b> Fundamental skills (assessment unit).</p> <p><b>Outdoor:</b> Athletic activities (Y1 unit)</p>	<p><b>Art</b></p> <p><b>Drawing</b> Make observational drawings of the locality and school grounds; experiment with mark-making, charcoal and chalk, graphite sticks and pens on small/large-scale, group/individual. Make drawings of local landmarks and experiment making shades and tones in greys using chalk and charcoal, encourage smudging contrasted with detail. Collect rubbings from surfaces then continue and extend into a <b>drawing</b>, or use as background to a drawing.</p> <p><b>Printing</b> Plan and discuss ways this image could be translated or rotated and repeatedly printed. Plan and discuss colour choices for print or background; perhaps print on a textured rubbing of a building etc. Use rollers and printing ink to print image repeatedly; make individual and/or group prints. Develop drawings further by producing a monoprint of local area; start to collect and sort textures and shapes which can be used to print as seen in class clip. Use printing rollers to ink up sides and edges of objects and textures from which to print and build up an image of 'The Place Where I Live'.</p> <p><a href="https://www.bbc.co.uk/programmes/p01149qw">https://www.bbc.co.uk/programmes/p01149qw</a></p> <p><b>Drawing Skills</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>Control the types of marks made with the range of media.</li> <li>Name, match and draw lines/marks from observations.</li> <li>Invent new lines.</li> <li>Draw on different surfaces with a range of media.</li> <li>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> <li>Investigate textures by describing, naming, rubbing, copying.</li> </ul>

things, I share my home with...'

#### Chronology

- Show their emerging knowledge and understanding of the past by:
- Recognising the distinction between past and present.
- Identifying some similarities and differences between their own present and aspects of the past.
- Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).
- Show their developing knowledge and understanding of the past by:
- Recognising the distinction between present and past in their own and other people's lives.
- Identifying some similarities and differences between ways of life in different periods.
- Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).

#### Events, People and Changes

- To tell the difference between past and present in their own and other people's lives by:
- Using and making simple comparisons to parts of stories, and features of events.
- Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
- Use simple stories and other sources to show that they know and understand key features of events.

#### Geography

How could I attract more people to come to Rawtenstall?

Name the continents of the world and locate them on a map.

Find where I live on a map of the United Kingdom

– Use digital maps such as Digimap

Locate different landmarks on a map of

Rawtenstall – e.g. recreation grounds, swimming pools and outdoor play features. – Use aerial photos of the local area to help find and talk about outdoor play features and local landmarks.

**Fieldwork** – Visit some of the places/play areas mentioned by the children in the classroom. (take pictures of play areas or potential play areas, when walking round the local area)

Create their own simple maps to play area routes.

Add photos that they have taken to large scale digital maps of the area.

Plan and design a new play feature for your locality. Explain the facilities that a village, town and city may need and give reasons.

Traffic survey (compare different times/ types of vehicles)

Map of journey to school (using symbols for a key)

Travelling to school

#### Printing

- Print with a range of hard and soft materials e.g. corks, pen barrels, sponge.
- Make simple marks on rollers and printing palettes.
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
- Build repeating patterns and recognise pattern in the environment.
- Create simple printing blocks with press print.
- Design more repetitive patterns.
- Experiment with overprinting motifs and colour.
- Make rubbings to collect textures and patterns.

#### Evaluating

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.

#### DT

#### Structures

#### Playground equipment

#### Evaluation of existing products

- Research existing products, investigating actual examples wherever possible.
- If available, explore products in the local environment e.g. local playground, otherwise small world structures, as a last resort photographs.

#### Questions

- What is this? Who uses it?
- What is it made of? Why does it use metal/wood/plastic?
- Is it rough or smooth?
- Is it stiff or bendy?
- Why does it stand up not fall down?
- How does it work?
- Plus questions related to detail e.g. Why does it have steps? Does it have any safety features?

