

Science

Unit Title— Exploration topic

Scientist Focus—Louis Braille

Key Knowledge—To recognise that touch is part of the 5 senses. To know that senses help us to make sense of the world around us. Exploring magnets and other child led areas.

Key Vocabulary— rough flat hot warm prickly wooly dry damp silky smooth bumpy cold spiky scaly wet waxy soaking knobbly. Fingers feet

Key Skills Developed— observations, asking simple questions.

History/Geography

Unit Title—Local area

Key Knowledge— knowledge of Prestwich as the local area.

What is in Prestwich in terms of houses, shops, parks, places of work, transport.

Key Vocabulary— town, city, country, village. Shopping area, prescient, shopping centre. Tram, cars, buses, train, public transport. Names of shops e.g. bakery. Dentist, doctor, school etc

Key Skills Developed— collect data about what is in the local area. Interpret data on maps , looking at Prestwich and finding the symbols that are used for the tram/carpark.

Jigsaw

Term 1: Being Me in My World

Feeling special and safe

Being part of a class Rights and responsibilities

Rewards and feeling proud Consequences

Owning the Learning Charter

Art/Design Technology

Unit Title—Imagery.

Artist Focus— Canadian art.

Key Knowledge— That by changing the art genre paint/charcoal we can change the impression that a finished piece of art gives.

Key Vocabulary— colours, shapes, line, paints, charcoal, tools, brushes, mixing, size.

Key Skills Developed— How to use brushes, charcoal etc. Mixing colours, Using shape, colour and line to change the piece of work.

Outcome— Practise using the bright colours, shapes and different lines to make the owl shape.

At least 2 different pieces of art work with 2 different styles e.g charcoal and paint.

PE-gym

Key Skills— travelling, balancing, sequences.

Key Vocabulary— walk, run, jog, hop, skip. Parts of body, 1/2/3.

Music—Charanga Unit

Hey you!

French—Catherine Cheater

Term and Focus—Autumn 1

(woodland)

Key text—Leaf man

Christian Value—Endurance

PSCHE Focus—Being me in my world.

Cross-Curricular Maths

Collect data in geog.

Ipad-data on simple graph.

Cross-Curricular Writing

Harvest prayer

Science investigation

Enhancement Ops

Harvest festival

English

Key Texts— Leaf man, Too Timid to talk, Don't hog the hedge, Cub's first summer.

Grammatical knowledge developed— What is a sentence, CL, FS. Word spaces

Spelling rules—Words with plurals, add s. Ai/oi, ar, ee ea, er, or, ur oa, igh.

Some common exception words including the/ was/ he/ me /she/ my/no/go/so.

Key genres— story-sequence and retell. Questioning. Lists of people and objects in the hedge. Postcard to characters in don't hog.. Character description.

Key vocabulary— What When Why Who How Where-questions. Capital letter, full stop, word spaces. Colours, touch description word (link to science). Feeling words. (PSHCE link)

Maths

Focus— Place value

Key Knowledge— Sort, count and represent objects, 1 more, 1 less, 1-2-1 correspondence, intro more less <> and equals, order objects and numbers, ordinal numbers and know the number line.

Key Vocabulary— ordinal, more than, less than, more/less, most/least, order/compare, count, sort.

RE

Unit Title—My World, Jesus' world 1:9 and Harvest 1:1.

Key Questions—Where did Jesus grow up? What type of clothes/toys/food did he enjoy? Did he go to school? Did he have a mobile phone/computer? (etc) Why do we celebrate Harvest? What food do we like, and where does it come from? How/why should we help those who didn't have a good harvest?

Key Knowledge—That Jesus lived a long time ago and the world that we live in today is very different. Thata harvest happens around the world, but not everyone has enough food, what should we do as Christians. (WWJD)

Key Vocabulary— Harvest, festival, celebrate, food names, Jesus Jerusalem, Nazareth, in the past, Bible and Bible stories.

Key Skills Developed— Empathise with others. Investigate about Jesus' past and to enquire.

Computing

Unit Title—1;2 Group and sorting, 1:3 pictograms with touch of e-safety

Key Knowledge— Count to 10, separate into colours or shapes, what a pictogram shows. How to turn on Ipad, how to open purple mash, input password. Use of search button. Understanding of e safety.

