

## Sparks Will Fly

How can we teach our families to be safe at home?

Class texts:

Killer Questions:

|                   |   |
|-------------------|---|
| Curriculum focus: | History and Geography   |
| Hook:             |   |
|                   |   |
| Science:          | <p><b><u>Living Things and Habitats- habitats and food chains.</u></b></p> <p>S1.1s Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>S1.1t 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.</p> <p>S1.1u Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>S1.1v 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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| Geography         | <p>G1.1a Name and locate the world’s seven continents and five oceans.</p> <p>G1.1 b Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>G1.2c Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>G1.3b Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>G1.4b Use simple compass directions (N,S, E,W) and locational and directional language (e.g., near and far; left and right); to describe the location of features and routes on a map.</p> <p>G1.4d Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p> <p><b>Diversity links:</b></p> <p>When learning about local aspects of geography, explore and recognise different buildings (human geography) and what this means to different people – for instance linked to religious buildings in RE.</p> |
| History           | <p><b><u>Great Fire of London/ Samuel Pepys/ sequencing events in a specific period:</u></b></p> <p>H1.1b Sequence artefacts and photographs from different periods on a simple timeline</p> <p>H1.1c Refer to historical periods as the past, using historical phrases and time periods.</p> <p>H1.1d Sequence key events within a specific period.</p> <p>H1.2c Start to ask how and why things might have happened in the past.</p> <p>H1.3b Identify how changes in our living memory have affected national life.</p> <p>H1.2e Use evidence from written and visual sources to understand the past.</p> <p>H1.3e Distinguish between fact and fiction.</p> <p><b>Diversity links:</b></p> <p>-Compare and contrast the people of London in 1666 to the multi-cultural society of London today using pictures.</p>  |
| DT                |   |
| Art               | <p><b><u>Study an Artist and use in own work:</u></b></p> <p>A2.1a Record and explore ideas from first-hand observation or from experience and imagination*</p> <p>A2.1b Know that artists are important in our society.</p> <p>A2.1c Name some artists.</p> <p>A2.1d Select ideas from a studied artist or art form to use in our own work.</p> <p><b><u>Painting brushes/ primary colours:</u></b></p> <p>A2.3b Know that there are different types of paint- watercolour, poster paint etc and to explore these in practice.</p> <p>A2.3c Know which brushes and tools to choose to work at different scales.</p> <p>A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures.</p> <p>A2.3a Know which primary colours mix to make secondary colours.</p> <p><b>Diversity links:</b></p> <p>World Art – repeated patterns</p>  |

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|           | <p>Use a wide range of different traditions and cultures from around the world to demonstrate how complex repeating patterns are used in art and design, through traditional costumes, religious buildings, fabrics, and celebrations. (e.g. Islamic geometric tiles found in architecture in the Middle East, Navajo blankets in North America)</p> <p><b>Year Group Artist: Piet Mondrian</b></p>  |
| Computing | <p>C1.1b To take photos.<br/> C1.1c To record a video.<br/> C1.2a use technology to create digital content.<br/> C1.2b Use technology purposefully to organize and store content.<br/> C1.2c Use technology purposefully to manipulate content.<br/> C1.2d Use technology purposefully to retrieve content.</p>  |
| Music     | M1.1a, 1.2b, 1.2f, 1.2g, 1.3c, 1.3d, 1.4a, 1.4b, 1.5b  |
| PE        | <p><b>Autumn 1- Dance</b></p> <p>P1.1a Copy, repeat and explore simple actions with basic control and coordination.<br/> P1.1b Explore, copy, remember and repeat simple actions with control and coordination.<br/> P1.2a Link actions in ways that suit the activities.<br/> P1.2a Link actions in ways that suit the activities.</p> <p><b>Autumn 2- Gymnastics</b></p> <p>P1.1a Copy, repeat and explore simple actions with basic control and coordination.<br/> P1.1b Explore, copy, remember and repeat simple actions with control and coordination.<br/> P1.3a Describe and comment on their own and other actions.<br/> P1.3b Talk about differences between their own and other performances and suggest improvements.<br/> P1.4a Link actions in ways that suit the activities.</p>  |
| PHSE/ RHE | <p>PSHE A1.4 I can discuss what I might do to make up with a friend if we fall out.<br/> PSHE A1.5 I know what to do if a friendship is making me unhappy.<br/> PSHE A1.6 I can describe the importance of telling the truth.<br/> PSHE A1.7 I can identify when working together is important.<br/> PSHE A1.8 I show how to be polite and have good manners.<br/> PSHE A1.9 I can identify when someone has a different opinion to me and recognise that this is ok.<br/> PSHE A1.10 I can talk about behaviours that are unkind to others and the emotions that this may make them feel.<br/> PSHE B1.4 I can show or express my emotions.<br/> PSHE B1.5 I can explain who to go to if I am worried about myself or someone else.<br/> PSHE C1.1 I can discuss 'trying my best' and when this is good enough.<br/> PSHE C1.2 I can describe what values/ behaviours a person can show and what a role model is.<br/> PSHE C1.3 I know why we have rules and the importance of following these in class or in school.</p> <p><b>Diversity links:</b><br/> -When teaching children about Role models, connections could be made to the work being done by the Football association and famous footballers (who many children may associate as heroes), including their work with the Charity 'Show Racism the Red Card'. Below is a link to a short film that they have made that shares their work:<br/> <a href="https://youtu.be/3gyNwCWPj4Y">https://youtu.be/3gyNwCWPj4Y</a></p> |
| RE        | <p>AUT 1 - Questions that puzzle us.<br/> AUT 2 - What is the 'good news' Christians believe Jesus brings?</p>   |
| French    |  |