#### Focused tasks

- Investigate how to make

				<p>(survey)</p> <p><b>UK cities countries and capitals</b> Name, locate and identify the characteristics of the capital cities of England, Wales, Scotland and Ireland. Explain how jobs and the population may be different in the different capital cities. Aerial photographs, maps, using keys and compass directions, atlas Language – human, physical, factory, shops, house, offices, city, town, village, rivers, distinction between Ireland and</p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Know that maps give information about places in the world (where/what?).</li> <li>Use large scale maps and aerial photos of the school and local area.</li> <li>Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>Recognise that maps need titles.</li> <li>Recognise landmarks and basic human features on aerial photos.</li> <li>Use and construct basic symbols in a map key (<i>weather symbols</i>).</li> <li>Know that symbols mean something on maps.</li> <li>Begin to realise why maps need a key.</li> </ul> <p style="text-align: center;"></p> <p style="text-align: center;"><b>British Values – The Rule of Law</b> What laws have been created to keep us safe in our community? Who works in our community to enforce the laws? The importance of the Prime Minister and the local MP.</p> <p style="text-align: center;"><b>If you were PM, which rule would you enforce more than any other?</b></p>			<p>simple structures stand up.</p> <ul style="list-style-type: none"> <li>Explore using reclaimed materials, simple art straw/card structures, construction toys, small world structures that will come apart into separate components.</li> <li>Teach the children how to make a structure more stable.</li> <li>Teach how to make components (e.g. rolled paper legs/slide chute component) stiffer/stronger.</li> <li>Teach how to join component parts – glue/masking tape/hot glue gun - with close supervision.</li> <li>Teach appropriate vocabulary (tools; materials; components; technical vocabulary).</li> </ul> <p style="text-align: center;"><b>Music</b> Unit: Hands, feet, heart.</p>
<p><b>Autumn Term 2</b> <i>Do all countries look the same?</i></p> <p style="text-align: center;"> <b>Christian Value</b> Courage</p> <p style="text-align: center;"> <b>British Value</b></p>	<p>Traditional Tales (5 weeks)– Prince Cinders By Babette Cole</p> <p>Instructions –(2 weeks) for a new playground game</p>	<p><b>Maths</b> Counting, multiplication and sorting Statistics Fractions Capacity/volume Money Time</p> <p><b>Computing</b> <b>Unit 2.2</b> Online safety</p>		<p style="text-align: center;">Term 2 Geography <b>Non-European African Country – Kenyan</b> 7 continents</p> <p><b>Where is the area located?</b> <b>How far away is this place?</b> <b>How could people get there?</b> <b>What is the physical geography like e.g. weather, landscape, rivers, hills etc? What distinctive features does the area have?</b> <b>What is the human geography like e.g. settlement size, shops, services, local industries, transport links, tourist attractions?</b></p>	<p style="text-align: center;"><b>RE</b> <b>Christianity- Incarnation- use ‘digging deeper’ section.</b> <b>Why does Christmas matter to Christians?</b></p> <p style="text-align: center;"><b>PSHE</b> <b>Me and My relationships</b></p> <p>-Suggest actions that will contribute positively to the life of the classroom;</p>	<p style="text-align: center;"><b>PE</b> <b>Indoor:</b> Gymnastics</p> <p style="text-align: center;"><b>Outdoor:</b> Travelling, sending, receiving (The Place where I live unit)</p>	<p style="text-align: center;"><b>African Art</b> <b>What colours would best reflect the culture I come from?</b> Explore the colours and patterns of the African landscape and native tribes. Painting, beadwork, sculpting, cutting and drawing.</p> <p style="text-align: center;"><b>Music</b> <b>Nativity Performance</b> Unit: Ho Ho Ho.</p>

<p>Individual Liberty</p> <p><b>Rights Respecting Schools</b></p> <p>International Children's Day 20<sup>th</sup> November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15<sup>th</sup> – Friday 19<sup>th</sup> November Articles 2, 12 and 19</p>		<p>3 weeks <b>Programs-</b> writing templates, display boards, 2Respond (2Email)</p> <p><b>Unit 2.3</b> Spreadsheets 4 weeks <b>Programs-</b> 2Calculate</p>		<p><b>What are the similarities and differences between this area and Rawtenstall? What are the lives of children in this area like? What would it feel like to live in this place?</b></p> <p>Describe a place outside Europe using geographical words. E.g.Droughts, landscape,</p> <p>Follow a river course on a map. Compare to a local river with which the children are familiar. Compare other physical features e.g. hills and mountains. Introduce basic geographical vocabulary linked to the key physical features. Identify the type(s) of settlement including population figures or changes. Identify shops, services and industries in the area. Identify tourist attractions. Explore main sources of employment and types of transport used in the area and introduce basic geographical language linked to these key human features. Compare and contrast the physical and human features of the area with physical and human features in the UK. Find out about the lives of children in the contrasting area. Compare schools and play areas.</p> <p><b>Locational and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Small area in a contrasting non-European country.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features and key human features (from the key learning).</li> </ul> <p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales.</li> <li>• Know that maps give information about places in the world (where/what?).</li> <li>• Recognise simple features on maps e.g. buildings, roads and fields.</li> <li>• Recognise that maps need titles.</li> <li>• Recognise landmarks and basic human features on aerial photos.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>• Investigate through observation and description.</li> <li>• Recognise differences between own and others' lives.</li> </ul>	<p>-Make and undertake pledges based on those actions. -Take part in creating and agreeing classroom rules. -Use a range of words to describe feelings; -Recognise that people have different ways of expressing their feelings; -Identify helpful ways of responding to other's feelings. -Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; -Identify situations as to whether they are incidents of teasing or bullying. -Understand and describe strategies for dealing with bullying: -Rehearse and demonstrate some of these strategies. -Explain the difference between bullying and isolated unkind behaviour; -Recognise that that there are different types of bullying and unkind behaviour; -Understand that bullying and unkind behaviour are both unacceptable ways of behaving. -Recognise that friendship is a special kind of relationship; -Identify some of the ways that good friends care for each other. -Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); -Explain where someone could get help if they were being upset by someone else's behaviour.</p>		
<p>Spring Term 1</p> <p><b>What is the voyage across the Atlantic like?</b></p>  <p>Christian Value</p>	<p><u>Stories by the same author</u> (3 ½ weeks– The storm Whale and The storm whale in winter by Benji Davies</p> <p><u>Persuasion – (2 weeks)</u> Persuasive poster on how to save whales</p>	<p><b>Maths</b> Number and Place Value Measurement Addition and Subtraction Money Multiplication and Division</p> <p><b>Computing</b></p>	<p><b>Science</b> <b>Unit: Animal survival and growth.</b> <b>Why do we not see wild elephants living in Rawtenstall?</b> Describe how a specific habitat provides the basic needs of things living there (plants and animals). Identify and name plants and animals in a range of habitats. Match living things to their habitat.</p>	<p><b>History</b> <b>Significant person – Christopher Columbus</b> <b>What does the word 'Explorer' mean?</b> Write 'explorer' up on the board and get groups of pupils to write down on sticky notes what they think it means. Look up the dictionary version '<i>somebody who travels to distant or unfamiliar places to find out more about them</i>'. Compare their versions and the dictionary version.</p>	<p><b>RE</b> <b>Christianity- Gospel (Use the 'digging deeper' section)</b></p> <p><b>What is the good news Jesus brings?</b></p> <p><b>PSHE</b> <b>Keeping Myself safe</b> <b>How can we keep safe in different places?</b></p>	<p><b>PE</b> <b>Indoor:</b> OAA RSSP coach</p> <p><b>Outdoor:</b> Travelling, sending, receiving, attacking/defending skills (Farm shop unit)</p>	<p><b>Art</b> <b>Artists:</b> Piet Mondrian</p> <p><b>Colour chaos</b> Mix paint to create all the secondary colours. Create brown with paint. Create tints with paint by adding</p>

