

<p>Character Education Theme: Animal Antics</p> <p><i>Enquiry question:</i> Do all animals deserve the right to roam free?</p> <p>English Application Lists, facts about animals, labelling and writing captions, descriptive writing, questions about animals,</p> <p>Maths Application Ordering animals height and weight, grouping and classifying, bar charts, venn, caroll diagrams, pictogram,</p> <p>Arts/Well-Being Application Exploring materials, mark making, sculpture</p>		<p>Key Vocabulary (Schema): Animals, carnivore, herbivore, omnivore, reptile, human, mammal, fish, bird, insect, vertebrates, invertebrates, animal, names, Individuality, Community, Care, Resilience, habitat, domestic, wild, mini beasts, captivity, freedom, endangered, cruelty, extinct, performing, rights, camouflage, skin, pelt, fur, feathers,</p>	<p>Subject, Scheme, Unit & Lesson Focus</p> <p>Science – Developing Experts: About Animals</p> <p>1. Discover animal families 2. Learn about the differences between animals and birds 3. Learn about the differences between amphibian, reptiles and fish</p> <p>4. Discover the type of food living things eat 5. Explore the difference between wild animals and pets 6. Explain the characteristics of an animal</p>	<p>Key Knowledge</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals 	
<p>Retrieval practices/Assessment: Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it notes,</p>		<p>Learning Activities: (Things we do within the project)</p> <ul style="list-style-type: none"> To recognise animal groups To recognise differences To know how to write on the iPad To recognise sacred places Understanding different relationships Exploring mark making and sculpture 	<p>Teach Computing: Creating Media – Digital Writing</p> <p>1. Use a computer to write 2. Add and remove text 3. Change the look of text 4. Make careful choices when changing text</p> <p>5. Explain why I used the tools that I chose 6. Compare typing on a computer and writing on paper</p>	<p>RE – SACRE: What makes some places sacred?</p> <p>1. Where do I feel safe? Where is a sacred place for believers to go? 2. Which place of worship is sacred to Christians?</p> <p>3. Which place of worship is sacred to Jewish people? 4. Which place of worship is sacred to Muslims?</p>	<ul style="list-style-type: none"> Identify and find keys on a keyboard Change the text Mouse skills -selecting, clicking and dragging Comparing handwriting and typing Recognise special places where people go to worship Identify special objects and symbols in places of worship describing their meaning and use
<p>Milestones: (Things we put in to check learning is happening) Quiz, picture (to discuss), true/false, low stakes</p>		<p>Outdoor Learning: (Ideas) Insect and mini beasts hunts Habitats Bird feeders Drawings Map work</p> <p>Outcomes: Understand the ethics within animals for entertainment and animals used to support humans</p>	<p>PSHE – Jigsaw: Relationships</p> <p>1. Families 2. Making friends 3. Greetings</p> <p>4. People Who Help Us 5. Being My Own Best Friend 6. Celebrating My Special Relationships</p>	<p>Music – Charanga: What songs can we sing to help us through the day?</p> <p>1. Getting Dressed 2. Dress Up 3. Brushing Our Teeth</p> <p>4. Get Ready 5. Up and Down 6. Assessment Checkpoint</p>	<ul style="list-style-type: none"> Understand there are different types of families Identify what being a good friend means and their qualities I know appropriate ways of physical contact Having fun with improvisation Singing with expression Listening with concentration
<p>Golden Rules: Ready, Respect, Safe School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</p>		<p>Project Concepts: Individuality, Community, Care, Resilience</p>	<p>PE – Real PE – Physical Skills</p> <p>1. Bouncing balls 2. Big top time 3. Juggle trouble</p> <p>4. RINGO 5. Magic beans 6. Magical shapes and lessons</p>	<p>Art & Design – Access Art: Making birds</p> <p>1. Drawing from photographic sources 2. Drawing from observation and experimental mark making</p> <p>3. Manipulating paper from 2D to 3D 4.5. Explore sculpture 6. Reflect and share</p>	<ul style="list-style-type: none"> Coordination – sending and receiving Agility – Reaction and Response Perform and range of skills with control and consistency Explores: <ul style="list-style-type: none"> how we can make art inspired by the sounds we hear. Drawing, collage, painting and making
			<p>D&T – Projects on the Page</p> <p>1. Investigate 2. Plan 3. Design</p>	<ul style="list-style-type: none"> generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing 	

