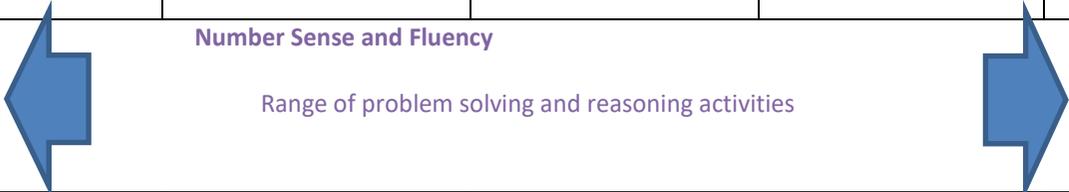


<b>Topic title (Main Theme)</b>	Houses / Homes / Community 'I wonder... what's in a house?' 'I wonder... what's beneath my feet?'	Transport and Journeys 'I wonder...how people travel? And why?' 'I wonder... what we can learn from previous journeys?' 'I wonder... what we can learn about some special journeys?'	Food and Farming 'I wonder... what has happened to the food on my plate before I eat it?' 'I wonder... where and how my food is grown?'
<b>Role play/Small World</b>	imaginative play- designing and building houses, train station play and building of a town/city  Mud kitchen and water play outdoors  Role play later within Autumn 1- entering for Autumn 2: Estate Agents	Types of transport Airport, train station/ticket booth (role play and small world)  re-enacting stories and Non-fictional elements in shared exploration and play	Farm shop- maths role play Farm yard (small world) Superhero (small world)  Outdoors- planting and garden centre role play opportunities
<b>Long term focus (geography)</b>	<p><i>Weather is made up of a combination of wind, rain, temperature and other factors.</i></p> <p><i>Climate describes the pattern of weather which occurs over a period of many years.</i></p> <p><i>UK has 4 seasons.</i></p> <p><i>Pupils need to make links between the weather and everyday lives</i></p> <p><i>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Autumn Winter Spring Summer (4 blocks) Recording temperature /measuring rainfall/snow.</i></p> <p><i>Contrasting weather in other areas-London/South America (adding in countries as they are covered in Geography studies.</i></p> <p><b>4 seasons and the differences between them.</b></p> <p><b>Name and order them in a cyclical diagram</b></p> <p><b>Fieldwork -crucial to understanding seasons</b></p> <p><b>Describe how changes in temperature and day length changes</b></p> <p><b>Seasonal activities</b></p> <p><b>Seasonal Clothes</b></p> <p><b>Seasonal clocks</b></p> <p><b>Seasonal clues</b></p> <p><b>Seasonal word clues</b></p> <p><b>Misconception: Children do not understand that weather is localised and variable.</b></p>		
	<b>Weather Symbols</b>  Make/use weather symbols to show different conditions  Sunshine, sun , shower, cloud rain fog gales.	<b>Weather Symbols</b>  Make/use weather symbols to show different conditions  Start to use simple equipment to measure different weather criteria outside once a week.	<b>Extreme Weather</b>  Serious weather events-flooding/snowed in Extreme weather EW vocab link to photographs flood, gale storm, blizzard Take one extreme weather condition and list the clothes have to wear

