

English:

Read big books Titch, Too many Babies, Who Will be my Mother? ORT big books with Mum, Dad, Kipper, Floppy etc.
Make Family Albums using photos sent in from home and write or record about family members using words or symbols according to ability.
Share these with the rest of the class.
Look at the unit in espresso about different kinds of families.
Set up a home corner to role play families.

Maths:

Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures (Family groups – how many people in the family)
Indicate who is first in a queue or line and who is last (using a group of more than six).
Order days of the week and months (family birthdays)
Answer a question by recording information in lists and tables; present outcomes using pictures, block graphs or pictograms (eye colour etc)

Topic: Families and Growing Y1 Autumn 1

PHSE:

Lifestyle – Identify and name body parts. Recognise what is needed for a healthy diet (good, bad foods).
Why do we exercise?
Understand that some things are bad for you – smoking, drugs, alcohol.
Personal development – Who is in their immediate family? Names, address age, birthday etc. How we are different.

Science:

describe the life process of reproduction in some plants and animals and describe the changes as humans develop from birth to old
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
recognise how and why the human skeleton has changed over time, since we separated from other primates.
identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).
identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).

ICT: Comp Sci: sequence pictures to show life cycle of a chicken.

Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific farm animals on grid/floor.

Info Tech: Use Internet to research facts about farm animals/ a farm combining text and graphics.

Use Flipcam/Photostory 3 food and farming. Use Textease to share info on life on a farm

/Textease or Espresso Presenter/PowerPoint to create reports/films/presentations on farms. Use paint to draw a map of a farm. Use/create games using 2DIY.

Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Changes within living memory: The make up of their family – simple family tree

Significant people: Changing powers of Monarchs Mary Queen of Scots, Queen Victoria and Queen Elizabeth.

Historical events: World War 2 – evacuees

PE:

Exploring the use of different balls

(footballs, tennis balls, soft balls, basketballs, boccia balls etc)

Experiment different actions – kicking, rolling, bouncing, throwing, rolling etc.

Art / Music:

Use drawing / painting: Draw a family portrait

Range of artists: Look at family portraits painted by famous artists: Van Dyck; Picasso; Renoir etc.

Listen to recorded music: Listen to recordings by family groups – The Corrs; The Osmonds; The Jacksons

Topic: Families and Growing Y1 Autumn 1

RE ;Judiasm

Jewish family life, observation of the Sabbath; Ten commandments and attending Shul or synagogue

What is the holy book called and what is in it?

What key beliefs do Jews have about God?

What beliefs and practices bind the Jewish community together?

Rosh Hashanah; Jewish New Year

CDT / Food Tech

Evaluate: Look at a variety of photo frames – choose their favourites

Design: Design a simple photo frame - make different types, cardboard and build up to balsa wood.

Technical knowledge: Problem solve making a simple card frame stand up

Make: Use jinks technique to make a photo frame for a picture of a member of their family

Evaluate: Compare their frame to others. Do they like it?

Practical – Grow a variety of herbs. Use in any possible cookery sessions.

Evaluate – taste and measure growth of each over a set time

Cooking for different events – Children in Need.

FL

Broaden vocabulary: Learn vocabulary for members of the family

Explore sounds: Use 2 Simple French to play games / sing songs with the related vocabulary

Educational Visits

Visit old people's home.

Visit farm shops and garden

Centre's to buy seeds and things to grow.

Visit Wroxham barns, other child friendly farms.

English: Use language / communication method to talk about object from and images of Australia. Use communication methods to compare Australian way of life to own way of life. Listen to Stories about Australia
Set up campfire area and role play camping in the outback
Animal names in phonics such as kangaroo, koala, wombat, wallaby. Read words using knowledge or sight vocabulary. For example finding place names on a map. Recognise symbols / images associated with the topic such as bbq, beach, .
Use fiction and non fiction books to answer simple questions. For example choosing a photo of a outback landscape.
Writing: Use **transcription** methods to such as Symbols, dictation and writing to **compose** ideas and facts about Australia

Maths:

Order and sequence familiar events (role play travelling to Australia)
Begin to use everyday language related to money (compare currency)
Say and use number names in order in familiar contexts (counting out ingredients – Australian food)
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (Aboriginal art)

Topic: Other Countries Australia Y1 Autumn 2

PHSE:

Lifestyle – What do they do to keep healthy?
Leisure activities, diet. Compare clothes, uniforms of those who live their and help others to ours.
Citizenship – Waiting, showing an interest in a new topic, talk, communicates, shows preferences for..... Turn taking, responding to others. Identify likes, dislikes of

Science:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

ICT:

Comp Sci: Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific photos/words/symbols related to Australia on grid/floor.
Info Tech: Use Internet to research facts about Australia. Use Textease to share info on Australia combining text and graphics. Use Flipcam/Photostory 3 /Textease or Espresso Presenter/PowerPoint to create reports/films/presentations on Australia. Use cyberkidz.co.uk to do jigsaw puzzle of Australia. Use Textease Paint to create Australian art.
Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Locational knowledge: locate the continent that Australia is in and identify the ocean. What time zone are they in? What is the difference for Canberra to other capital cities around the world.

Place knowledge: study a village/town in Australia and compare it with our location

Geographical skills: find Australia on a map / globe.

Human and Physical geography: Use google earth / video clips / photo packs to compare environment and look at key human and physical features. Look at the Tropic of Capricorn. Where does it go through Australia?

PE

Exploring the use of different balls

(footballs, tennis balls, soft balls, basketballs, boccia balls etc)

Introduce targets, goals, nets, target maps etc. to add a competitive element.

Art / Music:

Range of craft makers: look at Aboriginal art and techniques such as dot painting / weaving and string art. Use these as a basis for their own work

Listen to music: Listen to Aboriginal music

Play tuned / untuned instruments: Create similar sounds using a range of instruments

Topic: Other Countries Australia Y1 Autumn 2

RE

Listen to stories from Aboriginal mythology
Learn about the symbols they use and what they mean compare to key Christian symbols and how they are expressed how are some used in worship.

Compare Christmas in this country with Christmas in Australia

CDT / Food Tech

Cooking: Investigate BBQ cooking – why is it popular in Australia.

Design – a keebab for the BBQ. What foods do you put on?

Complete a fruit keebab and make for a break treat. Evaluate work.

FL

Study cultural differences between Australia and UK.

Educational Visits

Look up different animals that live in Australia and then visit these places to see them;
Pettitts adventure park
Thrigby wildlife gardens
Banham Zoo
Sealife Centre

English: Read Big Books such as Goldilocks, Red Riding Hood, Who's at the Door (Three Little Pigs) watch animated versions on the internet.
Set up a role play area with props and puppets to act out stories.
Use repeated phrases from the stories to build up rhymes and songs and encourage speech.
Communicate about how to change and adapt stories, for example choosing different things to make houses out of it, or deciding on different ending to the stories.
Use structure of the stories to produce own written work , or support this with symbols and photos.
Work on onomatopoeic language in phonics such as ' huff and puff.'

Maths:

Match sets of objects to numerals that represent the number of objects (Three Pigs / Three Bears)
Say and use number names in order in familiar contexts (As above)
Use familiar objects and common shapes to create and recreate patterns and build models (Houses)
Visualise and use everyday language to describe the position of objects and direction and distance when moving them (Gingerbread Man – map)

Topic: Traditional Tales and Fables Y1 Spring 1

PHSE:

Citizenship – Sitting, listening to different multicultural stories. Use role play to show understanding of story and characters.
Personal development – Express views/preferences, make choices, identify likes/dislikes linked to story.
Recognise/ verbalise feelings and emotions linked to story.

Science:

- Hansel and Gretel biscuit investigation Fair testing and understanding the variables.
- Hungry caterpillar- lifecycle of a butterfly. Old Macdonald- different animals on the farm
- Gingerbread Man investigation -Three bears porridge tasting
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

ICT/Computing:

Comp Sci: sequence pictures to tell simple fairy tale. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific pictures/words symbols of fairy tales/characters.
Info Tech: Use Textease/Word/Publisher to create book or a poster advertising a pantomime. Use Flipcam/digital camera to record drama production. Use/create games using 2DIY.
Digital Literacy: Begin to/talk about how they have used ICT.
Begin to/use technology safely.
Begin to/recognise where to get help if they have worries about something seen when using Internet etc.

Humanities:

Geographical skills and mapping: plot a journey from a story – gingerbread man / three pigs / billy goats gruff / red riding hood

Civilisations: Fables from Ancient Greece, Ancient Egypt and the Shang dynasty

PE

Exploring different movements – through gymnastics, dance, running, jumping activities.

Focus on the individual movements and the speed of movement and allow pupils to experiment these area.

Art / Music:

Share ideas: Illustrate a traditional tale

Range of techniques: Make masks to use in role play

Explore sounds: Choose sounds to use in role play

Listen to music: Watch a ballet of a traditional story

Topic: Traditional Tales and Fables Y1 Spring 1

RE

Listen to / act out parables and talk about what they mean.

The Bible as the source of Christian teaching and belief-two part authority- history, law, stories and proverbs. How do Christians use the bible for daily guidance and inspiration?

CDT / Food Tech

Evaluate: Look at a variety of puppets – choose their favourites

Design: Design a simple puppet

Technical knowledge: Problem solve making a simple puppet move

Make: Make a simple glove / finger / stick puppet/ spoon puppet.

Evaluate: Compare their puppet to others. Do they like it? Use in a retelling of a traditional tale

Cooking – produce a variety of spells using additional items to water. (edible items!) Taste test and record results.

Cooking linked to a book e.g. Mr Wolf's Pancakes/Gingerbread Men/ Porridge for Goldilocks.

FL

Appreciate stories: Listen to / watch / act out French versions of traditional tales – Jack and the Beanstalk etc.

