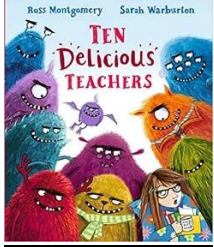
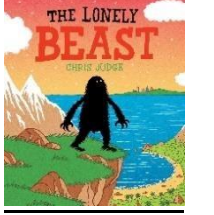


Topic	Globetrotters				
			Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
 <p>Ten Delicious Teachers by Ross Montgomery</p>  <p>Beast by Chris Judge</p>	<p>Reading Objectives</p> <ul style="list-style-type: none"> To draw inferences based on what is being said and done. To discuss and clarify meanings of words To sequence the main events in a text. To identify the subject and verb in a sentence. <p>Writing Objectives</p> <ul style="list-style-type: none"> To write simple sentences using capital letters and full stops. To be able to identify and use expanded noun phrases. To make revisions and edits to their writing. To use expanded noun phrases Commas in a list. 	<p>Science- Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Science- Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 microhabitats 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>Geography:</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the North and South poles. Refer to maps, atlases and globes to identify all continents and oceans studied. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, mountain <p>D&T-Food</p> <ul style="list-style-type: none"> Design and make products Safely cut, peel and grate ingredients in a hygienic manner Use measuring cups or electronic scales to measure the required amount <p>French:</p> <ul style="list-style-type: none"> Les animaux (animals) <p>Music:</p> <ul style="list-style-type: none"> Our Bodies. Musical focus: Beat <p>RE - Signs and Symbols</p> <ul style="list-style-type: none"> I can recognise signs and symbols in everyday life. I can describe the 6 main faith symbols. I can describe why each of the 6 faith symbols are significant to the religion. I can make links between symbolism in different faiths 	<p>Reptylers Visit</p>	<ul style="list-style-type: none"> Character description for wanted poster. Letter of invitation. Habitat Dioramas 	

Physical Education- Personal:

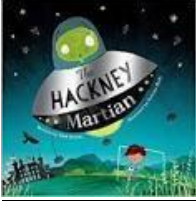
- I can follow instructions, practise safely and work on simple tasks by myself.
- I try several times if at first, I don't succeed and ask for help when appropriate.
- I know where I am with my learning.
- I have begun to challenge myself.

Physical Education-Striking and Fielding:

- Perform some dribbling skills with hands and feet using space
- Pass a ball accurately (hands & feet) over longer distances to a team mate
- Combine stopping, pick up/collect & send a ball accurately to other players
- Make simple decisions about when /where to move in game to receive a ball
- Send a ball off a tee using a bat or a racket

PSHE - Me and My Relationships

- Suggest actions to create an ideal classroom
- Use a range of words describe feelings
- Define 'bullying' and 'teasing' and know the difference
- Understand that friendship is a special kind of relationship.
- Recognise feelings and know where to get help

Topic	Bright Lights Big City		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>The Hackney Martian by Paul Brown</p> 	<p>Writing Objectives</p> <ul style="list-style-type: none"> To use subordinating and coordination conjunctions To use expanded noun phrases. <p>Writing Outcomes</p> <ul style="list-style-type: none"> A guidebook of London landmarks 	<p>Science-Working Scientifically:</p> <ul style="list-style-type: none"> Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Science- Living Things and their Habitats:</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 microhabitats 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>History:</p> <ul style="list-style-type: none"> To place historical figures, events and artefacts in order on a given timeline, using dates where appropriate. To add labels to timelines. To use artefacts, pictures, stories, online sources and databases to find out about the past. To use information gained from research to describe differences between then and now. <ul style="list-style-type: none"> To use subject related vocabulary and: recently, before, after, now, later, a long time ago To learn about the lives of a significant individuals in the past who have contributed to national and international achievements <p>Art- Drawing and Painting:</p> <ul style="list-style-type: none"> Name secondary and some tertiary colours. Develop control of pencils Know that tone is how light or dark a colour is (using black and white to change 	<p>Virtual Tour of London</p> <p>Fire of London demonstration at forest school</p>	<p>Great Fire of London timeline</p> <p>Diary Entry from Samuel Pepys (tea stained)</p> <p>Great Fire of London Silhouette Art</p> <p>A guidebook of London landmarks</p> <p>An Ariel view map of London</p>	

- Use lines and marks to create an increasing range of shapes, lines and textures
- Work to the size of the paper/surface
- Mix primary colours to make secondary colours
- Experiment with colours
- Apply paint with different tools

French:

- Les formes (shapes)

Computing- Digital Literacy and E-Safety

- Continue to develop keyboard skills including using caps lock, backspace and a modifier key (shift).
- Print a document from a device.
- Navigate to relevant information using a menu.
- Continue to use subject specific vocabulary when discussing ideas with peers e.g. I have created this algorithm by selecting...
- Understand what online content is age-appropriate for KS1.
- Explore creating a safe password.
- Develop an understanding of how to keep personal information, passwords and learning experiences safe online.
- Explore making the right choices with age-appropriate activities online.