Key Vocabulary— sort, organise, the same, colour, shape, groups, image, picture, data, information, pictogram.

Key Skills Developed— Independence with turning on, inputting password and searching for program. Use the click and drag when moving objects. Understanding on screen instructions. Shutting down the computer.

Science

Unit Title— Seasonal changes

Scientist Focus—Robert Fitzroy - meteorologist

Key Knowledge— Observe changes across the 4 seasons, observe and describe the weather associated with the seasons and how day length changes., look at how the weather is different around the world.

Key Vocabulary— autumn, winter, summer, spring, hot, cold, sleet, rain, snow, wind, fog, storm etc

Key Skills Developed— To communicate their observations about the seasons and changes that occur. To make a chart recording daylength. To research weather in other countries. Link to Geog.

History/Geography

Unit Title— Wonderful weather

Key Knowledge— How to make comparisons between different types of weather, make recordings and observations about the weather,.

Key Vocabulary— types of weather, rain gauge, temperature, forecast, weather, seasons, patterns, symbols, dangers., clothing.

Key Skills Developed— Collect weather data about our area and around the world, map skills, identify seasonal and daily weather in the uk.

Art/Design Technology

Unit Title— windmills

Artist Focus— n/a

Key Knowledge— How to join materials to make them strong enough to support a structure.

Key Vocabulary— blades, base, strength, height, materials, sails, spin, joining.

Key Skills Developed— designing, choosing materials, making from their plan, testing and reviewing.

Outcome— Make a simple windmill.

PE-dance

Key Skills— Dance-weather music.

Key Vocabulary— movement, spin, turn, tumble, speed, direction.

Music—Charanga Unit

Rhythm in the way we walk and the banana rap.

Term and Focus—Autumn 2

(weather)

Key text— Jolly Christmas Postman— see Eng.

Christian Value—Peace

PSCHE Focus—Caring/friendship

Cross-Curricular Maths

Science-weather charts from across the world.

Times of day length across the seasons.

Geography— weather forecasts/graphs and charts.

Cross-Curricular Writing

Weather diaries

RE-Jesus calms the storm.

Enhancement Ops

English

Key Texts— Jolly Christmas Postman, Little Cloud, Rosie's hat, and non-fiction weather texts.

Grammatical knowledge developed— words ending in y -happy, jolly, tidy, windy, stormy, quickly, slowly.

Revise sentences, cl/fs/word spaces etc. More on questions marks, and identify some speech.

Spelling rules— words ending in y. Start phase 5 with alternative sounds.

Phonics— ay/ou/ie/ea/oy/ir/ue/aw/wh/ph/ew/oe/au/ey then a-e/e-e/i-e/o-e/u-e

Key genres— letters/postcards/lists/diary. Non-fiction.-weather report

Maths

Focus— Addition and subtraction

Key Knowledge— Numbers to at least 20, written and oral. Understanding what addition/subtraction means, number sequence.

Key Vocabulary— add/more than/ plus/increase/ subtract/decrease/less than/ takeaway/minus/total/sum of/equal.

RE

Unit Title— 1.3 Christmas gifts

Key Questions—Why do people give and receive gifts at Christmas?

Why is Jesus described as a gift?

How does it feel when you give and receive gifts?

What is the best gift you have ever received?

Key Knowledge— The Christmas story. Names of the main people in the story and a knowledge of the order of the events.

Key Vocabulary— Gift, Wise Men, Magi and Jesus.

Key Skills Developed— communicating, retelling a story, making pictures or puppets to represent the story.

Computing

Unit Title— Online safety and 1;4 lego builders

Key Knowledge— How to use a template and the different icons etc. Why we need instructions, and why we need the sequence. How to keep safe online.

Key Vocabulary— template, icon, order, sequence, next, before, after, between, instruction, internet.

Key Skills Developed— follow and create instructions.

Understand the importance of following instructions.

Consider the order of instructions— lots of discussion and organising.

Science

Unit Title— Materials

Scientist Focus— Rosalin Franklin.

