

Enquiries	Literacy	History/ Geography (2hr per week)	Computing (Taught throughout subjects)	Science (1hr per week)	Art/D&T (1hr per week)	PE (2x45mins per week)	R.E Enquiry (1 hr per week)	
Autumn 1	<b>Land Ahoy</b>  <b>(2 Weeks)</b>  <b>Wild Weather</b>  <b>(5 Weeks)</b>	<b>Poems with a Pattern</b>	<b>Sources</b> <ul style="list-style-type: none"> <li>Gather ideas from a few simple sources and make deductions by spotting clues</li> </ul>	<b>Online &amp; E-safety</b> <ul style="list-style-type: none"> <li>Independently access the school website via the menu tab on windows.</li> <li>Recognise that a variety of devices connect users with other people.</li> <li>Identify personal information that should be kept private.</li> </ul> <b>Apps/software</b> -School website learning pages and blog.	<b>Seasonal Change</b> <ul style="list-style-type: none"> <li>Ask simple questions and suggest answers.</li> <li>Make simple observations and perform simple tests.</li> <li>Gather and record data to help answer questions.</li> </ul> <b>Investigation</b> -What is a cloud?	<b>3-D</b> <ul style="list-style-type: none"> <li>Manipulate malleable materials for a purpose</li> <li>Change the surface of a malleable material</li> </ul> <b>Artist-</b>  <b>Drawing</b> <ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels and ballpoints.</li> <li>Invent new lines</li> <li>Draw on different surfaces with a range of media</li> <li>Observe and draw shapes from observations</li> <li>Invent new shapes.</li> <li>Investigate tone by drawing light/dark patterns or light/dark shapes.</li> </ul> <b>Artist-Cezanne</b>	<b>Striking and Fielding</b> <ul style="list-style-type: none"> <li>To roll a ball controlling it with hands and feet.</li> <li>To throw and receive a ball.</li> <li>To understand the concepts of defence and attack.</li> <li>To be able to skip.</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>To use travel, jump, roll and climb.</li> <li>To do high and long jumps.</li> <li>To use floor and apparatus.</li> <li>To follow basic safety instructions-work quietly and carry out specific instructions.</li> <li>To plan and perform a sequence of movements.</li> </ul>	<b>Teaching through stories</b>  <b>AT1</b> <ul style="list-style-type: none"> <li>Explain that Jesus was a good story teller who used stories to teach people about God and how they should behave.</li> <li>Children are able to retell known stories/parables and explain their meanings.</li> <li>Children can tell stories from different characters perspectives</li> </ul> <b>AT2</b> <ul style="list-style-type: none"> <li>Explain meaning of different stories and how this might affect us.</li> </ul>
	<b>Island Hoppers</b>  <b>(4 weeks)</b>	<b>Adventure Stories</b>	<b>Human/Physical Geography</b> <ul style="list-style-type: none"> <li>Talk about weather patterns in the UK</li> <li>Decide if a feature is human or physical and explain why</li> </ul> <b>Geographical Skills &amp; Fieldwork</b> <ul style="list-style-type: none"> <li>Orientate a map and draw a simple route</li> <li>Follow a route around the school grounds</li> <li>Explain what a key is and identify symbols on a map.</li> </ul>	<b>Programming</b> <ul style="list-style-type: none"> <li>Understand the term algorithm.</li> <li>Use the 'repeat' command within a series of instructions.</li> <li>Plan a short 'story' for a sprite and write the commands for this.</li> <li>Edit/refine a sequence of commands.</li> </ul> <b>Apps/software</b> -BeeBot app/Daisy Dino & Beebots/Probots				

