

Spring Term – “Hot and cold”.

Spring 1							
English	History	Geography	Art/ DT	P.E. MUSIC	R.E.	RSE and PSHCE/ Philosophy	ICT
<p>Meerkat Mail – Emily Gravetts Lost and Found- Oliver Jeffers Non-fiction- hot and cold place</p> <p>Author Focus: Oliver Jeffers Emily Gravetts</p> <p>A range of writing opportunities inspired by the text.</p>		<p>Why can't a Meerkat live in the North Pole?</p> <p>To locate different places in the world in relation to the equator.</p> <p>Physical Geog- Can they explain the main features of a hot and cold place?</p> <p>Can they say something about the people who live in hot and cold places?</p> <p>Can they explain what they might</p>	<p>Art: Hot and cold colours.</p> <p>Looking at the colour wheel.</p> <p>Looking at how artists use hot/cold colours in their pictures.</p> <p>How do we create hot/colours with paint?</p> <p>How can we use different paint brushes?</p> <p>Can they name the primary and secondary colours.</p> <p>DT- Textiles Design a hat for Teddy to wear in certain conditions.</p>	<p>P.E: Indoor-</p> <p>Get Set 4 PE – Yoga Unit</p> <p>Lessons 1-6</p> <p>Begin to learn poses and techniques that will help them to connect their mind and body.</p> <p>Outdoor-</p> <p>Get Set 4 PE – Target Games Unit</p> <p>Lessons 1-6</p>	<p>R.E: What is the Torah, and why is it so important to Jewish families?</p> <p>What it means to treat something with respect That the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to</p>	<p>Safe relationships - NSPCC Pants, to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>- That sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>- Basic techniques for resisting pressure to do something they</p>	<p>Programming A Moving a Robot (Beebots)</p> <p>- introduction to floor robots.</p> <p>- consider the direction command buttons, as well as the 'clear memory' and 'run program' buttons.</p> <p>- give precise directions</p> <p>- work with a partner to give and follow instructions.</p> <p>- focus on programming the floor robot to move forwards and backwards.</p>

		<p>wear if they lived in a very hot or a very cold place</p> <p>Can they answer some questions using different resources, such as books, the internet and atlases?</p> <p>Why do meerkats live near the equator and penguins live in the South Pole?</p> <p>How do Penguins keep warm?</p> <p>Why do people usually like going to hot places for their holidays?</p>	<p>Look at a selection of different hats for hot and cold weather.</p> <p>Suitability of different textiles.</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Can they explain what they are making?</p> <p>Can they explain which tools they are using?</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p> <p>Joining textiles.</p>	<p>Develop aim using overarm and underarm actions.</p> <p>Music: MACHINES Musical focus: Beat The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. SEASONS Musical focus: Pitch The children develop further their vocabulary and understanding</p>	<p>worship God. That God's name is holy for Jewish people That the Torah is a scroll and is written in Hebrew That the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God That the synagogue is the place where the Torah is kept and where Jewish people go to pray.</p>	<p>don't want to do and which may make them unsafe.</p> <p>-About knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>-About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>-Pantasaurus</p> <p>Do you have a secret? Jennifer Moore-Mallinos</p>	<p>Using the same starting position with fixed commands will allow learners to predict what a program will do.</p> <p>-use 'left turn' and 'right turn' commands along with 'forwards' and 'backwards' commands</p> <p>-decide what their program will do- create their program and test it on the robot. debug their program if needed.</p> <p>- plan routes around a mat before they start to write programs for those routes. - being more than</p>
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Spring 2 "Materials"							
English	Science	Geography	Art/ DT	P.E.	R.E.	PSHCE/ Philosophy	ICT
<p>Beegu – Alexis Deacon.</p> <p>A range of writing opportunities inspired by the text.</p> <p>Discussing how characters are feeling. How do we know?</p>	<p>Materials</p> <p>Can they distinguish between an object and the material from which it is made?</p> <p>Can they describe materials using their senses?</p> <p>Can they describe materials using their senses,</p>		<p>DT: Materials and Structures</p> <p>Build a suitable house for Beegu.</p> <p>Can they think of some ideas of their own?</p> <p>Can they explain what they want to do?</p> <p>Can they use pictures and words to plan?</p> <p>Can they explain what they are making?</p>	<p>PE: Indoor-</p> <p>Get Set 4 PE – Gymnastics Unit</p> <p>Lessons 1-6</p> <p>Use space safely and effectively.</p> <p>Develop basic gymnastic actions on the</p>	<p>R.E- Why do Jewish families celebrate the gift of Shabbat?</p> <p>That rest from work is important for everyone</p> <p>Shabbat is a time of rest and recalls how God rested on the seventh</p>	<p>Families and close positive relationships</p> <p>About different types of families including those that may be different to their own.</p> <p>-That is important to tell someone (such as their teacher) if something about their family makes them</p>	<p>Grouping Data</p> <p>begin to understand that objects have many different labels that can be used to put them into groups.</p> <p>-also label a group of objects, and begin to understand that an object can</p>

	<p>using specific scientific words?</p> <p>Can they explain what material objects are made from?</p> <p>Can they name some different everyday materials? e.g. wood, plastic, metal, water and rock</p> <p>Can they sort materials into groups by a given criteria?</p> <p>Can they describe things that are similar and different between materials?</p> <p>Can they explain what happens to certain materials when they are heated, e.g.</p>		<p>Can they explain which tools they are using?</p> <p>Can they describe how something works?</p> <p>Can they talk about their own work and things that other people have done?</p> <p>Use of materials: Can they make a structure/model using different materials?</p> <p>Can they make their house stronger if it needs to be?</p>	<p>floor and using low level apparatus.</p> <p>Outdoor-</p> <p>Get Set 4 PE – Invasion Games Unit</p> <p>Lessons 1-6</p> <p>Sending, receiving and dribbling a ball.</p> <p>Develop understanding of attacking and defending.</p> <p>Music:</p> <p>OUR SCHOOL Musical focus: Exploring The children explore sounds found in their school environment.</p>	<p>day after creation</p> <p>That Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God</p> <p>That Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</p>	<p>unhappy or worried.</p> <p>Tango makes three-Justin Richardson and Peter Parnell Rubys Worry-Tom Percival</p> <p>Healthy lifestyles (physical wellbeing)</p> <p>About why sleep is important and different ways to rest and relax.</p> <p>-That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p> <p>-About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</p> <p>Keeping Safe:</p>	<p>fit into more than one group depending on the context.</p> <p>- grouping objects based on what the objects are.</p> <p>- begin to understand that objects can be described in many ways.</p> <p>-identify the properties of objects</p> <p>- objects can be grouped by colour or size.</p> <p>begin to understand the reason that we need to give labels to images on a computer.</p> <p>- classify objects based on their properties.</p> <p>They will group objects that</p>
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	<p>bread, ice, chocolate?</p> <p>Can they explain what happens to certain materials when they are cooled, e.g. jelly, heated.</p>			<p>They investigate ways to produce and record sounds, using IT to stimulate musical ideas related to geography.</p> <p>PATTERN</p> <p>Musical focus: Beat</p> <p>The children develop an understanding of metre – groups of steady beat – through counting, body percussion and readying scores.</p>		<p>About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches).</p> <p>- That household products (including medicines) can be harmful if not used correctly.</p> <p>- Basic rules for keeping safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>- About what to do if there is an accident and someone is hurt.</p>	<p>have similar properties, and will be able to explain how they have grouped these.</p> <p>- choose how they want to group different objects by properties.</p> <p>They will begin to compare and describe groups of objects, then they will record the number of objects in each group</p>
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