Key Knowledge— To know the names of different materials, to group the materials as wood/metal/plastic/fabric etc. To be able to sort the materials into groups and explain the reason for sorting, to label the properties as hard, soft, rough, smooth, bumpy, warm, cold, textured etc. To know how to plan an investigation, to compare the results of the investigation.

Key Vocabulary— hard, soft, rough, smooth, bumpy, warm, cold, textured, wood/metal/plastic/fabric, materials, waterproof.

Key Skills Developed— Investigative work, observations, using the senses, predictions, planning, describing, explaining what they have found out.

History/Geography

Unit Title— Great Explorers

Key Knowledge— To understand the criteria that makes a person significant in History, know some of the great explorers have helped us to understand more about the world, and beyond, to know where the people and events they study fit within a chronological framework. To find out about Ibn Battuta, an early explorer, Neil Armstrong, Amelia Earhart and Robert Falcon Scott.

Key Vocabulary— past, present, explorers, important, significant, famous, experience, in our lifetime, national, international, achievements, missions, expeditions, traveller, voyage, legacy, astronaut

Key Skills Developed— simple research, evidence finding, linking past to the present, labelling, deciding how we know it's a true fact. An awareness of the past, using common words and phrases relating to the passing of time.

Art/Design Technology

Unit Title— Pirate Paddy's packed lunch problems.

Artist Focus— n/a-DT

Key Knowledge— To recognise the positives about an existing lunch box, to know how to build a lunch box and how to join materials together, to know how to test their own product and suggest improvements.

Key Vocabulary— evaluate, product, disassemble, waterproof, strong, materials, reclaimed, equipment, hinges, structure, tools, join, glue, test, stiff, stable, strong, improvements, retest

Key Skills Developed— To evaluate existing lunch boxes, to design (using given criteria), make and evaluate a lunch box, to explore how structures can be made stronger, stiffer and more stable

Outcome— Make a lunch box

PE-gym

Key Skills— Mindfulness.

Key Vocabulary— calm, relax, unwind.

20 Wicks Sessions and Cosmic Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

Music—Charanga Unit In the Groove.

Term and Focus—Spring 1

Explorers

Key text— Non fiction based on explorers in Hist.

Christian Value— trust

PSCHE Focus— Our families.

Cross-Curricular

Computers-use of and making their own e book.

Non-fiction books through History.

Cross-Curricular Writing

Write reports about different explorers, write a diary in the role of an explorer

Enhancement Ops

Explore Nasa through books, documentaries and the internet.

Clergy involved where possible with RE.

Upcycling with materials from home for DT

PSHCE Focus- Dreams and goals Key Objectives- I can; choose a realistic goal and think how to achieve it, persevere even when I find things difficult, recognise who I work well with and who is more difficult to work with, work well in a group, tell you some ways I worked well, share success with other people.

English

Key Texts— The way back home by Oliver Jeffers, What ever next, Winnie in Space, Aliens love underpants.

Grammatical knowledge developed—

Spelling rules— alternative a/e/i/o/u sounds, alternative sounds for ow/ie/ea/er/ou/y/ch/c/g/ey/l/m/n/r/s/z/u/l/ear.

Key genres— stories with adventure and travel.

Key vocabulary— full stops, capital letters, spaces, adjectives, word endings, fiction, blurb, description, plan, sequence of events, characters.

Maths

Focus— Addition and subtraction within 20, place value within 50, multiples of 2/5/10.

Key Knowledge— They can add by counting, how to find/use number bonds, how to add / subtract within 10, how to add /subtract crossing 10/20, how to use equipment, how to write their number sentences and show they work as pictures. Know their numbers to 50 and recognise their tens and ones, compare and order numbers to 50, count in 2's.

Key Vocabulary— add/plus/increase/more than/subtract/take away/decrease/less than/minus.

RE Unit Title— 1:7 Baptism

Key Questions—What does it mean to 'belong'? What is Baptism? Why are some people baptised?

Why is baptism special? What is a promise? Where is it kept? How is it kept? What makes you feel as if you are part of God's family?

Key Knowledge— An understanding of what baptism is, that Jesus was baptised by John, to visit the Church to see where a baptism takes place, to know if they were baptised or similar, to act out a baptism.