Enquiries	Literacy	History/ Geography (2hr per week)	Computing (Taught throughout subjects)	Science (1hr per week)	Art/D&T (1hr per week)	PE (2x45mins per week)	R.E Enquiry (1 hr per week)
<b>Step Back in time (4 weeks)</b>  <b>Mighty Materials (6 Weeks)</b>	<b>Instructions</b>	<b>Chronology, Cause &amp; Consequence and Organisation</b> <ul style="list-style-type: none"> <li>Describe change over a period of time by sequencing events and using phrases such as 300 years ago or giving a precise period</li> <li>Discuss why something happened or why a person behaved in a certain way and explain two consequences.</li> <li>Recount an historical event or write information sentences using increasing subject specific vocabulary</li> </ul>	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>Capture video.</li> <li>Discuss which videos to keep and why.</li> <li>Arrange clips to make a short film that conveys meaning.</li> <li>Add simple titles and credits.</li> <li>Use save, retrieve, amend and print digital content.</li> </ul>	<b>Everyday Materials</b> <ul style="list-style-type: none"> <li>Able to make simple observations and perform simple tests</li> <li>Can classify objects</li> <li>Can describe how the shape of objects can be changed</li> <li>Can match materials and uses</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>Cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>Join fabrics by using a running stitch and glue.</li> <li>Decorate fabrics with buttons, beads, sequins, braids and ribbons.</li> </ul>	<b>Dance (The Magic Toys)</b> <ul style="list-style-type: none"> <li>To travel including turning and gesturing or holding a shape.</li> <li>Incorporate movements from a held balance.</li> <li>To move from very low to sweeping high in time to music.</li> </ul>	<b>Meanings of Hanukkah and Christmas</b>  <b>AT1</b> <ul style="list-style-type: none"> <li>Explain that light is a symbol to Christian's.</li> <li>Retell the main events of the story of the birth of Jesus.</li> </ul>
	<b>Traditional Tales</b>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Use a map to name parts of the UK</li> </ul>	<b>Data</b> <ul style="list-style-type: none"> <li>Place objects and pictures in a list or a simple table and generate a bar chart or pictogram.</li> </ul>	<b>Investigation</b> -Which stuff is stickier?& Can you make a paper bridge?	<b>Crafts person-TBC</b>  <b>Food</b> <ul style="list-style-type: none"> <li>Cut, peel, grate and chop a variety of ingredients.</li> <li>Measure and weigh food items.</li> <li>Work safely and hygienically.</li> </ul>	<b>Chef/Baker-Mary Berry</b>	

Autumn 2

# WHOLE SCHOOL ENQUIRY

## (2 Weeks)

	Enquiries	Literacy	History/ Geography (2hr per week)	Computing (Taught throughout subjects)	Science (1hr per week or equivalent block)	Art/D&T (1hr per week)	PE (2x45mins per week)	R.E Enquiry (1 hr per week)
Spring 1	<b>Fame (4 Weeks)</b>	<b>Information Texts (4 weeks)</b>	<b>Differences in lives, Causes and Consequences &amp; Sources</b> <ul style="list-style-type: none"> <li>Discuss why something happened or why a person behaved in a certain way and explain two consequences.</li> <li>Explain why different people had different experiences.</li> <li>gather ideas from a few simple sources and make deductions by spotting clues</li> </ul>	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>Select appropriate images to add to work.</li> <li>Create projects, working directly at the computer/iPad.</li> <li>Make simple changes to selected text or images.</li> <li>Create simple presentations for different purposes using a range of apps.</li> <li>Save, print, retrieve and amend work.</li> </ul> <b>Apps/software</b> -Book creator, showbie and explain everything.		<b>Painting</b> <ul style="list-style-type: none"> <li>Use brushes of different size and type.</li> <li>Explore the relationships between colours, create the secondary colours.</li> <li>Mix white and black with the above colours to create tones.</li> <li>Experiment with overlapping and mixing media.</li> <li>Look for these colours in images or artefacts.</li> </ul> <b>Artist-Hugo, Picasso &amp;</b>	<b>Dance (Colours and Moods)</b> <ul style="list-style-type: none"> <li>To travel including turning and gesturing or holding a shape.</li> <li>Incorporate movements from a held balance.</li> <li>To move from very low to sweeping high in time to music.</li> <li>To further develop movement that emphasises speed, shape and direction.</li> </ul> <b>Invasion Games (Hockey)</b> <ul style="list-style-type: none"> <li>To roll a ball controlling it with hands and feet.</li> <li>To throw and receive a ball.</li> <li>To understand concepts of defence and attack.</li> </ul>	<b>Ideas about Christian beliefs</b> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>Explain that Christians believe God is the Creator and know about ways in which Christians express their beliefs in practice, particularly through worship.</li> <li>Make connections between beliefs and the major festivals.</li> <li>Name certain artefacts and know how and when they are used</li> </ul>
	<b>Food Glorious Food (2 week block)</b>	<b>Riddles (2 weeks)</b>		<b>Data</b> <ul style="list-style-type: none"> <li>Place objects and pictures in a list or a simple table and generate a bar chart or pictogram.</li> </ul> <b>Apps/software</b> -2graph	<b>Healthy Eating</b> <ul style="list-style-type: none"> <li>Make simple observations and perform simple tests.</li> <li>Gather and record data to help answer questions.</li> <li>Describe changes in animals including humans as they grow.</li> <li>Know the basic needs for survival.</li> <li>Describe what they need for healthy living.</li> </ul> <b>Investigation</b> -Why should I exercise?		<b>Food</b> <ul style="list-style-type: none"> <li>Group familiar food products</li> <li>Understand the need for a variety of foods in a diet.</li> <li>Cut, peel, grate and chop a variety of ingredients.</li> <li>Measure and weigh food items.</li> <li>Work safely and hygienically.</li> </ul>	

