

Year focus:

	Block 1 (8 weeks) 2.9.19 to 25.10.19	4.11.19- 8.11.19 Aspirations week	11.11.19- 15.11.19 Anti-Bullying week & whole school Remembrance Project	Block 2 (9 weeks) 18.11.19-7.2.20	10.2.20- 15.2.20 Science Week	Block 3 (13 weeks) 24.2.20-15.5.20.	18.5.20- 23.5.20 Art Week	Block 4 (7 weeks) 1.6.20-17.7.20
Chris Quigley Theme Unit	Extreme Weather GEOGRAPHY			Marvellous Mechanisms D.T. Christmas-week 9-10		Cracking Ideas HISTORY		Australian Adventure GEOGRAPHY
The BIG Question	Can a meerkat live in the North Pole?			Can anyone be an engineer?		Have good ideas from the past shaped the world of today?		Is life in Australia the same as in England?
English text <i>Traditional Tales (ongoing) Reading Spine books</i>	/Meerkats (Literacy Shed) Meerkat Mail The Snail and the Whale Writing opportunities: narratives about personal experiences and those of others (real and fictional) writing about real events writing for different purposes: postcard, letters	Rosie Revere Engineer Poetry writing- aspirations	KS1 Remembrance Day video https://www.youtube.com/watch?v=ul0umC0V0C CBeebies poppy animation https://www.youtube.com/watch?v=pv_ub7Be7oA	Visual Literacy: Red Miss Take (Literacy Shed) Wallace and Gromit- 'Cracking Contraptions' The Most Magnificent Thing by Ashley Spires Wendel's Workshop Writing opportunities: narratives about personal experiences and those of others (real and fictional) writing about real events	Ada Twist Scientist by Andrea Beaty	Cracking Ideas Wright Brothers first Flight Scott of the Antarctic Writing opportunities: Information writing	Picture This	Stories from other Cultures How the Birds got their Colours (tale from the Australian dreamline Wombat Goes Walkabout (Michael Morpurgo) Writing opportunities: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry

				writing for different purposes: postcard, letters				writing for different purposes
Hook	Find a postcard from Sonny (paw prints for children to follow).			STEM staff to lead DT project booked for Jan 20				
	<p>Geography Investigate the world's continents and oceans.</p> <p>Explore weather and climate in the United Kingdom and around the world.</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. 			<p>D.T Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <ul style="list-style-type: none"> • Generate develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>		<p>History Study the lives of significant individuals in Britain's past-</p> <p>Explorers/Inventors/Scientists</p> <p>Study the lives of significant individuals around the world.</p> <p>Find out about inventions such as the train, lightbulb, TV etc</p> <p>Research inventors and their impact on the world.</p>		<p>Geography Compare and contrast UK with Australia- Climate Accent Lifestyle/customs/leisure Aboriginal culture "Dreamtime"/didgeridoo /boomerang</p> <p>Locate Australia on a map. Locate main areas and cities.</p>
Science	<p>Investigate living things. Understand the difference between living</p>			<p>Forces To understand movement, forces and magnets Notice and describe how</p>		<p>Understanding humans and Animals Identify and name a variety of</p>		<p>Investigate living things. Study habitats Identify, name, describe, classify</p>

	<p>and non-living things. Study habitats Identify, describe, classify and observe animals.</p> <ul style="list-style-type: none"> • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>Observe seasonal changes</p> <p>Working scientifically Find out which areas have the same seasons as us and where things are not the same. Explore how places in the Southern Hemisphere have the opposite seasons to us.</p>			<p><i>things move, using simple comparisons such as faster and slower.</i></p> <ul style="list-style-type: none"> • Compare how different things move. 		<p>common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <ul style="list-style-type: none"> • 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). 		<p>and observe animals Research Australia's famous wildlife: Marsupials: kangaroo, koala, wallaby, wombat & mammals such as dingo/ Tasmanian devil and birds : emu, kookaburra Identify Food chains, predator and prey. 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.</p>
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Cross-curricular maths links	Reading temperature/ rain gauge measurements, telling the time, find difference between temperatures, collect weather stats and produce graphs, pictograms, tally charts and tables.		Measuring, 2d/3d shapes		Measure, use fractions, add and subtract, time lines		Use statistics by collecting information about places
Other cross-curricular subject links	<p>Music- Charanga</p> <p>Art- Use experiences and ideas as the inspiration for artwork.</p> <p>Painting skills</p> <ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. <p>Artist: Toni Grote (weather paintings)</p> <p>Computing: Use a range of applications and devices in order to communicate ideas, work and messages. Paint/2simple-weather pictures Use simple databases to record information in areas across the curriculum -theme research</p>		<p>Music- Charanga</p> <p>Art- Use experiences and ideas as the inspiration for artwork.</p> <p>Drawing skills:</p> <ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. <p>PSHE- PE</p>		<p>Design Technology</p> <p>Design, make and evaluate products</p> <p>Build structures and use mechanisms</p> <p>Investigate our homes, school and other places to see if we can come up with ideas/ make our own inventions that others may find useful.</p> <p>Music- Charanga</p> <p>Art- Use experiences and ideas as the inspiration for artwork.</p> <p>PSHE- PE</p>		<p>Music: Australian instruments/folk songs</p> <p>Art: Art- Use experiences and ideas as the inspiration for artwork. Aboriginal art</p> <p>Music- Charanga</p> <p>Art- collage skills</p> <ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. <p>Computing: Use a range of applications and devices in order to communicate ideas, work and messages. Paint/2simple-weather pictures Use simple databases to record information in areas across the curriculum - theme research</p>
Continuous provision ideas	See continuous provision document		See continuous provision document		See continuous provision document		See continuous provision document
End of theme celebration/exhibition.	Children to write and present a weather report from a country of their choice.		Nativity performance		Work celebration		KS1 Oscars

			Catapult challenge		assembly- art gallery		
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