

**Past and Present**  
**History**

Unit Title - Family celebrations (birthdays, weddings, christenings)

Key Knowledge - children to share their experiences of family celebrations and recall what and how it was celebrated.

Key Vocabulary - celebrate, birthday, wedding, christening, past, family

Key Skills Developed - children to develop an understanding of celebrations within their close family

**People, Culture and**  
**Communities**  
**(Geography and RE (see below**  
**for RE unit))**

Unit Title - Celebrations from around the world (Diwali)

Key Knowledge - why and what do we celebrate?

Key Vocabulary - celebrate, light, culture,

Key Skills Developed - children to become aware of where they live and the natural world and explore how different people and communities celebrate

**Natural World**  
**(Science and Physical**  
**Geography)**

Unit Title - Light and dark

Key Knowledge - to look at how light is used within celebrations and to experiment with light and dark

Key Vocabulary - light, dark, shine, effect, experiment

Key Skills Developed - children to experiment with light and dark and record the results

**RE**

Unit Title - Christmas

Key Knowledge - Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways.

Key Questions - What is a birthday? When is your birthday? In what ways do you celebrate your birthday? How do we celebrate Jesus' birthday? Why was Jesus a special baby?

Vocabulary - Christmas, Jesus, Bethlehem, Mary, Joseph, donkey, inn, shepherds, star and stable

Skills Developed - recall/retell the nativity story. identify the characters in the nativity story. use religious words to talk about Christmas. talk about why Christmas is important. talk about how the church celebrates Christmas. talk about their own experiences of Christmas. talk about feelings related to celebrating Christmas and birthdays.

**PE**

Key Skills - Movement - mat work, balance & co-ordination.

Key Vocabulary - move, fast, slow, balance, stretch, roll, curl, copy.

**PSED**  
**(PSHCE)**

**Jigsaw - Celebrating Difference**

Unit Title - Self-confidence and self-awareness

Key Knowledge - How to explore and enjoy all the activities within the classroom

Key Vocabulary - friend, share, take turns, happy, sad, play

Key Skills Developed - Self-confidence and self-awareness to select and use activities and resources more independently and competently

**Nursery**

**Autumn 2**

**Let's Celebrate**

Key Texts -

The night before my birthday by Natasha Wing

The light in the night by Marie Voigt

The story of Diwali, Rama and Sita

The Christmas Story

Christian Value - Peace

**Environment Writing and Maths**

Try to write some marks on their work to signify it is theirs.

Count up to 5 items in the classroom.

Number nursery rhymes.

Shapes around the classroom.

Group items in the classroom.

**Enhancement Ops**

Nativity performed for parents and carers

**Literacy**

Key Texts - The Christmas Story

Phonics Phase - Phase 1 / Rhythm & Rhyme

Key knowledge - listen to stories in small or larger groups. Learn which words rhyme through different games and activities. We will learn to continue a rhyming string

Key vocabulary - listen, hear, sound, rhyme, rhythm

**Maths**

Focus - Uses number names accurately in play—Recite number names in sequence / start to group/sort objects

Key Knowledge - count objects by lining up and arranging. Learn that lots of things can be counted. Learn different ways to sort objects (by size, colour)

Key Vocabulary - count, point, next, number, sort, same

**Creating with Materials**  
**(Art and DT)**

Unit Title - Patterns & colour

Key Knowledge - to look at rangoli patterns and see how these are used within celebrations.

Key Vocabulary - rangoli, patterns, colour

Key Skills Developed - children to work with different materials to create rangoli patterns and to work with clay to make Diva's

**Being Imaginative and**  
**Expressive**  
**(Art and Music)**

Unit Title - Imaginative Role Play

Key Knowledge - how to use props and costumes to role play and act out a story (Nativity) To learn new songs and join in with others / why we celebrate Christmas

Key Vocabulary - Jesus, Mary, Joseph, gifts, stable, star

Key Skills Developed - Children to take part in the Christmas Nativity, having roles, acting and singing songs.

## Physical Social Emotional and Development - Jigsaw

Unit title - Celebrating Difference

Learning Priorities- Know; that families can be different, people have different homes and why they are important to them, there are different ways of making friends and different ways to stand up for myself. They don't have to be 'the same as' to be a friend. Why having friends is important. Some qualities of a positive friendships.

Key Vocabulary- Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry,

Key knowledge and understanding - Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognizing that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and know which words to use to stand up for themselves when someone says or does something unkind.

## Understanding the World People, Culture and Communities

Unit title - Celebrations in our world

Key knowledge - Where celebrations take place. Exploring the globe identifying different countries and similarities between places and celebrations.

Learning Priorities

Learning about and sharing family customs and routines, relating to celebrations. • Talks about various celebrations in our own families and local communities. • Knows that other children have different celebrations and celebrate in different ways. Be able to recognise similarities and differences in the way people celebrate among families, communities, cultures and traditions

Key vocabulary - village, town, city, county, country, continents, life and death, church, synagogue, mosque, temple, traditions, customs, beliefs

## Understanding the World The Natural World

Unit title - Celebrations in our world

Key knowledge - Where celebrations take place. Exploring the globe identifying different countries and similarities between places. Knows about similarities and differences in relation to places and objects that are used in worship and festivals that are linked to celebrations. Begin to use maps to identify places of importance and what foods and natural resources are used in celebrations.