	<p><b>Record weather over a week at different times of the day</b></p> <p><b>Choose two pupils to be weekly forecasters</b></p> <p><b>Record temperature</b></p> <p><b>Compare temperature</b></p> <p><b>Weather kits and weather Photo pack</b></p>		<p><b>Investigate where the windiest/shadiest part of school are.</b></p> <p><b>Map them on a map of school.</b></p> <p><b>Cloud watchers</b></p> <p><a href="https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/clouds/cloud-spotting-guide">.https://www.metoffice.gov.uk/weather/learn-about/weather/types-of-weather/clouds/cloud-spotting-guide</a></p> <p><b>Watch cloud video use cloud chart</b></p>		<p><b>List issues caused by the EW</b></p> <p><b>Simulate flooding using sand/gravel and adding work play figures.</b></p> <p><b>Make a news report</b></p>	
<b>Launch / Landing</b>	<p>Home learning links and opportunities to discuss their homes and make comparisons between peers and work shared.</p> <p>Planned local walks</p>		<p>Planned local walks - Geography related - local park</p>		<p>Stories and non-fiction texts- harvesting, growing, baking and then enhancing the children's own written pieces from first hand opportunities</p>	
<b>Visitors in / Visits</b>	<p>visit- planned walks- History and Geography related - houses and homes- buildings foco</p> <p>Visitors- not applicable through Autumn within class- take part on those planned as a whole school foci.</p>		<p>Possible links for RE- Visit to Ecclesfield Church and visitors as planned and applicable at the time.</p>		<p>Visiting a local farm</p>	
<b>Parental Engagement SMSC</b>	<p>Harvest Festival</p> <p>Parents' Evening- zoom</p> <p>Phonics/ early reading workshop</p> <p>DT themed workshop- building a town- or home learning project</p>	<p>Christmas Concert</p> <p>DT Sewing workshop</p>	<p>Parents' evenings</p> <p>Maths workshop</p>	<p>Phonics workshop – Link to Screening</p>	<p>Reading workshop – Written Comprehension focus and key skills</p>	<p>Sports Day</p>
<b>Maths</b>	<p><b>Re-visit ELG</b></p> <p><b>Number: Place value within 10</b></p> <p><b>Shape - from EYFS end points to plan for in classroom provision</b></p>	<p><b>Number: Addition to 10 including number bonds to 10 - carried from Autumn 1</b></p> <p><b>Subtraction within 10</b></p> <p><b>Geometry: Shape</b> Naming and describing 2d and 3d shapes Finding shapes within the environment</p> <p><b>Number: Place value within 20</b></p>	<p><b>Consolidation of Geometry: Shape</b> Naming and describing 2d and 3d shapes Finding shapes within the environment</p> <p><b>Number: Place value within 20</b></p> <p><b>Number: Addition and Subtraction within 10, crossing 10 (apply to money also)</b></p> <p><b>Consolidate place value to 20</b></p>	<p><b>Number: Place value within 50 (including multiples of 2 and 5)</b></p> <p><b>Measurement: length, volume, height, weight</b> Comparing lengths, heights, volumes and weights using language: longer, shorter, heavier, lighter</p> <p>Estimating and measuring accurately using standard and non-standard units</p>	<p><b>Consolidation of addition and subtraction within 20</b></p> <p><b>Number: Multiplication and division</b> Reinforce multiples of 2, 5 and introduce counting in multiples of 10</p> <p>Division using equal groups.</p> <p>Introduce arrays.</p> <p>Finding half or quarter of a quantity.</p>	<p><b>Number: Place value within 100</b> Introduce 100 square Partitioning numbers. Ordering</p> <p><b>Measurement: money</b> Recognising coin values and notes, counting coins</p> <p><b>Measurement: time</b> Telling and making the time to o'clock and half past Drawing the hands on the clock to show o'clock and half past</p>

			<b>Number: Place value within 50</b>	Addition and subtraction of length and height problems.	Doubles  <b>Number: fractions</b> Halves and quarters of shapes and quantities  <b>Shape: Position and direction</b> Moving and turning using half, full and quarter turns	Dates  Time language (before/after)
	 <p style="text-align: center;"><b>Number Sense and Fluency</b> Range of problem solving and reasoning activities</p>					
<b>English Class Texts</b>	<u>Narrative-</u> Goldilocks and the 3 bears Magic porridge pot (Nadia Hussain) The 3 Little pigs  <u>Instructions - making porridge,</u>  <u>Narrative:</u> Peace at Last,  <u>Non-fiction-</u> Geography text- where we live  <u>Poetry-</u> Nature poems Autumn poems Ridiculous  Science related- Everyday Materials How things work: Materials	<u>Narrative:</u> Peace at Last,  <u>Non-fiction-</u> Geography text- Where we live  Our Local Area- (Louise Spilsbury) - Geography focus  The street beneath my feet  A planet full of plastic-materials Clem and Crab - materials  <u>Poetry-</u> Winter poems	<u>Narrative - Look Up (Nathan Byron)</u>  <u>Non-fiction-</u> Victorian Transport facts made fun! Transport in Victorian Times Neil Armstrong texts  <u>Poetry -</u> Spring poems Transport poems	<u>Poetry -</u> The Royal Breakfast Rumble in the Jungle Summer poems  <u>Narrative:</u> Little Red Hen (Nadia Hussain) Little Red Hen (Alternative version) Farmer Duck Rosie's Walk Supertato We all went on safari  <u>Non-fiction -</u> , Handa's Hen etc, The World Came to my place today  <u>Instructions - Making Bread</u>		
<b>English Reading Focus</b>	<u>Objective Focus</u> Applying phonic knowledge and skills as the route to decode words.		<u>Objective Focus</u> Applying phonic knowledge and skills as the route to decode words.		<u>Objective Focus</u> Applying phonic knowledge and skills as the route to decode words.	

**Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)**

**Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)**

**Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)**

Reading words of more than one syllable that contain taught GPCs.

**Becoming very familiar with key stories and being able to retell them. (KPI)**

Participating in discussion about what is read to them, taking turns and listening to what others say.

Explaining clearly their understanding of what is read to them. **Objective Focus**

Applying phonic knowledge and skills as the route to decode words.

