







Unit/Theme	Amazing Me! (6 weeks)	Weather Watchers (7 weeks)	What's in the Toy Box? (6 weeks)	Our Local Area (6 weeks)	Women in History (6 weeks)	Kenya: Too Hot to Handle! (7 weeks)	
Destination	To create 'my passport' including facts about their lives.	Perform poems and music to parents.	Create a car museum.	To conduct a geographical inquiry of the school grounds (observations)	To create an art gallery of famous women in history.	To create a Kenyan guidebook.	
Big Question	What makes me special?	What is the weather like where we live?	How have toys changed?	What does our local area look like?	Which women in history do you know?	How is Kenya different to the UK?	
STEM	<b>STEM Skills</b>  <b>Problem Solving</b>  <b>Creativity</b>  <b>Inquiry Skills</b>  <b>Observation</b>  <b>Flexibility</b>  <b>Collaboration</b>	<b>Animals, including humans</b> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 2. Identify and name a variety of common animals that are carnivores, herbivores and omnivores 3. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 4. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Seasonal changes</b> <ul style="list-style-type: none"> <li>To name and describe the four seasons.</li> <li>To use a rain gauge to monitor rainfall.</li> <li>To use a thermometer to measure temperature over a period of time.</li> <li>To observe and answer simple questions.</li> </ul> <b>SEASONS, WEATHER</b>	<b>Everyday materials</b> <ul style="list-style-type: none"> <li>To identify the materials toys are made from and why they are made from it.</li> <li>To group and compare toys by material property.</li> <li>Describe physical properties of materials and toys.</li> </ul> <b>MATERIAL, PROPERTY</b>	<b>Plants</b> <ul style="list-style-type: none"> <li>To identify types of plants and trees in the local area.</li> <li>To look at the basic structure of plants/tress</li> </ul> <b>ROOT, LEAF, STEM, BUD, TRUNK</b>		<b>Animals, including humans</b> <b>Following on from Term 1:</b> 1. Pupils should use the local environment to explore and answer questions about animals in their habitat. 2. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. 3. To identify animals native to Kenya and compare characteristics of these animals. 4. To understand what animals need to survive. 5. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.  <b>MAMMALS, CARNIVORES, HERBIVORES, OMNIVORES</b>
	<b>Computing</b>  NOS: Self-image and identity  NOS: Online Relationships <b>FRIEND, SAFE, ME, INTERNET</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To use 'paint' to create a seasonal picture independently – exploring colours and shapes.</li> </ul> <b>PAINT, TOOL</b>	<b>Computer Science</b> <ul style="list-style-type: none"> <li>To program toys (Beebots) using directional language.</li> <li>To write and follow detailed instructions for toys.</li> <li>To de-bug, improve and evaluate the sequence.</li> </ul> <b>PROGRAM, DIRECTION, POSITION, SEQUENCE</b>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>To use word processing in Word – type a diary entry from English lesson.</li> <li>To be able to change and alter fonts, including size and colour.</li> </ul> <b>KEYBOARD, ENTER, RETURN, SPACE</b>	<b>Computer Science</b> <ul style="list-style-type: none"> <li>To design an African scene using simple instructions (on Scratch).</li> </ul> <b>BACKDROP, SPRITE</b>		
	<b>DT</b>  <b>Cooking &amp; Nutrition</b> <ul style="list-style-type: none"> <li>To understand the basic principles of a healthy and varied diet.</li> <li>Sort fruit and vegetables by taste, shape, size, colour and texture.</li> <li>Sort food into groups, e.g. fruit, vegetable, meat etc.</li> <li>Use basic tools to cut, shape and mix, e.g. cutters and whisks.</li> <li>Know where a few of the foods I am cooking come from.</li> </ul> <b>DIET, HEALTHY</b>	<b>Design, Make &amp; Evaluate</b> <ul style="list-style-type: none"> <li>To design and make their own rain gauge for recycled material.</li> </ul> <b>RECYCLE, PRODUCT</b>	<b>Design, Make &amp; Evaluate</b> <ul style="list-style-type: none"> <li>To design, make and evaluate a toy vehicle with at least 2 axles. – (test the distance travelled). Old or new car?</li> <li>Decorate car and evaluate for destination.</li> </ul> <b>AXLE, JOIN</b>				
	<b>Maths (&amp; Links)</b>  <b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>To measure bodies and body parts accurately using rulers and tape measures.</li> <li>To understand the months of the year, a year is cyclical and where their birthday falls within a year.</li> </ul>	<b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>To measure rainfall accurately using cylinders and measuring jugs.</li> <li>To use days of the week and time in the weather diary.</li> </ul>		<b>Mathematical Links:</b> <ul style="list-style-type: none"> <li>To describe the position of amenities in the local area.</li> <li>To give and follow directions, including whole, half, quarter and three-quarter turns.</li> </ul>			
		<b>White Rose Maths Scheme of Learning</b>					