Key vocabulary - village, town, city, county, country, continents, life and death, church, synagogue, mosque, temple,

Continue to: - Explore the natural world around them - Understand the effect of changing seasons on the natural world around them Autumn to Winter; Observe/talk about changing seasons, autumn and winter.

## RE

Unit Title - Why do Christians perform nativity plays at Christmas

Key Knowledge - Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.

Key Questions - Who is the most important person in the Christmas story? Why are birthdays special? Whose birthday do we celebrate at Christmas? What special things can we do at Christmas to share God's love? What makes every single person unique and precious?

Vocabulary - nativity, Mary, Joseph, Jesus, gift, share, unique, precious

Skills Developed - talk about their own birthdays, talk about how they celebrate Christmas, talk about why Christmas is important to Christians.

## PE

Key skills

Revising and refining movement skills we have already acquired- rolling, crawling, jumping, running, skipping.

Learning and recognizing what it means to be healthy, why our hearts beat faster with exercise.

## Understanding the World

### Past and Present

Learning about celebratory customs and routines in our, family local community and around the world. past and present events in their own life and in the lives of family members

How celebrations have developed and changed over time.

Sharing experiences of different celebrations now and in the past.

## Reception

### Autumn 2

### Celebrate Good Times!

Key Texts

Celebrations around the World, I really want that cake, You Must Bring a Hat.

Christian Value

Peace

## Environment Maths

- Numeral formation -
- Matching numbers to number words
- Writing number words
- Using shapes to create
- Sequencing and order events

## Environment Writing

- Writing own name
- Labelling models
- Mark making and letter formation
- Labelling patterns
- Writing invitations.
- Writing cards for celebrations
- Recipes
- Cake orders

## Enhancement Ops

Visitors - To discuss Hannukah

Non- Christian faith parents visit to discuss festivals they celebrate similar to Christmas.

Bakery - Post Office - Workshop

## Literacy

Key Texts.

Celebrations around the world, I Really Want the Cake, You Must Bring a Hat.

Learning Priorities

Reading: Comprehension/ Word Reading; Begin to retell and role play simple stories- recall key events; talk about main characters. Expand and use new vocabulary. Re-tell stories to their friends and whole class

Begin to re-read books to improve fluency and show an understanding and enjoyment.

Know to read left- right, being able to count letters/sounds in a word, and build phonological awareness focusing on rhyme & alliteration, initial sounds, oral blending & segmenting.

Writing- Write name correctly. Begin to form correct letter formations. Begin to form lower case letters correctly. Begin to spell words by identifying the sounds in them. Write labels. Oral rehearsal. Begin to re-read what they have written. Begin to write lists and captions focusing on label, caption and space.

## Maths

Focus—Number and Place value, Number to 5

Numerical patterns — Time, shapes with 4 sides

Key Knowledge— be able to count on and back 0 -5, identify 1 more or 1 less than a given number. When counting learn that the final number they say names the quantity of the set. Match numerals to number names and be able to recognise which sets have more or fewer items, Use their own mark marking to represent numbers to 5. Use a five frames to support learning of number. Talk about birthdays linked to celebrations.

Talk about and use shapes to secure number knowledge and use in creating patterns and different shapes. Children will talk about day and night and order key events in their daily routine use vocabulary linked to time eg morning, afternoon, today, tomorrow, yesterday, Countdown days to celebrations.

## Being Imaginative and Expressive(Art and Music)

Music Charanga Unit - My Stories

Songs - I'm a Little Teapot, The Grand Old Duke of York

Listening and responding to different styles of music embedding foundations of interrelated dimensions of music - pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation

Learning to sing and sing along with nursery rhymes and action songs improvising leading to playing classroom instruments. Share and perform the learning that has taken place.

## Creating with Materials - (Art and DT)

Unit Title—Art with fruit Artist Focus—Giuseppe Arcimboldi (fruit face)

Key Knowledge—To identify the primary colours: red, yellow and blue. To observe primary colours found in famous artwork. To make/draw a self-portrait from a photograph.

Key Vocabulary—Primary, mixing, paint, water, brush, bright, dark, light, change, self portrait, mirror, shape, line, features of the face, expression, mixing, wiping, brush, amounts of water, wet, dry, bright and light.

Key Skills Developed— Children will be able to identify primary colours used in famous art work. Children will recognise the work of Giuseppe. Children will begin to explore their facial features and create a self-portrait using various methods and techniques.

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. To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter. Look at the life Robert Fitzroy.

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 oth-

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.

English

Key Texts— Jolly Christmas Postman and Rosie’s hat.

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.

Phonics— Phonics phase 4 and revision of Phase 3.

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

Key vocabulary— address, letter, communication, formal, weather, equipment for measuring. Links to Geog and Sci.

History/Geography

Unit Title— Wonderful weather

Key Knowledge— How to make comparisons between different types of weather, make recordings and observations about the weather, learn weather symbols, make a weather chart, map the weather around the world,

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,

Term and Focus—Autumn 2

(Weather)

Key text— Jolly Christmas Postman— see Eng.

Christian Value—Peace

PSCHE Focus—Caring/friendship

Maths

Focus— Addition and subtraction

Key Knowledge— Part whole model, symbols, Fact families, number bonds to 10, Adding more, Subtraction how many left? Breaking into parts Numbers to at least 20, written and oral. Understanding what addition/subtraction means, number sequence, comparing addition and subtraction statements using <>. Recognise and sort 2d and 3d shapes. Make and recognise shape patterns.