## Our Heroes

How can we share the impact of heroes past and present and inspire others to be heroes?

Class texts: Man on the Moon.

### Killer Questions:

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| Curriculum focus: | History  |
| Hook:             |  |
| Science:          | <p><b>Plants:</b></p> <p>S1.1f Identify and name a variety of plants</p> <p>S1.1g Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>S1.1h Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>S1.1i Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>S1.1j Observe and describe how seeds and bulbs grow into mature plants.</p>  |
| Geography         |  |
| History           | <p><b><u>Sequencing people e.g. (Neil Armstrong, Queen Victoria, Mary Seacole, Rosa Parks, Nelson Mandela, Constance Naden- local scientist 1858-1889).</u></b></p> <p>Figures to be taught in Chronological order.</p> <p>H1.3c Identify how significant events or individuals have had impact nationally or globally.</p> <p>H1.3d Compare aspects of life in different periods.</p> <p>H1.2g Contrast people's achievements from different times</p> <p><b>Diversity links:</b></p> <p>-When learning about significant individuals or events related to flight or space, children should learn about the contributions of Katherine Johnson and the team NASA Scientists and Mathematicians who were segregated due to being black, but were fundamental to the creation of the code to allow astronauts to fly to space.</p> <p><a href="https://www.nasa.gov/content/katherine-johnson-biography">https://www.nasa.gov/content/katherine-johnson-biography</a></p> <p><a href="https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-katherine-johnson-k4">https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-katherine-johnson-k4</a></p> <p>-Explore and discuss other individual's achievements such as Rosa Parks</p> <p><a href="https://www.bbc.co.uk/news/magazine-23795655">https://www.bbc.co.uk/news/magazine-23795655</a></p> <p>-Contrast with Martin Luther King or Nelson Mandela who undertook much more vocal protests compared to the silent protest of Rosa Parkes.</p> |
| DT                |  |
| Art               | <p>Focus on teaching Art skills discretely in sketch books. (sketching and drawing)</p> <p>A2.2a Know that different media and tools make different marks and use these creatively in their work – pencil, charcoal, pastel and pen.</p> <p>A2.2b Use a range of tools and media to experiment with line and shade.</p> <p><b>Diversity links:</b></p> <p>Look at different depictions of Martin Luther King Jr and make observations about his portraits. Make links to Rosa Parks.</p> <p>Compare to modern artist Amy Sherald <a href="https://www.hauserwirth.com/artists/11577-amy-sherald">https://www.hauserwirth.com/artists/11577-amy-sherald</a></p> <p><b>Year Group Artist: Piet Mondrian</b></p>  |
| Computing         | <p>C1.4a Use technology safely and respectfully.</p> <p>C1.4b Keep personal information private.</p> <p>C1.4c Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>C1.1a Recognise common uses of information technology beyond school.</p> <p>C1.2a Use technology purposefully to create digital content.</p>   |
| Music             | M1.1b, 1.2b, 1.2d, 1.2f, 1.3c, 1.3d, 1.4c, 1.4d, 1.5d  |
| PE                | <p><b>Spring 1- Hand and Foot Co-ordination</b></p> <p>P1.2d Change level, speed and direction.</p> <p>P1.2e Follow a route using clues.</p>   |