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**Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)**

**Checking that the text makes sense to them as they read, correcting inaccurate reading. (KPI)**

**Predicting what might happen on the basis of what has been read so far. (KPI)**

**Discussing the significance of the title and events. (KPI)**

**Discussing word meanings, linking new meanings to those already known. (KPI)**

**Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. (KPI)**

Appreciating rhymes and poems, and reciting some by heart.

Participating in discussion about what is read to them, taking turns and listening to what others say.

Explaining clearly their understanding of what is read to them.

**Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)**

**Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)**

**Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)**

Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.

**Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI)**

Reading words with contractions.

Making inferences on the basis of what is being said and done.

Asking questions about new and unfamiliar words to help make sense of what is being read.

Participating in discussion about what is read to them, taking turns and listening to what others say.

Explaining clearly their understanding of what is read to them.

	<p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explaining clearly their understanding of what is read to them.</p>		
<p><b>Writing Focus</b></p>	<p><u>Writing Focus:-</u></p> <p><u>Narrative:</u>  Goldilocks and the 3 bears -  Character description, Setting description,  Letter writing,  Non-fiction- recipes and instructional pieces</p> <p>The magic porridge pot (traditional and alternative versions)  Story sequencing  Sentence openers and sentence variations/word definitions</p> <p>The 3 Little pigs  Instructional texts</p> <p>Spinderella - maths related  Ten in the bed - maths related</p> <p><u>Narrative:</u> Peace at Last,  making predictions  story sequencing  retelling story events  writing their own stories  Recount</p> <p><u>Non-fiction-</u>  Geography text- where we live</p> <p>Our Local Area- Louise Spilsbury - Geography focus</p> <p>The street beneath my feet</p> <p>A planet full of plastic- materials  Clem and Crab - materials</p> <p>Non-fiction chronological reports and extracts</p>	<p><u>Writing Focus:-</u></p> <p><u>Narrative</u> - Look Up by Nathan Byron  Story sequencing  Retelling story events  Recount  Writing their own stories  Letter writing</p> <p><u>Non-fiction-</u>  Recording fact files and non-chronological reports for History and Science foci  Victorian Transport facts made fun!  Transport in Victorian Times  Neil Armstrong texts- Neil Armstrong First man on the moon by Alex Woolfe  The extraordinary life of Neil Armstrong by Martin Howard  Biography writing</p> <p><u>Poetry -</u>  Spring poems  Transport poems  appreciating rhymes and poems, and reciting some by heart</p> <p><u>Poetry -</u>  Spring poems  Transport poems  appreciating rhymes and poems, and reciting some by heart</p>	<p><u>Writing Focus:-</u></p> <p><u>Poetry -</u>  The Royal Breakfast  Rumble in the Jungle  Summer poems  appreciating rhymes and poems, and reciting some by heart</p> <p><u>Narrative:</u>  Little Red Hen (Nadia Hussain)  Little Red Hen (Alternative version)  Farmer Duck  Handa's Surprise and Handa's Hen  Rosie's walk  Supertato  We all went on Safari  Character description  Setting description  Drama/play scripts</p> <p><u>Non-fiction -</u>, The World Came to my place today,  George and Flora's secret garden  Non-chronological reports</p> <p><u>Instructions -</u> Making Bread</p> <p>The Emperor's Egg  Non-fiction linked to habitats and adaptations  Plants and animals- growing and changing</p>

	<p><b>Poetry- Winter poems</b>  <b>appreciating rhymes and poems, and reciting some by heart</b></p>		
<p><b>Reading Focus</b></p>	<p>Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p><u>Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. (KPI)</u></p> <p><u>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</u></p> <p>Reading words of more than one syllable that contain taught GPCs.</p> <p><u>Comprehension</u></p> <p><u>Discussing word meanings, linking new meanings to those already known. (KPI)</u></p> <p><u>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</u></p>	<p>Word Reading</p> <p>Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p><u>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</u></p> <p><u>Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI)</u></p> <p><u>Comprehension</u></p> <p><u>Discussing word meanings, linking new meanings to those already known. (KPI)</u></p> <p><u>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</u></p> <p><u>Becoming very familiar with key stories and being able to retell them. (KPI)</u></p>	<p>Word Reading</p> <p>Reading words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p><u>Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught. (KPI)</u></p> <p><u>Reading common exception words, noting unusual correspondences between spelling and sound. (KPI)</u></p> <p>Reading words of more than one syllable that contain taught GPCs.</p> <p>Reading words with contractions.</p> <p><u>Reading books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. (KPI)</u></p> <p><u>Comprehension</u></p> <p><u>Discussing word meanings, linking new meanings to those already known. (KPI)</u></p>