Educational Visits

Merrivale Model Village
Visit forests and other settings from stories. Fairhaven woodland and water gardens.
Watch Punch and Judy in Yarmouth
Thursford Collection

English:

Read big books *Walking through the jungle*, *There is a rumble in the Jungle*. *Handa's surprise*, *Handa's Hen*.

Learn to write / read / recognise/ match big game animals. Play games such as snap / noise association games.

Set up a role play hide / safari bus with binoculars etc to pretend to watch big game. Use animal puppets and masks to support.

Write or make own story with sequence of beginning, middle an end about a big game animal.

Maths:

Identify own mathematical problems based on own interests (How many animals? 1 lion has 2 cubs, how many altogether?)

Count reliably at least 20 objects (Join in animal counting rhymes)

Order two or three items by length or height (Sort animals into sizes)

Present information using practical resources, pictures, block graphs or pictograms

Topic: Animals - Safari Y1 Spring 2

PHSE:

Lifestyle –Recognise what animals live on safari. What do they eat? How do they move?Noises? Where do they live?Where could you go on safari? Are the animals dangerous? How to behave around animals.
Personal Development – Express views, feelings, make choices, indicate preference as to favourite animals. Why?

Science:

- describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).
- describe how adaptation leads to evolution
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

ICT:

Comp Sci: Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific pictures/words symbols of safari animals.

Info Tech: Use Internet to research facts about safari animals/ habitats. Use Textease/Word/Publisher to create booklet.

Use Flipcam/Textease or Espresso Presenter to create presentation. Use Textease to create poster advertising a zoo. Use/create games using 2DIY.

Digital Literacy: Begin to/talk about how they have used ICT.

Begin to/use technology safely.

Begin to/recognise where to get help if they have worries about something seen when using Internet etc.

Humanities:

Human and Physical Geography: Where would we go on safari? Compare Africa with Antarctica. Compare hot and cold environments

Locational knowledge: find the continents on a map / globe

Human Geography: Why are safaris and national parks good for wildlife and people who live near them?

PE

Exploring different movements – through gymnastics, dance, running, jumping activities.

Combine movements by making sequences, routines and adding in apparatus. Working with others to create sequences.

Art:

Range of artists: Look at African safari art and Inuit art. Use as a basis for their own work.

Range of techniques: African batik; Inuit soft stone carving (Plaster of Paris mixed with vermiculite)

Share ideas: Animal footprints – prints and relief work; camouflage

Topic: Animals - Safari Y1 Spring 2

RE;Christianity Old Testament

Noah's Ark-Genesis flood narrative in old Testament.

What key beliefs do Christians hold about God-Noah's test etc.Mankind in God's image/sinful Redemption.What do the symbols of the Ark,Dove Rainbow and Olive branch mean to Christians> Animals as Symbols
Sacred animals links with Hinduism.

Design - Some different shelters for animals.

Investigate shelters.

Construct a basic shelter. Evaluate it's success.

Cookery – plan you are going on Safari. What food items do you need to pack?

Construct a basic sandwich to take. Skills to include – spreading, spooning, slicing and measuring, washing and drying up, putting away equipment, equipment recognition
Hand washing.

FL

Broaden vocabulary: Learn words for wild / zoo animals

Appreciate stories: Read Mon Zoo Extraordinaire.

<http://storybird.com/books/mon-zoo-extraordinaire/?token=pdgg99>

Educational Visits

Thrigby animal park
Africa Alive
Sea life Centre
Wroxham Barn
Petitts Adventure Park

English:

Read and look at big books about growing and gardening. Watch / read media shows about gardening. Use espresso and education city as starters. Read gardening magazines, especially ones aimed at children. Watch and read Mr Bloom. (Cbeebies)

Record what is happening to growing plants in school grounds and science lessons, through photos and writing / symbols, according to ability.

Make a whole class / individual big book / book about topic work such as a growing sunflower. Use different flower names in phonics work to explore initial sounds.

Maths:

Order and sequence familiar events (Plant sequence)

Order two or three items by length or height

Order two items by weight or capacity (comparing plants)

Can describe their relative positions such as 'behind' or 'next to' (planning a garden)

Count aloud in ones, twos, fives or tens (counting seeds)

Topic: Being a Gardener Y1 Summer 1

PHSE:

Lifestyle - Take part in planting/ growing own vegetables to taste.

What do you wear when gardening?

Hygiene – Handwashing, washing of food. Correct use of equipment, safety.

Personal Development – Giving preferences, making choices, likes/dislikes, trying new foods.

Science:

- plant growth- investigation in to factors that effect plant growth such as amount of water or sunlight.
- label main parts of a flower and experience seeing different types of flowers.
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

ICT: Comp Sci: Sequence cards showing life cycle of sunflower. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific pictures/words symbols of flowers/plants.

Info Tech: Use Textease/Word/Publisher to show understanding of what plants need to grow well/life cycles/pollination

Use Flipcam/Textease or Espresso Presenter to create presentation. Use Textease to create poster advertising a garden centre/design a seed packet.

Use/create games using 2DIY.

Digital Literacy: Begin to/talk about how they have used ICT. Begin to/use technology safely.

Begin to/recognise where to get help if they have worries about something seen when using Internet etc.

Humanities:

Fieldwork: Plan a garden, plotting where plants will grow, what they will need; draw a plan / map

Place knowledge: think about climate – how are gardens different in other parts of the World? Look at natural resources

Aspects of life in the past: Tudor / Saxon / Roman gardens. What did they eat?

PE

Team activities/pairs and use of outdoor spaces e.g. football area next to trim trail

Throwing and catching games

Pair and team games and competitions using different equipment

Art / Music:

Share ideas: use vegetables / fruit to create prints

Range of artists: Monet / Van Gogh – still life paintings, water lilies etc.

Range of techniques: create own still life using paint / collage / drawing

Performing: Use Sing Up to learn Vegetables and Fruit and the Spud Rap to perform in an assembly

Topic: Being a Gardener Y1 Summer 1

RE;Christinaity New/Old Testamnet

Gospels -Parable of the seed Matthew 13
Genesis Garden of Eden how this creation story is shared among the three monotheistic religions.

CDT / Food Tech

Evaluate: Visit a Garden Centre and look at summer containers.

Design: Design a simple planted container – which flowers?

Make: Complete container and evaluate.

Cookery: Investigate what fruit is in season? Design a fruit salad. Produce and evaluate.

Planting herbs/vegetables. Pulling out of the ground , preparing for cooking, chopping, peeling, slicing, etc washing of vegetables.

Making soups / smoothies. Fruit / vegetable salads.

FL

Broaden vocabulary: learn words related to gardening.

Appreciate stories: Read Le Potager de Chloe.

Engage in conversations: Use 2Simple French to learn how to say what fruit and vegetables they like – role play a cafe

Educational Visits

Hillfield Nursery and Farm
Shop
Local Farms
Garden Centre's

English:

Read stories about changes such as Little Rabbit Foo Foo, Mrs Honey's Hat, Non fiction books about the Seasons, Weather, What comes next?

Ask children to say what has changed and how. Use symbols and pictures / PECS to support such as I see a.... I hear a.....

Set up a general dressing up area so the children are able to change their appearance and to look in the mirror.

Write about changes that the children notice in school. Look at pictures from previous years and classes and talk about these

Maths:

Uses the language of 'more' and 'fewer' to compare two sets of objects.(Changing amounts)
Count an irregular arrangement of up to 10 objects
Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board
Estimate, measure, weigh and compare objects
Talk about money to compare quantities to solve problems

Topic: How Things Change Y1 Summer 2

PHSE:

Personal development – Recognise how our bodies change. How our feelings and emotions change. How our relationships change. How do these changes make us feel?
How can we keep safe ?
Online safety

Science:

- compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets
- understand how some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes.
- How does chocolate change?

ICT:

Comp Sci: Use Espresso Coding activities.
Info Tech:

Humanities:

Chronological knowledge: Timelines – transport / leisure/entertainment.

Locational knowledge: Climate and seasons

Human and Physical Geography: Look at maps of local areas. Over time, how has it changed? What will future maps look like?

PE

Athletic activities using indoor and outdoor facilities

Throwing – foam javelins, soft discuss and light shot putt

Long Jump

Running events – sprint and long distances

Obstacle races

Art / Music:

Share ideas: Mixing colours / changing shapes

Range of Techniques: 3D materials; changing media

Range of artists: Picasso retrospective

Exploring sounds: Changing sounds – rhythm / dynamics / harmony

Topic: How Things Change Y1 Summer 2

RE;Christianity

Miracles – changing water into wine / making enough food from loaves and fishes / Lazarus

What do Christians say about the origins of the world and the place of humans in it? How might these beliefs affect Christian responses to the environment?

Story of Creation v. Big Bang theory

What in the world makes you thankful?

CDT / Food Tech

Make: Individual choices and views change over time. Important to have your own ideas and views.

What would you change about your classroom?

Design a new classroom, with a new layout and new items in it. Share these plans with your friends and evaluate.

Cooking: Reversible / irreversible changes - toasting / melting / freezing; cooking eggs in different ways; making a variety of cakes covering skills such as melting, beating, whisking, sieving and spooning skills. Smoothies.

Investigating reversible changes – lollies/chocolate/ice cream.

FL

Listen and respond to spoken language:

Greetings from around the World

Educational Visits

Museums;

Time and Tide

Nelson Museum

Elizabethan House Museum.

Jurassic Journey

Museum of the broads

Norwich Castle

English:

School – Non fiction books about schools and teachers. Our School. Packed lunch. Story big book – How do you feel?

