

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?	
Science	Animals, including humans – The Human Body <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Seasonal changes <ul style="list-style-type: none"> To name and describe the changes in Autumn. To gather and record data. SEASONS, WEATHER	Everyday materials <ul style="list-style-type: none"> Explore materials. Melting and freezing, floating and sinking. MATERIAL, PROPERTY Seasonal changes <ul style="list-style-type: none"> To name and describe the changes in Winter. To gather and record data. SEASONS, WEATHER	Planting - A <ul style="list-style-type: none"> Winter - Identify and describe the basic structure of a variety of common flowering plants, including trees. Animals, including humans <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). MAMMALS, CARNIVORES, HERBIVORES, OMNIVORES	Caring for Our Planet <ul style="list-style-type: none"> Why it is important and how we can care for our planet. Seasonal changes <ul style="list-style-type: none"> To name and describe the changes in Spring. To gather and record data. SEASONS, WEATHER Planting - B <ul style="list-style-type: none"> Spring - Identify and describe the basic structure of a variety of common flowering plants, including trees. 	Plants <ul style="list-style-type: none"> To identify types of plants and trees in the local area. To look at the basic structure of plants/trees ROOT, LEAF, STEM, BUD, TRUNK Planting - C <ul style="list-style-type: none"> Summer - Identify and describe the basic structure of a variety of common flowering plants, including trees. 	Growing and Cooking <ul style="list-style-type: none"> Where food comes from. What has been planted this year. Seasonal changes <ul style="list-style-type: none"> To name and describe the changes in Summer. To gather and record data. SEASONS, WEATHER	
	Computing		Information Technology <ul style="list-style-type: none"> To use 'paint' to create a seasonal picture independently – exploring colours and shapes. PAINT, TOOL	Computer Science <ul style="list-style-type: none"> To program toys (Beebots) using directional language. To write and follow detailed instructions for toys. To de-bug, improve and evaluate the sequence. PROGRAM, DIRECTION, POSITION, SEQUENCE		Information Technology <ul style="list-style-type: none"> To use word processing in Word – type a diary entry from English lesson. To be able to change and alter fonts, including size and colour. KEYBOARD, ENTER, RETURN, SPACE	Computer Science <ul style="list-style-type: none"> To design an African scene using simple instructions (on Scratch). BACKDROP, SPRITE
		NOS: Self-image and identity NOS: Online Relationships FRIEND, SAFE, ME, INTERNET	NOS: Online Reputation ONLINE, KIND	NOS: Online Bullying STOP, BULLY	NOS: Managing Online Information NOS: Health, Well-being and Lifestyle INFORMATION, SLEEP, TIME, EXERCISE	NOS: Privacy and Security SECURE, PASSWORD	NOS: Copyright and Ownership OWN, COPY
	DT	Cooking & Nutrition <ul style="list-style-type: none"> To understand the basic principles of a healthy and varied diet. Sort fruit and vegetables by taste, shape, size, colour and texture. Sort food into groups, e.g. fruit, vegetable, meat etc. Use basic tools to cut, shape and mix, e.g. cutters and whisks. Know where the foods I am cooking come from. DIET, HEALTHY	Design, Make & Evaluate (Structure) <ul style="list-style-type: none"> To design and make their own rain gauge, using recycled materials. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities RECYCLE, PRODUCT	Design, Make, Evaluate & Technical Knowledge (Mechanism) <ul style="list-style-type: none"> To design, make and evaluate a toy vehicle with at least 2 axles. – (test the distance travelled). Old or new car? Decorate car and evaluate for destination. Explore and use mechanisms (for example, levers, sliders, wheels and axles). AXLE, JOIN			
Maths	White Rose Maths Scheme of Learning						
English (Genre & Key Texts)	- Narrative: Finding Narrative - Recount: Messages Texts: Old Bear	- Narrative: A Traditional Tale - Instructions: How to Catch a Witch Texts: Rapunzel	- Narrative: A Detective Story - Recount: Letters Texts: Hermelin	- Narrative: A Portal Story - Information: Wild Things Texts: Where the Wild Things Are	- Narrative: A Return Story - Recount: Postcards Texts: The Secret of Black Rock	- Narrative: A Hunting Story - Instructions: Recipes Texts: The Last Wolf	
Reading (Key Texts)	Texts: - Can I Build Another Me? - Shinsuke Yoshitake - Don't Want to be Small - Laura Ellen Anderson - Little Red Riding Hood - Super Duper You - Only One You	Texts: - Leaf Thief - Alice Hemming & Nicola Slater - Pumpkin Soup - Helen Cooper - Trees, Seasons Come - Seasons Go - The Months	Texts: - The Velveteen Rabbit - Margery Williams - Toys and Games - Sally Hewitt - Lost in a Toy Museum - Traction Man - Lost and Found	Texts: - Omar and me - Helen Mortimer & Katie Cottle - The Tree Book - Hannah Alice - Small in the City - Claude In the City	Texts: - Great Women Who Saved the Planet - Kate Pankhurst - Trailblazer: Lily Parr, the Unstoppable Star of Women's Football - Elizabeth Dale - Fantastically Great Women who changed the World - Fantastically Great Women who made History - Little People, Big Dreams	Texts: - Mamma Miti - Donna Jo Napoli - Lili and the Secret of Rain - David Conway - One Day on our Blue Planet: in the Savannah - Handa's Surprise	

