

Class 1 Autumn Term 1 Discovery: People and Animals Who Help Us

Goggles: Science

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
<p>Write labels and sentences about:</p> <p>People who help us at home/ People who help us at school</p> <p>People and animals who help us in the wider community e.g. police, fire, guide dogs, etc.</p> <p>The Body/ Senses- The optician helps us by checking our eyes / The dentist helps us to look after our teeth / The doctor helps us take care of our body, etc.</p> <p>Mary Seacole: A nurse from long ago</p>	<p><i>Seasonal change</i> <i>Look at deciduous and evergreen trees as the seasons change (continuous)</i></p> <p>Animals: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Geographical Skills and fieldwork:</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements s. Mary Seacole a nurse from long ago</p>	<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) Link to Geography spot tray box model map of Brinsworth and facilities.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Arcimboldo vegetable pictures - arrange fruit and vegetables to make faces and shapes and</p>	<p>Espresso coding Unit 1</p> <p>Computing scheme Unit 1</p>	Unit 1	Unit 1	Unit 1	Unit 1

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Class 1 Autumn Term 2 Discovery: Toys and Santa's Workshop

Goggles: **History**

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
<p>Sequencing and retelling: The Gunpowder Plot story and what happened to Guy Fawkes</p> <p>Writing sentences: about Captain Tom Moor - Link to remembrance day.</p> <p>Writing sentences and labels: Toys now and then / toys that use batteries or electricity</p> <p>Describe: Father Christmas' Workshop</p> <p>Write diaries: Elf diaries from Elf on the Shelf</p> <p>Letter writing: To Father Christmas/ post office - sending</p>	<p><i>Seasonal change Look at deciduous and evergreen trees as the seasons change.</i></p> <p>Materials: Distinguish between an object and the material from which it is made. Link to toys long ago being mostly wooden, tin, clay, etc. compared to modern toys being made out of plastic. Look at forces and electricity linked to toys. Design/ test some toys for Father Christmas in his workshop. Which ones need batteries? pull/ roll?</p>		<p>Events beyond living memory that are significant nationally or globally (events commemorated through festivals or anniversaries). The Gunpowder Plot Story</p> <p>Significant people within their own locality. Remembrance/ Captain Tom Moor</p> <p>Changes within living</p>	<p>Kapow Textiles: Making Puppets (Linked to Christmas characters)</p>	<p>To learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>David Hockney inspired calendars linked to trees and seasons.</p>	<p>Espresso coding Unit 1</p> <p>Computing scheme Unit 2</p>	Unit 2	Unit 2	Unit 2	Unit 2

<p>and receiving letters to/from children to Elves/Santa.</p>		<p>memory.</p> <p>Toys long ago (how are my toys different to those my grandparents played with?) Link to electricity/battery operated toys.</p>							
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Class 1 Spring Term 1 Discovery: Who Lives in a House Like This?

Goggles: *Geography*

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
<p><u>Types of Houses</u></p> <p>Label writing: Walk of Whitehill to look at the different types of houses and home. Take photographs; look at a map of Whitehill lane. Recreate our own map using different symbols and labels in our key.</p> <p>Write a non-chronological report: about different types of house/home.</p> <p><u>Homes Long Ago</u></p> <p>Sentences: Compare homes long ago to homes now.</p> <p>Sentences and labels: What was it</p>	<p><i>Seasonal change</i> <i>Look at deciduous and evergreen trees as the seasons change.</i></p> <p>Materials and Electricity: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>What were houses like long ago, before</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Homes long ago/ now.</p>		<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products.</p>	<p>Espresso coding Unit 3</p> <p>Computing scheme Unit 3</p>	Unit 3	Unit 3	Unit 3	Unit 3

<p>like before electricity? Compare. What did they use instead?</p> <p><u>Homes Around the World</u></p> <p>Description: Describe the similarities/ differences of the settings from town mouse/ country mouse</p>	<p>Electricity?</p>									
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Class 1 Spring Term 2 Discovery: Castles

Goggles: History

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
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<p>Label: A castle/ knight's armour?</p> <p>Description: Of a castle</p> <p>Story: The Egg</p> <p>Describe: Your own animal mixing two different animal groups</p>	<p><i>Seasonal change</i> <i>Look at deciduous</i> <i>and evergreen</i> <i>trees as the</i> <i>seasons change.</i></p> <p>Animals: Describe and compare the structure of a variety of common animals.</p> <p>Dragon (as reptiles) and Donkey (mammal)</p>	<p>Name, locate and identify characteristics of the four countries and capital cities on the United Kingdom and its surrounding seas.</p> <p>Use maps and atlases to identify the United Kingdom and its countries.</p>	<p>Significant historical events, people and places in their own locality.</p>		<p>To learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Espresso coding Unit 1</p> <p>Computing scheme Unit 4</p>	<p>Unit 4</p>	<p>Unit 4</p>	<p>Unit 4</p>	<p>Unit 4</p>
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Class 1 Summer Term 1 Discovery: Peter Rabbit's Garden