Foundation Subject
Overviews

Key Stage One

<p>Geography</p> <p>Key Stage One</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human & Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and ship <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>History</p> <p>Key Stage One</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Benetton-Lee, Prince George the Earl and US Court), Rosalind Wiseman, Mary Queen of Scots and Florence Nightingale and Edith Cavell) significant historical events, people and places in their own locality 	<p>Physical Education</p> <p>Swimming & Water Safety</p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations. <p>Key Stage One</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. 	<p>Computing</p> <p>Key Stage One</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, retrieve and exchange data and information recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Design & Technology</p> <p>Key Stage One</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (for example, levers, slings, wheels and axles), in their products Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>Art & Design</p> <p>Key Stage One</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Music</p> <p>Key Stage One</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
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Grounding Texts & Favourite 5 x 2

Grounding Text 1	vocabulary	Key questions	Content	Application
Title: Magic Grandad toys Author: Grahame Sherfield	Contents, compare, photographs, grandfather, historical, past, humming top. Rattle, trike, pretending, meccano, electronic, radio controlled, electric.	What do you think this book is about? What do the pictures show? What are the key events? What hash tags can you think of to describe the events of this page?	Have copies of some of the pictures from the text – Look at pictures, describe them and discuss what they think the pictures are about. Read the text a section at a time discussing events, content etc...	Children to gain facts about toys from listening to the text – Sequence events, summarise events, hash tagging Place events on a time line. Identify the important artefacts and changes from the text.
Grounding Text 2	Vocabulary	Key Questions	content	Application
Title: David Attenborough Author: Maria Isabel Sanchez Vegara	Naturalist, nature, zoology, environment, habitats, Galapagos Islands, biology, Antarctica, planet, carnivorous, prehistoric, natural, discover, explore	What do you think this book is about? What do the pictures show? What are the key events? What hash tags can you think of to describe the events of this page?	Have copies of some of the pictures from the text – Look at pictures, describe them and discuss what they think the pictures are about. Read the text a section at a time discussing events, content etc...	Children to gain facts about animals and the environment from listening to the text – Sequence events, summarise events, hash tagging Place events on a time line. Identify the important artefacts and changes from the text.
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: Little Mouse and the red wall Author: Britta Teckentrup	Title: Monkey Puzzle Author: Julia Donaldson	Title: The mole who knew it was none of his business Author: Werner Holzwarth	Title: The Great Pet Sale Author: Mick Inkpen	Title: The Lion Inside Author: Rachel Bright
Focus New vocabulary, questions, animals	Focus Rhyming words, repeated words	Focus Animal names, new words, questions	Focus New words, money words, types of animals	Focus Emotional language, meaning of new words
Vocabulary: colourful, distance, imagined Theme: curiosity, fear, bravery	Vocabulary: Rhyming words, repetitive phrases Theme: Science Link: inherited traits	Vocabulary: cud, excitedly Theme: detective work	Vocabulary: money related words Theme: money (maths link)	Vocabulary: slumbering, reclining Theme: self-esteem
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: Once there were Giants Author: Martin Waddell	Title: Poems Aloud and Caterpillar Cake Author: Matt Goodfellow	Title: The day the crayons came home Author: Drew Daywalt	Title: The Colourful Chameleon Author: Leonie Roberts	Title: The smartest giant in town Author: Julia Donaldson
Focus Growing and changing	Focus poetry, poetic forms, rhyming words	Focus: Meaning of words, emotional language, feelings, letter writing	Focus New words – discuss camouflage – why is it important?	Focus Rhyming words, repetitive language
Vocabulary: Rhyming and repetitive words Theme: emotional intelligence	Vocabulary: New words Theme: Variety of poetry	Vocabulary: basement, puked, loot Theme: letters, communicating	Vocabulary: Camouflage Theme: disguises, adaption (Science Link)	Vocabulary: Rhyming words, repetitive phrases Theme: self-belief, difference