	<p><u>Becoming very familiar with key stories and being able to retell them. (KPI)</u></p> <p><u>Appreciating rhymes and poems, and reciting some by heart.</u></p>	<p><u>Appreciating rhymes and poems, and reciting some by heart.</u></p>	<p><u>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. (KPI)</u></p> <p><u>Becoming very familiar with key stories and being able to retell them. (KPI)</u></p> <p><u>Appreciating rhymes and poems, and reciting some by heart.</u></p>
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Reading: Word reading and comprehension  
 Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)  
 Phonics  
 Phase 4 and 5



<p><b>Science</b></p>	<p><u>Autumn 1+2 - Materials:</u>  <u>'I wonder... what it is made of? And why?'</u>          We will distinguish between an object and the material from which it is made</p> <p>We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>We will describe the simple physical properties of a variety of everyday materials</p> <p>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p style="text-align: center;"><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Identifying</li> <li>● Classifying</li> <li>● Testing</li> </ul>	<p><u>Spring 1 and 2 – Humans/ senses</u>  <u>'I wonder... what my senses do for me and my body?'</u>  <u>'I wonder... what my nose knows?'</u>  <u>'I wonder... what's so amazing about the human body?'</u>          We will focus on the names of all body parts and the body parts that we use as senses.</p> <p>We will be exploring our senses.</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>● Asking questions</li> <li>● Identifying</li> <li>● Classifying</li> <li>● Predicting</li> </ul>	<p><u>Summer 1- Plants and growth – link to Spring time</u>  <u>'I wonder...how things grow?'</u>  <u>'I wonder...what influences growth?'</u>  <u>'I wonder... why things grow and change?'</u>          We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Summer 2 – Animals</u>  <u>'I wonder... why things grow and change?'</u>  <u>Continued</u>  <u>'I wonder... how and why we adapt?'</u>  <u>'I wonder how we are similar or different? And why?'</u>          -We will identify and name a variety of common animals and classifying them into birds, reptiles, mammals, amphibians, and fish.</p>
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	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Data</li> </ul>		<p>-We will identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Testing</li> <li>• Predicting</li> <li>• Data</li> </ul> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Identifying</li> <li>• Classifying</li> </ul>	
	<p><u>Seasonal Changes:</u> We will investigate the four seasons of the year with a focus on how Autumn transitions into Winter.</p> <p>We will observe the changes in the weather during the different seasons. This will include how day length varies as the seasons change.</p> <p>We compare and contrast this season to spring and summer and autumn.</p> <p>We investigate day and night and how the length of the day changes throughout the year.</p>			
	<p><b>Working Scientifically</b></p> <p>← Comparative testing, Ideas over time, Identifying and classifying, Observing over time, Pattern seeking, Research →</p>			
History	<p><u>Homes-Where we live Settlements</u> Cultural and Social History Historical Enquiry Washing in the past easier or harder better or worse Changes within living Memory What is the past (PAST terminology)</p>		<p><u>Transport-how it has changed over time.</u> <u>Movement of People</u> Cultural environmental and Social History Historical enquiry First moon landing- Why was it significant? Using historical skills to answer</p>	<p><u>Food Innovation</u> Cultural environmental and Social History Historical enquiry History of School meals -Are they better now? Using historical skills to answer questions about the past A study into food through time in</p>

**My house past and present** (Within living memory).

Naming parts of houses and what they are used for? Learning to "read a house" inside and outside"

**Using historical skills to answer questions about the past**

How has technology in the house changed over time?

How has the physical appearance of houses changed over time?

(Victorian era) **Famous homes** - look at the history of these homes (Buckingham Palace

**Famous People/Events linked to significant historical events**

Bonfire Night finding out how the sequence of events led up to the capture of Guy Fawkes and the consequences of this.

#### **Key Skills**

Develop an awareness of the past using common words/phrases relating to the passage of time.

Order events in a chronological order

Identify similarities and differences between ways of life in different periods

**questions about the past**

**A study into modern day transport.**

How and why transport changes have progressed over time (Trains, Cars and Rockets)

**Famous People linked to significant historical events**

**First Rocket**

**Launch** (Neil Armstrong and Buzz Aldrin 1969-present day)

**A study into Victorian Transport**

- Old and new modes of transport linked to Victorian era timelines of transport
- George Stephenson - (Railways 1781-1779 )

#### **Key Skills**

Develop an awareness of the past using common words/phrases relating to the passage of time.

Order events in a chronological order

**Britain.** Food choices over time  
Celebration food changes over time  
Cooking utensils changes over time  
Food packaging and adverts changes over time

**Events beyond living memory**

**History of farming** use of different transport on a farm tractors, farming machinery, animal power on the farm. How this has changed over time.

Significance of growth in towns and railways for moving farm food products around  
How the selling and production of food has changed over time.