Key Vocabulary— add/more than/ plus/increase/ subtract/decrease/less than/ take-away/minus/total/sum of/equal/part-whole model/ number bond/ fact family/ parts/ names of 2d and 3d shapes.

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. Exploring what windmills are and how they are used. Exploring how to make strong bases. Exploring how to make windmill sails. Designing our own windmills. Following a plan to make a windmill. Evaluating your finished windmills.

Key Vocabulary— blades, base, strength, height, materials, spin, joining, brick, wood, glass, metal, base, structure, materials, model, sails

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

Outcome— Make a simple windmill.

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.

RE

Unit Title— 1.3 Christmas gifts and Nativity

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. Film clip of Little boy’s gift.

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

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

Jigsaw Celebrating difference

Key knowledge- I can identify similarities between people in my class, I can identify differences between people in my class, I can tell you what bullying is, I know some people who I could talk to if I was feeling unhappy or being bullied, I know how to make new friends, I can tell you some ways I am different from my friends

Key questions -Does your mind feel calm and ready to learn? What similarities can you see? What is the same in each picture?

Key vocabulary- Celebration Difference Special Unique

Enhancement Ops

Nativity .

Visit from a Postman.

Weather walk

Computing

Unit title— Scratch.

Key Vocab— coding, tablet, ipad, algorithm, sequence, instructions, predict, animate, background, character, debug.

Key knowledge— To understand programs need clear instructions, to predict simple programs, to look for problems in the program, to know the word algorithm means, to record sound and add to the program, to create a sequence of instructions.

Key skills- prediction, follow instructions, programming, how to alter the characters size, how to add sound.

## Science

**Unit Title**— Living things and their habitats

**Scientist Focus**— Rachel Carson

**Key Knowledge**— the differences between living, dead and never alive, know how living things are suited to their habitats, identify and name a variety of plants in their habitats, understand basic food chains

**Key Vocabulary**— habitat, micro-habitat, living, dead, MRS GREN, movement, respiration, sensitivity, growth, reproduction, excretion, nutrition, food chain

**Key Skills Developed**— observe plants, animals and habitats, carry out a simple experiment following instructions and note observations

## History/Geography

**Unit Title**— How have seaside holidays changed?

**Key Knowledge**— how seaside holidays have changed since the Victorian times, how the heroic actions of Grace Darling contributed to the modern-day RNLI.

**Key Vocabulary**— history, past, present, change, significant, source, artefact, timeline,

**Key Skills Developed**— Create a timeline, compare pictures and artefacts from the past to present day, use different sources to find out about a significant person

## Art/Design Technology

**Unit Title**— Punch and Judy puppets

**Key Knowledge**— how puppets are made to appeal to children, how to design and make an appealing product

**Key Vocabulary**— puppet, design, product, purpose, sew, stitch, fabric, evaluate

**Key Skills Developed**— to design an appealing product for a purpose, to choose and use appropriate tools, to use stitching, sticking and cutting to make a fabric puppet, to evaluate a product,

## Computing

**Unit Title**— Computer art

**Key Knowledge**— how to use a paint program

**Key Vocabulary**— paint, program, tools,

**Key Skills Developed**— to recreate a piece of art using a computer program, to manipulate shapes and objects to create an art style, selecting appropriate tools

## PE

**Key Skills**— circuit training and fitness, orienteering

**Key Vocabulary**— running, jumping, catching, throwing, team, improve, heart rate, direction, map, key

## Music

**Unit**— Nativity music and percussion

## Year 2

### Autumn 2

#### Oh, I do like to be beside the seaside

**Key text**— The Storm Whale

**Christian Value**— Peace

**PSCHE focus**— Mental health and well-being

## PSHCE

**Focus**— Celebrating Differences

**Key Objectives**— Name differences and similarities between classmates, explain that sometimes people get bullied because they appear to be different including gender stereotypes, explain why it is OK to be different from friends

## Cross-Curricular Maths

**DT**— accurate measuring

**ICT**— shapes in computer art

## Cross-Curricular Writing

**RE**— Message from Zechariah to Elizabeth, conversation between Mary and Gabriel, newspaper report

**History**— Story of Grace Darling's rescue,

## English

**Key Texts**— The Storm Whale, The Storm Whale in Winter

**Grammatical knowledge developed**— using capital letters, full stops, question marks and exclamation marks; use apostrophes for contraction and possession; recognise nouns, verbs, adjectives and adverbs

**Spelling rules**— Phase 5- Graphemes for er, ear, air, ure, ar, wh and ph. Spell common exception words; -dge, -ge; w spellings (e.g. worm, warm, want)

**Key genres**— diary, poem, letter, non-chronological report

**Key vocabulary**— text, fiction, non-fiction, illustration, description, setting, character, personality, appearance, expanded noun phrase, noun, adjective, verb, adverb, capital letter, full stop, question mark, exclamation mark, common exception words, apostrophe,

## Maths

**Focus**— Addition and subtraction, money, multiplication

**Key Knowledge**— solve problems with addition and subtraction, recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, add and subtract; a two-digit number and ones, a two-digit number and tens, two two-digit numbers, show that addition of two numbers can be done in any order and subtraction of one number from another cannot, recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems, recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value, find different combinations of coins that equal the same amounts of money, solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

**Key Vocabulary**— number, digit, place value, ones (units), tens, hundreds, place holder, equal, greater than, less than, fewer, more, dienes, number line, value, partition, bar model, whole part model, add, subtract, minus, take away, pence, pound, money, amount, total,

## RE

**Unit Title**— Why was the birth of Jesus such good news?

**Key Questions**— Why was the birth of Jesus good news? Why is this news so important? What difference did it make to the world? How did the good news spread further? How is this good news told today? How is this good news celebrated today? What do angels do?