History	Changes within Living Memory <ul style="list-style-type: none"> To create a simple family tree. To create a timeline of the key moments in their life – including birth, walking, nursery, starting school, birth of siblings etc. Describe memories and changes that have happened in my own life. TIMELINE, RELATIVES.		Events beyond Living Memory & Changes within Living Memory <ol style="list-style-type: none"> To compare and contrast toys from the past (50's-today) to today and how they have changed. 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. Categorize the changes in toys. PERIOD, DECADE		The Lives of Significant Individuals <ul style="list-style-type: none"> To explore the lives of famous women from beyond living memory – Rosa Parks, Harriet Tubman. To understand how they had an impact on our lives today. To compare aspects of the lives of significant people. SIGNIFICANT, ACHIEVEMENT	
Geography		Physical Geography <ul style="list-style-type: none"> To observe the local weather and keep a weather diary/chart for a period of time to describe this. Identify seasonal and daily weather patterns in the UK, understanding how weather changes on a daily basis. WET, DRY		Geographical Skills and Fieldwork <ol style="list-style-type: none"> To understand key features of the local area (human and physical) <ul style="list-style-type: none"> To use aerial pictures to explore the local area To devise a map of the local area including symbols and a key To write directions from one location to another ZEBRA CROSSING, TRAFFIC LIGHTS		Locational & Place Knowledge <ol style="list-style-type: none"> To locate Kenya on a world map in relation to the North and South pole and Equator. To compare geographical features (human and physical) of Kenya and the UK. To explore and identify similarities and differences between urban and rural areas of Kenya. To use a range of maps and atlases to locate geographical features. Begin to locate and name the world 7 continents and the 5 oceans. GLOBE, MAP
Art	Sculpture Pupils to create a sculpture of themselves. <ol style="list-style-type: none"> Experiment with constructing and joining recycled materials. Use a variety of lines and shapes to design sculpture. Use equipment such as scissors, tape, stapler and glue to join materials. IMAGE, SCULPTURE		Drawing To create some observational drawings of toys. <ol style="list-style-type: none"> Learn about primary colours. Discuss which colours are secondary colours. Practise different types of lines (straight, curvy, breakers, spiral) Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings of toys. DETAIL, SHAPE, PRIMARY, SECONDARY	Collage To use 2D shapes to create a picture of the local area in the style of Henri Matisse. <ol style="list-style-type: none"> Collect and select coloured paper or fabric. Choose colours based on topic. Choose from torn, cut edges of materials. Add textures by mixing material. Focus on shape and discuss choices using shape names. Experiment sorting and arranging materials. SPACE, PATTERN	Painting 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. <ol style="list-style-type: none"> Learn about primary colours. Colour mix to make secondary colours. Use line to represent objects seen. Use line to draw known shapes (circle, triangle, square, rectangle). Use shapes to help build drawings such as a portrait. Explore colour mixing. OPINION, LINE, PRIMARY, SECONDARY	
Music	The 'Be Yourself' Beat! <ol style="list-style-type: none"> To listen to music and say how it makes them feel. To describe how music affects moods. LISTEN, VOICE	Recorder B Note	Antonio Vivaldi – 'Winter' from 'The Four Seasons' <ol style="list-style-type: none"> To compose music based upon the weather/seasons. To explore how sounds can be made. RAINMAKER, TEMPO, BEAT, DRUM	Plymouth Local Artists Contact local live artists and get them to come in and perform for the children.	Symphony No. 1 in E minor (3rd mvt) by Florence Price <ol style="list-style-type: none"> To listen to and appreciate music from famous female musicians – Aretha Franklin, Madonna. To compare music from female artists. SAXOPHONE, APPRECIATION	Baiskeli (Kenyan Nursery Rhyme) - Gwyneth Herbert <ol style="list-style-type: none"> To listen to Carnival of the Animals and explore how animals are represented in music. To select tuned or untuned instruments to represent African wildlife. To create a small group composition of life in the Savannah. To sing traditional African chants or songs. GUIRO, PULSE
RE	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?
Languages						
PSHE	What is the same and different about us? SAME, DIFFERENT, SIMILARITIES,	Who is special to us? SPECIAL, FAMILY, FRIENDS CWP: Growing & Caring for Ourselves 1	What helps us stay healthy? HEALTHY, UNHEALTHY, FOOD	What can we do with money? MONEY, SAVING, SPENDING CWP: Growing & Caring for Ourselves 2	Who helps to keep us safe? SAFE, ADULTS, EMERGENCY	How can we look after each other and the world? CARING, PLANET, ENVIRONMENT CWP: Growing & Caring for Ourselves 3
PE	Oakwood/Weston Mill Fundamentals 1 Gymnastics 1 MOVEMENT CONTROL	Oakwood/Weston Mill Fundamentals 1 Gymnastics 2 FLIGHT ROTATION	Oakwood/Weston Mill Fundamentals 2 Dance 1 TRAVEL SHAPE	Oakwood/Weston Mill Fundamentals 2 Dance 2 PIVOT PERFORM	Oakwood/Weston Mill Games- multi-skills Athletics SEND RECEIVE	Oakwood/Weston Mill Games- multi-skills Athletics TURN DIRECTION
SMSC & British Values	- 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.



Rich Experiences/Trips				<ul style="list-style-type: none"> - Walk/tour of the local area - Post a letter home - Sign up to the local library - Outdoor Day 		
Discovery List <small>(some flexibility and overlap with these experiences)</small>	<ul style="list-style-type: none"> - Play in autumn leaves. - Feed and stroke school pet 	<ul style="list-style-type: none"> - Take a walk in wellies somewhere new. - Sing carols around a real Christmas tree. - Sing in a public performance. 	<ul style="list-style-type: none"> - Explore the outdoors on a wintry day. - Play in the snow. 	<ul style="list-style-type: none"> - Build a den. - Charm worms. - Learn how to cross the road safely. 	<ul style="list-style-type: none"> - Learn a new sport. - Compete in a sport event. - Join a library. 	<ul style="list-style-type: none"> - Represent your school in a competition. - Help out at a community event.