Look at School website and Newsletters to gain information about school. Look back through photos of school activities and key rooms such as the swimming pool. Write about or make choices using PECS / symbols / signs about what children like best about school. Learn names of classmates and staff through matching games or more able children to draw / write about other people. Make up a story about your teacher and what she / he does at home! Role play teachers. Describe rooms in the school with symbols and directional instructions. Compare our facilities to other schools. Fiction picture books on 1st day at school – ORT and Harrys first day at school. Write a diary at home and at school.

Maths:

Order and sequence familiar events (timetable for the week)

Measure and begin to record: lengths (mapping the classroom)

Use knowledge of place value to position numbers on a number track and number line (How many pupils in each class?)

Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures (How many pupils altogether?)

Science:

Materials – What do we wear for school / PE / swimming? What happens to different materials when they get wet, do they absorb water? Can put different materials in water and weigh them.

Look at the materials used for the school building.

List as many different materials when you walk around the school.

Why do we think that certain materials are used such as glass for windows? Wood for doors? Bricks for walls?

Educational Visits

Visit Parkside or Fred Nicolson School.

Arrange a visit to a local primary mainstream schools

Write letters or leaflets about our school and compare to theirs.

Topic: Our School Y2 Autumn 1

PHSE:

Sharing, waiting, asking permission, turn taking, safety (School/ classroom rules, team games)

Following instructions, listening, read timetables. (routines of the day)

Lifestyle – What do we do at school to keep healthy? Play, clubs, food

Who are my friends? What makes a good friend?

Who can I go to if I am sad, hurt ...?

ICT:

Comp Sci: sequence symbols on timetable. Sequence pictures/symbols to show how we get ready for school. Input simple action on Beebot/floor turtle/remote controlled toy, e.g. to make it move to specific photos of parts of the school on a grid/on floor.

Info Tech: Use Textease to create booklet about school. Use digital camera/Flipcam to take photos around school. Use Photostory 3 to create presentation about school.

Digital Literacy: Recognise a range of communication technology used in school. Begin to/ communicate about use of ICT.

Humanities:

Geographical skills: map the school and outside areas; tell people how to get from one place to another

Place knowledge: compare our school with another school in a different time zone.

History – Significant turning point – Education act of 1870, what was school like? Compare to present day.

PE

Exploring large equipment and apparatus e.g. Outdoor fitness equipment, small trampolines, tunnels, climbing frame, balance beam, benches, scooter boards.

Art / Music:

Use drawings to share ideas: draw pictures of their classmates / staff / other pupils and make a school collage

Experiment with sounds: identify and appropriate sound for each area of the school. Record it on sound button.

Use their voices: sing the school song and perform in assembly

Topic: Our School Y2 Autumn 1

RE Christianity Celebration/Festivals

Think about special times in school – how do we know it is special? Harvest, Christmas, Easter. What do we do to celebrate these times and why are they important in the Christian calendar? What other celebrations do we enjoy that are linked to different religions? Belonging: School council, uniform, rules; safety.

CDT / Food Tech:

Evaluate – look at all the different forms of packaging within school and the types of bags our pupils use.

Activity – construct a money box. You will need a box or can, which you can make a slot in at the top for the money to go in. Together, decide how to create a flap through which the moneybox can be opened. Your child can then choose from paints, collage materials, pastels, etc. to decorate their moneybox.

Target areas - Collecting, assembling and combining materials.

Food: carry out survey of favourite school meals; make a simple healthy snack to eat in school.

Target areas – spreading, mixing, following a visual recipe, equipment recognition, hygiene routines, measuring, spooning.

FL

Broaden their vocabulary: Use 2 Simple french 'The Classroom' to learn vocabulary related to school

Explore patterns: play games and sing songs to practise the vocabulary

Write phrases: make labels for rooms in the school and put them in correct place

English:

Non fiction and Story books about India. I is for India, Rama and the Demon King and A day in India. Elephant Dance and Elephants Friend and other Indian Stories. 'Engine, Engines' and Indian counting book. Compare and talk about daily life in this country and in India. Look at rural and urban settings. Taste and express preferences for different types of Indian food using communication methods such as PECS and communication books / Ipads. Use symbols or writing to record. Use rangoli patterns, sand, lentils and coloured power paints to explore sensory mark making and writing skills. Set up a role play corner with lengths of different fabrics so children can explore dressing up in sari's and traditional indian dress. Make a class big book about Diwali celebration activities. Compare Indian Dress/Huses etc with labeling and describing

Maths:

Order and sequence familiar events (role play travelling to India)
Begin to use everyday language related to money (compare currency)
Say and use number names in order in familiar contexts (counting out ingredients – Indian food)
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line (Rangoli patterns)

Topic: Other Countries India Y2 Autumn 2

PHSE:

Lifestyle – What do they do to keep healthy?
Leisure activities, diet. Compare clothes, uniforms of those who live their and help others to ours.
Citizenship – Waiting, showing an interest in a new topic, talk, communicates, shows preferences for..... Turn taking, responding to others. Identify likes, dislikes of

Science:

Senses- what different senses do we use everyday and how do they help us?
Sensory experience with different spices and foods to experience sweet and sour foods.
Complete tasks and games that involve removing senses such as pin the tail on the donkey, blind mans bluff etc.
Listen to different sounds and try and work out what they are eg; animals, household noise or sounds we hear out and about.

ICT:

Comp Sci: Input simple action on Beebot/floor turtle/remote controlled toy, e.g. to make it move to India on a map of the world/specific images related to India.
Info Tech: Use Internet for research about India. Look at India on Google Earth. Use Presentation Creator on Espresso/PowerPoint /Textease Presenter to create presentation on aspects of life in India. Use Paint program to create Indian patterns/artwork.
Digital Literacy: Email a school in India. Discuss information in books/video clips/ photographs on India.

Humanities:

Locational knowledge: locate the continent that India is in and identify the ocean and the Tropic of Cancer.

Place knowledge: study a village in India and compare it with our location

Geographical skills: find India on a map / globe.

Human and Physical geography: Use google earth / video clips / photo packs to compare environment and look at key human and physical features

History – Indus valley ancient civilisation. Where was it, who were they and what was life like?

PE

Link with autumn 1 activities

Circuits to involve these apparatus and linking apparatus together to explore. Add sequences to complete on the equipment.

Art / Music:

Range of craft makers: look at Indian art and techniques such as batik / printmaking. Use these as a basis for their own work

Listen to music: Listen to Indian music

Play tuned / untuned instruments: Create similar sounds using a range of instruments

Topic: Other Countries India Y2 Autumn 2

RE

Listen to stories from Indian religions: Hinduism / Buddhism / Sikhism

Learn about the symbols they use and what they mean?

Creation Story and Prophets.

CDT / Food Tech

Design – an Indian tie dye piece of cloth. Elastic bands and marbles etc. Complete, display and evaluate.

Cooking: Indian food tasting. Encourage all to taste and complete the tasting sheet. Would they like to taste them again? Foods such as naans, samosas, chutney, chickpeas, poppadums, raita, bajjis.

Making playdough using spices – child activity. .

FL

Study cultural differences between India and UK; listen to Indian languages being spoken and learn some very basic vocabulary.

Educational Visits

Visit an Indian restaurant
Visit the Sea Life Centre;
Indian Ocean.

English: Fiction – Q Pootles ‘ Im coming to get you’; Whatever Next, Aliens in Underpants, Non Fiction- The Solar System, The Planets, Shape Race in Outer Space.

Use the internet and the library to research or find out about the solar system and space. Record knowledge according to ability using writing, drawing, symbols, matching or photos of activities. Link the planets to sounds and letters, labelling each with initial letter. Look at space themed houses / sports displays around school and find own photo / colour / house. Set up a space ship / astronaut role play area and use textures such as moon sand, pebbles and chalk to make marks, build up writing skills. Make a space book collecting or writing about knowledge and preferences. Designing own Aliens – cutting, sticking, drawing and describing.

Maths:

Use shapes to make patterns, pictures and models (model of Solar System)
Use vocabulary related to time (experiments showing how days / months / years work)
Measure short periods of time in simple ways (simple sun dial)
Identify objects that turn about a point (Earth spinning on its axis)
Use a set of flat shapes to make pictures or patterns, then name some of the shapes used. (Space rocket pictures)

**Topic:
Space
Y2 Spring 1**

PHSE:

Lifestyle - Through discussion, role play, video footage, photos etc. look at the life of an astronaut. (clothes, food/diet, daily routines, fitness) Compare to ours.
Personal development – Express views – Would you like to be an astronaut? Why? How would it feel?

Science:

Light and Shadows
Aware of shadows, create their own using the projector and whiteboard.
Identify different sources of light in their environment.
Experience light and dark using blindfolds and multisensory room.
Activate a range of light sources and observe the changes.
What direction does light travel

Life of an astronaut
Training
Diet

Educational Visits
Cambridge Science Centre

ICT:

Comp Sci: Sequence the order of the planets. Use Espresso Coding to play alien sequencing. Control rocket on TesiBoard. Draw a rocket using Textease Logo.
Info Tech: Use paint to design a rocket using shape and fill tool. Use Internet to find out about space. Use a variety of light sources with switches in sensory/dark room. Practise mouse skills using games on primarygamesarena.com/ICT. Use Textease/ Word/Symwriter grids to create space book.
Digital Literacy: Discuss info contained in books/video clips/photos about space. Begin to/communicate about their use of ICT.

Humanities:

Locational knowledge: locate the continent that India is in and identify the ocean

Place knowledge: study a village in India and compare it with our location

Geographical skills: find India on a map / globe.

Human and Physical geography: Use google earth / video clips / photo packs to compare environment and look at key human and physical features.

Cultural experiences; foods, flags, clothing, clay dishes.

PE

Exploring movement through a range of activities.

Stretches, body awareness games, yoga routines and moves and dance activities.