Key Vocabulary— Baptism, font, Christening, Vicar/Minister, Godparents, candle, water and belonging

Key Skills Developed— role play, putting themselves in a situation, identify a baptism through photographs, to retell the story when Jesus is baptised, to ask questions about their own baptism and to understand why they aren't baptised. To have a feeling of belonging.

Computing

Unit Title— 1.6- Animated story books an E-safety

Key Knowledge— To recognise differences between a story book and an e book. To add animation to their story, to add sound to their story, to add more complex detail to the story including backgrounds, to share their e books.

How to keep safe on-line at home and at school.

Key Skills Developed— open correct program, recognising the correct icon, to recognise edits needed, to save work, edit and resave. To know how we use technology purposefully.

To know on-line rules and what to do and who to approach if you are worried.

Science

Unit Title— Plants

Scientist Focus—Katherine Esau (botanist)

Key Knowledge- Identifying parts of a plants, Recognising pictures of common plants,

Name the parts of the flower. Go outside in the school grounds and collect a small sample of leaves and any flowers that are there. To name the flowers and look at the structure of a plant, including trunk. To ask questions about the local area. Sort these into groups, Sort the leaves into groups using round/pointy, name the leaves by using a chart. Learn about the botanist Katherine Esau and why she is known, for the children to recognise men and ladies can be a scientist.

Investigate where the plants grow in the school ground.

Key Vocabulary— leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem.

Key skills-observing, investigating, report writing.

PE-gym

Key Skills— dance movements, Yoga and mindfulness.

Key Vocabulary— high, low, fast slow, together, repeat, copy, calm, relax.

Music—Charanga Unit

Round and round.

Learn the song, recognise the repeated sections, add actions in time to the beat.

Term and Focus—spring 2

Y!

Our country

Key text—poetry and fiction.

Cross-Curricular Maths

Counting the number of plants and making charts in Science.

Cross-Curricular Writing

RE the Easter story.

Science-investigative work.

Enhancement Ops

Disney celebrations

Science week

Diversity

Easter service

World book day.

English

Key Texts– The Tired Bumble Bee, The Bee and Me and Nature’s Tiny Miracle.

Grammatical knowledge developed– using conjunctions to join short sentences.

Spelling rules— look at the words that rhyme having a spelling pattern.

Key genres– poetry, fiction.

Key vocabulary— rhyme, same or similar, sounds the same, last word.

So, but, because, also. High frequency/tricky words. Alternative spellings, grapheme, phoneme, digraph, trigraph.

Maths

Focus— Place value within 50 and length and height and time.

Key Knowledge—To know the numbers in the 100 square and to be able to read and write them. To know that when adding or subtracting one the numbers is usually either side of the number. When adding subtracting 10 the number is above or below. Telling the time to the hour and to the half hour

Key Vocabulary— length, height, measure, cm, mm, less than, more than, before, after, half past, o’clock

RE

Unit Title— Easter celebrating new life

Key Questions—What do you think is the most important part of the Easter Story? In what way is the Easter Story about new life? How do you think people feel when someone they love has died? How does the life cycle of a butterfly reflect the events of Easter? In what way is Easter a new beginning?

Key Knowledge—The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter. Understand the reawakening of nature at springtime, the miracle of new growth, life cycles and the pattern of decay and new life. To understand what an Easter garden is.

Key Vocabulary— Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, resurrection

Key Skills Developed— To retell the story, sequence the events of the Easter story, to understand how people feel when there is a bereavement and how they can help. Make a card to show someone they care. Plan an Easter garden. Find evidence of spring by observing the outside area. Learn about the life cycles of animals.

Computing

Unit Title—technology outside school and E-safety

Key Knowledge— To understand the directional buttons on 2go or the beebots. To understand which direction they need to move if they are being asked to turn a half turn. To key in a number of moves for the beebot. To predict where the beebot will end up when following the inputted instructions. To use diagonal keys in 2go. To create a new background for 2go and explore others work. To revisit the rules for keeping safe.

Key Vocabulary– clockwise/anti-clockwise, left/right,

Key Skills Developed– design skills in 2go, saving and editing, inputting instructions, understanding directions.