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|           | <p>P1.4a Link actions in ways that suit the activities.</p> <p><b>Spring 2- Strike and Field</b></p> <p>P1.1c Practice simple tactics for attacking and defending.</p> <p>P1.4a Link actions in ways that suit the activities.</p> <p>P1.2b Begin to show understanding of simple tactics and basic compositional ideas.</p>  |
| PHSE/ RHE | <p>PSHE A1.11 I can notice that friends online cannot always be seen in real life and that this might be a problem.</p> <p>PSHE A1.12 I know how to report something online that makes me feel unsafe or unsure.</p> <p><b>Mental Health-</b></p> <p>PSHE B1.1 I can identify times when there has been change in my life.</p> <p>PSHE B1.2 I can identify ways that I could get help if I was in need.</p> <p>PSHE B1.3 I can list a normal range of emotions (happiness, sadness, anger, fear, surprise)</p> <p>PSHE B1.4 I can show or express my emotions.</p> <p>PSHE B1.5 I can explain who to go to if I am worried about myself or someone else.</p> <p><b>Internet safety-</b></p> <p>PSHE B1.6 I can make positive choices about how to use the internet for learning and enjoyment.</p> <p>PSHE B1.7 I know what to do if I feel unsafe when using the internet.</p> |
| RE        | <p>SPR 1 - How and why are some books holy? Sacred words for Sikhs, Muslims and Christians.</p> <p>SPR 2 - Why does Easter matter to Christians?</p>  |
| French    |   |

## Buckets, Spades and Umbrellas

How can we make a product to use at the beach?

Class texts:

Killer Questions:

Curriculum focus: Design Technology

Hook:

Science:

**Everyday Materials- objects found at the beach, needed for a day out.**

- S1.1w Distinguish between an object and the material from which it is made, suggesting where this is the best material.
- S1.1.x Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- S1.1y Describe the simple physical properties of a variety of everyday materials.
- S1.1z Compare and group together a variety of everyday materials based on their simple physical properties.
- S1.2a Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.
- S1.2b Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Geography

- G1.2a Identify geographical similarities and differences between two regions (e.g. a small area of the UK and a small area in a contrasting non-European country.)
- G1.4c 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.

History

**Victorians- travel/ holidays and seaside resorts**

- H1.2f Identify similarities and differences between life in the past and the present.

DT - create a picnic for a day at the beach

**Design and technical knowledge**

- D1.1a Use my own ideas and experiences to generate a design idea.
- D1.1b Generate ideas for a design based on other's ideas and experiences.
- D1.1c Decide who the product is for and how it might work.
- D.1.1d Create a simple plan of how to make my product

**Evidence**

- D1.4a Describe how well my outcome meets my original idea.
- D1.4b Answer questions about my product and how the process of making took place.
- D1.4c Discuss what I like and dislike about how I made my product and what I could improve on
- D1.4d Evaluate my outcome against my design identifying strengths and areas for improvement.

**Cooking and nutrition**

- D1.5a Wash my hands before and after preparing food.
- D1.5b Describe basic food hygiene when cooking.
- D1.5c Peel, chop, grate or squeeze fresh fruit and vegetables.
- D1.5d Choose appropriate tools by which to peel, chop, grate or squeeze fresh fruit and vegetables.
- D1.6e Describe where different food come from
- D1.6f Describe ingredients being used in a cooking process.

**Diversity links:**

-When exploring food and ingredients, bring in aspects linked to where food in the world originates, the wide range of products that we can buy in own towns and supermarkets, our favourite foods and our family favourite foods and celebrate food that feels important connected to our different heritage, religion or celebrations.