**Key Knowledge**— That we believe that the birth of Jesus is good news, that angels brought the good news to Zechariah, Mary and the shepherds, that we believe Jesus is the saviour of the world.

**Key Vocabulary**— Bible, Books, Old Testament, New Testament, good news, Christmas, Jesus, angels

**Key Skills Developed**— I can ask good questions about the Christmas story. I can tell you all about what happened to Zechariah. I can tell you the Christmas story. I can talk about the message of the angels. I can describe the different ways artists portray angels. I can talk about the ways we share the good news at Christmas time.

## Science

**Unit Title— Rocks**

**Scientist Focus— Mary Anning**

**Key Knowledge—** Children will discover the different types of rocks and how they are formed. They will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.

**Key Vocabulary—** Rocks, igneous, sedimentary, metamorphic, formation, volcano, changes, compare, natural, human-made, properties, permeable, impermeable, hard, soft, durable, buoyancy, fossil, fossilisation, soil, sub soil, organic matter, rapid, moderate, slow, transformations.

**Key Skills Developed—** Name the 3 different types of rocks. Handle and identify their properties. State the 4 different types of matter that soil is comprised of. Learn to make careful observations. Give examples of natural and human made rocks. Group rocks by their properties and identify similarities and differences.

## History

**Unit Title— Stone Age to the Iron Age**

**Key Knowledge-** Know: where the Stone Age gets its name, which tools were crucial to the survival of early man and how tools changed during the Stone Age to make hunting more successful, how Skara Brae was discovered and some items found there, why children worked in copper mines, reasons why Iron Age people wanted to protect their homes, challenges of survival which early man faced, reasons why Stonehenge might have been built, two of the roles of Druids in Iron Age tribes, an important festival in the Druid calendar, how homes changed from the Stone Age to Iron Age, how hillforts were designed to protect Iron Age tribes.

**Key Vocabulary—** chronology, chronological, sources, Palaeolithic, Mesolithic and Neolithic times

**Key Skills Developed-** develop chronologically secure knowledge and understanding of local British history, researching information on a topic, using historical sources of information and analysing it for reliability, organising information, asking questions about change, cause, similarity and difference and significance, note connections, contrasts and trends over time, use appropriate historical terminology

## Personal, social, health and emotional education

Unit Title—Celebrating Difference

Key texts—'The Pants Project' by Cat Clarke

'Julian is a mermaid' by Jessica Love

**Key Knowledge-** Know why families are important · Know that everybody's family is different · Know that sometimes family members don't get along and some reasons for this · Know that conflict is a normal part of relationships · Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do · Know that some words are used in hurtful ways and that this can have consequences

**Key Vocabulary-** Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

The class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they took about how a witness has choices and

## PE— Gymnastics

### Shape

**Key Skills-** show control and co-ordination making static/in air shapes, use low-level apparatus, create sequences, use rhythmic gymnastics equipment

**Key Vocabulary-** – static, symmetrical, apparatus, rhythmic, accuracy, consistency, flexibility, technique, control, balance

Music—Charanga Unit

Glockenspiel Stage 1

French—Catherine Cheater scheme

Term and Focus—Y3 Autumn 2

Key text—Stig of the Dump, Stone Age Boy

Christian Value— Peace (Advent)

PSCHE Focus— Celebrating difference

Cross-Curricular Maths

Science— presentation of results

History— chronologically ordering dates

Computing— shape, direction and angles

Cross-Curricular Writing

History- 'Becoming a copper mine child'-  
diary entry,

**persuade** an audience that the bow and arrow is a good hunting tool

Design Technology— write **instructions/ explanations** for making Stone Age tools

## Enhancement Opportunities

Stone Age cave artwork

## English

**Key Texts—Stone Age Boy, Stig of the Dump, non-fiction texts**

**Grammatical knowledge developed—**adverbs, fronted adverbials, apostrophe for contraction and singular possession, paragraphs, conjunctions, clause and subordinate clause, inverted commas, first and third person, a and an

**Spelling rules—** ly, adverbs: root words ending in y, le, al, ic, ly; adverbs: exceptions to the rules and y3/4 statutory spellings

**Key genres—**narrative, instructions, explanations, newspaper report, balanced arguments, report, interview, persuasive, informal letter, description, speech

**Key vocabulary—** thesaurus, dictionary, headline, orientation, main body, caption, quote, direct speech, synonyms, present tense, formal language, sub-headings, time connectives such as: first, then, next, later, finally; technical vocabulary, diagrams with labels, pictures with captions, conclusion, alliteration, emotional language, rhetorical questions, prediction, inference, comparison, contrast,

## Maths

**Focus—Number Multiplication and Division**

**Key Knowledge—** Children recap their understanding of recognising, making and adding equal groups. Count from 0 in multiples of 4, 8, 50 and 100. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for 2 digit numbers times 1 digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division; including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

**Key Vocabulary—** Multiples, digits, equal groups, grouping, pattern, doubling, numicon, bar model, lots of, division, multiplication, share, repeated addition, times tables, multiplicand, multiplier, remainder, distributive law

## RE

**Unit Title— unit 3.2 Christmas. God with us.**

**Key Questions—** In what ways is God with us? How does it feel to be in the presence of God? How did/does the presence of Jesus have an impact on people's lives? In what ways are we in the presence of Jesus in the world today?

