



KEY THEME: Magical Mapping - London

Science: Everyday materials

PRIOR KNOWLEDGE

Children have named different everyday materials and identified some of their uses.

INTENT

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use.

VOCABULARY

Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pushing, pull, pulling, twist, twisting, squash, squashing, bend, bending, stretch, stretching

SEQUENCE OF LEARNING

1. Identifying uses – I can identify uses of different everyday materials.
2. Out and about – I can identify and group the uses of everyday materials. I can record my observations.
3. Comparing suitability – I can compare the suitability of different everyday materials.

OUTCOME/COMPOSITE

Children complete challenges using their knowledge gathered in the unit. (Build the tallest tower -wood, sponge, straw etc and explain why?)

Religious Education (RE)

PRIOR KNOWLEDGE

Children have explored other important Christian celebrations including Harvest.

INTENT

What do Christians believe God is like?

VOCABULARY

Christian, God, beliefs, parable, forgiveness love

SEQUENCE OF LEARNING

1. I will listen to and retell the story of 'The Lost Son' from the bible and find and recognise a link with the concept of God as a forgiving father.
2. I will learn about Christians and give clear, simple accounts of what it means to be a Christian.
3. I will be able to give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving. For example, by saying sorry, by seeing God as welcoming them back, by forgiving others. We will share our own examples of how we might show forgiveness.
4. I will learn about how Christians worship God and we will give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
5. I will think, talk, and ask questions about whether we can learn anything from the story for ourselves, exploring different ideas.

OUTCOME/COMPOSITE

Perform the story of the Lost Son from the Bible.

Design and Technology (DT): Food – A balanced diet

PRIOR LEARNING

Children will have learnt to distinguish between fruits and vegetables and where they grow.

INTENT

Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.

VOCABULARY

Balanced diet, balance, carbohydrate, dairy, fruit, ingredients, oils, sugar, protein, vegetable, design criteria

SEQUENCE OF LEARNING

1. To know what makes a healthy diet.
2. To taste test food combinations.
3. To design a healthy wrap.
4. To make a healthy wrap.

OUTCOME/COMPOSITE

To prepare a healthy wrap.

Music: Musical Me

PRIOR KNOWLEDGE

Children have played untuned instruments following a beat or pulse.

INTENT

To understand how dynamics and timbre changes can affect a piece of music.

VOCABULARY

SEQUENCE OF LEARNING

OUTCOME/COMPOSITE

Geography: Magical Mapping

PRIOR KNOWLEDGE

Children have studied maps of the UK and can name and locate the four countries and capital cities of the United Kingdom.
Children have identified key human features including; city, town, village, factory, farm, house, office, port, harbour and shop.

INTENT

Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.

VOCABULARY

United Kingdom, map, country, capital city, key human features, globe, atlas, continent, ocean

SEQUENCE OF LEARNING

1. To devise simple maps; and use and construct basic symbols in a key in the context of the school/local area.
2. To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map in the context of the school environment.
3. To plan a route in the local area using key vocabulary.
4. To draw a simple sketch map.
5. To use an atlas to find places in the UK and places around the world.
6. To use key words to explain human and physical features.
7. To name and locate the world's seven continents and five oceans in the context of developing map skills.
8. To name and locate the world's five main oceans.

OUTCOME/COMPOSITE

Children will have a sound understanding of the UK, its four countries and the surrounding seas.

PSHE: Being me in my world. Who am I and how do I fit?

PRIOR KNOWLEDGE

Children have learnt about their rights and responsibilities, choices, and consequences and how to make everyone feel safe in their class.

INTENT

In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.

VOCABULARY

Worries, hopes, fears, belonging, rights, responsibilities, actions, praise, reward, consequence, positive, negative, problem solving, choices

SEQUENCE OF LEARNING

1. I can recognise when I feel worried and know who to ask for help.
2. I understand the rights and responsibilities for being a member of my class and school.
3. I listen to other people and contribute my own ideas about rewards and consequences.
4. I can listen to other people and contribute my own ideas about rewards and consequences.
5. I understand how following the Learning Charter will help me and others learn.
6. I recognise the choices I make and understand the consequences.

OUTCOME/COMPOSITE

To recognise when I should ask for help and who I could ask. To understand how to work collaboratively, how to listen to each other and how to make my classroom a safe and fair place

Physical Education (PE): Duel – win - lose

PRIOR KNOWLEDGE

Pupils will have developed fundamental movement skills. They will be competent and confident when moving in different ways. Pupils will have had a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.

INTENT

Apply fundamental movement skills into team games and developing simple tactics for attacking and defending.

VOCABULARY

Team, Teamwork, Rules, Travel, Agility, Balance, Coordination, Fair play, Sportsmanship

SEQUENCE OF LEARNING

1. To recap what Physical Education is and introduce the topic. To be able to participate in team- based warm-up activities.
2. To understand the skills needed to work effectively as a team. Introduction of concept of winning and losing.
3. To work together as a team in small-sided games in line with the rules of the game.
4. To apply skills in small games with an emphasis on how to win, loose, draw respectfully.
5. To understand the concept and play a tournament, by working together in a team insmall, sided games using fundamental movements and skills
6. To apply all skills learnt in an end-of-topic tournament. Pupils will reflect on what they did well and what they could improve on.

OUTCOME/COMPOSITE

Pupils will be able to apply their fundamental movement skills with increased fluency in smallsided team games. Pupils will know what rules are and why rules are important in games. Pupils will be able to identify the feelings associated with winning and losing, they will have a developing understanding of how to win and lose respectfully.

Computing: Information and technology around us

PRIOR KNOWLEDGE

Children will know the different parts of a computer and will have developed the basic skills needed to effectively use a computer keyboard and mouse.

INTENT

Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.

VOCABULARY

IT, safety, responsibly,

SEQUENCE OF LEARNING

1. Internet safety
2. What is IT?
3. IT in school
4. IT in the world
5. The benefits of IT
6. Using IT safely
7. Using IT in different ways

OUTCOME/COMPOSITE

Children will develop their understanding of technology and how they interact with it. They will be able to identify common features of IT and have a deeper understanding of using technology safely and responsibly

Art: Artist study - Design and Pattern- Yayoi Kasama

PRIOR KNOWLEDGE

In Y1 the children have explored mark making using different materials

INTENT

To learn about the work of a Japanese artist and use her style to create pattern in designs.

VOCABULARY

Artist, pattern, colour, contrast, decorate, design

SEQUENCE OF LEARNING

1. Session 1 look at Yayoi Kasama as an artist and a variety of her work.
2. Create patterns in her style, using vibrantcolour (Look at contrast).
3. Apply patterns to everyday objects: use pumpkins and gourds like her examples.
4. Artist visit – Claire Britcliffe
5. Create pictures of Yayoi in Claires style with big sunglasses.
6. Complete the bright coloured pictures as a fusion of the two styles.

OUTCOME/COMPOSITE

Patterned pictures, Decorated Gourds, Painting of Yayoi Kasama in fusion of styles: Yayoiois and Claire Britcliffe's

KEY TEXT