History/Geography

Unit Title— Our Country

Key Knowledge— To name the countries in the UK, and their capital city. To know where Prestwich is in England and to identify on the map. To use keywords to explain what the town and countryside are like. To understand what an aerial view is and what it can look like. To talk about the features of Manchester. Make a simple comparison between Prestwich and London.

Key Vocabulary— England, Ireland, Scotland, Wales, Capital cities, countryside, town, buildings, leisure areas, transport, jobs.

Key Skills Developed— To use a map to identify where we live, from a picture, photograph or google maps. To identify parts of the area that are used for buildings and those that are parks/woods etc.

Jigsaw

Unit title—Dreams and Goals

Key Skills Developed—tell you how I felt when I succeeded in a new challenge and how I celebrated it and know how to store the feelings of success in my internal treasure chest, identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them, know how I feel when I see obstacles and how I feel when I overcome them .

Key Vocabulary—Success, Celebration, Challenge, Internal treasure chest ,Feelings, Goals , Dreams, Garden

Key knowledge—

What does this song help us learn about having dreams and goals?

Why is it important to include everyone in a team?

What is success?

Art/Design Technology

Unit Title— Walt Disney.

Artist Focus— Characters from Walt Disney films.

Key Knowledge– observational drawing, blending and collage work

Key Vocabulary— To record and explore their ideas about some of the characters that are in the Walt Disney films. Look at the characters that have already been drawn and see what the children would draw differently. Take a character and see how it is drawn, starting with the outline, and then filling in the features.

Key Skills Developed– using pastels ,painting pens and collage.

Look at how the colour can be altered by smudging when using the pastels. Talk about the brightness of the colour they want to achieve. Think about any difficulties they come across using the pastels. Look at the differences when using the painting pens compared to the pastels. Is it different to paint on a brush. With collage let the children experiment with overlaying the paper or scrunching in up.

Outcome— Winnie the Pooh as a drawing. Other Walt Disney examples in pastels and painting pens.

Science

Unit Title— Animals including humans.

Scientist Focus— Steve Irvin Zoologist

Key Knowledge— identify and name a variety of common animals, sort into fish, mammals, amphibians reptiles and birds. Identify common animal /groups, and recognise that some are carnivores, herbivores and omnivores. Describe and compare the structure of the animals-birds compared to fish. Identify, name and draw the basic parts of the human body and link these to the senses. Inv-Which colour bird seed do the birds like the best?

Key Vocabulary— animal, reptile, bird, fish, mammals, amphibians. Common animals and those from Africa.

Key Skills Developed— group, sort and label. Observe, investigation, prediction.

History/Geography

Unit Title— Going on Safari

Key Knowledge— To understand the geographical similarities and differences through studying the human and physical geography of Kenya compared to the UK: to locate Africa and identify Kenya, to understand what a National park is, to explore the climate and weather of Kenya and compare that to the UK, to recognise some of the main animals that live in Kenya, to draw simple maps and use compass points to navigate around a map, look at a very simple key and identify water/mountains/housing etc.

Key Vocabulary—Africa, Kenya continent, country, Safari, climate, National Park, game reserve, savannah, endangered species, habitat, extinct, protect, tourism, migrate, Maasai tribe, culture, tradition, warriors

Key Skills Developed— To use maps, atlases and globes to locate Africa and Kenya. to

Art/DT

Unit Title— Nature Sculptures

Artist Focus— Andy Goldsworthy

Key Knowledge - to know that there are different kinds of nature sculptures and to explore the work of Andy

Goldsworthy.

Key Vocabulary— sculpture, statue, model ,work of Art, 3D, nature, natural objects, materials, sketch books, land art, observations

Key Skills Developed —To make careful observations, to use a variety of natural materials for sculpting and to develop and share their ideas.

PE-dance

Key Skills— following a dance and then creating their own.

Key Vocabulary— body parts, fast/slow, up/down, turn, high/low etc.

Music

Charanga unit-Your imagination

Listen to supercali... Mary Poppins and pure imagination from Willy Wonka. Day dream believer, a whole new world (Aladdin). Rainbow connection-muppets movie.

Term and Focus—Summer 1

Key text—.

Christian Value—Compassion

PSCHE Focus—Being grateful for what we

Cross-Curricular Maths

Sorting and grouping, graph in Science,

Cross-Curricular Writing

PSHCE and English, with both Rhino

Enhancement Ops

Chester zoo online.