**Local Study Visit to a local farm and looking at the history of farming**

#### **Key Skills**

Develop an awareness of the past using common words/phrases relating to the passage of time.

Order events in a chronological order

	<p>Use a wide vocabulary of historical terminology Ask and answer questions using sources to show their understanding. Understand some of the ways that they can find out about the past Identify different ways in which the past is represented NC</p> <p><b>Concepts:</b> Chronology Change and continuity Sequence duration Significance Culture Cause and consequence</p>			<p>Identify similarities and differences between ways of life in different periods Use a wide vocabulary of historical terminology Ask and answer questions using sources to show their understanding. Understand some of the ways that they can find out about the past Identify different ways in which the past is represented</p> <p><b>Concepts:</b> Significance Culture Change and continuity Cause and consequence</p>		<p>Identify similarities and differences between ways of life in different periods Use a wide vocabulary of historical terminology Ask and answer questions using sources to show their understanding. Understand some of the ways that they can find out about the past Identify different ways in which the past is represented</p> <p><b>Concepts:</b> Significance Culture Change and continuity Cause and consequence</p>
<p><b>Computing</b>  <b>Purple mash</b>  <b>J2e</b></p>	<p><b>Unit 0.1 – key skills</b>  In this unit the children will develop understanding that computer based devices need to be programmed with instructions (commands). This process will help children to</p>	<p><b>Strand 1 – Communicating: Text and images</b>  <b>Unit 1.1 How do I use a school computer independently?</b>  Type up letter to queen</p>	<p><b>Strand 3 – Understanding and sharing data</b>  <b>Unit 3.1 How do I present data using pictures?</b>  (Link to Online Safety)</p>	<p><b>Strand 2 – Communicating: Multimedia</b>  <b>Unit 2.1: How do I record sounds and pictures?</b> In this unit children will explore the different</p>	<p><b>Strand 4 – Computational thinking: programming A</b>  <b>Unit 4.1 What is an algorithm?</b> Algorithms are a process or set of rules to be</p>	<p><b>Strand 4 – computational thinking: programming B</b>  <b>Unit 5.1 - What is a program?</b> In this unit children will begin to understand that</p>

	<p>begin to write and test simple sequences of instructions.</p> <ul style="list-style-type: none"> <li>- log on and off</li> <li>- open up word</li> <li>- type on the keyboard to input symbols on the screen</li> </ul> <p>Machines Algorithms Program</p>	<p>In this unit children learn about that information exists in a variety of forms and that ICT can be used to manipulate information. Children will explore how to create, edit, organise and store content for a given purpose.</p> <p>Machines Algorithms Program Abstraction Program</p>	<p>In this unit children learn that data can be presented graphically. They will explore a graphing package and answer simple questions on the information shown. They will enter data and explain their own work.</p> <p>Machines Algorithms Program Abstraction</p>	<p>technologies that are around them. They will record sounds and take photographs for a given purpose. These will be shared with their peers.</p> <p>TV forecasters</p> <p>To record themselves presenting the weather forecast.</p> <p>Machines Algorithms Program Abstraction</p>	<p>followed in calculations or other problem-solving operations, especially by a computer. This unit enables children to understand how a computer needs to have a correct sequence of instructions to operate correctly. Algorithms are only as good as the instructions given, and the result will be incorrect if the algorithm is not properly defined.</p> <p>Beebot goes on a journey:</p> <ul style="list-style-type: none"> <li>-instructions</li> <li>- create own Beebot maps</li> </ul> <p>Machines Algorithms</p>	<p>computers need a clear set of criteria to handle and sort, objects, data and information. This is an aspect of data handling.</p> <p>Finding images from the web and sorting them.</p> <p>Machines Algorithms Program Abstraction Logic Data</p>
<p><b>Geography ongoing</b></p>	<p>Weather ongoing throughout the year Weather Symbols/Extreme Weather/Climate seasonal activities, clothes, clocks,clues</p>					
<p><b>Geography</b></p>		<p><u>Where do we live?</u> (Lifestyle/Culture/Settlements) GA Investigating our street Book The Street beneath My Feet</p> <p>Our local area Small Area Around the school local area Chapelton Distinguish between what is considered to be the Local area and surrounding environment of school</p>	<p><u>Where do we Play?</u> (Lifestyle/Culture) Book Voices in the Park Geographical Skills and Fieldwork</p> <p>Use aerial photos and plans to recognise landmarks in local area to locate their home in relation to school</p> <p>Use OS maps to explore and use compass directions and directional language to consider different routes and journeys around school to locate areas to play</p>		<p><u>Where does our food come from?</u> Routes and Journeys GA Food for Thought (Trade/Culture/Weather ) UK/ Seven continents /Five Oceans Locational and Place Knowledge Local routes Normal day to day route to shops. Digimap/aerial photographs locate major food shopping areas in the local area. How do families get there? Graph -walk/drive/bus</p>	