<p>Perseverance</p>  <p><b>British Value</b> Mutual Respect</p> <p><u>Rights Respecting Schools</u></p> <p>World Religion Day January 16<sup>th</sup> 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27<sup>th</sup> January 2022 Articles 2, 19, 37 and 39</p> <p>LGBTB+ History Month February 2022 Articles 2 and 13</p>		<p><b>E-Safety</b> 1 week</p> <p><b>Unit 2.4</b> Questioning 5 week <b>Programs-</b> 2Question, 2Investigate</p>	<p>Describe how animals find their food. Name some different sources of food for animals. Explain a simple food chain. <b>Is it right to eat animals? What would happen if people/ animals didn't eat other animals? If all animals ate other animals, which animal would be the last one on earth?</b></p> <p><b>Great British Birdwatch – visit Whitaker Park</b> <b>Native birds and animals</b> (fox, badger, rabbit, hare, blue tit, robin, birds of prey. Hibernation, migration, nocturnal <b>Why do some birds fly away during the winter?</b> <b>Why are the winter months dangerous to some of our birds?</b> <b>Environment Focus - Local animals</b></p> <p><b>Make bird feeders (hang in forest school)</b> <b>Local habitats</b> – plants and animals, sources of food and food chains, microhabitats – minibeast.</p> <p><u>Knowledge &amp; Conceptual understanding</u></p> <ul style="list-style-type: none"> <li>• Notice that animals have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, for survival (water, food and air)</li> </ul> <p><b>Working Scientifically</b> - Observing, through video or first-hand observation and measurement, how different animals grow - Asking questions about what things animals need for survival <b>suggesting ways to find answers to their questions.</b></p> <ul style="list-style-type: none"> <li>• Describing the main changes as young animal offspring grow into adults (at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal)</li> </ul>	<p>Have they ever explored? Can they think of any famous explorers?</p> <p><b>What does an explorer do, and what tools, equipment and essential items might they need for their journey?</b> Watch an extract from 'Dora the Explorer' on the Nickelodeon website. How do we know she is an explorer, what does she do? What items are in her backpack (<i>compass, map, telescope etc</i>)? Ask children to work in pairs to list them. Show real examples of explorers' equipment and demonstrate how these are used. Provide the children with a picture of themselves, along with pictures of items, some of which are essential to explorers and some of which are not. Can the children identify which of the equipment they think would be vital if they were an explorer and cut and stick them to the picture of themselves? Ask children to label the items and add a caption suggesting why they think that piece of equipment is important. From their pictures, ask the children to suggest what equipment they would take if they were exploring. Create a class list of essential tools and equipment. For each item, ask children to identify what would happen if they didn't have it. Are all of the identified items important to all types of explorers? If explorers were going to the Amazon jungle, for example, they might not need the same equipment as if they were going to the North Pole. The explorer resources could be placed in a class role play area so that children can extend their learning through focused play experiences. <b>Are there any famous explorers that used similar equipment?</b> Tell the story of Christopher Columbus and his voyages. The BBC Primary History website has some useful information appropriate for primary aged children. Linked to the geography learning opportunities, show a globe and maps to detail the vast areas covered. Christopher Columbus left Europe on August 3<sup>rd</sup> 1492 and arrived in America on October 12<sup>th</sup> 1492 so his journey took him nearly ten weeks (although he did make a stop to load up on provisions). From their experience of the story, can children make a list of the equipment that Christopher Columbus used? Compare this list with the list that they made for Dora. Which items are the same and which are different? Suggest some possible reasons for this. Ask children to discuss in pairs what they think Christopher Columbus' most important piece of exploring equipment was. It would have been his ship as without this, he would not have been able to explore at all. Ask the children if they can annotate a picture of his ship, such as this one of the Santa Maria on the Marine Insight website with key features such as sails, mast, deck, crow's nest, rigging, sailors, bow and stern. Alternatively, the children could build models of the Santa Maria from recycled materials and label the parts. Provide a virtual tour of the Santa Maria by walking the children round an imaginary version of the ship, pointing out the different features they can see.</p>	<p>Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency. <b>What do we have to keep safe from? When or where do we need to take extra care?</b> <b>Who has the job of keeping us safe?</b> <b>What do they do to care for me and make me feel safe and happy?</b> <b>How can we attract the attention of people that we want to help us? What groups do we belong to (friendship groups, place of worship etc.)?</b> <b>What sort of jobs do people do in the local community?</b></p> <p>-Understand that medicines can sometimes make people feel better when they're ill; -Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; -Explain simple issues of safety and responsibility about medicines and their use</p> <p>-Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help -Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe -Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable -Recognise that some touches are not fun and can hurt or be upsetting; -Know that they can ask someone to stop touching them; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. -Identify safe secrets (including surprises) and unsafe secrets; -Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; -Understand that there are unsafe secrets and secrets that are nice surprises; -Explain that if someone is being touched in a way that they don't like they have to tell someone in their</p>		<p>white. Create tones with paint by adding black. Create 3D plants and flowers.</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Use a variety different brush sizes and types.</li> <li>• Mix and match colours to objects.</li> <li>• Work on different scales.</li> <li>• Name different types of paint and their properties; e.g. watercolours/ready mix.</li> <li>• Identify primary and secondary colours by name.</li> <li>• Mix primary shades and tones.</li> </ul> <p><b>3-D Clay</b></p> <ul style="list-style-type: none"> <li>• Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>• Manipulate malleable materials for a purpose, e.g. to make a sculpture.</li> <li>• Change the surface of a malleable material.</li> <li>• Understand the safety and basic care of materials and tools.</li> </ul> <p><b>Music</b> Unit: I wanna play in a band.</p>
--	--	--	--	--	--	--	---