Enquiries	Literacy	History/ Geography (2hr per week)	Computing (Taught daily throughout subjects)	Science (1hr per week)	Art/D&T (1hr per week)	PE (2x45mins per week)	R.E Enquiry (1 hr per week)
<b>Spring 2</b>  <b>Map Creator (4 weeks)</b>  <b>The Edible Garden (6 weeks)</b>	<b>Fantasy Stories (5 weeks)</b>  <b>SAT'S Prep</b>	<b>Locational Knowledge</b> <ul style="list-style-type: none"> <li>Use a map to name parts of the UK</li> </ul> <b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>Name and use the 4 compass points</li> <li>Orientate a map and draw a simple route.</li> <li>Explain the difference between an aerial photograph and a plan</li> <li>Explain what a key is and identify symbols on a map.</li> <li>Draw their own simple maps</li> </ul>	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>Use sound recorders, at and away from, a computer to capture and playback sound.</li> <li>Use software to record music and sounds.</li> <li>Change sounds they have recorded.</li> <li>Save, retrieve and edit sounds.</li> </ul> <b>Apps/Software- Garage Band &amp; Explain Everything.</b> <p><b>Online</b></p> <ul style="list-style-type: none"> <li>Independently access the school website via the menu tab on windows.</li> <li>Understand how to use the back button and close button on a website.</li> <li>Navigate learning pages by clicking on pictures and links.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Perform simple tests</li> <li>Gather and record data to help in answering questions.</li> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <b>Investigation-Can seeds grow anywhere? &amp; What's on your wellies?</b>	<b>Printing</b> <ul style="list-style-type: none"> <li>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</li> <li>Build repeating patterns and recognise pattern in the environment</li> <li>Create simple printing blocks with press print</li> <li>Experiment with over printing.</li> </ul> <b>Artist- Construction D&amp;T Day</b> <ul style="list-style-type: none"> <li>Make vehicles with construction kits which contain free running wheels.</li> <li>Attach wheels to a chassis using an axle.</li> <li>Mark out materials to cut using a template.</li> <li>Cut strip wood/dowel using hacksaw and bench hook.</li> <li>Investigate joinings temporary, fixed and moving.</li> </ul>	<b>Gymnastics (Balancing)</b> <ul style="list-style-type: none"> <li>To use travel, jump, roll and climb.</li> <li>To do high and long jumps.</li> <li>To use floor and apparatus.</li> <li>To follow basic safety instructions-work quietly and carry out specific instructions.</li> <li>To plan and perform a sequence of movements.</li> <li>To develop a focus about how to move from balance to travelling movements.</li> </ul> <b>Invasion Games (Football &amp; Netball)</b> <ul style="list-style-type: none"> <li>To roll a ball controlling it with hands and feet.</li> <li>To throw and receive a ball.</li> <li>To understand concepts of defence and attack.</li> </ul>	<b>Ideas about God in Judaism</b> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>Talk about the Jewish symbol of Mezuzah.</li> <li>Explain that Jews believe God is the Creator of the Universe.</li> <li>Explain that Jews understandings come from the Torah.</li> </ul> <p><b>Easter</b></p> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>Explain in words and pictures the different objects and colours used in a church at Easter.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>Explain why Easter is important to Christians and to the.</li> </ul>
	<p><b>WHOLE SCHOOL ENQUIRY (2 Weeks)</b></p>						