**Place Knowledge and Locational Knowledge**  
 locate our local area and pupil homes on maps/ digimap google earth  
 Use maps to locate and record a range of features/buildings and other landmarks  
 Fieldwork-go for a walk from school to explore the local area.  
 Predictions before the walk as to what will be seen  
 Show the route that will be taken. Where will dangerous points be? (roads/narrow paths)  
 Discuss how they might keep each other safe on the walk  
 Take photos (including with a class teddy)/voice record the walk and features seen  
 Sound mapping at points along the walk-what can be heard  
 Review the walk afterwards-what types of buildings were seen/dangers along the way/any surprises  
**Skills and Fieldwork**  
 Use aerial photos and plans to help identify the features seen  
**Human and Physical Geography Our Homes**  
 explore different types of homes in our local area  
**Human Features** (semi terraced detached flat bungalow etc of our local area including our school)

**Place Knowledge School Play area and local Park**  
 Identify similarities and differences in human features and physical features of play areas in school  
 Visit Chapeltown Park and list similarities and differences As above  
 different play areas in local area-Chapeltown Park  
 When is the park available?  
 Who uses it?  
 Who looks after it?  
 Is it an inviting place  
 How do children play there/use it?  
 Write to the local councillor to ask for more...  
 How does the weather affect the use of play areas  
 What would pupils choose to change about playtimes/areas and activities and why  
**Geographical Skills and Field Work**  
 Use of photographs including aerial photographs of parks  
 Visits around school and the local parks  
 Identify parks on an OS map  
 Describe its location in relation to other places or features  
 Use digital map/photographs

GE Why do we need to buy from further away?  
**Roads and Railways**  
 local and regional UK  
 Why does food need to travel to us from further afield  
 Classify regional food local/not local seasonal  
 Investigate where the food that we eat comes from how far has the food travelled (FOOD MILES)  
 Classify food grown in the UK not uk and why this food is not typically grown in England. Linked to weather  
 Explore continents around the world with a focus on how one well known food is transported from each continent-Europe Asia Africa Australia America (South)  
 Track foods from seven continents and locate the oceans that they must cross to bring the food to the UK.  
**Locate harbours** in UK where food is delivered to for further distribution  
**Farming in the Local Area**  
**Human and Physical Geography**  
 Farming in the local area  
 Compare similarities and differences between Chapeltown and

		<p>Features of particular types of houses Similarities and differences of houses Features that make up a street their own and compare to PARK AVENUE similarities and differences Recognise the part people pay in creating the character of a street</p> <p><b>Our Local Environment- Shops and Places of work</b></p> <p><b>What do the pupils know about their local community?</b> Identify various activities in the area where they live Compare area around Park avenue and main street in Chapeltown Count no of people seen in both places. What are they doing Record no of people on a map and what they're were doing Coloured dots could be used to show different activities- leisure/shopping/working Interview shop keepers (prior arrangements)</p> <p><b>Homes and Houses</b> Types of housing-show pictures/label Housing facts in Chapeltown Collect information about the types of housing along one side of Park</p>	<p>Use Compass Points NSEW directional language</p> <p><b>Concepts</b> physical and human processes place space scale environments</p>		<p>Bradfield landscape use of land Urban/rural terminology to be used <b>Geographical skills and Fieldwork</b> Identify places on an OS map UK world /google earth/globes Field work (<b>visit to a farm in a contrasting location to Sheffield</b>) (<b>Bradfield-Dungworth Investigate Milk production</b>)</p> <p>Books- The world came to my place today: Cocoa beans – South America, Rice – China, Sugar canes – south east Asia Katie Morag and the two grandmothers Farmer Duck Leon’s Luck Lunch Break The Perfect Hamburger</p> <p><b>Concepts</b> physical and human processes place environments</p> <p>Train services from Chapeltown where can we travel to? (focus on different parts of Yorkshire <b>Locational Knowledge</b> Investigate travelling around Yorkshire from where they live Locate train stations /airports /ferry ports Locate all seas around the UK.</p>	
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Avenue/ Another group-  
another street..  
Compare houses on a  
street-house  
furniture/doors/chimney  
s/gardens/windows  
Map the local area  
around school  
GE Why did your family  
choose your street?  
Houses  
What kind of housing is  
mostly found around  
school?  
How does this link to the  
space around  
school/local area/  
Map journey to school-  
labelling features that  
pass using knowledge  
gained from above areas  
Compare to town centre-  
flats why?  
Use digimap to show  
town centre compare to  
Chapelton-SPACE