				<p>Using the 'tour guide' approach (<i>in pairs, one child leads their partner by the arm as they walk around 'the ship', pointing out the different features then reverse roles</i>) children can practise the terms they have learnt.</p> <p>Children could write short descriptions of the ship, using appropriate terminology, perhaps in role as Christopher Columbus. They could also consider how he may have felt when he looked around his ship for the first time..</p> <p><b>Christopher Columbus travelled across the ocean in search of new lands. Where else can explorers go today?</b></p> <p>Revisit the dictionary definition of explorer - visiting distant or unfamiliar places. Using a globe, maps and space posters talk about where else mankind could explore (deep oceans, space etc). Why couldn't Christopher Columbus have explored there? What would he have needed?</p> <p><b>Chronology</b></p> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>▪ Recognising the distinction between present and past in their own and other people's lives (<i>e.g. Christopher Columbus</i>).</li> <li>▪ Identifying some similarities and differences between ways of life in different periods (<i>e.g. Neil Armstrong and Christopher Columbus</i>).</li> <li>▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul> <p><b>Events, People and Changes</b></p> <p>To tell the difference between past and present in their own and other people's lives by:</p> <ul style="list-style-type: none"> <li>▪ Using and making simple comparisons to parts of stories (<i>such as those about explorers</i>), and features of events (<i>such as the first moon landing</i>).</li> <li>▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>▪ Recount simple stories accurately and suggest why people and events were important.</li> </ul> <p><b>Significant event – Launch of the Titanic</b></p> <p><b>What was the titanic?</b>  <b>Where was the titanic going?</b>  <b>Why was it a significant event?</b>  <b>What lessons have been learnt as a result of the Titanic sinking?</b>  <b>Which other famous ships have sunk?</b></p> <p><b>Geography</b></p> <p><b>Is there a difference between oceans and seas?</b></p> <p>Name the continents of the world and locate them on a map.  Name the world oceans and locate them on a map.</p> <p><b>5 Oceans and recap the 7 Continents</b> – mapping, atlas, globe (Research, facts, wildlife)  Recap on Equator, south and north pole and compare weather patterns.</p>	<p>safety network so they can help it stop.</p>		
--	--	--	--	---	---	--	--

