

Launch: Jolly Postman leaves a parcel and letter

Landing: Visit a castle

**Essential Opportunities ( Subject content NC coverage + schools )**

| History  | Geography  | Art  | PE   | RE  | Music  | DT   |
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| <ul style="list-style-type: none"> <li>• The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul> | <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use world maps, atlases and globes.</li> <li>• Use fieldwork and observational skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Use experiences and ideas as the inspiration for artwork.</li> <li>• Share ideas using drawing, painting and sculpture.</li> <li>• Explore a variety of techniques.</li> <li>• Learn about the work of a range of artists, artisans and designers.</li> </ul> | <ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns.</li> </ul> | <ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> </ul> | <ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul> | <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves based on design criteria.</li> <li>• generate their ideas.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks such as cutting.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• build structures, exploring how they can be more stable.</li> </ul> <p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul> |

## Essentials for Progress (skills coverage)

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| <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Describe historical events and people</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Use words and phrases such as: a long time ago, recently, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask and answer geographical questions</li> <li>• Use simple fieldwork and observational skills to study the geography of the school</li> <li>• Use aerial images to recognise landmarks</li> <li>• Identify land use around the school</li> <li>• Use locational language</li> <li>• Use basic geographical vocabulary</li> <li>• Devise a simple map</li> </ul> | <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information</li> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Draw lines of different sizes and thickness.</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> | <ul style="list-style-type: none"> <li>• Copy and remember actions.</li> <li>• Move with some control and awareness</li> <li>• Link two or more actions to perform a sequence.</li> <li>• Choose movements to communicate a mood, feeling or idea.</li> <li>• Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>• Travel by rolling forwards, backwards and sideways.</li> <li>• Hold a position whilst balancing on different points of the body.</li> <li>• Climb safely on equipment.</li> <li>• Stretch and curl to develop flexibility.</li> <li>• Jump in a variety of ways and land with increasing control and balance.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Recognise, name and describe some religious artefacts, places and practices.</li> <li>• Identify the things that are important in their own lives and compare these to religious beliefs.</li> <li>• Describe some of the main festivals or celebrations of a religion.</li> </ul> | <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul> | <ul style="list-style-type: none"> <li>• Cut, peel or grate ingredients safely and hygienically.</li> <li>• Measure or weigh using measuring cups or electronic scales.</li> <li>• Assemble or cook ingredients.</li> <li>• Cut materials safely using tools provided.</li> <li>• Measure and mark out to the nearest centimetre.</li> <li>• Design products that have a clear purpose and an intended user.</li> </ul> |
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## Cross – Curricular opportunities ( Basic Skills coverage)

| Using Communication  | Using Maths  |
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| <p><b>Writing - Cross Curricular Ideas</b></p> <ul style="list-style-type: none"> <li>• Write labels – label different types of castles</li> <li>• Write instructions – how to make a witches potion (linked to the Jolly Postman)</li> <li>• Writing letters – write to the Queen</li> <li>• Write poems that use pattern, rhyme and description – link to Winter</li> <li>• Write stories with imaginary settings – fairy tale story</li> </ul> <p>Write a wanted poster for a fairy tale character<br/>Practise writing high frequency words and phonic sounds in different contexts</p> <p><b>Speaking and Listening :</b><br/>Sharing holiday news<br/>Learn to recite a poem as a class – Hairy Scary Castle<br/>Word bank adjectives , nouns and verbs<br/>Using ‘and’ to join two ideas together in a sentence</p> | <p><b>Maths – Cross Curricular Ideas</b></p> <ul style="list-style-type: none"> <li>• Count and calculate in a range of practical contexts – make lego models using a given number of pieces, counting and sorting objects</li> <li>• Repeat key concepts in practical ways – play opportunities</li> <li>• Explore numbers and place value up to 100 – shaving foam numbers, chalk numbers, using numicon, tens and dienes</li> <li>• Add and subtract using mental and formal written methods – addition and subtraction activities using animals and objects</li> <li>• Explore properties of shapes – make a 2D shape castle, construct a 3D shape castle</li> <li>• Use and apply in practical contents a range of measures, including time – using a ruler to measure playdough snakes, weighing parcels for the Jolly Postman, measure ingredients for witches potion, sharing using objects and playdough</li> </ul> |
| <b>Computing</b>   |  |
| <p><b>Essential Opportunities</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Organise, store, manipulate and retrieve data in a range of digital formats.</li> </ul>  | <p><b>Essential for Progress (Skills)</b></p> <p>We will use algorithm cards and learn to put instructions in order by sequencing the Bee Bot cards. We will use the Bee Bot app to program the Bee Bot around a simple map. We will learn how to use word processing to type. We will learn how to save and print, change font size and colour, we will use return, back space and caps lock. We will use the ipads to take photographs of our work and learn how to print these to keep as a record of what we have done. We will discuss what technology we have in the home that helps us with our daily lives. We will send emails linked to our literacy work for the Jolly Postman</p>  |
| <b>Science</b>   |  |
| <b>Essential Opportunities</b>   | <b>Essential for Progress (Skills )</b>  |

**Materials**

- Identify, name, describe, classify, compare properties and changes.
- Look at the practical uses of everyday materials.

Ask simple questions.

- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

• Observe changes across the four seasons.

We will look at our tree in Winter and discuss the changes (this did not happen last term as the weather was very mild)

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.

**Personal Development ( PSHE )**

We will be following our PSHE programme using the SEAL/Rainbow pack.

During the spring term we will look at ‘Going for Goals!’ This theme focuses primarily on the key aspect of motivation. The Going for goals theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively. Then it will be ‘Good to be me’. This theme focuses on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is ‘Good to be me’. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners.

**E-safety**

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.
- Using [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) we will explore safety through the lessons and activities using Lee and Kim’s Adventures

**Curriculum Drivers**

**Community**

**Spiritual and Moral**

**Risk Taking**

**Mastery**

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| <p>As members of a community we will:</p> <p>Understand that we have similarities and differences and we respect these. Learn to respect our classroom and follow classroom rules and expectations.</p> | <p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Look at the awe and wonder of our history and discuss the reasons why castles were made. Be aware of our local area and the natural beauty that surrounds our school.</p> | <p>As risk takers we will:</p> <p>Learn to work independently and collaboratively on open ended tasks.</p> | <p>In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.</p> |
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**ENRICHMENT OPPORTUNITIES**

Trip to castle

**Implications for next term**

**Skills to revisit**

**Subject Knowledge**