<b>English (Genre &amp; Key Texts)</b>	<p>- Captions, Labels and Lists - Stories with Familiar Settings <b>CAPTION, FICTION</b></p> <p><b>Texts:</b> - Little Red Riding Hood - Super Duper You - Only One You</p>	<p>- Instructions (making a rain gauge) - Weather Poem <b>VOWEL, PLURAL</b></p> <p><b>Texts:</b> - Trees, Seasons Come - Seasons Go - The Months</p>	<p>- Narrative - Persuasive Advert (for a toy – descriptive) <b>ADJECTIVE, AUTHOR</b></p> <p><b>Texts:</b> - Lost in a Toy Museum - Traction Man - Lost and Found</p>	<p>- Recount (of local trip) - Narrative <b>RECOUNT, CONJUNCTIONS</b></p> <p><b>Texts:</b> - Small in the City - Claude In the City</p>	<p>- Biographies or Explanation Text - Diary Entry <b>COMMA, NON-FICTION</b></p> <p><b>Texts:</b> - Fantastically Great Women who changed the World - Fantastically Great Women who made History - Little People, Big Dreams</p>	<p>- Information Text (Kenyan guide book) - Narrative (based on One Day in our Blue Planet) <b>TITLE, FACT</b></p> <p><b>Texts:</b> - One Day on our Blue Planet: in the Savannah - Handa's Surprise</p>
<b>Reading (Key Texts)</b>	<p><b>Texts:</b> - Can I Build Another Me? - Shinsuke Yoshitake  - Don't Want to be Small - Laura Ellen Anderson</p>	<p><b>Texts:</b> - Leaf Thief - Alice Hemming &amp; Nicola Slater - Pumpkin Soup - Helen Cooper</p>	<p><b>Texts:</b> - The Velveteen Rabbit - Margery Williams - Toys and Games - Sally Hewitt</p>	<p><b>Texts:</b> - Omar and me - Helen Mortimer &amp; Katie Cottle - The Tree Book - Hannah Alice</p>	<p><b>Texts:</b> - Great Women Who Saved the Planet - Kate Pankhurst  - Trailblazer: Lily Parr, the Unstoppable Star of Women's Football - Elizabeth Dale</p>	<p><b>Texts:</b> - Mamma Miti - Donna Jo Napoli - Lili and the Secret of Rain - David Conway</p>
<b>History</b>	<p><b>Changes within Living Memory</b></p> <ul style="list-style-type: none"> <li>To create a simple family tree.</li> <li>To create a timeline of the key moments in their life – including birth, walking, nursery, starting school, birth of siblings etc.</li> <li>Describe memories and changes that have happened in my own life.</li> </ul> <p><b>TIMELINE, RELATIVES.</b></p>		<p><b>Events beyond Living Memory &amp; Changes within Living Memory</b></p> <ol style="list-style-type: none"> <li>To compare and contrast toys from the past (50's-today) to today and how they have changed.</li> <li>To order toys on a timeline and use time words e.g. a long-time ago, before I was born, a few years ago etc.</li> <li>Categorize the changes in toys.</li> </ol> <p><b>PERIOD, DECADE</b></p>		<p><b>The Lives of Significant Individuals</b></p> <ul style="list-style-type: none"> <li>To explore the lives of famous women from beyond living memory – Rosa Parks, Harriet Tubman.</li> <li>To understand how they had an impact on our lives today.</li> <li>To compare aspects of the lives of significant people.</li> </ul> <p><b>SIGNIFICANT, ACHIEVEMENT</b></p>	
<b>Geography</b>		<p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>To observe the local weather and keep a weather diary/chart for a period of time to describe this.</li> <li>Identify seasonal and daily weather patterns in the UK, understanding how weather changes on a daily basis.</li> </ul> <p><b>WET, DRY</b></p>		<p><b>Geographical Skills and Fieldwork</b></p> <ol style="list-style-type: none"> <li>To understand key features of the local area (human and physical)</li> <li>To use aerial pictures to explore the local area</li> <li>To devise a map of the local area including symbols and a key</li> <li>To write directions from one location to another</li> </ol> <p><b>ZEBRA CROSSING, TRAFFIC LIGHTS</b></p>		<p><b>Locational &amp; Place Knowledge</b></p> <ol style="list-style-type: none"> <li>To locate Kenya on a world map in relation to the North and South pole and Equator.</li> <li>To compare geographical features (human and physical) of Kenya and the UK.</li> <li>To explore and identify similarities and differences between urban and rural areas of Kenya.</li> <li>To use a range of maps and atlases to locate geographical features.</li> </ol> <p><b>GLOBE, MAP</b></p>
<b>Art</b>	<p><b>Sculpture</b> Pupils to create a sculpture of themselves.</p> <ol style="list-style-type: none"> <li>Experiment with constructing and joining recycled materials.</li> <li>Use a variety of lines and shapes to design sculpture.</li> <li>Use equipment such as scissors, tape, stapler and glue to join materials.</li> </ol> <p><b>IMAGE, SCULPTURE</b></p>		<p><b>Drawing</b> To create some observational drawings of toys.</p> <ol style="list-style-type: none"> <li>Learn about primary colours. Discuss which colours are secondary colours.</li> <li>Practise different types of lines (straight, curvy, breakers, spiral)</li> <li>Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings of toys.</li> </ol> <p><b>DETAIL, SHAPE, PRIMARY, SECONDARY</b></p>	<p><b>Collage</b> To use 2D shapes to create a picture of the local area in the style of Henri Matisse.</p> <ol style="list-style-type: none"> <li>Collect and select coloured paper or fabric. Choose colours based on topic.</li> <li>Choose from torn, cut edges of materials. Add textures by mixing material.</li> <li><b>Focus on shape</b> and discuss choices using shape names.</li> <li>Experiment sorting and arranging materials.</li> </ol> <p><b>SPACE, PATTERN</b></p>	<p><b>Painting</b> To explore the work of Freda Kahlo and share their opinions on her work – likes and dislikes. To create a portrait of a famous woman in the style of Freda Kahlo.</p> <ol style="list-style-type: none"> <li>Learn about primary colours. Colour mix to make secondary colours.</li> <li>Use line to represent objects seen.</li> <li>Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings such as a portrait.</li> <li>Explore colour mixing.</li> </ol> <p><b>OPINION, LINE, PRIMARY, SECONDARY</b></p>	
<b>Music</b>	<p><b>The 'Be Yourself' Beat!</b></p> <ol style="list-style-type: none"> <li>To listen to music and say how it makes them feel.</li> <li>To describe how music affects moods.</li> </ol> <p><b>LISTEN, VOICE</b></p>	<p><b>Antonio Vivaldi – 'Winter' from 'The Four Seasons'</b></p> <ol style="list-style-type: none"> <li>To compose music based upon the weather/seasons.</li> <li>To explore how sounds can be made.</li> </ol> <p><b>RAINMAKER, TEMPO, BEAT, DRUM</b></p>			<p><b>Symphony No. 1 in E minor (3rd mvt) by Florence Price</b></p> <ol style="list-style-type: none"> <li>To listen to and appreciate music from famous female musicians – Aretha Franklin, Madonna.</li> <li>To compare music from female artists.</li> </ol>	<p><b>Baiskeli (Kenyan Nursery Rhyme) - Gwyneth Herbert</b></p> <ol style="list-style-type: none"> <li>To listen to Carnival of the Animals and explore how animals are represented in music.</li> </ol>



