

| | Term 1 | Term 1 (2nd Half) | Term 2 | Term 2 (2nd Half) | Term 3 | Term 3 (2nd Half) |
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| Project title | Under the Sea | Important People | A New Discovery | WWII | WWII | Marvellous Mechanisms and Magical Machines! |
| Driving question | How important are our oceans? | What makes someone important? | What inspires you the most? | To leave or not to leave? | | What makes me move? |
| Trip/hook | Fins and scales | Visitor | Charles Darwin painting Challenge to make a boat that transports a lego figure from one side to the other | Being an evacuee - visitor? | | Bringing in something with wheels - races, comparing, sharing |
| Outcome | Classroom museum display- Book Look | Nativity | Showing the new discoveries Art gallery | A journey back in time | | Presentations of magical machines |
| Main curriculum areas | Geography: -Name and location of the world's seven continents and five oceans - use world maps, atlases Art (see below) | Drama Art (see below) wk one Astronauts and explorers(brief, due to next term) wk two inventors and engineers wk three scientists wk four musicians and artists wk five sportsman/women wk six modern day: nhs, campaigners | Geography: -To know the name, location and characteristics of the four countries of the UK - what each is like, what has been discovered there - aerial photographs, recognise landmarks, physical and human features. -What is it like for children living in.... (different local areas and newly discovered area) -Hot and cold areas of the world in relation to the equator and the North and South Pole. - Use a compass - directions to newly discovered land Art (see below) DT (see below) | History: - Comparing the lives of children now and then. -Food, games and clothes from then. -Using first-hand sources, recounts and photographic evidence DT (see below) Art (see below) | History: -Impact on local area (commonwealth war grave) -Harwell in the war - air bases -Geography - which continents involved in WWII -Geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (country of war, Australia?) - -Using first-hand sources, recounts and photographic evidence Link to term 1 2nd half - important people of the war Art (see below) | Art (see below) DT (see below) |
| PSHE | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Literacy story | Traditional tale | Voyage and return | Quest story | Tragedy | Rags to riches | Adventure story |
| Non-fiction | Poetry Information text about an ocean (poster) | Newspaper report on important person | Explanation text - explaining animal on the island | Discussion text - is life better now or then? | Persuasion text - visit air base | Instructions - how to build a cart |

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| Whole class reading text | Lost and Found - link to water, boats Where the Wild things Are - link to water, boats | The Day The Crayons Quit - link to important morals | Grandad's Island - link to island/habitat | The Lion and the Unicorn | Where the Poppies Now Grow | Mrs Armitage on Wheels |
| Maths links | Place value: Counting animals, oceans, continents | Addition and subtraction: Important people time ordering. | Multiplication and division: discovering patterns with numbers | Fractions, decimals, percentages: Amount of children evacuated through fractions, percentages. | Measurement, geometry, statistics: Charts and graphs showing findings of local area study | Shape: Shapes of things discovered. |
| Science Lines of enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping | Habitats: -Basic needs of animals, including humans, for survival (water, food and air) -Animals in their habitats, including micro-habitats Identifying, classifying, grouping | Healthy living: -Importance for humans of exercise, eating the right amounts of different types of food, and hygiene - link to significant sporting individuals and their lifestyles Researching, fair testing, grouping | Habitats: -Plants in their habitats, including micro-habitats -What plants need, what plants can grow in our new habitat - observe plants growing. Food chains: -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food - food chains of animals in different habitats and newly discovered land Researching, classifying, grouping | Living things: -Identify that most living things live in habitats to which they are suited and how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (adapting of habitats from war) Grouping, observing over time, classifying | Living things: -Explore and compare the differences between things that are living, dead and things that have never been alive (things ruined from the war) Pattern seeking, fair testing, grouping | Materials: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (making of cart) -Compare how things move on different surfaces (testing of carts) - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (cart materials and textiles) Grouping, classifying, fair testing, pattern seeking |
| ICT | E-safety - Gooseberry Planet Online coding programmes - beebot | E-safety - Gooseberry carry over Internet research on important people confidently using websites. Class email - sharing of research. Use technology purposefully G Docs - inserting pictures and typing | Programming - BeeBots - map to discovered land | Class email - sharing of research. How to use apps to explore the different continents - Google maps & online research skills | Data - living things tables | Multimedia - videos and pictures of carts |

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| Art | <p>Printing: -Printing pictures and techniques and patterns.</p> <p>-Animals made using clay - 3D.</p> <p>Artist focus: Marc Quinn (3D sculptures)</p> | <p>-Mixing colours, experimenting with light and dark, shading, tones, using paint brushes for different marks.</p> <p>self portraits, Pablo Picasso, Paul Klee</p> <p>Textiles To</p> | <p>Sketchbook work throughout the term: -Planning and developing ideas, investigating tone and shapes with a pencil, collecting textures and patterns.</p> <p>Create an animation of a new discovery- links to poetry about the sea</p> <p>Artist focus: Andy Goldsworthy (outdoor art with materials)</p> | <p>Textiles: -Sort and choose thread for bag making and experiment with different styles (plaiting, colouring and dipping fabric)</p> <p>Artist focus: Robert Delaunay (abstract art)</p> | <p>Objects: -Describe objects with colour, black and white pictures, creating different tones and shading.</p> <p>Artist focus: Monet (oil paintings)</p> | <p>Colours: -Working with mixing colours for cart and choosing the best media to use for the best coverage, colour wheels and colour spectrums.</p> <p>Artist focus: Jackson Pollock (colours splattered reflecting journey of cart)</p> |
| DT | Design, create and evaluate an animal living in the sea | | Design, create and evaluate a boat that transports a lego figure from one side to the other Hook task | Design, create and evaluate a gas mask bag (textiles) | | Design, create and evaluate a cart - wheel and axles - link to Chitty Chitty Bang Bang with wings for cart (textiles) |
| RE | Christianity | Christinaity | Judaism Islam | Christinaity | Judaism Islam | Judaism Islam |
| Music | <p>Listening and reviewing: -Sounds of under the sea, whale songs - identifying pulses, changes in timbre, recognising instruments.</p> | <p>Performing: -Nativity songs - simple songs and chants, songs with actions, using voice to create sounds, stop and starting, using a steady beat.</p> | <p>Sounds of travel - know about the number of beats, use musical dimensions to compose a piece of music</p> | <p>War songs - music from different cultures/history, compose music, play with a sounds then symbol approach.</p> | <p>Sounds of war, air raids, planes compared to sounds children hear now daily - use musical dimensions to compose a piece of music</p> | <p>Applying knowledge and understanding: -Songs from Chitty Chitty Bang Bang - music from different cultures/history</p> |
| PE | <p>Swimming Ball skills: -Movements of different animals - movements in water - being different animals?</p> | <p>Swimming Circuits: -link to form of travelling around the world and to the newly discovered land</p> | <p>Circuits: -link to form of travelling around the world and to the newly discovered land Gymnastics -Balancing movements - linking to important sports people -How our bodies move (healthy bodies)</p> | <p>Dance: -Styles of dancing from the past - Different songs with different styles of dancing</p> | <p>Swimming Athletics: -Sports and games children in WWII played</p> | <p>Swimming Athletics: -Sports day practice - how our bodies move</p> |