
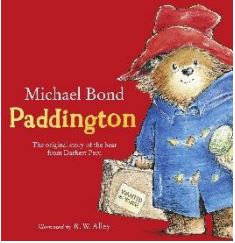
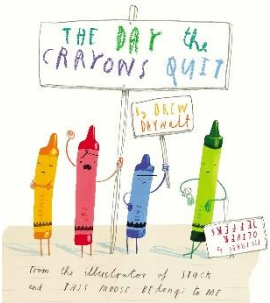
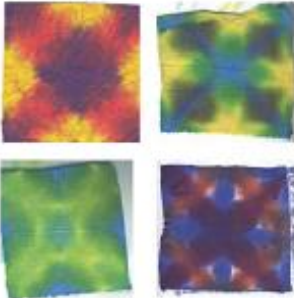





Adventurers – Spring 1-Location, Location, Location

Key Texts	Key Questions	Key Artistic Inspiration	Key Sustainable Development Goal
 <p>How to trap a dragon by Pie Corbett</p>  <p>Paddington by Michael Bond</p>	 <p>The Day the Crayon Quit by Drew Daywalt</p>	 <p>Textiles</p>	 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>

Hearts, Hands, Heads - Loving, Learning, Living		
Loving - Hearts	Learning - Heads	Living - Hands
<p>To appreciate the UK and recognise the significance of the four countries.</p> <p>To appreciate textiles and how clothing, fabric can be changed, coloured and printed.</p> <p>To appreciate the use of everyday materials and investigate material purposes.</p>	<p>Identify features of instructions and use this to write their own.</p> <p>To write a narrative.</p> <p>Name and locate the four countries of the UK and their capital cities.</p> <p>Name and locate the seas surrounding the UK.</p> <p>Identify objects and distinguish the materials they are made from.</p>	<p>In Forest Based Learning exploring the environment seasonal change, creating bird feeders, blindfold trust games and wood cookie necklaces.</p>

Time to Shine opportunities
<p>To write a set of instructions, a narrative and to share knowledge and understanding about the UK and the capital cities.</p>

Writing	Reading	Maths
Composition	Understand texts	Shapes
Instructions Narratives		Money, Place Value
Links to prior knowledge: capital letters for places, people, names, days of the week, using correct tense, use of plurals es/s.	Links to prior knowledge: Inference based on character actions, retelling known stories.	Links to prior knowledge: place value within 10, addition and subtraction methods.
Big questions: Can you use adjectives? Can you organise writing in line with its purpose? Can your group related information? Can you use expanded noun phrases to describe and specify? Can you use punctuation correctly including full stops, capital letters and question marks?	Big questions: Can you read aloud accurately books that are consisten with phonic knowledge and that do not require other strategies to work out words? Can you discuss events? Can you predict events? Can you answer questions about a text?	Big questions: <u>Year 1</u> Can you recognise and name 2D and 3D shapes? Can you sort 2D and 3D shapes? Can you make patterns with 2D and 3D shapes? Can you count within 20? Can you understand numbers 10-20? Can you compare numbers? Can you order numbers? Can you find one more, one less? <u>Year 2</u> Can you recognise and name 2D and 3D shapes? Can you identify and describe the properties of 2D and 3D shapes. Can you identify the line symmetry on a 2D shape? Can you identify 2D shapes on the surface of 3D shapes? Can you compare and sort common 2D and 3D shapes and everyday objects? Can you count money, pence? Can you count pounds? Can you count pounds and pence? Can you compare money amounts? Can you make the same amount? Can you compare amounts of money? Can you calculate with money? Can you find change? Can you answer two step problems?
Contexts for learning: Writing a set of instructions based on ‘How to trap a dragon’. Write a narrative based on the famous author Michael Bond.	Contexts for learning: Reading from Rocket Phonic, reading instructions, answering questions about instructions and a narrative.	Contexts for learning: shape, money, key question, problem solving and fluency.
Key Vocabulary: instructions, title, introduction, equipment list, method, diagram, picture, adjectives, expanded noun phrases, question marks, full stop, capital letters, question marks.	Key Vocabulary: phonic knowledge, events, prediction, retrieval	Key Vocabulary: 2D shape names, 3D shape names, vertices, edges, faces, symmetry, money, pounds, pence, change, difference.
Music	Geography	Science
Composition and performance	The United Kingdom	Chemistry
		Materials
Links to prior knowledge: recalling composition from Autumn 2.	Links to prior knowledge: Local locations (Felton), mapping work.	Links to prior knowledge: use of materials.
Big questions: Can you use stave and musical notation based on a country in the UK using tuned instruments and oral memory? Can you recall and sound / oral memory? Can you listen to and recognise traditional music from the UK? Can you listen to live and recorded music, traditional music and increase fluency, control and expression in your performance?	Big questions: Can you name, locate and identify characteristics of the four countries of the UK? Can you name, locate and identify characteristics of the four capital cities of the UK? Can you name and locate the surrounding seas of the UK? Can you use atlases and maps?	Big questions: Can you distinguish between an object and the material from which it is made? Can you identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock? Can you describe the simple physical properties of a variety of everyday materials? Can you compare and group together a variety of everyday materials on the basis of their simple physical properties? Can you identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses? Can you find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?
Contexts for learning: Inspired by music from the UK.	Contexts for learning: Name, locate and look at characteristics of the UK countries and capital cities.	Contexts for learning: sort common materials,
Key Vocabulary: stave, notation, traditional, live, recorded, performance, control, expression, fluency.	Key Vocabulary: United Kingdom, countries, capital cities, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, Seas, North Sea, English Channel, Irish Sea, Atlantic Ocean.	Key Vocabulary: material types, wood, metal, plastic, wool, cotton, paper, solid, liquid, gas, waterproof, hard, soft, stretch, bend, twist, squash.