Theme: Animal Antics Enquiry question: Do all animals deserve the right to roam free? English Application Lists, facts about animals, labelling and writing captions, descriptive writing, questions about animals,		Key Vocabulary (Schema): Animals, carnivore, herbivore, omnivore, reptile, human, mammal, fish, bird, insect, vertebrates, invertebrates, animal, names, Individuality, Community, Care, Resilience, habitat, domestic, wild, mini beasts, captivity, freedom, endangered, cruelty, extinct, performing, rights, camouflage, skin, pelt, fur, feathers,	Subject, Scheme, Unit & Lesson Focus Science – Developing Experts: Seasonal Changes 1. Understand there are four seasons 2. Understand the changes that take place in Autumn 3. Understand the changes that take place in winter 4. Undretsnad the changes that take place in Spring 5. Understad the changes that take place in Summer 6. Investigate how you can measure rainfall	Skills + Knowledge • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies
Maths Application Ordering animals height and weight, grouping and classifying, bar charts, venn, caroll diagrams, pictogram,		History S&K/Geography S&K G - Life in china H – How the explorers changed the world	Computing – Teach Computing: Programming B - Animation 1. To choose a command for a given purpose 2. To show that a series of commands can be joined together 3. To identify the effect of changing a value 4. To explain what each sprite has its own instructions 5. To design the parts of a project 6. To use my algorithm to create a program	• Using commands to move a sprite • Creating and running a program • Editing sprites • Creating a project – designing and making choices • Testing and improving a program
STEM Application Exploring materials, mark making, collage, exploring drawing materials,			RE – SACRE: What makes some places sacred? 5. How are places of worship similar and different? 6. Why are places of worship important to our community?	• Show they have begun to be aware that some people regularly worship God in different ways and in different places
Retrieval practices/Assessment: Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it notes,	Learning Activities (including outdoor): • Recognise seasonal changes • Exploring animation – understanding ow to make animation • Understanding what makes places sacred • Investigating artists		PSHE – Jigsaw: Changing Me (Science/RSE Links) 1. Life cycles 2. Changing Me 3. My Changing Body 4. Boys’ and Girls’ Bodies 5. Learning and Growing 6. Coping with Changes	• Understand life cycles • Understand that changes happen physically, emotionally and mentally • Identify and name parts of our bodies
			Music – Charanga: How does music teach about looking after our planet? 1. The bear went over the mountain 2. In the sea 3. Alice the camel 4. Ten green bottles 5. Zootime 6. Assessment Checkpoint	• Having fun with improvisation • Singing with expression • Listening with concentration
Milestones: Quiz, picture (to discuss), true/false, low stakes	Outcomes: Insect and mini beasts hunts Habitats Bird feeders Drawings Map work		PE – Real Gym: Health and Fitness Skills 1.Clapping games 2.3 jump challenge 3.Apparatus circuit 4.Bean bag rolls 5.Toys alive using apparatus 6.Apparatus circuts	• Learn gym specific flight and rotation skills at various levels of equipment • Create and perform a sequence • Travel and jump in a variety of ways
			Art & Design – Access Art: Inspired by Flora and fauna 1. Explore the work of artists 2. Drawing from film 3. Using graphite and oil pastel 4&5. Make your best collage 6. Reflect and Discuss	Explores: ○ Using aural and visual senses to make art ○ Drawing from our imagination ○ Making 3D objects which make sounds
School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity		Project Concepts: Individuality, Community, Care, Resilience	D&T – Projects on the Page 4.Design 5.Make 6.Evaluate	• model ideas by exploring materials, components and construction kits and by making templates and mock ups • use information and communication technology, where appropriate, to develop and communicate their ideas

Foundation Subject
Overviews

Key Stage One

Geography

Key Stage One

Locational Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human & Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- Key physical features, including board, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical Skills & Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Berners-Lee, Marie Curie and the Babi and LS Court), Rosalind Franklin, Alan Turing, and the work of Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

Physical Education

Swimming & Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Key Stage One

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Computing

Key Stage One

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use debugging techniques to create, organize, store, and reuse code in more complex programs
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Design & Technology

Key Stage One

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, slings, wheels and axles), in their products
- Cooling and nutrition
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Art & Design

Key Stage One

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Key Stage One

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.