Goggles: *Science*

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
<p>Stories/character descriptions: From the Peter Rabbit stories.</p> <p>Instructions: to plant a seed.</p> <p>Instructions: to make a healthy smoothie using fruits and vegetables from the garden.</p> <p>Diary: A plant diary.</p> <p>Labels: The frog life-cycle.</p> <p>Report/ non-fiction: The different stages of a frog life-cycle.</p>	<p><i>Seasonal change</i> <i>Look at deciduous and evergreen trees as the seasons change.</i></p> <p>Animals: Mammals (rabbits), birds (Jemima), amphibians (frog).</p> <p>Life cycle tadpoles/ frog.</p> <p>Carnivores/ herbivores/ omnivores - (Fox in Peter Rabbit 2 going vegan).</p> <p>Plants: Identify and name a variety of common wild and garden plants, including deciduous and</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and its ground and the key human and physical features of its surrounding environments.</p>		<p>Kapow Cooking and Nutrition: Fruit & Vegetable Smoothie</p>	<p>To learn about the work of a range of artists, craft makers, and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Tein Lucasson - Collage Animals dressed in clothes and hats - Link to Peter Rabbit with the animals wearing clothes.</p>	<p>Espresso coding Unit 5</p> <p>Computing scheme Unit 5</p>	Unit 5	Unit 5	Unit 5	Unit 5

Class 1 Summer Term 2 Discovery: Katie Morag

Goggles: **Geography**

English	Science	Geography	History	D&T (Kapow Scheme)	Art & Design	Computing	Music (Charanga Scheme)	RE (SACRE Scheme)	PSHE (Rotherham Scheme)	PE (Real PE Scheme)
<p>Report/ non-fiction: The 4 countries of the UK Fact File. A page per day including: location on map, capital city, flag, flower, famous landmark.</p> <p><i>Note there are 4 countries but also many islands.</i></p> <p>Labels and sentence writing: Compare Isles of Scilly (Bryher Island) to Rotherham / Animals you may see there/here?</p> <p>/ Weather patterns? Why is it warm in October? Would it be warm here in Rotherham? Compare</p>	<p><i>Seasonal change/ Look at deciduous and evergreen trees as the seasons change.</i></p> <p>Animals: Identify and name animals found by the coast and on the farm, including: birds and mammals.</p> <p>Describe and compare the structure of the animals.</p> <p>Identify animals that are carnivores/ omnivores and herbivores.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities on the United Kingdom and its surrounding seas.</p> <p>Identify seasonal weather patterns in the United Kingdom and its countries.</p> <p>Use maps and atlases to identify the United Kingdom and its countries.</p> <p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, sea and key human features, including</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Homes/ toys long ago/ now. Look at old teddy bears (link to toys from long ago). Bring in Nan's and Mum's old Teddies that look just like the one in the book. Children bring in/ or photographs of their oldest teddy. Compare. Can you tell which teddy belongs to which person? E.g. my old teddy, Grannies' old teddy, mum's old teddy? Use phrases like 'this one is old</p>	<p>Kapow Mechanisms:</p> <p>To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Moving Storybook: Sliders (Katie Morag and the Two Grandmothers)</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Water colour skills and pictures linked to Katie Morag.</p>	<p>Espresso coding Unit 6</p> <p>Computing scheme Unit 6</p>	Unit 6	Unit 6	Unit 6	Unit 6

<p>schools</p> <p>Sentences: Travel brochure.</p> <p>Letter writing: Send a postcard to the mainland (How would it get there?)</p> <p>Wanted Poster: Walrus Wally causes a chaos.</p> <p>Character description and comparison of the Two Grandmothers</p> <p>Labels and sentences: Compare the Isle of Struay to Rotherham similarities/ differences by making a map of the island vs map of Brinsworth. Label the physical/ human features in the pictures linked to coast and farm.</p>		<p>town, village, farm, house, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>because it looks like the one in the book'. Notice things inside Granny Island's house look old, like they're from long ago e..g the aga cooker, the kettle, the grandfather clock, the oil lamp, the radio (Link to Who Lives in a House Like This?/ Home long ago).</p>							
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Labels and sentences: About old teddies and Grannie Island's home with items from long ago.										
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