Art / Music:

Appreciate music: Listen to the Planet Suite, and use as a basis for painting

Experiment with sound: Make sound effects for an alien story / role play

Range of artists: Van Gogh 'Starry Night'; works by Lucien Rudaux; create their own versions.

Colour: aurora borealis

Topic: Space Y2 Spring 1

RE

Learn about concept of 'Heaven' in different religions.

Think about Heaven and what it is like; draw / write about what they think Heaven would be like?

Life as a Journey beginning and ending. What do graveyards tell us about peoples beliefs about life after death?

Do you think how you have lived will affect what happens when you die-Bhuddisim link.

CDT / Food Tech

Technical knowledge: Explore a variety of mechanisms

Design: Design a space creature / machine, using a simple mechanism

Make: Make a version of their space creature / machine, using appropriate materials and components

Evaluate: Did it work? Did it look like their design? How could they make it better?

Cooking – investigate what is space food called? What kind of food do astronauts eat in space? Complete a Space PB and J Wrap.

www.spacekids.co.uk

FL

Appreciate stories: Watch / listen to Tintin, 'Explorers on the Moon'

Appreciate songs: learn French version of Twinkle Little Star – use signing so they recognise vocabulary

English: Non fiction –Guide to keeping different sorts of Pets. Fiction – Morses' Horse, Six Dinner Sid Compare and talk about the difference in animals and talk about your own pets at home / trip to the petting zoo. Make choices from communication books or PECs books. Use sentence strips to express knowledge such as ' I see a dog ' 'I hear a cat.' Identify animals by their noise / make these noises. Write stories about pets or a daily guide to how to look after your pet. Ask parents for pictures of pets and children to choose symbols to describe and record alongside the photos. Organise a suitable pet to come into school so children can communicate / record this at own level. I.e. Seentences, words, symbols, photos or objectof reference. Role play a vets practice in the classroom. Mr Tumble goes to the vets

Maths:

Identify own mathematical problems based on own interests (How many pets? 1 cat has 2 kittens, how many altogether?)
Count reliably at least 20 objects (Join in animal counting rhymes)
Order two or three items by length or height (Sort pets into sizes)
Present information using practical resources, pictures, block graphs or pictograms

Topic: Animals: Pets Y2 Spring 2

TherapHSE:

Lifestyle – Recognise which animals you can keep as pets.
What pets do you have at home?How do you look after your pets?What do they eat? Do they need exercise?What is their home like?How much does it cost to have a pet?How do you handle your pets?
Personal Development – Feelings, emotions if pets are ill, pass away.
Therapy dogs/Petting zoo

Science: Animals and plants

[Link to mini beasts – Woodlice and choice chambers – Conditions needed?](#)
[Find out the pets that people own in class and where they live.](#)
[Keeping different animals. E.g How is the habitat for where a rabbit is kept different to bird?](#)
[Where does a wild rabbit live, what does it eat.](#)
[Where do birds live and what do they eat.](#)
[How are they adapted to survive there; can fly, eat plants etc.](#)
[Make the perfect Pet.](#)
[Basic needs of animals, air, water and food.](#)

ICT:

Comp Sci: Play fish themed games on Espresso Coding. Input simple action on Beebot/floor turtle/remote controlled toy, e.g. to make it move to specified pics of pets. Sequence cards to show steps to feed a pet.
Info Tech: Use Internet to research pets. Use 2investigate to input data into prepared database, e.g. class data including favourite pets. Use prepared 2DIY games (pets themed)
Digital Literacy: Begin to/communicate about their use of ICT using symbols/words. Discuss info contained in books/pictures/video clips/photos of pets.

Humanities:

History: Stone age animals. What were they and compare to present day animals

PE:

Exploring movement through a range of activities.
Stretches, body awareness games, yoga routines and moves and dance activities.

Art / Music:

Use a range of materials: Create a class collage of pets;
Learn about a range of artists: look at artists that paint domestic animals (Picasso's cat pictures) and create own versions.
Experiment with sounds: Listen to sounds made by different pets – can they find a sound to represent them?

**Topic:
Animals: Pets
Y2 Spring 2**

RE; Bhuddism The Five Precepts

Pets / animals in different religions –
Siddhartha and the Swan – The Monkey king – Nalagiri the Elephant these illustrate Bhuddist values. Reincarnation? What would pupils come back as? Why?

CDT / Food Tech:

Design : a pet blanket – measure, cut out fabric and sew an edge with a basic stitch.
Evaluate your work.

Cooking – Easter Rabbit Biscuits

FL:

Vocabulary: French / Spanish words for pets

Educational Visits

Pets at Home
Visit a local vet
Pets corner farm park
Pettitts Animal Adventure Park

English:

Non-fiction books about sports, Frog Olympics, and Backyard Olympics. News reports in media, adapted to ability, Fictional stories, records and experiences of horse riding, swimming, school participation in events at UEA etc. Factual writing – reporting on a sporting event, using appropriate methods such as photos, symbols, sentence strips, dictation and overwriting, writing.

Role play pretending to be Sports Reporters using mics and commentating on games. Use PECs to say I see football, I hear tennis etc.

Talk about hobbies and sports and express what children like / dislike.

Labelling sports and sport people, using adjectives.

Maths:

Measure and begin to record: lengths and heights (Class Olympics – measure jumps etc)

Record using marks they can interpret and explain (Keep tally of bounces / jumps)

Use shapes to make patterns, pictures and models (Design logo)

Solve one-step problems that involve addition and subtraction (Compare football scores – who is the winner?)

Topic: Sports / Olympics Y2 Summer 1

PHSE:

Lifestyle – recognise food, clothes, homes of people who live in specific country where sport is being held.

Citizenship - Take part in sporting event – Co-operation, following rules/instructions, completing tasks, sharing, turn taking, interacting, communicating.

Science:

Importance of exercise and a healthy lifestyle.

What happens if we don't exercise?

What happens to muscles when we do exercise?

What are bones?

Where is the heart and what is its function?

What happens to the heart when we exercise?

ICT:

Comp Sci: Sequence cards to show sports moves, e.g. kicking a ball, jumping over a hurdle.

Info Tech: Use Internet to research sports/Olympics. Use 2investigate to input data into prepared database, e.g. class data including favourite sports/pastimes. Use /create prepared 2DIY games (sports themed) Use Flipcam/ Photostory 3 to create sports reports.

Digital Literacy: Access resources on Espresso relating to Olympic and Commonwealth games and begin to/discuss content.

Humanities:

Locational knowledge: Find the host city on a map / globe

Place knowledge: compare host city with e.g. London

Extending Chronological Knowledge: Ancient Greeks and the origins of the Olympics

PE

Explore the use of small equipment – including a variety of bats/rackets. E.g. cricket bats, table tennis bats, rounders bats, tennis and badminton racket. Link to competitive team games.

Art / Music:

Develop techniques: Design simple logos; use print making to make flags / Olympic symbol

Use sculpture: Link to work on Ancient Greeks and create sculptures to represent sports

Range of materials: art from different continents

Listen to music: music from past opening / closing ceremonies – choose their favourites

Topic: Sports / Olympics Y2 Summer 1

RE; Sikhism – Symbols The Five k's

What does the word Guru mean?

What is the sikh holy book called?

Recognise that sikh means follower (disciple)

Sikh principle of equality

Where do sikhs go to worship?

What are the five K's? and why are they important symbols in sikhism.?

CDT / Food Tech

Evaluate: Look at designs of different medals – which are their favourites?

Design: Design their own medal

Make: Make their medal in relief, using clay. Decorate. Celebrate your designs in an assembly. Evaluate.

Cooking – what foods do athletes eat? Why?

Prepare Jonny Brownlee (Olympic Triathlon Gold Medal Twin) favourite food – Chocolate Fudge Cake.

FL

Explore patterns and sounds of language:

listen / find out about the language of the host city

Broaden vocabulary: use 2 Simple French 'Sports and Hobbies' – play games and sing songs

Educational Visits

Marina Centre

English:

Birdwatch – finding and sharing information about birds. Non Fiction books about different habitats, seasons, weather. Stories such as Handa’s Surprise, Handa’s Hen, Commotion in the Ocean, Giraffes cant dance, The brown bushrat. Watch spring watch and Ice Age. . Set up role play hide with binoculars etc.

Record features of own environment at home and at school through photos, drawing, symbol and word labelling. Make lists and write reports about what can be seen, heard and smelt. Make a class or individual book using ability appropriate methods from photos to writing independently sentences for children to add to and use as a reference point throughout the topic. Explore tying on the internet to search for facts / pictures of birds we have seen in the gardens etc.

Maths:

Discuss and solve problems that emphasise the value of each digit in two-digit numbers. (Compare populations of birds – Big Birdwatch)
Solve problems, including doubling / halving / sharing (Sharing food)
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Show information about the weather)
Choose and use appropriate standard units to estimate and measure temperature (°C) (Weather)

Science:

Rocks and soils – erosion etc.
Investigate different rocks.
Look at permeability, hardness etc.
Soil experiments. Seperation.
Fossils – Process of making a fossil.
Make your own fossils.
Experience different sediments. Soil, sand, mud, chalk etc.
Compare rocks.

**Topic:
Environment
Y2 Summer 2**

PHSE:

Ecology and recycling; animal habitats; countryside safety
Looking after plants and our surroundings

ICT:

Educational Visits

Visit local tip/recycling Centre in Caister
Visit local parks and green spaces
Ancour Gardens
Fairhaven Woodland and Water Garden.

Humanities

Look at the water cycle and the impact on countries in warmer climates.
Natural disasters and link to climate change.

