

Launch: exploring grounds to find bog baby

Landing: Trip/Where the Wild things are party

Essential Opportunities (Subject content NC coverage + schools)

History	Geography	Art & DT	PE	RE	Music	French
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Use world maps, atlases and globes. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use simple compass directions. 	<ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. • design purposeful, functional, appealing products for themselves and other users based on design criteria. • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. 	<ul style="list-style-type: none"> • Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> • Study the main stories of Christianity. • Study at least one other religion - Judaism. 	<ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Speak confidently

Essentials for Progress (skills coverage)

<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long 	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Use thick and thin brushes. 	<ul style="list-style-type: none"> • Copy and remember moves and positions. • Move with careful control 	<ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Recognise, name and describe some 	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions 	<ul style="list-style-type: none"> • Read out loud familiar words and phrases. • Understand a range
---------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------

<p>ago?</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Describe significant people from the past. 	<p>who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use basic geographical vocabulary • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 	<ul style="list-style-type: none"> • Mix primary colours to make secondary. • Draw lines of different sizes and thickness. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Use a combination of shapes. • Use repeating or overlapping shapes. • Press, roll, rub and stamp to make prints. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing). 	<p>and coordination and awareness of space.</p> <ul style="list-style-type: none"> • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. 	<p>religious artefacts, places and practices.</p> <ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Describe some of the main festivals or celebrations of a religion. • Identify how they have to make their own choices in life. • Explain how actions affect others. 	<p>on how and when to sing or play an instrument.</p> <ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p>of spoken phrases.</p> <ul style="list-style-type: none"> • Understand standard language
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------

Cross – Curricular opportunities (Basic Skills coverage)

Using Communication	Using Maths
<p>Writing - Cross Curricular Ideas</p> <ul style="list-style-type: none"> • Plan and write own stories • Poetry linked to animals • Non-fiction writing linked to 'Where the wild things are' 	<p>Maths – Cross Curricular Ideas</p>

<ul style="list-style-type: none"> • Write sentences using contractions, exclamations, adjectives • Animal riddles • Write about habitats • Labelling linked to 'Bog baby' • Writing CEW in a range of different contexts <p>Speaking and Listening : Sharing holiday news Learning stories</p>	<ul style="list-style-type: none"> • 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	
<p>Essential Opportunities</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following 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. 	<p>Essential for Progress (Skills)</p> <p>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.</p> <p>We will use code</p> <p>We will use scratch</p> <p>We will use apps on the ipad</p>

Science	
<p>Essential Opportunities</p> <p>Plants</p> <ul style="list-style-type: none"> • Identify, classify and describe their basic structure. • Observe and describe growth and conditions for growth. <p>Habitats</p> <ul style="list-style-type: none"> • Look at the suitability of environments and at food chains. <p>All living things</p> <ul style="list-style-type: none"> • Investigate differences. 	<p>Essential for Progress (Skills)</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Explore and compare the differences between things that are living, that are dead and that have never been alive.

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including micro-habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Personal Development (PSHE)

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

During the first half of the Spring Term we look at 'Going for Goals'. 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. Our second topic is 'Good to be me'. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.

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 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. Looking at similarities and differences between UK and Africa.</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
Where the wild things are party
Exploring grounds

Implications for next term	
Skills to revisit	Subject Knowledge