Physical Education- Social:

- I can work sensibly with others, taking turns and sharing.
- I can help, praise and encourage others in their learning.
- I show patience and support others.
- I am happy to show and tell others about my ideas.

Physical Education- Striking and Fielding:

- Play two types of games to score: running around a series of hula hoops or forwards and backwards between hula hoops
- Stop moving when the 'bowler' has the ball
- Play as a fielder and pass the ball back to the bowler to make the runner stop
- Follow rules for a game (carry the bat, don't overtake, run around the outside of the hula hoops)

PSHE - Valuing Difference

- Identify some physical and non-physical differences.
- Identify people who are special to me.

		<ul style="list-style-type: none">• Recognise and explain how a person's behaviour can affect other people.• Explain how it feels to be included and excluded• Recognise and describe acts of kindness and unkindness.• Practice and demonstrate listening techniques. <p><u>RE - Gifts and Giving</u></p> <ul style="list-style-type: none">• I can discuss how Muslim's celebrate Eid-al-fitr and the significance of Zakat• I can talk about the significance of the gifts Jesus was given in the nativity• I can compare how Christian's celebrate Christmas and how this compares to my own celebrations• I can make comparisons between how Christians celebrate Christmas and how Muslims celebrate Eid		
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Topic	<u>Planet Heroes</u>		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				

The Secret Sky Garden
By Linda Sarah



Earth Heroes
By Lily Dyu.

Reading Objectives:

- To make inferences
- To make a prediction based on information from a text
- To respond to a text
- To select and retrieve information from a non-fiction text.
- To be introduced to non-fiction books that are structured in different ways

Writing Objectives:

- To use similes to describe
- To write narratives of the personal experiences of others

Science- Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

Science- Animals including Humans:

- 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.

Geography:

- To devise a simple map, including basic symbols in a key (e.g. part of Chichester/local area)
- To describe land use and the key human and physical features of the schools surrounding areas using observation and fieldwork
- To understand geographical similarities and differences of human and physical geography of Chichester and a small area in a non-European country.

Art- Sculpture:

- Know that sculptures are usually created over a period of time and involve more than one stage of working
- Use fingers, scissors, spatulas and simple modelling tools to cut, shape and impress patterns and textures in materials
- Work with a range of materials including clay

French:

- Les instruments (instruments)

Physical Education-Cognitive:

- I can understand and follow simple rules.
- I can name some things I am good at.
- I can explain why someone is working or performing well.
- With help, I can recognise similarities and differences in performance.
- I can explain what I am doing well and begun to identify areas for improvement.

Physical Education- Real Gym:

Using waste resources to make plant containers.
Flower print tiles.

- Setting description

A biographical description of an Earth Hero.


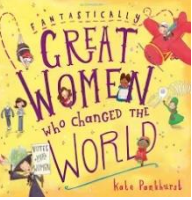
- Practice travel, rotation and balance.
- Fundamental movement skills (agility, balance and co-ordination skills)
- Develop and apply shapes
- Roll in different ways with control.
- Travel on the floor and apparatus

PSHE - Keeping Myself Safe

- Understand that medicines can sometimes make people feel better when feeling ill.
- Identify situations in which they would feel safe or unsafe.
- Identify the types of touch they don't like and those that can hurt or be upsetting
- Identify safe secrets and unsafe secrets.
- Identify how inappropriate touch can make someone feel.