PE

Athletic activities using indoor and outdoor facilities

Throwing – foam javelins, soft discuss and light shot putt
Long Jump
Running events – sprint and long distances
Obstacle races

Art / Music:

Listen with concentration: go on a Sound Safari, listening to sounds in the environment
Experiment with sounds: use drumsticks to make sounds on different surfaces in the environment

Develop art and design techniques: create a group weaving, using natural materials from the school grounds

Topic: Environment Y2 Summer 2

RE Christianity - Global perspective

Caring for the environment – work of environmental groups; wild flower areas in churchyards
Who should be responsible for our world?
How/when can groups make a difference to our world.
Eden project-Christain aid, CAFOD, Tearfund,Oxfam etc.

CDT / Food Tech

Design: Design a recycled item such as a CD wind chime.

Make: Make item using recycled materials and celebrate during our ECO assembly.

Evaluate: Is it fit for purpose? What could be done differently next time?

Cookery: Ready Steady Cook, using leftovers / food from store cupboard.

Place a select few items out and then the class is divided into groups. They prepare an item using some of the foods. Evaluate. Ask another member of staff to judge the items and taste. Which one was the best?

FL

Describing: Use learned vocabulary to write / talk / record about the local environment

English: Spoken Language: Communicate about present events within a group or by making comments. Use communication systems such as PECS and sign-a-long to express feelings. Listen to other's views.

Reading :Recognise text and pictures in School website Newspapers; class newsletters, internet and TV reports.

Comprehension: Use non fiction texts. Answer simple who, what and where questions using visual support.

Writing: Transcribe; captions for news photos, **Compose** sentences about the photos using symbols. **Present** News Stories to the whole class.

Drama : Role play an event in the News. Set up active learning areas in the classroom such as fire stations.

VGP Learn new words and symbols. Write or read headlines and talk in different tenses.

. Attention Autism session

Maths:

Sequence events in chronological order using language (storyboards for news articles)

Order days of the week and months (sequencing newspapers)

Order and arrange combinations of mathematical objects in patterns and sequences (layouts for pages)

Compare and order events, e.g. finishers in a race, using the related vocabulary (page numbers; sports scores)

Topic: What's In the News? Y3 Autumn 1

PHSE:

Citizenship – Sitting appropriately, waiting, attending/responding/ joining in with different activities about current events. Teamwork/ working with peers on different projects. Staying focused, turntaking.

Personal Development - Expressing feelings, views, making choices, indicating preferences.

Science:

properties of newspaper, how is paper made? Make our own paper.

Topical activity based around an event on the news.

Natural disasters such as earthquakes, volcanos or tornados.

ICT: Comp Sci: sequence pictures relevant to current news

stories. Use control devices to change news channels.

Input simple action on Beebot/floor turtle/remote Controlled toy e,g, to make it move to specific pictures on grid/floor relating to current news stories.

Info Tech: Use Textease to create newspaper combining text and graphics. Use Flipcam to create news reports. Use Textease/Espresso Presenter/ PowerPoint/Photostory 3 to share current news. Use Internet to research current news stories.

Digital Literacy: Recognise a range of communication

Humanities:
Events beyond living memory: Learn about the Battle of Britain – write a newspaper article / film a 'Newsround' report
Place knowledge: Use First News to find a location to talk about.
Class news; class weather report.
History of recording news; papyrus Egyptians, paper printing, typing, telephone, fax, email, internet.
Geography - Identify countries involved in WW2. Look at Northern and Southern hemisphere countries.

PE
Team games:
Focus on football skills and activities. For example; dribbling, passing, shooting, defending. Explain simple rules and play small sided games.

Art / Music:
Range of artists: Look at work of artists in the news, e.g. Banksy / Damien Hirst
Links to own work: Use different techniques to create work inspired by artists in the news
Listen to recorded music: current music – what do they like?
Use their voices: Use Sing Up to learn versions of modern songs e.g. Firework.

**Topic:
What's In the
News?
Y3 Autumn 1**

RE; Christianity:
Listen to stories about the miracles. Write a news report for one of them.
Discuss the different kind of writing in the bible and know that the Gospels have have a special status as records of Jesus's life.
How is the Bible treated, handled and read; public worship, festivals and personal devotions.

CDT –
Poster design – for a new class newspaper. What must it include? What design and colours to attract attention to promote the new newspaper?
Junk modelling or designing points of interest from current affairs.

Cookery - Plan a Halloween party with decorations and snacks. Which snacks and what decorations?
What items do we need? Where? When? Cost?
Complete and evaluate.
Any significant or cultural event/celebration.
Tasting/cooking foods from different countries/cultures. .

FL
Show understanding of words: choose captions to go with pictures from the news

Educational Visits
Visit to Harbor Radio
Visit local landmarks and take photos and create news/information leaflet.
Epic Studios Norwich

English:

Non fiction and Story books about Scandinavia. Compare and talk about daily life in this country and in a Scandinavian country. Look at rural and urban settings. Taste and express preferences for different types of Scandinavian food using communication methods such as PECS and communication books / I pads. Use symbols or writing to record. Use different media to explore sensory mark making and writing skills. Set up a role play corner with lengths of different fabrics so children can explore dressing up in warm clothes. Make a class big book about Scandinavian celebration activities
Attention Autism Sessions

Maths:

Order and sequence familiar events (role play travelling to e.g. Sweden)
Begin to use everyday language related to money (compare currency)
Say and use number names in order in familiar contexts (counting out ingredients – Scandinavian food)

Topic: Other Countries Scandinavia Y3 Autumn 2

PHSE:

Lifestyle – What do they do to keep healthy?
Leisure activities, diet. Compare clothes, uniforms of those who live there, appropriate clothing, public/private clothing.
Citizenship – Waiting, showing an interest in a new topic, talk, communicates, shows preferences for..... Turn taking, responding to others. Identify likes, dislikes of
ECO friendly country.

Science:

Around Northern Lights- show video
Sources of light around school
Explore light and how light can change

Colour
Direction

Where does the light travel from?

Light through different materials

ICT: Comp Sci:

sequence pictures to make Scandinavian
open sandwich. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific Scandinavian countries on grid/floor.

Info Tech: Use Internet to research facts about Scandinavia

Use Textease to share info on Scandinavia combining text and graphics. Use Flipcam/Photostory 3 /Textease or Espresso Presenter/PowerPoint to create reports/films/presentations on Scandinavia.

Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Locational knowledge: locate the continent that Scandinavia is in and identify the sea

Place knowledge: study a town / village and compare it with our location

Geographical skills: find I Scandinavia on a map / globe.

Human and Physical geography: Use google earth / video clips / photo packs to compare environment and look at key human and physical features

Invasions: Viking raids and invasions

PE

Boccia and Curling

Basic rules and techniques used for both sports. Play small sided games. Competition element added.

Art / Music:

Range of craft makers: look at Nordic art and techniques such as using wood / printmaking. Use these as a basis for their own work

Listen to music: Listen to Nordic music

Play tuned / untuned instruments: Create similar sounds using a range of instruments

Topic: Other Countries Scandinavia Y3 Autumn 2

RE Christianity Global Perspective

Festivals: St Lucia – listen to story / role play
St Lucia was a young Christian girl who was martyred, killed for her faith, in 304. The most common story told about St Lucia is that she would secretly bring food to the persecuted Christians in Rome, who lived in hiding in the catacombs under the city. She would wear candles on her head so she had both her hands free to carry things. Lucy means 'light' so this is a very appropriate name.

CDT / Food Tech

Evaluate: Look at Nordic inspired Christmas decorations – which do they like?

Design: Design their own simple decoration, recognising the limits of materials etc.

Make: Make their design, using appropriate materials / techniques. Display on a central tree for all to see.

Cookery: Explore Scandinavian food – taste / recreate. Smorrebrod – Scandinavian open sandwiches are popular. Bake a variety of breads and bread shapes. Evaluate.

FL

Study cultural differences between Scandinavia and UK; listen to Scandinavian languages being spoken and learn some very basic vocabulary.

Educational Visits

Norfolk snow sports club. Norwich

English:

Talk about what you can see, hear feel. Express feelings and preferences such as I like sweet tastes, Use group discussion / communication / interaction as a way to compare own experiences to peers. Interact with peers through dark tent / light source play or action songs and sounds. Read poems about sensory experiences and answer simple questions such as which sense was being used. Remember or anticipate rhymes, poems / songs about sensory experiences. Use multisensory approaches to writing to help build early transcription skills. Use symbols, dictation or writing to compose records of own experiences. Use Write Dance Attention Autism Sessions

Maths:

Sort objects, making choices and justifying decisions (Sorting materials; objects)
Counts objects or actions that cannot be moved (Count things that they hear / smell / feel / see)
Recognise and name common 2-D and 3-D shapes (use feely bag to find specific shapes)
Compare and order lengths, mass, volume/capacity (link to sand and water activities)

Topic: Senses Y3 Spring 1

PHSE:

Citizenship – Try new experiences, follow rules/ instructions of different activities and games.
Personal development – Tasting different foods. Healthy eating. Recognising different sounds (table being set, toilet flushing, washing hands, hand dryer, zip)
Recognise objects through touch. Appropriate touch. Personal hygiene.

Science:

Sound and vision

What senses do we have and how do they help us?

Explore the different senses

Remove senses to see how we react

Blind trail using ropes around a course.

Ear defenders to lose hearing.

Nose clips whilst tasting food

Educational Visits

Visit Yarmouth sea front; lots of different sensory experiences; arcades, fun fair, sea.

ICT:

Comp Sci: sequence pictures to show how sound/light reaches the ear/eye. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific /words symbols of the senses.

Info Tech: Use Internet to research facts about the senses.

Use Textease/Word/Publisher to create booklet/poster about senses. Use Flipcam/Textease or Espresso Presenter to create presentation on senses.

Digital Literacy: Recognise a range of technology That creates/uses sound. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Geography – Direction and points on the compass. Different climate zones. Look at Africa as a continent. Deserts, rainforests and Mountains. Rainy Season (starts in April). What does that mean for Animals and people?