					SAXOPHONE, APPRECIATION	2. To select tuned or untuned instruments to represent African wildlife. 3. To create a small group composition of life in the Savannah. 4. To sing traditional African chants or songs. <b>GUIRO, PULSE</b>
<b>RE</b>	What do Christians believe God is like?	Who is Jewish and how do they Live? (God, Torah, the people)	Who do Christians say made the World (Creation)?	How should we care for others and the World and why does it matter?	Who is Jewish and how do they live? (God/Torah/the people)	What does it mean to belong to a faith community?
<b>Languages</b>						
<b>PSHE</b>	What is the same and different about us? <b>SAME, DIFFERENT, SIMILARITIES,</b>	Who is special to us? <b>SPECIAL, FAMILY, FRIENDS</b>	What helps us stay healthy? <b>HEALTHY, UNHEALTHY, FOOD</b>	What can we do with money? <b>MONEY, SAVING, SPENDING</b>	Who helps to keep us safe? <b>SAFE, ADULTS, EMERGENCY</b>	How can we look after each other and the world? <b>CARING, PLANET, ENVIRONMENT</b>
<b>PE</b>	Fundamentals 1 Gymnastics 1 <b>MOVEMENT CONTROL</b>	Fundamentals 1 Gymnastics 2 <b>FLIGHT ROTATION</b>	Fundamentals 2 Dance 1 <b>TRAVEL SHAPE</b>	Fundamentals 2 Dance 2 <b>PIVOT PERFORM</b>	Games- multi-skills Athletics <b>SEND RECEIVE</b>	Games- multi-skills Athletics <b>TURN DIRECTION</b>
<b>SMSC &amp; British Values</b>	- Spiritual Development – Belonging - British Values – Tolerance - Cultural Development – be aware and celebrate cultural development.	- British Values – mutual respect	- Moral Development – respecting each other.	- Social Development – collective responsibility for the community.	- Cultural Development – celebrating diversity.	- Moral – respect for the natural world. - Cultural Development – understanding cultural differences around the world.
<b>Rich Experiences/Trips</b>				- Walk/tour of the local area - Post a letter home - Sign up to the local library - Outdoor Day		
<b>Discovery List</b> <i>(some flexibility and overlap with these experiences)</i>	- Play in autumn leaves. - Feed and stroke school pet	- Take a walk in wellies somewhere new. - Sing carols around a real Christmas tree. - Sing in a public performance.	- Explore the outdoors on a wintry day. - Play in the snow.	- Build a den. - Charm worms. - Learn how to cross the road safely.	- Learn a new sport. - Compete in a sport event. - Join a library.	- Represent your school in a competition. - Help out at a community event.

**House Days:**

Date	Subject and Objectives	Outcome