Computing	RE	PSHE
Communicate	What is the 'good news' Christians believe Jesus brings?	Internet Safety and Harms
We are photographers		
Links to prior knowledge: use of technology.	Links to prior knowledge: Y2 knowledge of the Big Story of the Bible. Knowledge from Autumn 2 unit on belonging to a faith community	Links to prior knowledge: Greetings from Autumn 1.
Big questions: Can you browse some online collections of photographs to help them understand what makes a good photo? Can you learn how to use a digital camera and start to experiment with these? Can you practise taking effective photos? Can you review photos you've taken selecting the best for future work? Can you edit and enhance photos? Can you use selective editing tools?	Big questions: How was Jesus 'good news' to Matthew? How is forgiveness good news? How can peace be good news? How do Christians try to live out Jesus' good news?	Big questions: Do you know how and why people use the internet? Can you tell the benefits of using the internet and digital devices? Do you know how people find things out and communicate safely with others? Can you say why some things have age restrictions e.g. tv, films, games, toys or play areas? Can you explain basic rules for keeping safe online? Do you know who tell if you see something online that makes you feel unhappy, worried or scared? Can you know ways in which people can access the internet e.g. phones, tablets, computers? Can you recognise the purpose and value the internet in everyday life? Can you recognise that some content on the internet is factual and some is for entertainment e.g news, games and videos? Do you know that information online might not always be true?
Contexts for learning: Taking photos of the	Contexts for learning: exploration of the key enquiry question - what is the 'good news' Christians believe Jesus brings? Recognising the link between Bible texts studied and 'good news', giving examples of ways in which Christians put beliefs in actions into practice to be 'good news' to others.	Contexts for learning: online safety, rules, keeping safe, online, digital footprint
Key Vocabulary: adjustment, camera roll, copy, filter, iCloud, pixel.	Key Vocabulary: Bible, Gospel, 'good news', Jesus, tax collector, friendship, forgiveness, sorry, peace, homeless	Key Vocabulary: un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.
Art		PE
Master Techniques		Gymnastics
Textiles		Develop practical skills in order to participate, compete and lead a healthy lifestyle
Links to prior knowledge: Using mixed materials to create texture in Autumn 2 from collage.		Links to prior knowledge: movements in different ways from dance.
Big questions: Can you use dip dye techniques?		Big questions: Can you move with some control and awareness? Can you link two or more actions to make a sequence? Can you show contrasts (such as small/tall, straight/curved and wide/narrow)? Can you travel by rolling forwards, backwards and sideways? Can you hold a position whilst balancing on different points of the body? Can you climb safely on equipment?
Contexts for learning: Creating own dip dye textiles and using prints to design own fabric materials.		Contexts for learning: Create a sequence of movements and perform to others.
Key Vocabulary: dip dye, textiles, fold, texture, surface, relief, rubbing		Key Vocabulary: pencil roll, teddy bear roll, sequence, forward roll, pose, straight jump, hurdle step, crab walk, bridge, body tension, bunny hop, cartwheel, points of contact, support, evaluate, perform.