**Place Knowledge and  
Locational Knowledge  
Contrasting Area of the  
UK**

Identifying Sheffield as  
part of Yorkshire and the  
UK. Relate scale of  
Chapelton to Sheffield  
/London

**Geographical Skills and  
Field Work**

Use of photographs  
including aerial  
photographs  
Field work Visits around  
school and the local area  
Identify places on an OS  
map

		<p>Locate on a map of different dates and note change in use of land (DIGIMAP) Describe its location in relation to other places or features (school/centre of Chapeltown) Locate in an atlas/globe/maps of different scales</p> <p><b>Concepts</b> Place scale physical and human processes Settlements</p>				
<p><b>Music</b></p>	<p><b>Hey You! Charanga</b> <b>Style:Old School Hip Hop</b></p> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• Hey You</li> <li>• Me Myself and I</li> <li>• Fresh Prince of Bel Air</li> <li>• Rapper’s Delight</li> <li>• U can’t touch this</li> <li>• It’s like that</li> </ul> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• Vocal lines-how many singers</li> <li>• Male of female singers?</li> <li>• How many instruments are used?</li> <li>• Are there any solos?</li> <li>• What is the hook?</li> <li>• Tempo-slow or fast or inbetween?</li> </ul>	<p><b>BBC Ten Pieces Focus:</b></p> <p><b>Songs</b> KS1 Christmas Performance</p> <p><b>Listen and Appraise</b></p> <ul style="list-style-type: none"> <li>• pulse</li> <li>• ostinato</li> <li>• Gather local ‘home/town’ sounds from a sound walk.</li> </ul> <p>Layer the sounds and structure the soundscapes developed into one big piece of music.</p>	<p><b>Sheffield Music Hub Digital Package</b> Week 1-3 - Pulse and rhythm (notation introduction) Week 4-6 - Pitch (including kodaly)and harmony Week 7-10 - Singing and performance techniques</p>	<p><b>Sheffield Music Hub Digital Package</b> Week 1-3 - Pulse and rhythm (notation introduction) Week 4-6 - Pitch (including kodaly)and harmony Week 7-10 - Singing and performance techniques</p>	<p><b>Your Imagination Charanga</b> <b>Style: Mixed styles</b></p> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• Your imagination</li> <li>• Supercalifragilisticexpialidocious</li> <li>• Pure Imagination</li> <li>• Daydream believer</li> <li>• Rainbow connection</li> <li>• A whole new world</li> </ul> <p><b>Listen &amp; Appraise</b></p> <ul style="list-style-type: none"> <li>• Does the song tell a story?</li> <li>• How does the music make you feel?</li> <li>• What do you like about this song?</li> </ul> <p><b>Musical Activities</b></p> <ul style="list-style-type: none"> <li>• Games</li> <li>• Singing</li> <li>• Playing</li> <li>• Improvisation</li> <li>• composition</li> </ul>	

	<ul style="list-style-type: none"> <li>Texture and layers of sound</li> </ul>					
PE	<p><b>Fundamentals (GS4PE)</b></p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p><u>Key Skills:</u> jumping, balancing, controlling muscles, holding a position</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Balance</li> <li>Agility</li> <li>Coordination</li> </ul>	<p><b>Target Games (GS4PE)</b></p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Key Skills:</u> Underarm throwing, Overarm throwing, Aim Hand eye co-ordination</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Coordination</li> <li>Communication</li> <li>Tactics</li> <li>Decision making</li> </ul>	<p><b>Invasion (GS4PE)</b></p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own respect and kindness towards their teammates and opponents.</p> <p><u>Key Skills:</u> Throwing, catching, kicking, dribbling with hands and feet, dodging</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Agility</li> <li>Coordination</li> <li>Competition</li> </ul>	<p><b>Fitness (GS4PE)</b></p> <p>In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.</p> <p><u>Key Skills:</u> Agility, balance, coordination, speed, stamina, skipping</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Balance</li> <li>Agility</li> <li>Coordination</li> <li>Fitness</li> <li>Sequence</li> <li>Evaluation and improvement</li> </ul>	<p><b>Sending and Receiving (GS4PE)</b></p> <p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Key Skills:</u> Rolling, kicking, throwing, catching, tracking</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Agility</li> <li>Coordination</li> <li>Collaboration</li> </ul>	<p><b>Net and Wall (GS4PE)</b></p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p><u>Key Skills:</u> Throwing, catching, hitting a ball, tracking a ball</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Movement</li> <li>Coordination</li> <li>Fairness</li> <li>Technique</li> </ul>
	<b>Ball Skills (GS4PE)</b>	<b>Gymnastics (GS4PE)</b>	<b>Dance (GS4PE)</b>	<b>Yoga (GS4PE)</b>	<b>Team Building (GS4PE)</b>	<b>Sports Day Practice</b>

