

Launch: ice experiment  
Landing: bonfire

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

History	Geography	Art & DT	PE	RE	Music	French
<ul style="list-style-type: none"> <li>• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</li> <li>• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes.</li> <li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li> <li>• Use simple compass directions.</li> <li>• Explore weather and climate in the United Kingdom and around the world.</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> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the main stories of Christianity.</li> <li>• Study at least one other religion - Judaism.</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>	<ul style="list-style-type: none"> <li>• Speak confidently</li> </ul>

**Essentials for Progress (skills coverage)**

<ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Use thick and thin brushes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms ‘opponent’ and ‘team-mate’.</li> <li>• Use rolling, hitting,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some of the teachings of a religion.</li> <li>• Recognise, name and describe some</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Read out loud familiar words and phrases.</li> <li>• Understand a range</li> </ul>
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<p>ago?</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe historical events.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul> <ul style="list-style-type: none"> <li>• Describe significant people from the past. Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> </ul>	<p>who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use basic geographical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Draw lines of different sizes and thickness.</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> <li>• Use a combination of shapes.</li> <li>• Use repeating or overlapping shapes.</li> <li>• Press, roll, rub and stamp to make prints.</li> <li>• Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<p>running, jumping, catching and kicking skills in combination.</p> <ul style="list-style-type: none"> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> </ul>	<p>religious artefacts, places and practices.</p> <ul style="list-style-type: none"> <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> <li>• Identify how they have to make their own choices in life.</li> <li>• Explain how actions affect others.</li> </ul>	<p>on how and when to sing or play an instrument.</p> <ul style="list-style-type: none"> <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>	<p>of spoken phrases.</p> <ul style="list-style-type: none"> <li>• Understand standard language</li> </ul>
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**Cross – Curricular opportunities ( Basic Skills coverage)**

<b>Using Communication</b>	<b>Using Maths</b>
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## Writing - Cross Curricular Ideas

- Plan and write own stories
- Poetry linked to Fire
- Diary writing
- Letter writing
- Science investigations
- Information texts

## Speaking and Listening :

Sharing holiday news

## Maths – Cross Curricular Ideas

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
- Repeat key concepts in many different practical ways to secure retention.
- Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
- Multiply and divide using mental and formal written methods in practical contexts.
- Use and apply in practical contexts a range of measures

## Computing

### Essential Opportunities

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.

### Essential for Progress (Skills)

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 code

We will use scratch

We will use apps on the ipad

## Science

### Essential Opportunities

Animals and humans

- Identify, classify and observe.
- Look at growth, basic needs, exercise, food and hygiene.

Materials

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

### Essential for Progress (Skills )

- 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.
  
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- 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.

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- 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 first half of the Summer Term we will explore 'Relationships'. This topic explores feelings within the context of our important relationships including family and friends. After half term we will look at 'Changes. The theme seeks to develop children's ability to understand and manage the feelings associated with change.

### 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
<p>As members of a community we will:</p> <p>Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.</p>	<p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Explore wonderful landscapes and animals.</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>

### ENRICHMENT OPPORTUNITIES

Trip?  
 Science investigations  
 Bonfire in wildlife area

### Implications for next term

Skills to revisit	Subject Knowledge
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