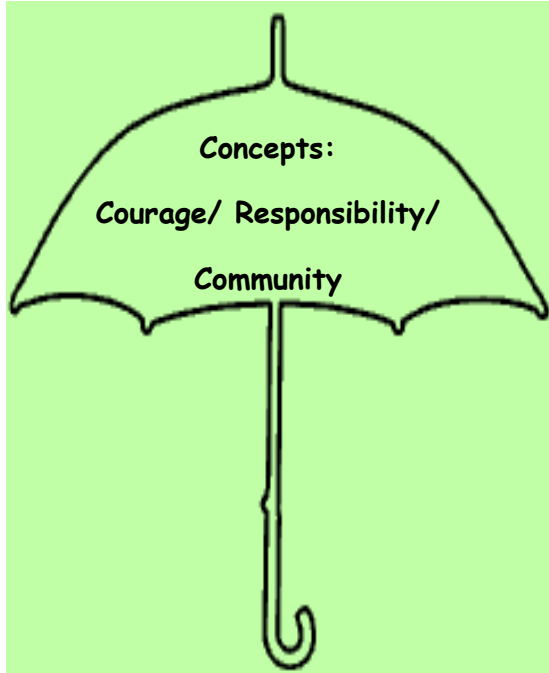


Explore

Geography and DT focus - Local Superheroes

Enquiry question - What makes a Superhero?



Authentic Outcome:

Possible Visits

Stratford Discovery
Centre

Gruffalo trail

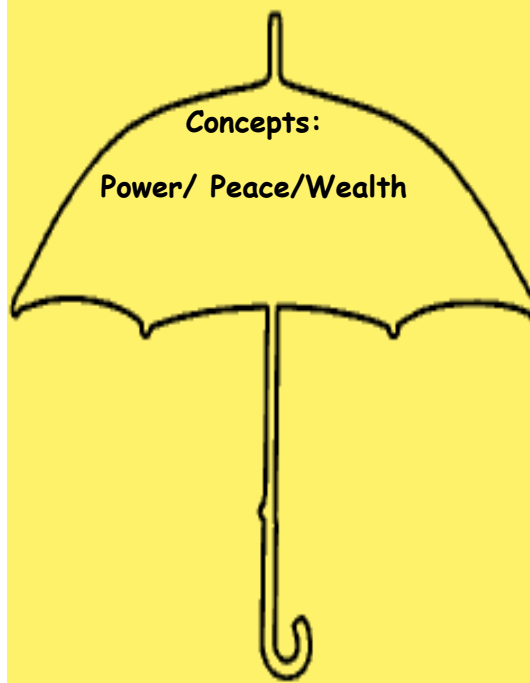
Discover

History focus

1 My family history (2weeks)

2 Castles

Enquiry question - Can power and peace go
together?



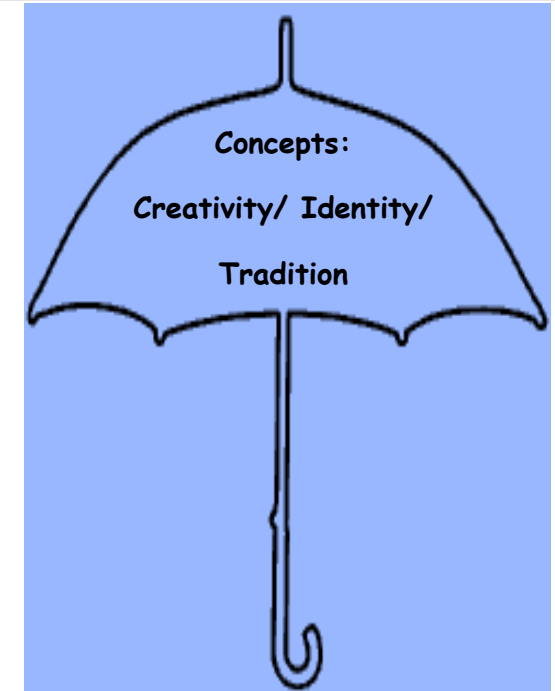
Authentic Outcome:

History off the Page
workshop

Create

Arts focus - African Art

Enquiry question - Is everyone an artist?



Authentic Outcome:

Art exhibition for
families



Year	Autumn Term - Key Skills	Spring Term - Key Skills	Summer Term - Key Skills
English (Texts)	<ul style="list-style-type: none"> Ten rules of Being a Superhero- Deb Pilutti Look Up - Nathan Bryan Superheroes all Around us We're Going on Bear Hunt - Michael Rosen Gruffalo Julia Donaldson What the Ladybird Heard Julia Donaldson Snail and the Whale Julia Donaldson Australian themed stories and folk tales 	<ul style="list-style-type: none"> The Museum of Me - Emma Lewis Two Kings - Emma Lewis Tell Me a dragon - Jackie Morris How to trap a dragon T4W Raising Dragons - Jerdine Nolan George and the Dragon - Chris Wormwell George and the Dragon and the Princess - Chris Wormwell Zog - Julia Donaldson Jack and the Beanstalk 	<ul style="list-style-type: none"> We're Going on a Lion Hunt Tinga Tales / Just So Stories Aditi African animal stories Handa's Surprise - Eileen Browne
Maths	<ul style="list-style-type: none"> Place Value within 10 Addition and Subtraction within 10 Geometry: Shape Place Value within 20 	<ul style="list-style-type: none"> Addition and Subtraction within 20 Place Value within 50 Measurement: Length and Height Measurement: Weight and Volume 	<ul style="list-style-type: none"> Multiplication and Division Fractions Geometry: Position and Direction Place Value to 100
Science	<p>Working scientifically:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using observations and ideas to suggest answers to questions 	<p>Materials 6 Weeks</p> <p>The difference between an object and the materials it is made from</p> <ul style="list-style-type: none"> Identify and name a variety of everyday materials Describe some properties of materials Compare and group some materials according to their properties <p>Plants 6 Weeks</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, 	<p>Animals including Humans</p> <ul style="list-style-type: none"> The names of some common animals and know what they look like e.g. fish, amphibians, reptiles, birds and mammals Know and name some common carnivores, herbivores and omnivores Identify & compare the structure of some common animals e.g. fish, reptiles, amphibians, birds and mammals including pets.



	<ul style="list-style-type: none"> gathering and recording data to help in answering questions <p>Seasonal Changes</p> <ul style="list-style-type: none"> Changes happen to the environment during different seasons There are different types of weather in different seasons as well as different lengths of day which can be described & compared 	<p>including deciduous and evergreen trees</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including tree 	
Geography	<p>Local Area</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. Know the meaning of geographical vocabulary relating to some physical and human features including: forest, hill, mountain, sea, ocean, season and weather; Use globes and maps. Study the geography of the school and its grounds and the key human and physical features of its surroundings e.g. note taking, videoing, data collection, sketches, observations Use Google Earth to observe the local area. 		



- Study aerial photographs of the school and plan perspectives to recognise landmarks
- Study maps and aerial photographs of the local area to recognise landmarks and basic human and physical features.
- Use aerial maps to plot routes and locate places.
- Use directional language (Near, far, left right) to describe features on a map.
- Devise a simple map, use and construct basic symbols in a key.

Australia

- Understand the terms 'continents' 'seas, oceans '.
- Know there are seven continents:
- Europe, Asia, Africa, North America, South America, Antarctica, Australia (also known as Australasia and Oceania
- Understand geographical similarities and differences through studying the human and physical geography of a



	<p>small area of the UK (Harlow) and of a small area in a contrasting place (Australia)</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles 		
DT	<p>Textiles Templates and joining techniques (superheroes)</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing <p>Mechanisms Wheels and axles :</p> <ul style="list-style-type: none"> Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. 		<p>Food Preparing fruit and vegetables (possibly linked to Handa's Surprise)</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.
History		<p>Castles / Family History</p> <ul style="list-style-type: none"> Sequence events and objects. Distinguish between past and present. Begin to answer questions about the past from simple observation Begin to communicate historical knowledge and understanding in a variety of ways, <i>e.g. orally</i> 	



		<ul style="list-style-type: none"> Using different ways to find out about the past (sources e.g. books, websites, and artefacts.) To learn about significant people in history who have contributed to national and international achievements. Use everyday terms about the passing of time, e.g. before, after and historical vocabulary about topics. 	
Music	<ul style="list-style-type: none"> Listen with concentration and understanding to a range of high quality live and recorded music Know that we can create rhythms from words, our names, favourite food, colours, animals Use voice expressively and creatively by speaking chants and rhymes, and singing songs Listen and sing back Know that music has a steady pulse like a heartbeat 	<ul style="list-style-type: none"> Listening and calming Meditation by Massanet Tomasi - trombone concerto 3rd movement Appalachian Spring - a performance Listen to a rhythm and copy it back by clapping/ tapping on an instrument Play untuned (see list) and tuned (chime bars) instruments musically Help to create a simple melody using 1,2 or 3 notes on chime bars Know and recognise the sound and names of some instruments (drum, triangle, tambourine, maraca, cabasa, wood block, chime bars, African drums, guiro) 	<p>Topic - Music from Mali</p> <ul style="list-style-type: none"> Exploring rhythm and pulse (African drums) Copy and play rhythms Learn African greetings to music. Song: Degu degu degu. Sing Up: Kye kye kule call and response song. Playing the guiro. Find the pulse in a piece of music, count it out loud 1-2-3-4, 1-2-3-4 and tap it/ play it Choose a song and perform it Record a performance and say how they were feeling about it