RE - Artefacts

- I can recognise the 6 main faiths
- I can ask questions about religious artefacts
- I can talk about how different religious artefacts have significance within its religion

Topic	<u>One Small Step</u>		Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>The Man on the Moon by Simon Bartrum</p>  <p>Fantastically Great Women Who Changed the World by Kate Pankhurst</p> 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> • To make predictions • To listen to, discuss and express views about a text. • To select and retrieve information. • To make inferences about the text. <p>Writing Objectives</p> <ul style="list-style-type: none"> • To sequence sentences to form short narratives • To re-read writing to check it makes sense and make simple revisions • To use subordinating and coordinating conjunctions • To use apostrophes for contraction • To use different forms of sentence 	<p>Science- Working Scientifically:</p> <ul style="list-style-type: none"> • Observing closely, using simple equipment • Performing simple tests • Gathering and recording data to help in answering questions. <p>Science- Use of Everyday Materials:</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • <p>History:</p> <ul style="list-style-type: none"> • To learn about the lives of a significant individuals in the past who have contributed to national and international achievements (Neil Armstrong, Amelia Earhart) <p>Art- Drawing:</p> <ul style="list-style-type: none"> • Understand that tone is how light or dark a colour is (using black and white to change) • Know that drawing can be planning for another piece or an end outcome • Use lines and marks to create an increasing range of shapes, lines and textures • Show increasing detail <p>Computing- Computer Science</p> <ul style="list-style-type: none"> • Explain that an algorithm is a set of unambiguous instructions that complete a task. • Recognise and use different input and output devices. • Recognise and use a series of output devices. • Identify bugs within a sequence whilst beginning to explain the impact of encountered bugs. 	<p>"Astronaut" visitor</p> <p>Space Dance</p>	<p>Information Leaflet about Astronauts</p> <p>Peter Thorpe style rocket art</p> <p>Watercolour Planet</p> <p>Outcome linked to the Wright Brothers</p> <p>Diary entry of day in the life of Bob</p> <p>Postcard from a space tourist to family</p> <p>The Way Back Home</p> <p>Retell</p> <p>Non-Chronological Report: Take Flight with Amelia Earhart</p>	

- Predict the outcomes of simple algorithms

French:

- Le Petit Chaperon Rouge (Little Red Riding Hood)

Physical Education- Creative:

- I can explore and describe different movements.
- I can begin to compare my movements and skills with those of others.
- I can select and link movements together to fit a theme.
- I can respond differently to a variety of tasks or music.
- I can make up my own rules and versions of activities.

Physical Education- Real Gym:



- Climb onto and jump off the equipment safely.
- Apply flight and rotation
- Rotation on the floor, rotation on apparatus.
- Explore rotation on large apparatus.

PSHE - Rights and Responsibilities

- Describe and record strategies for getting on with others in the classroom.
- Explain and use strategies for dealing with impulsive behaviour.
- Know how to ask for help.
- Make suggestions for improving the school environment.
- Understand that money can be saved for future use.
- Recognise that money can be spent on essential and non-essential items.

RE - Holy Week

- I can describe happy and sad times from my own experiences.
- I can talk about the key events of the Easter story and identify if these were happy or sad times.
- I can explain why Easter is a significant time for Christians and the variety of different ways Easter is celebrated by Christians.

Topic		<u>Turrets and Talons</u>			
Texts		English	Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Rapunzel by Bethan Woollvin  Tell me a dragon by Jackie Morris 		<p>Reading Objectives:</p> <ul style="list-style-type: none"> To draw inferences based on what is being said and done. To ask and answer questions. To discuss and clarify meanings of words. To sequence the main events in a text. <p>Writing Objectives:</p> <ul style="list-style-type: none"> To use question marks, full stops and capital letters. To use sentences of different forms (commands) To use imperative verbs To use past and present tense correctly and consistently To use possessive apostrophes To build stamina for writing poetry 	<p>Science- Working Scientifically:</p> <ul style="list-style-type: none"> Performing simple tests Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. <p>Science- Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plant Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>History:</p> <ul style="list-style-type: none"> To ask and answer questions such as What was it like for a...? What happened? How long ago? To give reasons why people from the past acted in the ways they did. <p>RE - Ceremonies</p> <ul style="list-style-type: none"> I can describe what a ceremony is and describe the significant events in different religious ceremonies. I can share my own experiences of attending a wedding and relate this to what they have learnt about Hindu weddings. I can explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony. <p>DT: Mechanics</p> <ul style="list-style-type: none"> Design and make products, modifying the product as the project evolves Perform a range of cutting and shaping techniques Use a range of joining techniques Explore and use mechanisms in their product. <p>French:</p> <ul style="list-style-type: none"> je suis en mesure (I am able to) 	Trip to Arundel Castle Dress Up Day (Knights, dragons, princes, princesses)	All About Castle Fact File Sketch of Arundel Castle A 3D Model of a Castle with working draw bridge. A letter of invitation from the princess to George A Riddle Explanation text of how to defeat the witch A Performance Poetry video