PE

Dance

Copy teacher led dance activities.
Experiment with different movements and dynamics. Pupils work together to add movements on teacher taught section.
Performances to class.

Art / Music:

Range of techniques: Use texture / colour in art work to create pieces that can be appreciated if they can not be e.g. seen / felt etc.

Range of materials: create textures collages

Listen with concentration: Identify objects / animals by the sound; play sound bingo

Topic: Senses Y3 Spring 1

RE;Christianity-Easter story

Using our senses – how do we know we are alive what do our senses tell us, should we believe something that needs a the leap of faith?

Describe the key events in Jesus's life ending with the crucifixion and resurrection.

What happens in these key events and why are they important to Christians?

CDT / Food Tech

CDT – Look in detail and spend some time in the sensory room.
Decide on a sensory item to construct. Produce and trial with a pupil. Evaluate.

Cookery: Enjoy guess the foods games. Smell only, taste only, feel only. Complete your results. Was that easy?

“Food Confusion Game” – blue carrot cake or fish and chips blended. Messing with the senses and expectations.

FL

Listen attentively: Use 2 Simple French 'Human Body' to listen to the names for sense organs.

Show understanding: Label body in french

Explore: Play games / sing songs

English:

Read the Very Hungry Caterpillar and discuss / make choices about the sequence of the story. Act out the story of the Very Hungry caterpillar. Christophers Caterpillars. Create a role play area with mini-beast costumes / leaves / webs, where children can pretend.

Draw, write and make a record of insects that can be found in the school grounds.

Use non-fiction texts to research facts about mini-beasts and identify different types of mini-beasts.

Make a word / picture wall / spiders web about mini-beasts. Use new words and symbols to name and describe the different kinds of mini-beasts.

Maths:

Identify own mathematical problems based on own interests (How many insects? 1 ant has 6 legs, how many altogether?)

Count reliably at least 20 objects (Join in animal counting rhymes)

Order two or three items by length or height (Sort insects into sizes)

Present information using practical resources, pictures, block graphs or pictograms

Topic: Animals: Mini- Beasts Y3 Spring 2

PHSE:

Lifestyle – Caring for animals and their environment – Eco schools, worms.

Personal development – observation, listening, taking photos, touching new things, expressing preferences, making choices

Science:

Explore the grounds searching for different minibeasts. Complete a minibeast table of things to find.

What conditions do different minibeasts like. Woodlouse choice chambers for higher.

Use microscopes and magnifying glasses to examine them.

Visit to butterfly or similar.

ICT:

Comp Sci: sequence pictures to show life cycle of butterfly. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific pictures/words symbols of minibeasts.

Info Tech: Use Internet to research facts about minibeasts.

Use Textease/Word/Publisher to create booklet/poster about minibeasts. Use Flipcam/Textease or Espresso Presenter to create presentation on minibeasts. Play variety of 'ICT Games' e.g. caterpillar sequencing.

Digital Literacy: Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Fieldwork: Explore school environment to find minibeasts.

Human and Physical Geography: Compare manmade / natural environments – where are there more minibeasts?

Locational knowledge: minibeasts from different countries: field trip zoo? Handling session.

History Late neolithic hunter gatherers and early farmers. What did they eat?

PE

Dodgeball

Focus on dodgeball skills and activities. For example; catching, throwing, dodging. Explain simple rules and play small sided games.

Art / Music:

Techniques: use printing to create minibeast pictures

Create: use 3D materials to create minibeasts

Experiment with sounds: Listen to sounds made by different minibeasts – can they find a sound to represent them?

Topic: Animals: Mini- Beasts Y3 Spring 2

RE; Christianity/ Judaism

Minibeasts used as symbols in Egyptian religion: scarab beetle / bees / flies.
Old Testament use of animals as in the plagues.

CDT / Food Tech

CDT - Design a device that will protect a hard boiled egg when it is dropped from a height.

Design some packaging for a new Easter egg. Make an Easter hat to wear during your Easter celebrations.

Create an advert to promote a new Easter egg. This could be for a poster / billboard, a digital display advert or an advert for radio / television / cinema.

Cookery - Write a recipe for a delicious Easter treat... or try following a recipe to make your own! Design an Easter basket that can carry your Easter treats!

FL

Vocabulary: French / Spanish words for minibeasts

Educational Visits

Woods and Parks
Africa Alive
Thrigby Animal Park
Barton Turf Adventure Broad

English:

Travel and transport – fiction / non-fiction / poetry.

Recognise and match key symbols, photos and words of different types and categories of transport such as air / land, plane / car. Use phonic knowledge to decode and encode transport words such as car, boat.

Build a class role play re a such as a ticket office and encourage pupils to communicate with one another through making exchanges.

Write about / record using symbols or dictation / drawing / overwriting how pupils travel to school and what they see on their journeys. Present finished work to whole class and listen to one another's stories.

Maths:

Identify own mathematical problems based on own interests (how many wheels on all these vehicles?)

Recognise that when rearranged the number of objects in a set stays the same (sort the cars)

Compare and order events, e.g. finishers in a race, using the related vocabulary (car races)

Use a set of flat shapes to make pictures or patterns, then name some of the shapes used (vehicle pictures)

Talk about money to compare quantities to solve problems (role play travelling on a bus)

Topic: Travel and Transport Y3 Summer 1

PHSE:

Lifestyle – Recognise healthy ways of travelling and be aware of safety issues. Biking, walking. (road safety, strangers).

Recognise other modes of transport.

Personal development – What modes of transport have they used? Where did they go?

Give preferences, make choices, express views. Appropriate behaviour in public places.

Science:

Forces and motion

Test different items down a ramp, which roll the furthest. Make predictions and state why.

Try different surfaces to introduce the idea of friction and how it can slow things down.

Look at cars and how they stay on the road- F1 and regular tyre changes.

ICT:

Comp Sci: sequence pictures to show how to cross the road safely. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific pictures/words symbols of vehicles.

Info Tech: Use Internet to research facts about transport.

Use Textease/Word/Publisher to create booklet/poster about senses. Use Flipcam/Textease or Espresso Presenter/Photostory 3 to create presentation on transport.

Digital Literacy: Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:
Place knowledge: carry out 'Global School Journeys' looking at how different children travel to school around the World. Where would they like to go in the world? Locate on map. Why and how would they get there?
Changes over time: Development of the railways

PE
Cricket
Focus on cricket skills and activities. For example; bowling, batting, fielding. Explain simple rules and play small sided games.

Art / Music:
Range of artists: Toulouse Lautrec bicycle posters; mosaics of Roman transport
Techniques: Use techniques to recreate own versions of pictures
Experiment with sound: create sound effects for a journey – link to role play in english

**Topic:
Travel and
Transport
Y3 Summer 1**

RE:Judiasm/Christianity
The journey of the Jews out of Egypt – passover.
Story of Moses
What happens at the festival of Passover
What is a Menorah?
What is the symbolism of the food?
Why do the jews eat unleavened bread?

CDT / Food Tech
Design: design a simple moving item.
Make: Use a variety of construction materials and techniques to make a simple moving item.
Evaluate: Explore existing products (visit toy shop); evaluate their ideas and product – how could it be made better / stronger / more stable

Cookery – Using a world map – find sources of foods. Which country did each of your foods originate from?
Mark on map and work out transport distances. Is this economical? Is there any other way?

FL
Use familiar vocabulary: use vocabulary related to transport; play games and sing songs to practise the vocabulary; make labels for transport and label photos correctly

Educational Visits

- Train ride
- Bus ride
- Boat trip on the broads

English:

Read and work on fiction texts: *Handa's surprise*, *This is the Bear*, *Care of Henry*. About cause and consequence. Non fiction texts – *Push and Pull* and *Planning a Party*. Pupils talk / communicate about own hobbies and interests and what they like. Read the book 'You Choose' and make whole class 'You Choose' story, using symbols, words, and photos. Set up a home corner for role play and provide resources such as symbol / picture cards for pupils to plan pretend meals and ask one another for ingredients.

Pupils use writing or compose sentences with symbols / dictation / visual support to record what happens to them in a day / during a key event such as a riding lesson.

Maths:

Visualise and use everyday language to describe the position of objects and direction and distance when moving them (get from a to b – mapping exercise)

Count on and back to find an answer (record changes to quantities)

Topic: Making Things Happen Y3 Summer 2

PHSE:

Handa's Surprise – Celebrating Difference. (Book)

You Choose – Making Healthy Choices.(Book)

Citizenship – Consequences of our Behaviour.

Making friends SRE

Science:

Bottle rockets- how do they work? How much fuel will cause the biggest reaction? Does different fuel effect the reaction?

Experience chemical changes- can they be reversed or is it permanent?

Focus on scientific enquiry and practical skills for science.

ICT:

Comp Sci: sequence pictures to show how we make things happen, e.g. making a sandwich. Use Espresso Coding activities.

Info Tech: Use a variety of instruments. Use a variety Control devices, equipment etc, e.g. camera, Flipcam, Photocaopier, printer, IWB, dvd/cd player. Use a variety of Technology to create/store/retrieve/organise/manipulate Digital content.

Digital Literacy: Recognise a range of equipment with switches. Recognise a range of technology for different purposes at home and school. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

History- Crime and punishment. Anglo Saxon to present time.

Human and Physical geography: look at how the landscape is changed by human impact – Melting Ice caps. Artic and Antartic circle. Impact on animals and humans
What can we do?

PE

Athletics

Focus on the different athletics events –
sprinting, long distance, throwing, jumping.
Competition element to beat scores.
Measuring and scoring for more able pupils.

Art / Music:

Range of Materials: Change colours by mixing; change textures by adding materials

Range of Artists: Jackson Pollock – recreate using his technique of 'paint throwing'

Improvise and compose: Use a variety of instruments to create a sound piece

Notation: Devise a method to record the sounds so that the sound piece can be reproduced.

