

Autumn Term – “Ourselves and Our Community”

<p>Science Animals including humans</p>	<p>History The Great Fire of London</p>	<p>Geography London</p>	<p>Art/ DT Natural sculpture Making sandwiches</p>	<p>P.E. Get Set 4 PE</p>	<p>R.E. Christianity</p>	<p>RSHE Jigsaw – Being me in My World Jigsaw – Celebrating Difference</p>	<p>ICT Teach Computing Project Evolve</p>
<p><u>NC Coverage</u></p> <p>To 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</p> <ul style="list-style-type: none"> <li>- Noticing similarities and differences</li> <li>- Things you can do/ can't do at different stages in your life.</li> <li>- Sequence pictures chronologically of themselves at different times and discuss their own development.</li> <li>- Human life cycle.</li> <li>- Basic needs of all living things (water, food, air, shelter)</li> <li>- Food; groups (proteins, fats, carbohydrates), balanced diet, exercise and hygiene (germs, sneezing demonstration, oral hygiene)</li> </ul>	<p><b>Autumn 2</b></p> <p><u>NC Coverage</u> Learn about events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality</p> <p><b>The Great Fire of London</b> Where is London and when did the fire happen? Why did the Gof spread so quickly? Discuss the reliability of photos/diaries/stories. How do you know a fact is true? What is a reliable source? Who was Samuel Pepys and why was he important? How did they try and put out the fire and what would they have done today? How did artists portray it ? (Text - Toby and The Great Fire of London) Look at a famous painting depicting the GFofL. What is happening? Explain that we are going to be learning about the GFofLondon. London Past and Present: Compare photographs</p>	<p><b>Autumn 1</b></p> <p><u>NC Coverage</u> 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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Introduction to London</b> Where is London? What is a city? London as a capital city.</p> <p><b>UK</b> The four countries of the UK and their capital cities.</p> <p>Landmarks of London – physical and human</p>	<p><b>Andy Goldsworthy</b> Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times.</p> <p>Know about the materials, techniques and processes an artist has used.</p> <p>Produce a recognisable 3D representation.</p> <p>When looking at creative work, express clear preferences and give reasons.</p> <p>Making individual and group sculptures. <b>DT</b> Making Sandwiches (Autumn 2)</p>	<p>Indoor – fundamentals and dance Outdoor – ball skills and net and wall</p>	<p><b>What is God Like for Christians?</b> I wonder what you think an 'expert' and 'guide' is? What do some Christians say about God? I wonder why God might be like a shepherd to his people? What difference might it make for Christians to experience God as their shepherd? What do some Christians say God is like for them? How do they know this? Do they all say the same? What is God like for Christians? I wonder what you think God is like? <b>Why is Giving Important to Christians?</b> - Why/ when do we give to others?</p>	<p><b>Being Me</b> I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal. I understand the rights and responsibilities for being a member of my class and school. I listen to other people and contribute my own ideas about rewards and consequences. I understand how following the Learning Charter will help me and others learn. I recognise the choices I make and understand the consequences.</p> <p><b>Celebrating Difference</b> I am starting to understand that sometimes people make assumptions</p>	<p><b>Teach Computing</b> Computer Systems and Network Creating Media – Digital Photography <b>Project Evolve</b> E-safety Discussions about using technology safely and with respect.</p>

<p>- Teeth investigation.</p>	<p>of present -day London to the London that existed before 1666. What's the same, what's different? The Events of the Great Fire: Sequence events. Place on a time -line. What Happened After the Great Fire? : how was London changed and rebuilt after the Great Fire? What have we learned about the Great Fire? Create a newspaper</p>	<p><b>Aerial photographs of Molesey and London.</b> Key features of London as a city. "A Walk in London" – starting point. Similarities and differences between London and Molesey.</p>	<ul style="list-style-type: none"> <li>- Plan</li> <li>- Prepare</li> <li>- Healthy eating choices</li> <li>- Make</li> <li>- Evaluate</li> </ul>		<p>- Christians (as 'Church') give in different ways e.g. 'service', food bank. - Commandments to 'love God and love others'. - Giving at Christmas because God gave.</p>	<p>about boys and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>	
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