[https://www.huffingtonpost.co.uk/entry/using-food-to-celebrate-cultural-diversity\\_uk\\_5a392569e4b0578d1beb7309](https://www.huffingtonpost.co.uk/entry/using-food-to-celebrate-cultural-diversity_uk_5a392569e4b0578d1beb7309)

-When showing children existing products and designs that exist in the world, think about this through varied lenses...

Who is the product for? Who does it help? Does this represent a diverse range of individuals and people in society?

Art - Anthony Gormley beach statues/sand sculptures

**Printing-**

- A2.1a Record and explore ideas from first-hand observation or from experience and imagination\*
- A2.3d Know that images can be repeat printed using a variety of block and mono printing techniques to make patterns and pictures.

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|           | <p><b>3D sculptures-</b><br/> A2.4a Know that clay or modelling materials can be manipulated by rolling, squeezing and using tools. Choose the best techniques for their model.<br/> A2.4b Begin to know the best ways to join and stick a range of natural and manmade resources to make sculptures.<br/> A2.4c Combine and explore texture to create an effect.<br/> A2.5a Demonstrate a growing art vocabulary to enable them to talk about their work and share it with others*<br/> A2.5b Listen to the views of others and respond to ideas to improve their work*</p> <p><b>Diversity links:</b><br/> Make sun art inspired by artist Wadsworth Jarrell <a href="https://oscaw.com/how-to-make-sun-art-inspired-by-wadsworth-jarrell">https://oscaw.com/how-to-make-sun-art-inspired-by-wadsworth-jarrell</a></p> <p><b>Year Group Artist: Piet Mondrian</b></p>   |
| Computing | <p><b>Coding</b><br/> C1.3a Understand what algorithms are<br/> C1.3b Understand how algorithms run as programs on digital devices<br/> C1.3c Create and debug simple programs</p>  |
| Music     | M1.2a, 1.2d, 1.2f, 1.2i, 1.3b, 1.4c, 1.5b   |
| PE        | <p><b>Summer 1: Net and wall</b><br/> P1.2c Play a game following a simple set of rules.<br/> P1.4a Link actions in ways that suit the activities.<br/> P1.3b Talk about differences between their own and other performances and suggest improvements.</p> <p><b>Summer 2: Athletics</b><br/> P1.2a Link actions in ways that suit the activities.<br/> P1.3b Talk about differences between their own and other performances and suggest improvements.</p> <p><b>Orienteering-</b><br/> P1.2e Follow a route using clues.</p>   |
| PHSE/ RHE | <p>PSHE B1.8 I can name ways to be physically active each day and week.<br/> PSHE B1.9 I can describe what constitutes a healthy diet.<br/> PSHE B1.10 I can plan and prepare a healthy dish.<br/> PSHE B1.11 I know how I need to brush my teeth and keep myself clean and hygienic.<br/> PSHE B1.12 I can list the things that I need to help keep me well – good sleep, a healthy diet and access to medicine when needed.<br/> PSHE B1.13 I know how to make a clear call to emergency services.<br/> PSHE C1.9 I can plan how to spend a given amount of money and if I can afford to buy what I want with the money I have.<br/> PSHE C1.10 I can recognise different jobs that people do to earn money.<br/> PSHE C1.11 I can describe what I am like as a person that is different from someone else.</p> <p><b>Diversity links:</b><br/> -Developed in partnership with the National Literacy Trust, the below link shares a scheme of work based on using a specially written poem ‘Beautifully different, Wonderfully the same’ by Joseph Coelho to help pupils learn about diversity through poetry, and can help them write their own poem:<br/> <a href="https://plprimarystars.com/resources/diversity-poetry-competition-ks1">https://plprimarystars.com/resources/diversity-poetry-competition-ks1</a></p> |
| RE        | <p>SUM 1 - Beginning to learn Islam: What can we learn from stories of the Prophet?<br/> SUM 2 - Beginning to learn Islam: What can we learn from Muslims in Sandwell?</p>  |
| French    | <p><b>Language angels unit/s - Core Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Listen to model role-plays and infer meaning. Numbers listening exercise.</li> <li>• Say colours and numbers 1-10 to develop pronunciation and intonation</li> <li>• Role play on saying how you are and what your name is to present ideas and information orally.</li> <li>• Match colours to written form. Read and match the written form of numbers to digits develop vocabulary</li> </ul>  |