				<p>Language – seas, oceans, coasts, cliffs,  <b>Map Christopher Columbus/ Titanic route (take various options)</b>  <b>Which route should the Titanic have taken, to avoid sinking?</b></p> <p><b>Locational and Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>			
<p><b>Spring Term 2</b>  <i>What's it like to live by the sea?</i></p>  <p><b>Christian Value</b> Compassion</p>  <p><b>British value</b> Individual Liberty</p> <p><b>Rights Respecting School</b></p> <p>World Book Day 3<sup>rd</sup> March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8<sup>th</sup> 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22<sup>nd</sup> 2022 Articles 2, 8 and 30</p>	<p>Story as a theme (3 weeks)– Winnie at the seaside by Valerie Thomas</p> <p>Explanations ( 2 weeks)-</p> <p>Poems – Riddles –(1 week) Seaside poem</p>	<p><b>Maths</b> Length Addition and Subtraction 2D and 3D Shape Fractions, positions and directions Time</p> <p><b>Computing</b> E-safety 1 week</p> <p><b>Unit 2.6</b> Creating pictures 5 weeks Programs- 2PaintAPicture</p>	<p><b>Science</b>  <b>Unit: Environment- Living things and their habitats.</b>  <b>Why can't a whale live in a river? Visit Blackpool Sea Life Centre???</b>  Describe how a specific habitat provides for the basic needs of things living there (plants and animals). Identify and name plants and animals in a range of habitats. Match living things to their habitat. Describe how animals find their food.  Name some different sources of food for animals.  Explain a simple food chain.  <b>Plant Life – fresh water and salt water</b> (compare conditions, fair test, observe over time, classify, group, pattern seeking, research)  <b>Local Sea animals –</b> (Cockles, mussels, dolphins, crabs, seals, jelly fish, sea urchins, sea anemones, cod, mackerel, haddock, pollock)  Conditions for living and how they breathe (compare to land animals)  Sources of food  Explain <b>sea life food chains</b> (compare with other food chains that have been covered)  <b>Microhabitats in rock pools</b>  How sea animals find their food / animal is suitable to their habitats (coastal and deep sea)  <b>Habitats and life cycle for – sunflower and butterfly, Raise and care for a butterfly</b></p> <p><b>Knowledge &amp;Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats,</li> </ul>	<p><b>History</b>  <b>Seaside</b>  <b>What is a seaside and what do we know about it?</b>  Show a selection of pictures from British seaside resorts, the BBC America website and the Rough Guides website have a range. Alternatively, tourist information websites are a good source. Put children into groups, giving each group a different picture and ask them to label the elements that they can see, i.e. riding on donkeys; playing in the sea; sunbathing on a deckchair. Take feedback as a class identifying those elements that are common to all. Link to personal experiences of the seaside at home or abroad. Which of the identified elements have they seen or taken part in?  <b>What are the names of the seaside resorts near to where we live?</b>  Using a tool such as Google Maps or Google Earth, zoom in on the location of the school. Zoom out until a coast is visible. Identify the names of any resorts along this stretch of coastline. Have any of the children visited them? Can they recall any of the features they identified from the other pictures?  <b>What can objects tell us about seaside holidays?</b>  Ask the children to bring in objects linked to seaside holidays, e.g. buckets, spades, flip flops, postcards, souvenirs, rubber rings etc. Explain that they will use these to create a class exhibition. Children should work in pairs to describe their object to their partner including what it is used for and any memories that they have. This information can then be used by them to write an information label which could include a description of what the object is used for, who it belongs to, how old it is and any memories.  <b>What was a Penny Lick?</b>  Show the children the picture of a penny lick from the BBC History website, or a real artefact without telling them what it is. Ask children to work in pairs or groups to respond to questions such as  – What do you think it is?  – What is it made from?  – Who might have used it?  Take feedback, encouraging children to give reasons for their suggestions.  Explain that it was an ice cream container used in Victorian times. This was a time long ago and got its name because the Queen was called Queen Victoria.  How might these have been used? Compare with a modern container for ice cream including cones and sealed tubs. Why might there have been a change?  Show 'The Penny-Ice Man' poem from the Project Gutenberg website. What extra information do the poem and the picture give us about the penny lick?</p>	<p><b>RE</b>  <b>Christianity- Salvation (use the 'digging deeper' section)</b></p> <p><b>Why does Easter matter to Christians?</b></p> <p><b>PSHE</b>  <b>Rights and responsibilities</b></p> <p>-Describe and record strategies for getting on with others in the classroom.  -Explain, and be able to use, strategies for dealing with impulsive behaviour.  -Identify special people in the school and community who can help to keep them safe;  -Know how to ask for help.  -Identify what they like about the school environment;  -Identify any problems with the school environment (e.g. things needing repair);  -Make suggestions for improving the school environment;  -Recognise that they all have a responsibility for helping to look after the school environment</p> <p>-Identify special people in the school and community who can help to keep them safe;  -Know how to ask for help</p> <p>-Identify what they like about the school environment;  -Identify any problems with the school environment (e.g. things needing repair);  -Make suggestions for improving the school environment;  -Recognise that they all have a responsibility for helping to look after the school environment.  -Understand that people have choices about what they do with their money;  -Know that money can be saved for a use at a future time;  -Explain how they might feel when they spend money on different</p>	<p><b>PE</b>  <b>Indoor:</b> Dance</p> <p><b>Outdoor:</b> Games - Net/Wall core task</p>	<p><b>Art</b>  <b>Artist:</b> Serena Hall</p> <p><b>Collages</b>  Create underwater pictures – use a colour wash/ marbling techniques. Collage on top with pop art, bright coloured sea creatures. Make a stamp to print creatures onto colour wash background. Papier Mache shells.</p> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Mix and match colours to artefacts and objects.</li> <li>Experiment with tools and techniques, e.g. layering, mixing media, scraping through.</li> <li>Create textured paint by adding sand, plaster.</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Create images from a variety of media e.g. photocopies, material, fabric, crepe paper, magazines etc.</li> <li>Arrange and glue materials to different backgrounds.</li> <li>Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers.</li> <li>Work on different scales.</li> <li>Colour: collect, sort, name match colours appropriate for an image.</li> <li>Shape: create and arrange shapes appropriately.</li> <li>Texture: create, select and use textured paper for an image.</li> </ul> <p><b>DT</b>  <b>Textiles</b></p> <p><b>A puppet</b></p> <p><b>Evaluation of existing products</b></p> <ul style="list-style-type: none"> <li>Explore a range of different puppets (glove puppets, finger puppets, with fingers, 'mitten' type) and investigate how they have been made</li> <li>Discuss whether they would be good for retelling nursery</li> </ul>