Topic: Making Things Happen Y3 Summer 2

RE-Islam

Consider the six articles of Muslim faith

Reflect on the life of the final prophet Muhammed

Describe the Qu'ran was revealed to Muhammed

Investigate how Muslims handle and treat the Qu'ran

Investigate the Five Pillars of Islam

CDT / Food Tech

Technical knowledge: explore cams / levers / linkages

Evaluate: look at simple cam toys and explore how they work

Design: design a simple cam toy

Make: make their toy using a range of tools and equipment / materials

Evaluate: Evaluate their toy

Cookery - investigate the variety of cooking methods. Melt, boil, fry, steam, bake, microwave. Explain, demonstrate and then complete one area in a whole class preparation.

FL

Speak in sentences: Learn action words and play 'Simon says' to make others carry out the actions

Educational Visits

Visit toy shops

Visit fun fair on the sea front and look at how all the amusements work, cause and effect attractions.

English:

Fiction Texts and non fiction texts about the topic. *Is there room for me? Dogger.*

Name People in the classroom / school who help us. In a group find and name people who help and say / find a symbol or picture of what they do in the school. Set up a role play area for children to use such as a doctors surgery or a vets. Use writing or symbols to make records of or ask for key items such as medicines / bandages. Or set up an office with telephones / computers.

Maths:

Count aloud in ones, twos, fives or tens (help the fireman climb up a ladder)

Estimate a number of objects that can be checked by counting (people on a bus)

Use shapes to make patterns, pictures and models (use the shapes to make a fire engine)

Order and sequence familiar events (what happens when we go to the doctors?)

Topic: People Who Help Us Y4 Autumn 1

PHSE:

Lifestyle – Communicate, interact, act out different role play settings for police, ambulance, firebrigade, doctors etc.

Who helps us in school/ at home? Sex, age, names.

Self help – How do we care for ourselves? Washing, toileting, teeth, dressing. Do we need help? Use PE lessons and routines of day to practice self help skills.

Science:

Health and safety in science. Looking at do's and don'ts of the lab.

Safety warnings and labels what do they mean?

Educational Visits

Visit a fire station.

Visit lifeboat society

Visit local tip/dump

ICT: Comp Sci: sequence pictures to show how to call Emergency services/get ready for school.

Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific

pictures/words symbols of people who help us.

Info Tech: Use Internet to research facts about people who help us.

Use Textease/Word/Publisher to create booklet/poster about emergency services/people who help us
Use Flipcam/Textease or Espresso Presenter to create presentation.

Digital Literacy: Begin to/talk about how they have used ICT. Begin to/use technology safely. Begin to/recognise where to get help if they have worries about something seen when using Internet etc.

Humanities
Introduce Natural disasters
Who would help after an Earthquake? Tsunami? Bush fires? Or any other natural disaster.

PE
Fitness circuits

Introduce different circuit exercises e.g. press ups, sit ups, bicep curls, running, star jumps, step ups etc. Pupils to keep score and aim to beat their scores next lesson. Pupils think of their own circuit exercises.

Art / Music:
Range of artists: look at portraits / statues of people who help us
Use drawing / painting / sculpture: make their own portrait / sculpture of people who help us in school
Listening to sounds: Listen to sounds of sirens etc. match to photos

**Topic:
People Who
Help Us
Y4 Autumn 1**

RE; Multi Faith comparison
Mother Teresa / religious orders who help people. Salvation Army
Who helps us and who do we help?
How do we know the right way to behave?
Love and self sacrifice
The Middle way
Obedience
Inspiration
Love loyalty and respect

C.D.T. / Food Technology

CDT – poster design of all those in our lives who help us.
Investigate an area in school you could alter to help others. E.g. low level activities for those who cannot reach.
Puppet making – different people who help us. (e.g. police/nurse)
Cookery: Keeping safe in the kitchen. Look at all areas of safety and hygiene in the kitchen. Complete check sheet for use in the kitchen.
Interview kitchen staff and their roles in school.

FL
Broaden vocabulary: learn vocabulary for nurses / doctors / police etc.
Engage in conversations: Use role play to practise calling an ambulance etc.

English:

Tocauro – big book.

Use fiction and non-fiction texts to find out about Mexico. Sequence pictures of a story about a trip to Mexico / what happens in a Mexican school. Learn and use new vocabulary for Mexican foods and clothing such as Sombrero either in spoken or symbol form. Use communication methods / transcription methods to record preferences and say what can be seen or heard. E.g. What musical instruments were used in a piece of music.

Maths:

Order and sequence familiar events (role play travelling to Mexico)

Begin to use everyday language related to money (compare currency)

Recognise, find and name a half / quarters as equal parts of an object, shape or quantity (cutting tortillas / quesadillas)

Say and use number names in order in familiar contexts (counting out ingredients – Mexican food)

Topic: Other Countries Mexico Y4 Autumn 2

PHSE:

Lifestyle – What do they do to keep healthy? Leisure activities, diet. Compare clothes, uniforms of those who live there and help others to ours.

Citizenship – Waiting, showing an interest in a new topic, talk, communicates, shows preferences for..... Turn taking, responding to others. Identify likes, dislikes of

Science:

Materials and their properties – Mexican homes

Use different materials for building, why are they used?

ICT:

Comp Sci: sequence pictures to make a Mexican snack.

Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific photos/words/symbols related to Mexico on grid/floor.

Info Tech: Use Internet to research facts about Mexico. Use Textease to share info on Mexico combining text and graphics. Use Flipcam/Photostory 3

/Textease or Espresso Presenter/PowerPoint to create reports/films/presentations on Mexico. Use Textease Paint to create Mexican patterns.

Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Locational knowledge: locate the continent that Mexico is in and identify the ocean

Place knowledge: study a village in Mexico (Tocauro) and compare it with our location (Barnaby bear)

Geographical skills: find Mexico on a map / globe.

Human and Physical geography: Use google earth / video clips / photo packs to compare environment and look at key human and physical features

Civilisations: Mayan civilisation

PE

Basketball

Focus on basketball skills and activities. For example; different passes, shooting, defending and dribbling. Explain simple rules and play small sided games.

Art / Music:

Range of craft makers: look at Mexican art and techniques such as mask making / yarn art / bark art. Use these as a basis for their own work

Listen to music: Listen to Mexican music

Play tuned / untuned instruments: Create similar sounds using a range of instruments

Topic: Other Countries Mexico Y4 Autumn 2

RE; Multi Faith Comparison

Compare Mayan temples with local churches

What is a place of worship?

Make a matrix of five different places of worship with common denominators.

Text – Ritual – Leader – significant features – Time of year of celebrations/festivals

CDT / Food Tech

Evaluate: Look at variety of pinatas

Design: Design their own pinata

Make: Work in pairs to make a simple pinata

Celebrate end results in an assembly.

Making flags.

Cooking – Where is Mexico? What foods do they eat?

Prepare basic Mexican dishes for snack times – salsa, bean salad, tostadi, eachildas, yellow rice. Did you enjoy? Would you eat them again?

Sensory – experience, textures/smells of the food.

FL

Study cultural differences between Mexico and UK; listen to Spanish being spoken and learn some basic vocabulary

English:

Planning a Party big book. Books about Diwali, New Year, Festivals from Other cultures.

Communication – as a group, decide what food / decoration / outfits to have at a class party.

Reading – Read posters and invitations for different parties. Recognise and sound out key words and especially names.

Comprehension – Find out information such as time, date, location through information texts / posters / invitations.

Writing – Write or make invitations for example for parents to come to a class party. At Party's use PECS to ask for food and drink, or make comments about what is happening such as 'I hear Music' Use language in the future, present and past tense. Use personal pronouns and names

Communication: Standard PECS symbols for celebrations (to be used around school)

Maths: Identify own mathematical problems based on own interests (planning a party)

Compare and order events, using the related vocabulary (winners in a game)

Compare, describe and solve practical problems: double / half (planning party food)

Measure and begin to record mass / weight; time: cooking party food

Recognise and use language related to dates (party invitations)

Recognise and know the value of different denominations of coins and notes (costing party and buying food)

Topic: Celebrations Y4 Spring 1

PHSE:

Lifestyles – Recognise what is celebrated at home, school. How and why do we celebrate different things? What foods do we eat?

Clothes do we wear? Games do we play?

Personal development – Play party games, dress up in different clothes. Roleplay different celebrations. (turn taking, sharing, waiting)

Link to relevant religious celebrations in RE

Science:

Healthy eating- what consists of a healthy diet? What foods are healthy and what are unhealthy? What is in food to make them bad for us?

Look at the amount of sugars in different drinks

Educational Visits

Go out for a meal as a celebration

ICT: Comp Sci: sequence pictures to make Christmas/birthday Card or cake. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific photos/words/symbols related to celebrations on grid/floor.

Info Tech: Use Internet to research facts about celebrations. Use Textease to share info on celebrations combining text and graphics. Use Flipcam/Photostory 3 /Textease or Espresso Presenter/PowerPoint to create reports/films/presentations on celebrations. Create cards using Publisher.

Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Geographical Skills: Study celebrations around the World: Chinese New Year; Eid; Hannukah. Find the locations of the countries

Place knowledge: identify similarities / differences

Chronological awareness: birthdays – how the celebrations change from one year old to thirteen year old, to fifty year old etc.

PE

Gymnastics

Pupils to practice different gymnastics movements – balances, rolls, jumping etc. Pupils make up own routines and use the apparatus to perform their routines on.

