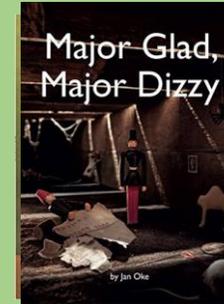


Autumn Theme:

Rights of the Child

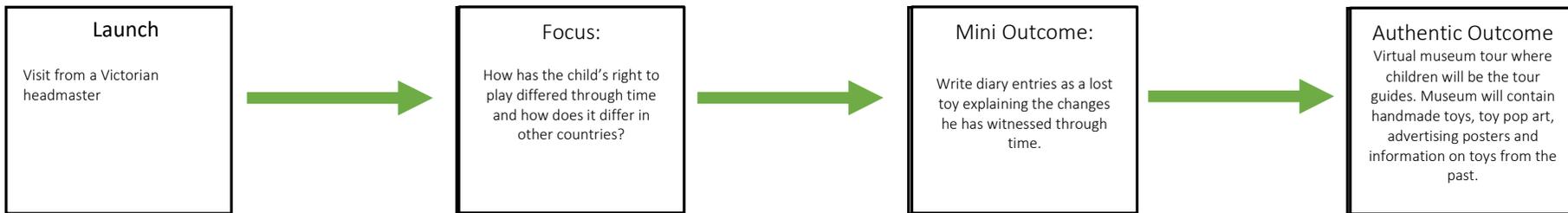
Concepts:

Equality, Individuality and Identity



Do all children have rights?

All articles (with a focus on the right to play)



Learning experiences Victorian Day Virtual Museum	History Can children discuss changes within living memory? 1.1	Geography Where is Democratic Republic of Congo? What is it like there? What are the similarities between DRC and England? 1.3 and 1.6	Art Children to focus on using a range of media to create their own pop art.	DT Children to design, make and evaluate a handmade puppet. Children to focus on ways in which items can be held together e.g. glue, sewing, buttons etc.	Science Uses and properties of everyday materials	PSHE & SRE My Mind Pupils will focus on transitioning from lockdown to being back at school.	PE Moving with equipment – Are children able to develop fundamental movement skills (running, jumping, throwing, catching)? Dance – develop basic strength and flexibility
--	---	---	--	---	---	---	---

English outcomes Core text: Major Glad, Major Dizzy Writing: Predictions Diary entries Letters Reading: Vocabulary, Prediction, Retrieval, Sequence

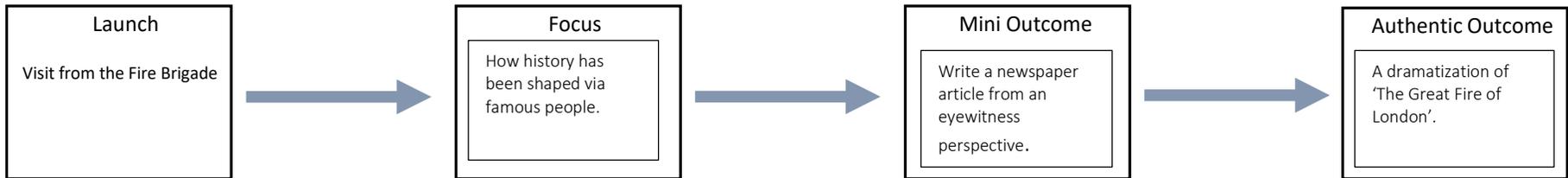
Maths coverage Y1: place value 0-10, addition and subtraction, shape, place value 11-20 Y2: Place value, addition and subtraction, money, multiplication/division
--

Curriculum driver: Physical & Wellbeing

Spring Theme: Famous People – The Great Fire of London



The big question: How do famous people shape history?



Learning experiences	History	Geography	Art	DT	Science	PSHE & SRE	PE
Fire Brigade Visit	To investigate the life of a significant individual. 1.3	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 1.2	To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. 1.2	Using levers and pulleys to create an old fashioned fire engine.	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	My Health	Gymnastics Can children perform basic gymnastics actions with control and coordination?

<p>English outcomes</p> <p>Core Texts: Toby and the great fire of London Writing: Diary Writing Poetry Non-chronological reports Reading: Vocabulary, Retrieval, Sequence, Summary</p>	<p>Maths coverage</p> <p>Y1: addition and subtraction within 20, place value within 50, length and height, weight and volume Y2: multiplication & division, statistics, properties of shape, fractions, measurement - length & height</p>
---	--

Curriculum driver:
Enquiry, Finance & Enterprise

Summer Theme: Animal Welfare

Concepts: responsibility, trust, understanding

The big question: Should animals have the same rights as humans?

Article – currently no animal rights



<p>Launch</p> <p>Visit RSPCA centre (Snodland)</p> <p>Trip to Howletts</p>		<p>Focus</p> <p>What rights do animals have? Should they have the same rights as humans?</p>		<p>Mini Outcome</p> <p>Promotional posters for fundraising event</p>		<p>Authentic Outcome</p> <p>Fundraising event for animal charity of children's choice</p>	
<p>Learning experiences</p> <p>Vet visiting school</p> <p>Guide dogs</p> <p>Service Dogs</p>	<p>History</p> <p>Lives of significant individuals: Jane Goodall 1.3</p> <p>Are children able to identify the ways that people from the past have impacted our lives?</p>	<p>Geography</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 1.7, 1.8, 1.9</p>	<p>Art</p> <p>Tracing, sketching, shading – Can children demonstrate their ideas through sketches in their sketchbooks? 1.3</p>	<p>DT</p> <p>Enterprise week</p> <p>Children to plan an innovative product and explain how their product works.</p>	<p>Science</p> <p>Animals Including humans</p> <p>Can children identify what we need to survive and be healthy?</p>	<p>PSHE & SRE</p> <p>My Life</p>	<p>PE</p> <p>Children to show good awareness of space and the actions of others. Children to show good throwing technique.</p>
<p>English outcomes</p> <p>Core text: Zeraffa Giraffa</p> <p>Writing: Letters Advertisements Poetry Diary Writing</p> <p>Reading: Vocabulary, Prediction, Retrieval, Inference</p>				<p>Maths coverage</p> <p>Y1: multiplication & division, fractions, position & direction, place value to 100, money, time</p> <p>Y2: position & direction, problem solving & efficient methods, time, measurement, investigation.</p>			

Curriculum driver: *Enquiry, Finance & Enterprise, Digital Literacy & Communication*