			<p>including micro-habitats.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• <b>Sorting and classifying</b> things as to whether they are living, dead or were never alive.</li> <li>• <b>Recording</b> their findings using charts</li> <li>• <b>Describing</b> how they decided where to place things,</li> <li>• <b>Exploring questions</b> such as: 'Is a flame alive? Is a deciduous tree dead in winter?'</li> <li>• <b>Talking about ways of answering their questions.</b></li> <li>• <b>Constructing a simple food chain</b> that includes humans (e.g. grass, cow, human);</li> <li>• <b>Describing</b> the conditions in different habitats and micro-habitats (under log, on stony path, under bushes);</li> <li>• <b>Finding out how the conditions affect</b> the number and type(s) of plants and animals that live there.</li> </ul>	<p><b>Were seaside holidays the same in the past?</b></p> <p>Using the objects from the exhibition, discuss which of these would have been seen in seaside holidays over 100 years ago giving reasons.</p> <p>Use two of the programmes from the 'Watch' series about Seaside Holidays with Magic Grandad:</p> <ul style="list-style-type: none"> <li>- The Promenade on YouTube.</li> <li>- The Beach on YouTube.</li> </ul> <p>More information about these episodes can be found on the Broadcast for Schools website. The focus is on seaside holidays in the 1950s and the early 1900s. Watch each programme twice. The first time to watch and enjoy and the second for identifying information.</p> <p>After the 'Promenade' programme, provide children with a simple comparison grid:</p> <div data-bbox="1320 556 1780 640" style="border: 1px solid black; background-color: #e91e63; color: white; padding: 2px;">1900s (Victorian Times)</div> <div data-bbox="1320 640 1780 682" style="border: 1px solid black; height: 20px;"></div> <p>They should note down the elements they see, identifying which period of time it is from. Once the programme has finished, identify particular headings such as transport, food, souvenirs, activities etc. Taking each theme in turn, ensure that children understand the meaning of the heading, e.g. transport. Ask them to find information on their grids which relate to that theme and collate on a class grid. Can they identify similarities and differences between each of the times and make simple suggestions as to why this might be.</p> <p>Add a further column to the grid.</p> <div data-bbox="1320 1050 1780 1102" style="border: 1px solid black; background-color: #e91e63; color: white; padding: 2px;">1900s (Victorian Times)</div> <div data-bbox="1320 1102 1780 1144" style="border: 1px solid black; height: 20px;"></div> <p>Put children into groups, giving each a different heading from the original (transport, food, souvenirs, activities etc.) and ask them to describe the modern equivalents. This could be linked to the items from the class exhibition. Take feedback from each group, ensuring that children identified the penny lick.</p> <p>After the 'Beach' programme, provide children with two blank seaside pictures (e.g. sea, beach and sky). Ask them to create two contrasting pictures (one for the Victorian era and one for now) by drawing or sticking appropriate pictures to each background. Once completed, ask the children to swap their pictures with a partner and play 'spot the difference'.</p> <p>Use a drama technique such as freeze frame, mime or tour guide (take your partner by the arm and walk them around, describing what can be 'seen' and 'heard'). Following this experience, ask the children to imagine they are living in Victorian times and they should write a postcard to describe the events of their day at the seaside.</p> <p><b>What have we learned about seaside holidays in the past?</b></p> <p>Recap and discuss the things they have learned about Victorian seaside resorts. Show the Victorian seaside picture from the Heritage Explorer website. Can they work in pairs to identify the elements from the picture that should not be in the picture?</p> <p><b>Chronology</b></p>	<p>things.</p> <ul style="list-style-type: none"> <li>- Recognise that money can be spent on items which are essential or non-essential;</li> <li>- Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>		<p>rhymes/stories; whether they are easy to move; how they do or do not look like the character they are supposed to represent;; whether they seem strong enough to stand up to much use; whether they fit etc.</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• Who might use this?</li> <li>• Would it fit you?</li> <li>• What purpose does it serve?</li> <li>• Does it look like a character from a rhyme or story?</li> <li>• How do you wear it?</li> <li>• How could you make it move?</li> <li>• What stitches have been used?</li> <li>• What sort of material has been used?</li> <li>• How has the puppet been decorated/features added?</li> </ul> <p><b>Focused tasks</b></p> <ul style="list-style-type: none"> <li>• Cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>• Join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li> <li>• Decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li> <li>• Colour fabrics using a range of techniques e.g. fabric paints, printing, painting.</li> </ul> <p style="text-align: center;"><b>Music</b> Unit: Zootime</p>
--	--	--	--	---	---	--	--

				<p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>Recognising the distinction between present and past in their own and other people's lives (<i>e.g. leisure and tourism in Victorian times</i>).</li> <li>Identifying some similarities and differences between ways of life in different periods (<i>e.g. seaside resorts now and then</i>).</li> <li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times...).</li> </ul> <p><b>Events, People and Changes</b></p> <ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by Using and making simple comparisons to parts of stories and features of events (<i>e.g. aspects of leisure such as ice creams and the penny lick</i>).</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they understand key features of events.</li> </ul> <p style="text-align: center;"><b>Geography</b> <b>Seaside Resort</b></p> <p><b>Why are rivers fresh water and the sea salty?</b> Say what I like and do not like about a different place.</p> <p>Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>Explain how jobs may be different in other locations. Explain how an area has been spoilt or improved and give my reasons.</p> <p>Explain the facilities that a village, town and city may need and give reasons.</p> <p>Distinction between seas and oceans. Local comparison between Rawtenstall and Blackpool Local coastline and popular beaches (B'pool, St Annes, Fleetwood, Formby) Comparison of physical and Human feature Jobs at the seaside (lifeguard, fairground, beach related eg ice cream, donkey, Punch and Judy, hotels, RNLI) Aerial photographs, maps and symbols, Field trip to Blackpool (Including Sea Life for science). Justifying likes and dislikes.</p>			
<p>Summer Term 1</p> <p><b>Who  invented the Aeroplane?</b></p>	<p>. Animal Adventure stories (3 ½ weeks)– The owl who was afraid of the dark by Jill Tomlinson</p> <p>Recount Letters ( 2 weeks)– Written in role as a character from the Owl</p>	<p><b>Maths</b></p> <p>Number and Place Value Statistics Addition and Subtraction Capacity/volume Temperature Position and Direction 2D and 3D shape</p>	<p><b>Science</b></p> <p><b>Unit: Human health and growth.</b></p> <p><b>Healthy Body</b></p> <p><b>What do we need to grow?</b></p> <p><b>How would a sailor keep themselves healthy and alive?</b></p> <p><b>At what point does a healthy person</b></p>	<p><b>History</b></p> <p><b>Wright Brothers</b></p> <p>How did people try to fly? To find out about different ways people tried to fly before the invention of aeroplanes, find out the difference between fact &amp; myth. Retell the story of Icarus and invent a character dialogue.</p>	<p><b>RE</b></p> <p><b>Islam</b></p> <p><b>Why do Muslims believe it is important to obey God?</b></p> <p><b>What do I do to connect with others?</b></p>	<p><b>PE</b></p> <p><b>Indoor:</b></p> <p>Striking and fielding- core task.</p> <p><b>Outdoor:</b></p> <p>Games - Net/Wall core task</p>	<p><b>Art</b></p> <p><b>Artist:</b></p> <p>Joan Miro</p> <p>Use charcoal pencil and pastel to create art. Create a piece of art in response to</p>