Africa day

Jigsaw-PSHCE

Key questions— What healthy choices do you make? How do you feel if you make a healthy choice? How could children your age make healthy choices? How does a healthy child feel? Does anyone remember the actions for the Healthy Balance Sum?

Key knowledge — understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. know how to keep safe when crossing the road, and about people who can help me to stay safe tell you why I think my body is amazing and can identify some ways to keep it safe and healthy know how to make healthy lifestyle choices

Key Vocabulary — Healthy Unhealthy Balanced Exercise Sleep Safe Safety Green Cross Code Eyes Ears Look Listen Wait

English

Key Texts— One plastic bag Isatou Ceesay, Rhino's horn, Ronald the Rhino-twinkl, non-fiction african animals.

Recognise the spelling patterns and where the rhyme is, draw and retell the story, alter the storyline by changing character/setting/event, look at beginning middle, end of story. Look at non-fiction to fiction. Write using the past tense.

Spelling rules—more on ed, ing, tion, sion

Phonics— Phase 5 wk 13— revise the phase 5 phonics and the alternative sounds e.g ere for air.

Key genres— fiction, non-fiction, rhyme.

Key vocabulary— blurb, non/fiction, storyline, beginning, middle and end.

Maths

Focus—Number: Multiplication and Division, Fractions and Geometry: Position and Direction

Key Knowledge— Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.

Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights

Geometry: Describe position, direction and movement, including whole, half, quarter and three quarter turns

Key Vocabulary— multiples, arrays, doubles, sharing, grouping, divide, heavy/light, heavier than, lighter than, capacity and volume, full/empty, more than, less than, half, half full, quarter, fractions, turns

RE

Unit Title— 1:8 Joseph and 1:4 Jesus was special.

Key Questions—How do we know God was with Joseph?

I wonder how Joseph was feeling? I wonder why Joseph was a Bible hero?

I wonder what we can learn from this story?

What does special mean?

Jesus was special. How? Why? What made Jesus special?

Who were the special friends of Jesus and how did they try to follow his teachings?

How do we make and build friendships?

Key Knowledge— explore one of the most well-known epic stories of the Old Testament. Help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. Consider what we can learn from this story. Learn more about the nature and characteristics of God.

Key Vocabulary— Joseph, Jacob, brothers, dreams, coat, Egypt and forgiveness

Key Skills Developed— Empathise, Interpret, Reflect

Computing

Unit Title—1:7 spreadsheets.

Key Knowledge— To understand what a spread sheet is, explain rows/columns etc, enter data into the cells correctly, add images to the spreadsheet and use the image toolbox, use the speak and count tools in 2calculate.

Key Vocabulary— column, row, cell, data, spreadsheets, sort, group.

Key Skills Developed— To use technology to sort and organise, to manipulate and retrieve data.

Science

Unit Title—continue animals for 2 weeks..

Weather, including seasonal change

Scientist Focus—Christopher Wren and Robert Hooke

Key Knowledge— Animals-molluscs. Look at humans as mammals and the 5 senses recap. To be able to describe the weather. Chart to look at rainfall on a set day in Prestwich. I can take the temperature in/outside each day, look at different types of thermometers. I can describe it the weather in each season and talk about seasonal changes that happen. Look at clothing for different seasons. Compare weather in other countries.

Key Vocabulary— rainfall, rain, rain gauge, meteorologist, weather, Christopher Wren, Robert Hooke, temperature, oC, thermometer.

History

Unit Title— Prestwich Carnival

Key Knowledge—to know about significant historical events in their own locality (Prestwich carnival) to know about changes within living memory . Compare photographs, stalls , floats, May Queen. Look at the event being during Wakes week and the link to the Church through the rush bearing. History of Morris men. Use websites, photographs, staff with experience.

Key Vocabulary— carnivals, processions, floats, parade, traditions, costumes, religious festivals, charities, volunteers, Caribbean ,Notting Hill Carnival, culture, community

Key Skills Developed— to find out about the past from a variety of sources and to ask and answer questions to show that they know and understand key features of events.