**Key Knowledge—**know: what it means to be present, Christmas is a celebration of the arrival of Emmanuel; who is Jesus God with us, Christians believe God is with us through his Son, Jesus and the Holy Spirit, Christians believe that the presence of God changes our lives,

**Key Vocabulary—**Emmanuel, Incarnation, Jesus, Son of God, Saviour of the world, King of Kings, , Prince of Peace,

## Computing

**Unit Title—** Programming Turtle Logo and Scratch

**Key Knowledge—** use basic commands in Logo to move and draw on screen, know how to develop algorithms using repeat commands, know how to create algorithms in Scratch, know how to generate spaces and angles

**Key Vocabulary—**pen up, pen down, backwards, move, rotate and repeat commands, block, Turtle Logo, Scratch, regular polygons

**Key Skills Developed—**use correct commands to create desired outcomes, create and debug algorithms, change and alter settings within programs, calculate angles

## Design Technology

**Unit Title— Textiles: Cushions**

**Key Knowledge—** Introduction to cross stitch and the decorative sewing technique appliqué, experiment with trying these stitches independently, design their own cushion which includes the use of cross stitch and appliqué, decorate their cushions in accordance with their design, complete their cushion, stuff them and sew the edges and evaluate their completed product.

**Key Vocabulary—**textiles, decorative, sew, needle, cross stitch, appliqué, stuff, design criteria, patch, accurate, target audience.

**Key Skills Developed—** selecting and cutting fabrics using fabric scissors, know that cross stitch is a two stitch style of sewing that forms a cross pattern, know that appliqué is where small pieces of cloth are sewn or stuck in a pattern onto a larger piece of cloth and following design criteria to make a cushion.

## Science

Unit Title— States of matter

Scientist Focus—William

Thomson (Lord Kelvin)

**Key Knowledge**—To sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state. Explain how water changes state. Investigate how water evaporates. Identify and describe the different stages of the water cycle.

**Key Vocabulary**—solids, liquids, gases, particles, states, materials, properties, carbon dioxide, matter, material, weigh mass, melt, freeze, thermometer, temperature, evaporate, condense, process, water, ice, vapour, dry, energy, heat, precipitation, collection, clouds, rain, hail, snow.

**Key Skills Developed**—To set up reliable and accurate investigations. Make and explain predictions. Make and record accurate observations. Use scientific language to explain findings. Be able to ask and answer questions based on their learning using scientific language.

## History/Geography

Unit Title— The Water Cycle

**Key Knowledge**—To know the three states of matter. To know the key aspects of the water cycle. To explain how clouds and rain are formed. To know how and why drinking water is cleaned. To understand the causes and effects of flooding. To understand the causes and effects of water pollution.

**Key Vocabulary**—solids, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, water, cycle, precipitation, groundwater, runoff, closed cycle, filter, flood, pollution.

**Key Skills Developed**—To explain the water cycle (main event/processes/ closed cycle). Naming some different types of clouds. I can give reasons why water needs to be clean, suggest ways to remove dirt and explain the steps involved in cleaning water. List different types of flooding, explain what causes flooding, how it affects communities and was to limit flood damage. List causes of water pollution, describe the effect on the water and consequently the plants and animals as well. I can list ways to reduce water pollution.

## Art/Design Technology

Unit Title— Moving mechanisms

Artist Focus— N/A

**Key Knowledge**— Investigate and evaluate products with lever and linkage systems. Use a range of techniques to create moving mechanisms. To know how to plan and design a story book which has moving parts and which type of moving parts fit best with the story.

**Key Vocabulary**—mechanism, moving parts, pop-ups, pivot, rotate, evaluate, lever, linkage, paper concertina, pop out, window flap, design, storybook

**Key Skills Developed**— Can use technical language used to describe lever and linkage systems. Can mark out and measure accurately. Can cut out shapes with precision. Can combine materials and components in a variety of ways. Can create a design for a particular purpose. Can choose suitable mechanisms to create moving parts in their story book. To evaluate their own product –is it fit for purpose? Can explain what they would do differently if they were to make their product again.

.Outcome— A small book with moving parts –Winter story –target audience 3-6 years.

## PE

**Key Skills**—Group gymnastics and

**Circuit training**

**Key Vocabulary**—balance, roll, jump, weight on hands, turn in the air, body shaping, canon,

Music—Charanga Unit

Glockenspiel unit 2

French—Catherine Cheater

## Term and Focus— Autumn 2

Key text— Ice Palace by Robert Swindells

Christian Value— Peace

PSCHE Focus— Celebrating differences

Cross-Curricular Maths

Charts/graphs/table—Science

Geography—measurement

Cross-Curricular Writing

Science—report writing

R.E—Poems and diary entry

Geography—Descriptive writing/explanations and reports.

Enhancement Ops

Children in Need Day

Remembrance day memorial service

Church visit linked to WW1

Jewish visitor -Hanukkah

## English

Key Texts— Ice Palace by Robert Swindell. 'In Flanders Field' by John Mc Crae

Grammatical knowledge developed— Recognising and using pronouns. What is a fronted adverbial, recognising one, understanding the types and using them, Direct speech— inverted commas. Brackets.