<p>Christian Value Forgiveness</p>  <p>British Value Tolerance and Rule of Law</p> <p>Rights Respecting School</p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p>who is afraid of the dark.</p>	<p><b>Computing</b> <b>E-Safety</b> 1 week</p> <p><b>Unit 2.5</b> Effective searching 3 weeks</p> <p><b>Programs-</b> browser, 2Quiz, writing templates.</p> <p><b>Unit 2.8</b> Presenting ideas 4 weeks (Complete 2 weeks and then carry over to next half term- Summer 2)</p> <p><b>Programs-</b> 2Connect (mind map), 2Create a story (ebook), 2Quiz, Writing templates)</p>	<p><b>suddenly become unhealthy? Invite a nurse/ sport instructor/ nutritionist into school</b> <b>Diet, exercise, life cycle, Life processes, hygiene, survival</b> Explain the basic stages in a life cycle for animals, including humans. Describe what animals and humans need to survive. Describe why exercise, a balanced diet and good hygiene are important for humans.</p> <p><b>What are the effects of an unhealthy lifestyle? Can a person who starts off unhealthy, undo the negative things that have happened to them? DEBATE – HEALTHY PEOPLE ARE ALWAYS SLIM</b></p> <p><b>Knowledge &amp;Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>• Notice that humans have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Working Scientifically</b> - Observing, through video or first-hand observation and measurement, how humans grow. - Recording their findings using charts. - Asking questions about what things animals [humans]. need for survival &amp; what humans need to stay healthy and</p> <ul style="list-style-type: none"> <li>• Suggesting ways to find answers to their questions.</li> </ul>	<p><b>Who invented the aeroplane?</b> Find out about the Wright brothers and the flight of the first power driven aeroplane. <b>How has flight changed over the years?</b> Order events in flight history, understand how aeroplanes have changed. <b>How do aeroplanes work?</b> Begin to understand how a plane can fly. Identify parts of a plane. Make paper aeroplanes and helicopters.</p> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, through finding out about changes within living memory.</li> </ul> <p><b>Events, People and Changes</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>What really matters to my life? Who or what do I make time for?</b> <b>How might doing things as a community give people a greater sense of unity?</b> <b>How and why do we show that we are grateful?</b> <b>Visit to the Mosque</b></p> <p><b>PSHE</b> <b>Being my best.</b></p> <p>- Explain the stages of the learning line showing an understanding of the learning process; - Suggest phrases and words of encouragement to give someone who is learning something new; - Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning - Understand and give examples of things they can choose themselves and things that others choose for them; - Explain things that they like and dislike, and understand that they have choices about these things; - Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. - Explain how germs can be spread; - Describe simple hygiene routines such as hand washing; - Understand that vaccinations can help to prevent certain illnesses</p> <p>- Explain the importance of good dental hygiene; - Describe simple dental hygiene routines - Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); - Describe how food, water and air get into the body and blood.</p>		<p>the work of another artist. Make a clay pot. Join two clay finger pots.</p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</li> <li>• Control the types of marks made with the range of media.</li> <li>• Observe and draw shapes from observations.</li> <li>• Investigate tone by drawing light/dark lines, light/dark shapes.</li> </ul> <p><b>3-D Clay</b></p> <ul style="list-style-type: none"> <li>▪ Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>▪ Manipulate malleable materials for a purpose, e.g. to make a sculpture.</li> <li>▪ Change the surface of a malleable material.</li> <li>▪ Understand the safety and basic care of materials and tools.</li> </ul> <p><b>DT</b></p> <p><b>Mechanisms</b></p> <p><b>Axle and wheels</b></p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>• What sort of wheels does it have?</li> <li>• How are they fastened to the chassis?</li> <li>• How does the wheel turn?</li> <li>• Is the axle fixed or free turning?</li> <li>• Is the wheel fixed or loose on the axle?</li> <li>• What would this vehicle be able to carry?</li> <li>• What sort of terrain could it travel on? <ul style="list-style-type: none"> <li>• How strong do you think it might be?</li> </ul> </li> </ul> <p><b>Focused tasks</b></p> <ul style="list-style-type: none"> <li>• Join appropriately for different materials and situations e.g. glue, tape.</li> <li>• Try out different axle fixings and their strengths and weaknesses.</li> <li>• Make vehicles with construction kits which contain free running wheels.</li> <li>• Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> </ul>
--	-----------------------------------	---	--	--	--	--	---