Art / Music:

Art and Design Techniques: look at and recreate art form celebrations – rangoli patterns; holi colours; day of the dead sugar paste sculptures

Composers: Handel – Music for the Royal Fireworks

Perform: learn and perform some music for a celebration in school

Topic: Celebrations Y4 Spring 1

RE; Multi Faith Comparison

Easter / new beginnings
Bhuddist wheel/round of life
Hindu concept of Avatars

CDT / Food Tech

CDT – Design a variety of banners for specific celebrations.
Produce your design and evaluate. Chinese New Year – make a dragon, mask making.

Cookery - Celebrate Spring – an Easter Tea party. Cup cakes, short bread, Easter biscuits, cup of tea.
Produce items and enjoy your celebration.
Evaluate.
Chinese food.

FL

Explore language: Learn vocabulary related to celebrations in French – birthday / Easter / Christmas

Write phrases: Make a French birthday card
Broaden vocabulary: Use 2 Simple French to explore the names for the months of the year

English: Variety of Big Books including I love Animals, Old Mac Donald, Day at Greenhill Farm, Pig in a Pond, Farmer Duck. Use fiction books as a basis for sequencing and making up own stories and role play.
Drama – Farm animal costumes and noise, small world play sets.
Songs and Poems, anticipate words and action and make up own variations on these. Use puppets to support learning and encourage children to make hand movements and animal noises.
Visit a farm setting such as Wroxham barns (classes team up) and write / make a record of the trip with photos and symbols to support this. Use pictures to encourage children to compose own sentences / phrases about what they have seen and learnt. Use new animal names.

Maths:

Identify own mathematical problems based on own interests (how many animals can we see?)
Recognise that when rearranged the number of objects in a set stays the same (how many sheep? Watch them move, how many now?)
Use number bonds and related subtraction facts within 20 (counting eggs)
Use shapes to make patterns, pictures and models (farm picture)

**Topic:
Life on the
Farm
Y4 Spring 2**

PHSE:

Lifestyle – Recognise what it might feel like to be a farmer. Clothes, food (growing own food to eat, feeding animals). Routines for the day. Recognise and identify other jobs that you could do on a farm. What animals live on a farm?
Personal development – Express views – would you like to work/live on a farm? Why?
Little Red Hen

Science:

Match animals to their young.
What animals will you find on a farm?
Why are they important/ what is their role?

Visit a working farm

What is the role of a farmer?

Educational Visits

Petitits Adventure Park
Hillside Nursery and farm shop
Wroxham Barns

ICT:

Espresso – videos and games
Virtual farm (LEAF)
Sound lotto / Floppy's Phonics
Noise making switches

Humanities:

Local History: Visit Union Farm, Gressenhall and compare with a modern farm; compare artefacts. Why is Norfolk a farming area?

Human and Physical Geography: Locate farming areas in the UK. Look at maps of the UK. Identify hills, mountains, coasts, arable/dairy and sheep farming areas. Where are the major cities located?

PE

Archery

Focus on archery skills and activities. For example; how to use the equipment, scoring and how to aim at the board. Explain simple rules and play small sided competitions.

Art / Music:

Range of artists: farm landscapes e.g Constable

Range of materials: create a collage of a farm to go with 'Old MacDonald'

Play and perform: Create Old MacDonald, using instruments – tuned and untuned for a performance in assembly

Topic: Life on the Farm Y4 Spring 2

RE; Multi Faith Comparison

What role does food play in different religions?

Halal

Kosher

Hinduism not eating beef and Buddhism vegetarian

Food in religious rituals

CDT / Food Tech

Cookery – look at the variety of cereals a farmer can grow. Make together an example of each –

Wheat – flour – bread, biscuits, cakes.

Oats – oat biscuits.

Barley – cinnamon apple breakfast barley.

Rye – scrambled egg on rye bread.

Rice – rice pudding, rice crispy cakes.

Maize – sweetcorn fritters.

Farm to Fork site to support your work.

FL

Appreciate stories: The Four Friends

Broaden vocabulary: Use 2 Simple French to learn vocabulary related to farm animals

English: Read big book, *Walking Through the Jungle*. Or a *Dark Dark Tale*, *Funny Bones*, Find out about Explorers using the internet, *espresso* and *education city*.

Create a class big book about exploring the school grounds or going on a trip to a local forest. Take pictures and use symbols and writing to record the story of what happened. Make posters and displays about what is happening or advertising for crew and explorers.

Create a boat area as a role play zone.

Talk about and make choices about what kind of environment children would like to explore for example looking for bears in arctic, ice play or jewels in the sand.

Maths:

Uses positional language (where do we go?)

Place hand inside tube to retrieve an item (exploring the environment)

Share objects into equal groups and count how many in each group (planning a picnic)

**Topic:
Being an
Explorer
Y4 Summer 1**

PHSE:

When exploring new places make choices, indicate preferences, likes/dislikes, try new experiences. Show how you are able to communicate, work with others, observe, record.

Use outside space / explore outside areas of the school. What activities could we do in those areas?

Science:

How are countries different to our own?

Climate
Terrain
Animals

How would we get to certain places

ICT:

Beebots
.

Educational Visits

Transport; go on different forms of transport; bus, train, boat.
Great Yarmouth Treasure Hunt Trail

Humanities:

Significant individuals: Julius Caesar, Claudius and Boudica.

Events: Roman Britain

Locational knowledge: exploring the continents – what will see? How about the oceans?

Human and Physical: What features are manmade? Hadrian's wall/ Great Wall of China / Pyramids
Natural – Grand Canyon / Sahara desert / Uluru

PE

Rounders

Focus on rounders skills and activities. For example; batting, bowling, fielding. Explain simple rules and play small sided games.

Art / Music:

Use drawing to develop ideas: explore a range of art works and draw their favourite parts

Range of artists: visit local gallery

Listen to recorded music: explore music from different continents. Use as a basis for sound / music making

Topic: Being an Explorer Y4 Summer 1

RE; Multi Faith Comparison

Which religions started where on the world map?

When people explored new lands what did they take with them and what did they leave behind?

Jerusalem as a city and a focal point for the three main monotheistic religions.

CDT / Food Tech

You are off on an adventure. Make yourself a bag to take with you. Use off cuts of fabric as an ECO school.

Measure, cut out and sew. (Large stitches hand sewn or machine stitch.)

Evaluate.

Cookery – explore the items you have available in the kitchen. What can you make? Find a recipe and prepare.

FL

Appreciate stories: Watch episodes of Dora the Explorer, and join in with vocabulary

English:

Seaside stories – the Light House Keepers Lunch. Fun at the Beach. Factual Books and records about the seaside, particularly pictures and images of Yarmouth. Go on a trip to the sealife centre and record what children see or do, later turn this into a piece of work using symbols, drawing, writing and photos.

Make a poster or an advert for the seaside at Great Yarmouth. What can you do there?

Write about or talk about a family trip to the beach and discuss what you would like to do.

Make a seaside role play area using sand and water.

Maths:

Compare, describe and solve practical problems (share the ice creams)

Count on or back in ones, twos, fives and tens (How many legs does a starfish have? How about 2?)

Measure and begin to record capacity and volume (How many cups to fill the bucket?)

Answer a question by recording information in lists and tables (How many fish in the picture / boys on the beach?)

Topic: Seaside Y4 Summer 2

PHSE:

Lifestyle - Identify how to keep safe in and around the water.

Identify how to keep safe in the sun.

What can you wear at the seaside?

What can you do at the seaside? Will the activities keep you fit and healthy?

Identify what to do if you get lost.

Stranger danger – rules.

Science:

Variations – seas creatures / minibeasts etc.

Making sandcastles using dry and wet sand

Visit the sealife centre

Different between salt and fresh water animals

Educational Visits

Different local Beaches; California beach, Caister Point, Scratby, Great Yarmouth beach, Hemsby

ICT: Comp Sci: sequence pictures to make a sandcastle. Input simple action on Beebot/floor turtle/remote controlled toy e.g, to make it move to specific seaside photos/words/symbols on grid/floor.

Info Tech: Use Internet to research facts about sea creatures/ Holidays in the past. Use Textease to share info combining text and graphics.

Use Flipcam/Photostory 3 /Textease or Espresso Presenter/PowerPoint to create reports /films /presentations on a seaside holiday. Create a postcard on Textease. Play seaside themed online activities.

Digital Literacy: Recognise a range of communication technology used for sharing ideas. Begin to/talk about how they have used ICT. Begin to/use technology safely.

Humanities:

Significant local events: Caister Lifeboat disaster. Cromer lifeboat

Events on living memory: Seaside holidays over time

Fieldwork: Explore the locality of the seaside – our local coast

Place knowledge: Identify major seaside towns on map, extend to look at countries in Europe where you could have a seaside holiday. Similarities and differences.

PE

Athletics

Focus on the different athletics events – sprinting, long distance, throwing, jumping. Competition element to beat scores. Measuring and scoring for more able pupils.

Art / Music:

Range of artists: seascapes – Turner etc

Develop range of techniques: Use variety of techniques – water colour / wax relief / marbling – to create their own seascapes

Experiment with sounds: listen to ocean sounds and use instruments / objects to create their own sound scape

Topic: Seaside Y4 Summer 2

RE; Multi Faith Comparision

Role of water in religion – in miracles / baptism etc.

Hinduism - Ganges

Islam washing before prayer

Sea of Galilee

Parting of the waters Exodus

CDT / Food Tech:

CDT - SANDCASTLES. What do we need to build a sand castle? Sand, water, bucket, spade. Attempt to make without one or two items, what happens? Make a variety of sandcastles with a variety of buckets. Evaluate.

Cookery – what foods do you find in the sea? Complete a poster of all these, using pictures off the internet.

Select a few to sample. Complete tasting sheets for each.

Ideas such as cockles, mussels, crab, tuna, kippers.

FL

Broaden vocabulary: learn vocabulary related to the seaside – ice cream / bucket / spade / weather etc.

Engage in conversations: role play a French seaside shop