Spelling rules—Words with a shun sound spelt with sion (if the root word ends in se de or d). Words with a shun sound spelt with ssion (if the root word ends in ss or mit). Words with a shun sound spelt with tion (if the root word ends in te or t or has no definite root). Words with a shun sound spelt with cion (if the root word ends in c or cs). Words with ough to make a long o oo or or sound. Statutory spellings year 3 / 4 list.

Key genres-diary; - Descriptive writing, letters, diary entry, report, poem, play script.

## Maths

Focus— Number: addition and subtraction, measurement: length and perimeter, number: multiplication and division.

**Key Knowledge**— Add and subtract numbers with up to 4 digits using the formal written methods of columnar where appropriate. Estimate and use inverse operations. Solve addition and subtraction 2 step word problems. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metre. Convert between different units of measure ( for example kilometres to metre). Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Count in multiples of 6,7,9,25 and 1,000.

**Key Vocabulary**—addition, subtraction, add, take away, minus, less than , more than, estimate, formal, columnar, perimeter, cm, m km, convert, length, rectilinear, shapes, times, divide, multiplication, division, digits, column,

## RE

Unit Title—Christmas. Exploring the symbolism of light.

**Key Questions**—Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? How did Jesus bring light? How does Jesus bring light?

**Key Knowledge**— To have an understanding of Christian belief that Jesus is the 'Light of the World'. To explore the metaphor of bringing light into people's lives.

**Key Vocabulary**—Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.

**Key Skills Developed**— reflection, empathy, application, interpretation, investigation.

## Computing

Unit Title— Scratch –Questions and quizzes

**Key Knowledge**—Create content that accomplish given goals and solve problems by decomposing them into smaller parts write and debug programs that accomplish specific goals in the context of creating a quiz question. Use sequence and selection in programs. Work with variables.

**Key Vocabulary**— Quiz, paper, online, pros, cons, decompose, decomposing, logical sequence, flowchart, sprite, block, command, key press, answer, sprite, block, command, algorithm, answer, correct, errors, program, quiz.

**Key Skills Developed**—Use repetition and selection. • Work with variables and adjust these depending on the effect they wish to create. • Understand and use the duplicate function. • Demonstrate that they understand how to combine a range of different effects to create their own quiz.

## **Year 4 Autumn 2 –Celebrating differences**

### **PHSCE Focus –Being me in my world**

PSHE learning intention To understand that, sometimes, we make assumptions based on what people look like. To understand what influences them to make assumptions based on how people look. To know that sometimes bullying is hard to spot and know what to do if they think it is going on but they're not sure. Be able to tell you why witnesses sometimes join in with bullying and sometimes don't tell. To identify what is special about 'me' and value the ways in which 'I' am unique. To be able to tell you a time when their first impression of someone changed when they got to know them.

### **Social and emotional development learning intention**

To try to accept people for who they are. To question why they think what they do about other people. To know how it might feel to be a witness to and a target of bullying. To problem-solve a bullying situation with others. The children like and respect the unique features of their own physical appearance. The children can explain why it is good to accept people for who they are.

## Science

Unit Title—Living things in their habitats Scientist Focus—Jane Goodall

**Key Knowledge**— The process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different plants, including different methods of pollination and asexual reproduction. They will recap their work in Year 3 by playing a game to name the parts of a flower. The children will have the opportunity to take cuttings from plants, creating clones of the parent plant. They will learn about different types of mammals and their different life cycles, making life cycle wheels to present their learning. Furthermore, the children will find out about Jane Goodall and her work with the now-endangered chimpanzees in Africa. They will explore metamorphosis in insects and amphibians, comparing their life cycles. Finally, the children will explore the life cycles of birds, and will write and star in their own wildlife documentary comparing the life cycles of different living things.

**Key Vocabulary**— Life cycle, sexual, asexual, stamen, anther, ovule, gametes, pollination, reproduction, mammal, amphibian, insect, bird, stage, habitat, metamorphosis

**Key Skills Developed**— Identify parts of a flower, Give one difference between sexual and asexual reproduction, Describe ways plants can be pollinated, Identify plants that reproduce asexually, Describe ways to grow new plants other than from seed, Identify the stages in the process of sexual reproduction, Identify different types of mammals, Give three facts about Jane Goodall, Describe threats faced by chimpanzees, Identify familiar animals that undergo metamorphosis, Order the stages of the life cycles of mammals, birds, insects and amphibians.

## History/Geography

Unit Title—Marvellous Mapping

**Key Knowledge**—Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.

**Key Vocabulary**— Atlas, map, index, symbol, Ordnance Survey, co-ordinates, longitude, latitude, grid reference, location, similarities, differences, compare, physical features.

**Key Skills Developed**—Use an index to find a place name, Find the correct page in an atlas by using the index, Explain why maps have symbols on them, Recognise some map symbols on an Ordnance Survey map, Give co-ordinates by going across first and then up, Find a location from four-figure coordinates, Find similarities and differences between photographs of the same location, Find differences between maps of the same location, Find a location on a page by using simple co-ordinates, Identify physical features on a map, Use a key to find out what a symbol means, Give four-figure co-ordinates for a location, Find similarities between maps of the same location.

## Art/Design Technology

Unit Title—Sunsets and the sea (mixing colours)

Artist Focus—Hokusai

**Key Knowledge**— Study of a famous artist (Hokusai) and recognise his style of work, Use this famous artist as inspiration for your own work, record observations, thoughts and feelings, use sketch book to develop ideas, mix and experiment with mixing to create tones of colours, apply water colour techniques to produce a final refined piece.