Physical Education-Physical:

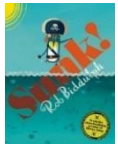
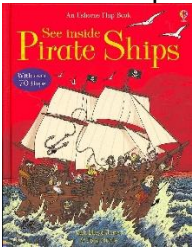
- I can perform a single skill or movement with some control.
- I can perform a small range of skills and link two movements together.
- I can perform a range of skills with some control and consistency.
- I can perform a sequence of movements with some changes in level, direction or speed.
- I can select and apply a range of skills with good control and consistency.

Physical Education- Athletics:

- Run with agility and confidence.
- Run for distance.
- Learn the best jumping techniques for distance.

PSHE - Being My Best

- Develop a positive attitude that supports their wellbeing
- Explain how germs can be spread.
- Know the importance of good dental hygiene.
- Understand that exercise and sleep are important to health.
- Describe how food, water and air get into the body and blood.

Topic	<u>Ahoy Shipmates</u>				
			Wider Curriculum (Taken from Skills Progression Document)	Enrichment	Suggested Outcomes
Texts	English				
<p>Sunk! by Rob Biddulph</p>  <p>See Inside Pirate Ship</p> 	<p>Reading Objectives:</p> <ul style="list-style-type: none"> • To select and retrieve information. • To make a prediction. • To select and retrieve information from a non-fiction. <p>Writing Objectives</p> <ul style="list-style-type: none"> • To use apostrophes for contraction • To make simple additions, revisions and corrections • To use inverted commas • To use prepositions • To use expanded noun phrases • To use rhyming couplets • To use tenses consistently and correctly 	<p>Science- Working Scientifically: Floating and Sinking</p> <ul style="list-style-type: none"> • Gathering and recording data to help in answering questions • Identifying and Classifying • Asking simple questions and understanding that they can be answered in different ways. • Using their observations and ideas to suggest answers to questions. • Performing Simple Texts • Observing closely, using simple equipment <p>Geography:</p> <ul style="list-style-type: none"> • To use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes • To describe the location of features and routes on a map using compass directions • To refer to maps, atlases, and globes to identify all continents and oceans studied . <p>RE - Beginnings and Endings</p> <ul style="list-style-type: none"> • I can talk about what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims. • I can talk about what happens at a Naam Karan ceremony and reflect on the importance of this for Sikhs • I can talk about what happens at a Christening and discuss the importance of this for Christians <p>DT- Textiles</p> <ul style="list-style-type: none"> • Perform a range of cutting and shaping techniques • Use a range of joining techniques • Design and make products, modifying the product as the project evolves 	<p>Trip to Portsmouth Historic Dockyard</p> <p>Pirate Dress Up Day</p>	<p>Pirate Flag Bunting</p> <p>Science Experiment for treasure boats</p> <p>Biography of Blackbeard</p> <p>Desert Island painting</p> <p>Treasure Map</p> <p>Instructions on a scroll</p> <p>Advertisement</p> <p>Poster for Captain Plank's Pirate Playground</p> <p>Dialogue between two pirates</p> <p>Lift the flap pirate ship information page</p>	

French:

- Des fruits (fruits)

Computing- Information Technology

- Develop an understanding of how to effectively search for information online, including the use of keywords to enhance search possibilities.
- Begin to explore and create publications using different programs e.g. keynote, pages, ChatterPix Kids.
- Begin to make independent choices about the best software/hardware that can be used to achieve a specific outcome e.g. notes, word, pages can be used to record writing.
- Begin to explore creative possibilities when creating digital content including the use of different fonts, colours and letter sizes.
- Explore how technology has changed over time.
- Continue to develop Google applications skills. Develop digital portfolio through google applications.
-

Physical Education-Health and Fitness:

- I am aware of why exercise is important for good health.
- I can say how my body feels before, during and after exercise.
- I use equipment appropriately and move and land safely.
- I can describe how and why my body changes during and after exercise.

Physical Education- Athletics:

- Throw different objects in a variety of ways
- Hurdle an obstacle and maintain an effective running style.
- Complete an obstacle course with control and agility.

PSHE - Growing and Changing

- Demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- Identify different stages of growth.
- Identify which parts of the human body are private.
- Understand that you are not allowed to touch someone's private belongings without their permission.