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Summer1	<p><b>The Otherside of the World (4 Weeks)</b></p> <p><b>Animal Kingdoms (6weeks)</b></p>	<p><b>Reports (4 weeks)</b></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>To know what a continent is and identify all 7 on a world map.</li> <li>Name the 5 oceans and place on a map.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Compare the human and physical features of Sydney in Australia to London and the wider country of Australia to the UK.</li> <li>Compare an aerial photograph to a map.</li> <li>Draw own maps of physical features of Australia.</li> <li>Name key landmarks in Australia.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Select appropriate images to add to work.</li> <li>Create projects, working directly at the computer/iPad.</li> <li>Make simple changes to selected text or images.</li> <li>Create simple presentations for different purposes using a range of apps.</li> <li>Save, print, retrieve and amend work.</li> </ul> <p><b>Apps/software</b>-Book creator, showbie and explain everything.</p>	<p><b>Living things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul> <p><b>Investigation</b>-Where do snails live?</p>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Create images from a variety of media</li> <li>Sort and group materials for different purposes e.g. colour texture</li> <li>Fold, crumple, tear and overlap papers</li> <li>Work on different scales</li> <li>Collect, sort, name match colours appropriate for an image</li> <li>Create and arrange shapes appropriately</li> </ul> <p><b>Artist-Emily Knagwarrey</b></p>	<p><b>Dance (Life Cycles)</b></p> <ul style="list-style-type: none"> <li>To travel including turning and gesturing or holding a shape.</li> <li>Incorporate movements from a held balance.</li> <li>To move from very low to sweeping high in time to music.</li> <li>To further develop movement that emphasises speed, shape and direction.</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Use their bodies and equipment with greater control and coordination.</li> <li>Remember, repeat and link combinations of actions.</li> <li>Choose skills and equipment to help them meet the challenges they are set.</li> </ul>	<p><b>Judaism, Torah &amp; Sabbat</b></p> <p><b>AT1</b></p> <ul style="list-style-type: none"> <li>Explain what the Torah is and how it is treated.</li> <li>Explain how the Torah teaches Jewish people how to live.</li> </ul> <p><b>AT2</b></p> <ul style="list-style-type: none"> <li>Can talk about something precious in their life and why they value it.</li> </ul>
	<p><b>Code Breaker (2 weeks)</b></p>	<p><b>SAT'S</b></p>		<p><b>Programming</b></p> <ul style="list-style-type: none"> <li>Generate a sequence of instructions including 'right angle' turns.</li> <li>Create a sequence of instructions to generate simple geometric shapes.</li> <li>Discuss how to improve/change their sequence of commands.</li> <li>Create and debug simple systems.</li> </ul>	<p><b>Sheet Materials</b></p> <ul style="list-style-type: none"> <li>Fold, tear and cut paper and card.</li> <li>Cut along lines, straight and curved.</li> <li>Use hole punch</li> <li>Insert paper fasteners for card linkages.</li> <li>Create hinges.</li> <li>Investigate strengthening sheet materials.</li> </ul>			

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Summer 2	Daring Detectives (4 weeks)	Adventure Stories Recap (2 weeks)	<b>Sources, Interpretations &amp; Cause/Consequence</b> <ul style="list-style-type: none"> <li>Understand that not everyone in the past had the same experience.</li> <li>Sequence parts of more complex story.</li> <li>Gather ideas from a few simple sources when building up their understanding.</li> <li>Realise that not all sources of information answer the same questions.</li> <li>Describe change over time using appropriate words and phrases to suggest the more distant past.</li> </ul>	<b>Digital Literacy</b> <ul style="list-style-type: none"> <li>Use showbie to add images, save work and work on a shared project.</li> <li>Use software to record sounds.</li> <li>Add sounds to a multimedia project.</li> <li>Combine text, sounds and video to a project.</li> </ul> <b>Apps/Software-</b> Showbie, Explain Everything and Skitch.  <b>Online</b> <ul style="list-style-type: none"> <li>Independently access the school website and add to the class blog</li> <li>Understand how to</li> <li>Navigate learning pages.</li> </ul> <b>Apps/Software-</b> School website	<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Perform simple tests</li> <li>Gather and record data to help in answering questions.</li> <li>Find out how different animals grow, reproduce and survive.</li> <li>Look at simple life cycles of a chicken, frog and sheep, possibly observing and documenting this process.</li> <li>Compare this through observation with how they change as they grow, studying different clips and gathering data.</li> </ul> <b>Investigation-</b> Do insects have a favourite colour?	<b>3-D</b> <ul style="list-style-type: none"> <li>Manipulate malleable materials for a purpose, e.g. pot, tile</li> <li>Understand the safety and basic care of materials and tools</li> <li>Use simple 2-D shapes to create a 3-D form</li> <li>Change the surface of a malleable material e.g. build a textured tile</li> </ul> <b>Artist-Kathy Pallie</b>	<b>Gymnastics (apparatus)</b> <ul style="list-style-type: none"> <li>To use travel, jump, roll and climb.</li> <li>To do high and long jumps.</li> <li>To use floor and apparatus.</li> <li>To follow basic safety instructions-work quietly and carry out specific instructions.</li> <li>To plan and perform a sequence of movements.</li> </ul> <b>Games (Kwik Cricket)</b> <ul style="list-style-type: none"> <li>Use their bodies and equipment with greater control and coordination.</li> <li>Remember, repeat and link combinations of actions.</li> <li>Choose skills and equipment to help them meet the challenges they are set.</li> </ul>	<b>Judaism Beliefs and Practices</b>  <b>AT1</b> <ul style="list-style-type: none"> <li>Recall some key events in the life of Moses.</li> <li>Identify the main features of Jewish beliefs and relate them to their own experiences.</li> <li>Explain key facts about Hannukkah and Passover.</li> </ul> <b>AT2</b> <ul style="list-style-type: none"> <li>Relate the features of the Jewish faith to their own experiences.</li> </ul>
	Life Explorers (4 weeks)	Oral History Project with enquiry (2 weeks)						
<b>WHOLE SCHOOL ENQUIRY (2 Weeks)</b>								



# UNSWORTH PRIMARY SCHOOL