**Key Vocabulary**—landscape, seascape, Hokusai, colour palette, tones, hues, shades, contrasting, complimenting, Japanese, inspiration, style

**Key Skills Developed**— Select and collect visual information from 1<sup>st</sup> hand observation to help develop own ideas, Discuss & investigate artist style & technique, Develop control of water colours and colour mixing/ matching techniques, Discuss sources of inspiration in Hokusai's Japanese landscapes: Mount Fuji, seascapes & tsunamis, waterfalls.

**Outcome**—Develop effective colour mixing techniques, produce own interpretation of a Hokusai, use colour mixing techniques to produce a refined finished product.

## PE

**Key Skills**—Gymnastics (movement)

**Key Vocabulary**— Routine, series, sequence, perform, pike, vaulting, round offs

**Music**—Violins Mr Price

**French**—Catherine Cheater

**Term and Focus**—Autumn 2

**Kensuke's Kingdom** —Michael Morpurgo

**Christian Value**—Peace (Advent)

**PSCHE Focus**—Caring Friendships

**Cross-Curricular Maths**

**Geography**— mapping co ordinates, area of maps, distance, perimeter & direction

**Art**— ratio mixing colours

**Cross-Curricular Writing**

**RE**— Diaries of gospels

**Eye witness accounts of events**

**Geography**— Description of islands

**Enhancement Ops**

**Topic themed homework**

**Parent Open Afternoon**

**Apple store coding trip**

**Dog's Trust session**

**Children in Need organised by Y5**

**Road Safety week**

**World science day**

**Christmas nativity/service**

## English

**Key Texts**—Kensuke's Kingdom

**Grammatical knowledge expanded noun phrases, word classes**—modal verbs, adverbs of possibility, pronouns and relative clauses

**Spelling rules**—Twinkl Y5 1B word list. Words with silent letters, modal verbs and 'ment' suffix

**Key genres**—diary; Captains Log (Diary entries) fictional writing, newspaper report and descriptive writing.

**Key vocabulary**—character; narrative; dialogue; comparison, factual, expanded noun phrase (ENP) synonym, first person, relative clause, past, present, future, pronoun,

## Maths

**Focus**—Multiplication and Division, Area and Perimeter

**Key Knowledge**—mentally multiply and divide numbers drawing on known facts; multiply and divide whole numbers by 10, 100 and 1000; identify multiples and factors including common factors and factor pairs for numbers, recognise and use square and cube numbers and recognise the notation for these; solve problems using multiplication and division; know and use the vocabulary of prime numbers prime numbers and composite numbers; establish whether a number up to 100 is prime and recall prime numbers up to 19; measure and calculate the perimeter for composite rectilinear shapes using cm and m; calculate and compare the area of rectangles and estimate the area of irregular shapes.

**Key Vocabulary**—multiply factor, multiple, prime, composite, square, cube, factor pair, lowest common factor, number fact, place value chart, problem solve, strategy, investigation, systematically, perimeter, area, linear, rectangular, rectilinear, irregular, regular, cm, mm, m, convert, m2, cm2

## RE

Unit Title—Christmas (The Gospels of Matthew and Luke)

**Key Questions**—Where in the Bible is the Christmas story? How are the stories in Matthew and Luke similar/different? How do our celebrations reflect the true meaning of Christmas? Where do the ideas of including a donkey and a stable in the story come from?

**Key Knowledge**— that the nativity is found in the gospels of Matthew and Luke, that the true meaning of Christmas is the celebration of the birth of Jesus, the son of God, Messiah, that different denominations of Christianity hold different beliefs views about Mary.

**Key Vocabulary**—Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation.

**Key Skills Developed**—Identifying the two nativity stories and considering the purpose of the Gospel writers.

## Computing

Unit Title—Scratch (Developing games)

**Key Knowledge**—this unit builds on the knowledge of Year 4 unit (quizzes and games) using scratch to edit and build algorithms for simple games. The children will develop their existing skills in writing, editing and debugging code.

**Key Vocabulary**— e-safety, program, code, control, simulate, simulation, input, output, algorithms, debug, errors, repetition, sequence, decomposing, sprite, background.

**Key Skills Developed**— Design a develop a character game, design an original character or back drop for a game, add features or effects to enhance a game, create an original animated game with a specific goal, program costume changes for a sprite and add point scoring and levels to game code.

Science

Unit Title—Electricity

Scientist Focus—Thomas Edison, Nikola Tesla

Key Knowledge—explain the importance of major discoveries in electricity; understand how changing voltage effects a circuit; link this to the brightness of a bulb or loudness of a buzzer; understand variations in how components function; understand the importance of careful and accurate data collection; use results of a prior investigation to increase the accuracy of a further test

Key Vocabulary—electricity, electric current, alternating current, direct current, battery, cell, bulb, wire, switch, motor, buzzer, circuit, voltage, brightness, loudness,

Key Skills Developed— record and analyse observations including data of increasing complexity; explaining variations in results; plan an investigation using independent, dependent and controlled variables; reporting and presenting findings from enquiries, including conclusions and explanations of degrees of trust, in a variety of oral and written forms