<p>Art</p>	<p>Drawing characters and settings from stories</p> <ul style="list-style-type: none"> Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create. <p>Aboriginal Art</p> <ul style="list-style-type: none"> Use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect 	<p>Creating dragons and dragon worlds</p> <ul style="list-style-type: none"> Use painting as a medium to develop and share ideas. Create using imagination. Develop and use a texture for effect. Incorporate known experiences or imagination 	<p>African Art in the style of Martin Bulimia Adinkra Printing onto fabric</p> <ul style="list-style-type: none"> Use a range of materials creatively to design and make products. Use a wide range of patterns
<p>Computing</p>	<p>Online Safety & Exploring</p> <ul style="list-style-type: none"> To log in safely To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash To learn how to open, save and print. 	<p>Lego Builders</p> <ul style="list-style-type: none"> To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. <p>Maze Explorers</p> <ul style="list-style-type: none"> To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. 	<p>Coding</p> <ul style="list-style-type: none"> To understand what coding means. To use design mode to set up a scene. To add characters. To use code blocks to make the character perform actions. To use collision detection. <p>Spreadsheets</p> <ul style="list-style-type: none"> To know what a spreadsheet program looks like. How to open 2Calculate in Purple Mash. How to enter data into spreadsheet cells. To use 2Calculate image tools to add clipart to cells. To use 2Calculate control tools: lock, move cell, speak and count.



	<ul style="list-style-type: none"> To understand the importance of logging out <p>Grouping and Sorting</p> <ul style="list-style-type: none"> To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash. <p>Pictograms</p> <ul style="list-style-type: none"> To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. 	<ul style="list-style-type: none"> To set challenges for peers. To access peer challenges set by the teacher as 2dos <p>Animated Storybooks</p> <ul style="list-style-type: none"> To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board. 	<p>Technology outside school</p> <ul style="list-style-type: none"> To walk around the local community and find examples of where technology is used. To record examples of technology outside school.
<p>PSHE Suggested Books How to grow a brain. The girl who never made mistakes. Simon keeps hurting himself</p>	<p>Mental Health and wellbeing / Growth mindset / Healthy Relationships</p> <ul style="list-style-type: none"> To recognise and name emotions Uncomfortable feelings and when to speak up Understand that making mistakes is a vital part of learning Self-regulation Mindfulness The power of not yet 	<p>First Aid and first aid kits / Drug awareness/Healthy eating</p> <ul style="list-style-type: none"> Have an understanding of what a burn or scold is and how they are treated. Know the type of things found in a First Aid Kit. Know who the people are who are allowed to give us medicines Understand what is meant by a healthy diet and begin to have an understanding of food groups 	<p>Raising Aspirations /Activity Passport / Financial Capability</p> <ul style="list-style-type: none"> What is meant by being a hero? When I grow up, I want to be ... About spending money



	<ul style="list-style-type: none"> • The underwear rule • What is appropriate touch? • Good and bad secrets 	<ul style="list-style-type: none"> • Begin to recognise how we celebrate the specialness of the Monarchy • Recognise that differences between people is a good thing. 	
RE	<ul style="list-style-type: none"> • What do my senses tell me about the world of religion and belief? • Christianity and Hinduism Focus 	<ul style="list-style-type: none"> • What happens in the daily life of a religious person? • Christianity and Hinduism Focus 	<ul style="list-style-type: none"> • What do religious people say God is like? • Christianity and Hinduism Focus • Islam Day
PE	<p>Throwing and Catching</p> <ul style="list-style-type: none"> • Catch from a variety of heights and distances. • Throw with underarm motion. • Show awareness of other children during games. • Improve catching with both hands. • Recognise space during games. • Quick fielding techniques to recover balls or beanbags. <p>Dance</p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Use movement imaginatively, responding to stimuli, including music and performing basic skills • Change rhythm, speed, level and direction of movements 	<p>Basketball</p> <ul style="list-style-type: none"> • Push the ball when bouncing. • Change speed with control of the ball. • Show awareness when in control of the ball. • Recognise space on the pitch. • Keep control when the ball is bouncing low and high. • Pass and receive over short distances. <p>Gymnastics</p> <ul style="list-style-type: none"> • Move with some control and awareness of space • Create a sequence using 3 or more linked actions combined with basic and intermediate balances • Show contrasts on use of body and shape (such as small, tall, straight, curved) • Balance on different points of the body, holding a still position • Climb and travel safely on equipment 	<p>Hockey</p> <ul style="list-style-type: none"> • Correct grip on hockey stick. • Change speed with control of the ball. • Show awareness when in control of the ball. • Recognise space on the pitch. • Select different ways to dribble. • Change direction with the ball. <p>Athletics</p> <ul style="list-style-type: none"> • Develop an awareness of speed and distance. • Run at different speeds and durations. • To run with coordination and control. • Develop an awareness of distance and height when jumping. • Learn to take off, land whilst demonstrating control and coordination.



	<ul style="list-style-type: none">• Create and perform dances using simple movement patterns, including those from different times and cultures• Express and communicate ideas and feelings	<ul style="list-style-type: none">• Jump in a range of different ways, showing control and balance on landing	
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