Art/Design Technology

Unit Title—Bunting

Artist Focus—N/A

Key Knowledge-How to join paper bunting compared to material. To know how to connect fabric in the context of using running stitch to join fabric, to select materials to design bunting. Use brusho and collage.

Key Vocabulary—bunting, evaluate, design, graphics, templates, trace, thread, seam stitch,, material, fabric, textiles, join, staple,

Key Skills Developed— design purposeful, functional appealing products (bunting) for themselves and other users based on design criteria, select from and use a range of materials, explore and evaluate existing products, evaluate their ideas and products against design criteria .

PE

Key Skills—gymnastics. Making up and following a simple routine. High/low, direction, speed.

Key Vocabulary—roll, mirror, follow, partner, travel, jump.

Music—Charanga Unit

Reflect, rewind and revisit.

Composition.

Y1: Term and Focus—Summer 2

Key text—The Smartest Giant in town.

Christian Value—Hope

Worship focus-You are God’s treasure

Cross-Curricular Maths

Graphs and charts for Science weather recording.

Money on carnival stalls.

Time line with dates.

Cross-Curricular Writing

Hist— carnivals around the world.

Prestwich carnival leaflets

Scientist— writing

Enhancement Ops

J.West visitor

DT carnival stalls

Links to other carnivals

Jigsaw-Changing me

Key Knowledge-know that changes are OK and that sometimes they will happen whether I want them to or not, understand that growing up is natural and that everybody grows at different rates, respect my body and understand which parts are private, understand that every time I learn something new I change a little bit, start to understand the life cycles of animals and humans

Key questions- What changes have already happened to you? How do you feel about these? What changes might be coming up for you? How do you feel about those? Why are some changes better than others? What feelings might somebody get if the change was a sad one? What could they do to make themselves feel better?

Key Vocabulary- Male, Female, Vagina, Penis, Testicles, Baby, Growing up Adult Mature Change Life cycle

English

Key Texts— The Smartest Giant in Town— Julia Donaldson.

Grammatical knowledge developed-suffix and prefix, conjunctions. Spelling rules—the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Phonics-other alternative ph 5 spellings and common words. Prefixes and suffixes, -ed, -ing endings.

Key genres— fiction, includes myths and legends (The Giant’s causeway story), rhyme.

Key vocabulary— Giant, smartest, cleverest etc Beginning, middle and end, plot, spelling patterns. Verb, adjective, adverb, conjunctions.

For after if and but so because

Maths

Focus—Number: Place value to 100, Measurement—Money and Time

Key Knowledge— Count to 100, forwards and backwards from any given number, count read and write numbers to 100 in numerals, identify one more and one less than given numbers.

Money: Recognise and know the value of different denominations of coins and notes

Time: Sequence events in chronological order using language, recognise and use language relating to dates, including days of the week, weeks, months and years, tell the time to the hour and half past the hour, compare , describe and solve practical problems for time, measure and begin to record time

Key Vocabulary—equal to, more than less than, most, least, forwards, backwards, coins, notes, value, sequence, chronological, before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening, weeks, months, years, hours, minutes seconds, quicker, slower, earlier, later

RE

Unit Title—What do Christians believe God is like?

Key Questions—
 What do we know and believe about God the creator of the world?
 I wonder how God felt when he had made the world?
 How have the actions of people spoilt the world?
 What do you feel about the wonder of creation?
 What are your favourite things that God created?

Key Knowledge—talk about ways in which we can all help to take care of the world. talk about how creation shows the power and wonder of God. talk about being creative and what I enjoy doing when I am creative. look around me and wonder how amazing God’s creation is. talk about what I enjoy most in creation. provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.

Key Vocabulary—God, Creation, Genesis, pollution, world, environment, psalm and hymns.

Key Skills Developed—Investigate Reflect Interpret

Computing

Unit Title—1:7 coding

Key Knowledge—To explain what coding means, and that to make something happen, the computer has to be given instructions, explain a block of code, use/design character and backgrounds in design mode, use 2code to make the character move, input events and add a sound. Look at Beebots for directions and giving a set of directions.

Key Vocabulary— code, blocks of information, up/down/left/right,

Key Skills Developed—edit or debug code, create code, use logical reasoning, use technology to organise and store.