

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Under the Sea	Important People	A New Discovery	What was it like...to grow up in the 1930s-1940s?	What was it like...to grow up in the 1930s-1940s?	Marvellous Mechanisms and Magical Machines!
Driving question	How important are our oceans?	What makes someone important?	What makes a good habitat?	What was it like growing up during 1930-1940?		What makes me move?
Trip/hook	Fins, bubbles and scales. The children will create decorations for the classroom using foil and bubbles. They will create a magical bubble background using fairy liquid and paint. Then the children will use foil to create shiny scaled fish. We will then decorate the classroom and our backgrounds with these.	Self Portraits	Charles Darwin painting Challenge to make a boat that transports a lego figure from one side(of the pool) to the other Natural History Oxford	A box loan Home front		Bringing in something with wheels - races, comparing, sharing
Outcome	Gallery to display creative work and sections for writing. Books will be presented for a 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	Grammar Skills Focus Shape Poem: What is he? - Liz Brownlee	Traditional tale Acrostic Poem: Fireworks - Gervais Phinn	Grammar Skills Focus	Tragedy	Grammar Skills Focus Shape Poem: Family tree - James Carter	Adventure story Revolving Rhymes - Roald Dahl
Non-fiction	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
Whole class reading text	One World-Michael Foreman Seahorse- Chris Butterworth One Tiny Turtle- Nicola Davies The whale- Ethan and Vita Murrow Texts from Literacy Shed+	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 -Explore and compare the differences between things that are living, dead, and things that have never been alive. Plants: -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Comparative testing, Researching, Identifying	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	Plants: -Observe and describe how seeds and bulbs grow into mature plants (Recap on) - Plants in their habitats, including micro-habitats 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 Observe over time Pattern seeking	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	Animals: -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. 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	Computers used for Spelling, My maths E- safety -Children know that the same rules apply online as face to face and to relate this to the school rules. -To understand what personal information is and how to keep it private. -To begin to understand where to go for help and what to do if inappropriate content is accessed.	Computers used for Spelling, My maths Multimedia -Children know to sign in and use an increased range of keyboard tools to create simple texts such as using shifting between upper and lower case letters. -To type with increased confidence. -To type short texts - sentence length and to be able to save/retrieve them for later	Computers used for Spelling, My maths Programming -To understand that an algorithm is a set of instructions to achieve an end (purpose) -To be able to talk about the similarities and differences between simulators (on screen) and physical devices. -To be able to predict what will happen with a simple algorithm - what will happen if a line of code is changed?	Computers used for Spelling, My maths Computing systems -Children to know what a search engine is and how to type into one. -To navigate confidently around a website using a mouse, menu and links -Children to contribute to a class email and blog (via classroom) -Children to discuss and understand the need for care with online texts/posts (link to online safety)	Computers used for Spelling, My maths Data -To tell the information from a pictograms/chart -To put data into a program online i.e J2data -To create a branching diagram to sort information online	

	-To recognise the different ways in which people can connect online	editing	-To write more complex algorithms for Bee Bots that take more complex pathways such as navigating obstacles/alternative pathways on a map. -To be able to debug a friend's algorithms and suggest improvements Multimedia -To create simple stop motion animation to tell a story/process with greater regard for the audience.			
Art	Portraits: -Start of term portrait for assessment Printing: -Printing pictures and techniques and patterns (see Art overview) Collage: -Arrange and glue materials to different backgrounds, including sort and group materials for different purposes e.g. colour texture and shape. Fold, crumple, tear and overlap papers. Work on different scales (large class sea picture) Artist focus (seascapes and landscapes): Turner, Hokusai, Ivan Aivazousky, Berthe Morrisot, Alfred Wallis, Grace Albee, Metzinger (Illustrations from some key books- exploring pattern and texture)	Portraits -Mixing colours, experimenting with light and dark, shading, tones, using paint brushes for different marks. Artist focus (self portraits): Pablo Picasso, Rembrandt	Portraits: -Start of term portrait for assessment Sketchbook work throughout the term: Form and Sculpture: -Planning and developing ideas, investigating tone and shapes with a pencil, collecting textures and patterns. -Explore carving as a form of 3D art i.e. carving into clay. Create an animation of a new discovery- -Links to poetry about the sea Artist focus (outdoor art with materials): Andy Goldsworthy	Textiles: -Sort and choose thread for bag making and experiment with different styles (plaiting, colouring and dipping fabric) Artist focus (abstract art): Robert Delaunay	Portraits: -Start of term portrait for assessment Still life/ Objects: -Describe objects with colour, black and white pictures, creating different tones and shading. Artist focus (oil paintings): Monet Artist focus (still life): Willem Kalf	Colours: -Working with mixing colours for cart and choosing the best media to use for the best coverage, colour wheels and colour spectrums. Form and Sculpture: - Artist focus (colours and self portrait): Jackson Pollock (colours splattered reflecting journey of cart)
DT		Design, Make and Evaluate: -Raincoat (SF)	Design, Make and Evaluate: -Boat that transports a lego figure from one side to the other (Hook task)	Design, Make and Evaluate: -A bag (textiles)	Design, Make and Evaluate: -A cart (wheel and axles) -Link to Chitty Chitty Bang Bang with wings for cart (textiles)	Design, Make and Evaluate: -Mechanicals (cutting, shaping, joining and finishing) Cooking and nutrition - -Salad preparation (healthy eating) HMBW
RE	Christianity	Christinaity	Judaism Islam	Christianity	Judaism Islam	Judaism Islam
Music	Listening and Appraise: -Sounds of under the sea, whale songs - identifying	Sing and Play: -Nativity songs - simple songs and chants, songs with actions, using voice to create sounds,	Improvise and Compose Sounds of travel - -Know about the number of beats, use musical	Improvise and Compose -War songs - music from different cultures/history,	Improvise and Compose -Sounds of war, air raids, planes compared to sounds children hear now daily - use	Improvise and Compose Applying knowledge and understanding: -Songs from Chitty Chitty Bang Bang - music from different cultures/history

	pulses, changes in timbre, recognising instruments. (smooth, scratchy, clicking, ringing, and how they are made)	stop and starting, using a steady beat.	dimensions to compose a piece of music. -Compose 4-beat patterns.	compose music, play with a sounds then symbol approach.	musical dimensions to compose a piece of music.	
Key words for music across the year:	<p style="text-align: center;">Pitch: recognise and respond to high, low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow Timbre: identify different percussion sounds and how they are made Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end and use of repetition and introduction.</p>					
PE	Swimming / Dance: -Children will explore the disney song under the sea to create a dance routine. They will explore movement and putting together a sequence.	Circuits: -Link to form of travelling around the world and to the newly discovered land	Gymnastics: -Balancing movements - -Changing speeds -How our bodies move -Perform dances using simple movement patterns.	Attacking and defending: -Developing simple tactics for attacking and defending Extra: Maypole dancing	Swimming / Ball Games: -Sports and games children in WWII played. -Applying attacking and defending skills in various games.	Swimming / Athletics: -Sports day practice - how our bodies move.