History/Geography

Unit Title—Amazing Americas

Key Knowledge—that America is a two continents, North and South; that the two main languages on the continent are English and Spanish; that there are a variety of climates in America and what those climates are; the names and locations of principal rivers in North America; the variety in physical geography in North America and the names and locations of oceans, mountain ranges, deserts and other physical features; the position of the major cities of North America; the key features of American landmarks, how presidents are elected

Key Vocabulary—continent, equator, language, population, trade, economy, river, mountain range, Washington DC, Chicago, Appalachians, Rockies, Mississippi, desert,

Key Skills Developed—locate places on a world map; suggest their own questions for investigation, analyse evidence and grow conclusions, identify significant locations and environments, use atlases to find physical features, use primary and secondary sources of evidence

Design Technology

Unit Title—American Patchwork Quilts

Stimulus—The Aids Memorial Quilt

Key Knowledge—that early American colonial and pioneer women developed the art of quilting and patchwork, that quilting and patchwork uses materials from old clothes etc, that quilts and patchwork can tell a story, that the Aids Memorial Quilt was created to remember those who lost their lives to the disease

Key Vocabulary—textiles, applique, quilting, patchwork, stencil, running stitch, cross stitch, blanket stitch, needle, thread, batique, wax

Key Skills Developed– use of applique to create a design on fabric, creating a design for a purpose, joining materials using a variety of stitches, making choices about techniques to use (eg stencilling, applique) and giving reasons for choices, evaluating work, using batique technique

Outcome—square of a quilt for a memory –linked to Aids Memorial Quilt

PE

Key Skills—dance of the 20th Century, hockey

Key Vocabulary—routine, choreograph, count, rhythm, sequence, ball, stick, dribble, pass, shoot, score

Music—Charanga Unit

Fresh Prince of Bel Air—Hip Hop

French—Catherine Cheater

Term and Focus—Autumn 2

March On! Christine King Farris

Christian Value—Peace

Cross-Curricular Maths

Science—presentation of results

Geography—presenting climate information

DT—measuring accurately

Cross-Curricular Writing Big Write

RE—Newspaper Report

Geography—Brochure for American Tourist Attraction

Enhancement Ops

Visitor to talk about growing up African American in the Deep South

Selling poppies for Remembrance

Nativity

PSHCE

Learning Intentions: understand there are different perceptions about what normal means; understand how being different could affect someone's life; explain some of the ways in which one person or group can have power over another; know some of the reasons people use bullying behaviours; give examples of people with disabilities who lead amazing lives; explain ways in which difference can be a source of conflict and a cause for celebration

Social and emotional development: empathise with people who are different; aware of their attitude to people who are different; know how it can feel to be excluded or treated badly by being different in some way; give a range of strategies for managing feelings in bullying situations and for problem-solving when I'm part of one; appreciate people for who they are; show empathy with people in either situation

English

Key Texts-Brown Girl Dreaming—Jacqueline Woodson; March On—Christine King Farris

Grammatical knowledge developed-word classes, subjunctive mood

Spelling rules—synonyms; changing –ant words into –ance/ancy words; ce/cy and se/sy words; changing –ent words into –ence/ency words; join a prefix to a root work with a hyphen; join compound adjectives

Key genres-eye witness account, chronological report, biography

Key vocabulary—civil rights, segregation, integration, activist, justice, injustice, law, noun, abstract, concrete, common, proper, collective, verb, auxiliary, action, adjective, adverb, determiner, pronoun, conjunction, preposition, subjunctive, mood

Maths

Focus—Fractions

Key Knowledge—simplifying fractions and finding equivalents; placing fractions on a number line; comparing and ordering fractions by denominator and numerator; adding fractions (including improper fractions and mixed numbers); subtracting fractions (including improper fractions and mixed numbers); multiplying fractions by whole numbers; multiplying fractions by fractions; dividing fractions by whole numbers; finding fractions of an amount; finding the whole from a fraction of an amount;

Key Vocabulary—fraction, denominator, numerator, mixed number, improper fraction, simplify, multiple, lowest common multiple (LCM), factors, highest common factors (HCF), simplify, equivalent, multiply, divide,

RE

Unit Title—How do Christians prepare for Christmas?

Key Questions—What is Advent? When is Advent? Why is Advent a time of preparation? What is being prepared for during Advent? What has this unit taught you about what it means to be a Christian? What has this unit taught you about Christian beliefs? Have you learnt anything about yourself from this unit?

Key Knowledge—Advent is a time when the church focusses prayer on the second coming of Christ; different denominations within Christianity hold differing beliefs about the importance and status of Mary; the themes of Advent tell the 'big story' of God's salvation plan; Christians believe that Jesus is the promised Messiah, but Jewish people do not.

Key Vocabulary—Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary

Key Skills Developed—describe the symbolism, practices, beliefs and themes of the season of Advent; explain the ways in which Jesus fulfilled the Old Testament Prophecies; express and explain their hopes and dreams for the future; use religious vocabulary to show they understand the themes of Advent; express their opinion about what they think the message of John the Baptist would be today.

Computing

Unit Title—Spreadsheets

Key Knowledge—that spreadsheets have a variety of uses and purposes; that spreadsheets can be used to perform a number of calculations; that charts and graphs can be produced in spreadsheets; that data can be stored in spreadsheets

Key Vocabulary– cell, formula, calculate, format, insert, function, row, column, worksheet, workbook

Key Skills Developed—input text and numbers, write simple formulae, use copy and paste functions for repeated calculations, calculate averages, prepare a budget, format number cells, insert chart, insert graph