							<ul style="list-style-type: none"> <li>Cut dowel using hacksaw and bench hook.</li> <li>Attach wheels to a chassis using an axle.</li> </ul> <p><b>Music</b> Unit: Friendship song</p>
<p><b>Summer Term 2</b></p> <p><b>What is an Island?</b></p>  <p><b>Christian Value</b> Thankfulness</p>  <p><b>British value</b> Democracy</p> <p><b>Rights Respecting School</b></p> <p>World Refugee Day 20<sup>th</sup> June 2022 Articles 10 and 22</p>	<p>Adventure Stories –(4 weeks) Grandad's Island by Benji Davies</p> <p>Lizzie and the Birds by Dawn and Mick Robertson</p> <p>Instructions (1 week) – How to make a salad</p> <p>Classic Poem –( 2 weeks) The owl and the pussycat by Edward Lear</p>	<p><b>Maths</b> Mental addition and subtraction Multiplication and Division Statistics and calculation Measurement</p> <p><b>Computing</b> <b>E-safety</b> 1 week</p> <p><b>Unit 2.8</b> Presenting ideas 4 weeks (Complete final 2 weeks of unit from Summer 1) <b>Programs-</b> 2Connect (mind map), 2Create a story (ebook), 2Quiz, Writing templates)</p> <p><b>Unit 2.7</b> Making music 3 weeks <b>Programs-</b> 2Sequence</p>	<p><b>Science</b> <b>Unit: Plants</b></p> <p><b>Why do some flowers only last a year?</b></p> <p><b>How are humans similar to plants? Are plants or animals the most important?</b></p> <p>Describe how seeds and bulbs grow into plants.</p> <p>Describe what plants need in order to grow and stay healthy (water, light &amp; suitable temperature).</p> <p>Observe, record and describe the life cycle of sunflower. Fair test the conditions for living and observe, record, seek patterns for the conditions necessary for growing narcissus/ sunflower/ spinach.</p> <p>Start of the food chain – sun!</p> <p><b>Why is the sun always the start of the food chain?</b></p> <p><b>Pioneering scientist:</b> David Attenborough – Secret Life of Plants</p> <p><b>Knowledge &amp;Conceptual understanding</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or</li> <li>Observing similar plants at different stages of growth;</li> <li>Setting up a comparative test to show that plants need light and water to stay healthy.</li> </ul>	<p><b>Summer 2- Geography</b> <b>What is an Island?</b> <b>Isle of Coll</b></p> <p><b>How would my life be different if I lived on the Isle of Coll?</b></p> <p><b>Would I feel more with God if I lived on an island without anything manmade?</b></p> <p>Say what I like and do not like about a different place.</p> <p>Describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.</p> <p>Explain how jobs may be different in other locations.</p> <p>Explain how an area has been spoilt or improved and give my reasons.</p> <p>Explain the facilities that a village, town and city may need and give reasons. Language – lighthouse, coast, cliff, sea, beach, vegetation, soil, river, valley, hills, harbour, port, shops, office, village, town.</p>	<p><b>RE</b> <b>Judaism</b></p> <p><b>What aspects of life really matter?</b></p> <p><b>Who or what matters to us?</b></p> <p><b>How do we show people that they are important to us?</b></p> <p><b>How and why should we make time for the people that really matter to us?</b></p> <p><b>PSHE</b> <b>Growing and changing.</b></p> <p>-Demonstrate simple ways of giving positive feedback to others</p> <p>-Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to</p> <p>-Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>-Understand and describe some of the things that people are capable of at these different stages.</p> <p>-Identify which parts of the human body are private;</p> <p>-Explain that a person's genitals help them to make babies when they are grown up;</p> <p>-Understand that humans mostly have the same body parts but that they can look different from person to person</p> <p>-Explain what privacy means;</p> <p>-Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>-Give examples of different types of private information.</p>	<p><b>PE</b> <b>Indoor:</b> Fundamental skills (assessment unit).</p> <p><b>Outdoor:</b> Athletic activities (Y2 unit)</p>	<p><b>Art</b> <b>Can you create better art with a computer?</b></p> <p>Use different effects within an IT Paint package.</p> <p>Create a printed piece of art by pressing, rolling, rubbing and stamping.</p> <p><b>DT</b></p> <p><b>Food</b> <b>A salad</b></p> <p><b>Evaluation of existing products</b></p> <ul style="list-style-type: none"> <li>Research existing products, investigating actual examples.</li> <li>Include a wide variety of salads, including some with less common ingredients / combinations.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Is the salad attractive? Why / why not?</li> <li>Have you tasted all these ingredients before? Which do you enjoy?</li> <li>How many different vegetables or fruits are in this salad?</li> <li>Do you think the colours are attractive?</li> <li>Are all the ingredients crunchy?</li> <li>Which ingredients have the strongest flavours?</li> <li>How have the ingredients been prepared?</li> <li>Where are the ingredients grown?</li> </ul> <p><b>Focused tasks</b></p> <ul style="list-style-type: none"> <li>Develop a food vocabulary using taste, smell, texture and feel.</li> <li>Group familiar food products e.g. vegetables and fruits.</li> <li>Explain where food comes from.</li> <li>Cut, peel, grate, chop a range of ingredients</li> <li>Work safely and hygienically.</li> <li>Understand the need for a variety of foods in a diet.</li> <li>Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> </ul>

								<b>Music</b> Unit: Reflect, rewind and replay (Y2)
--	--	--	--	--	--	--	--	---