	<p>Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b>Key Skills:</b> Rolling, kicking, throwing, catching, dribbling, bouncing</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Coordination</li> <li>● Collaboration</li> </ul>	<p>Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><b>Key Skills:</b> Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Balance</li> <li>● Agility</li> <li>● Coordination</li> <li>● Sequence</li> <li>● Technique</li> </ul>	<p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><b>Key Skills:</b> Travel, action, shape, perform, copy</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Agility</li> <li>● Coordination</li> <li>● Collaboration</li> <li>● Sequence</li> </ul> <p>Fitness</p>	<p>Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities.</p> <p><b>Key Skills:</b> Breathing, balance, flexibility, strength, coordination</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Balance</li> <li>● Coordination</li> <li>● Fitness</li> <li>● Sequence</li> <li>● Technique</li> </ul>	<p>Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</p> <p><b>Key Skills:</b> Balancing, travelling</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Balance</li> <li>● Collaboration</li> <li>● Fairness</li> </ul>	<p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><b>Key Skills:</b> Running, throwing, catching, teamwork</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>● Movement</li> <li>● Agility</li> <li>● Coordination</li> <li>● Competition</li> <li>● Collaboration</li> <li>● Fairness</li> <li>● Technique</li> </ul>
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**ART & Design**

**Houses (Autumn 1)**

**Drawing**  
**Research:**  
Pencil drawings of houses/homes  
**Stephen Wiltshire**



**Transport and Journeys (Spring 2)**

**Painting**  
**Research:**  
**Vincent Van Gogh**  
**L.S. Lowry**

Developing skills:  
Colour mixing  
Brush use (different size)



**Food Around the world**

**Printing (fruit)**

**Research:**  
**Guisepppe Arcimboldo**  
Printing fruit imagery  
Developing skills:  
Experiment by printing different fruit – patterns etc.



	<p>Developing skills: Sketching in the environment Line Shape Experiment using charcoal, ballpoint pen, pastel, felt tips</p> <p>Mark making: <a href="https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c">https://classroom.thenational.academy/lessons/an-introduction-to-drawing-6nk64c</a></p> <p>NSEAD (drawing buildings): <a href="https://www.nsead.org/resources/units-of-work/uow-drawing-buildings/">https://www.nsead.org/resources/units-of-work/uow-drawing-buildings/</a></p> <p>Applying skills: Create a 'street' of children's drawings from local area</p> <p>Evaluation: Compare to actual photographs How would adding colour alter the final piece? Impact?</p> <p>Concepts: line shape space</p>	<p>brushes) Shape (e.g. of the buildings/transport)</p> <p>Colour mixing: <a href="https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&amp;step=1</a></p> <p>Applying skills: Children to work collaboratively to create a painting in the style of Lowry (eg. Children to each create a form of transport/building then stick together to create a final piece)</p> <p>Evaluation: Have we used similar colours ? What would we change next time? How can we change colours to portray a different mood?</p> <p>Concepts: line shape colour</p>	<p>Doing rubbings from tree bark etc.</p> <p>Introduction to printmaking: <a href="https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c">https://classroom.thenational.academy/lessons/introduction-to-printmaking-cruk4c</a></p> <p>Printing with found objects: <a href="https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r">https://classroom.thenational.academy/lessons/exploring-printing-with-found-objects-6wv32r</a></p> <p>NSEAD (Printing) <a href="https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/">https://www.nsead.org/resources/units-of-work/uow-experiments-with-printing-surface-pattern-using-found-objects/</a></p> <p>Applying skills: Printing in the style of Guiseppe Arcimboldo</p> <p>Evaluation: Can we change the size? did we use shape effectively to show shapes?</p> <p>Concepts: line shape colour</p>
<p>Design and technology</p>	<p><b>Textiles (Autumn 2)</b></p> <p><b>To design and make a puppet to retell a traditional tale to parents</b> NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><u>Investigate, disassembly, evaluate</u></p> <p>Provide opportunities for children to examine a selection of hand puppets and finger puppets made from a variety of materials.</p>	<p><b>Mechanisms (Spring 1)</b></p> <p><b>To design and make a car to transport Mr Gumpy and his passengers down the bumpy track</b> NC: explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Investigate, disassembly, evaluate:</u></p> <p>Look at variety of different vehicles and their purposes</p>	<p><b>Food</b></p> <p><b>To design and make soda bread- The Little Red Hen (alternative version)</b> NC: use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p> <p><u>Investigate, disassembly, evaluate:</u> Understand where food comes from. Group familiar food products e.g. fruit and vegetables. Investigate different snacks - packaging, ingredients, looks etc Describe appearance, taste, texture of different food groups</p> <p><u>Focus Practical tasks:</u></p>

**Focus Practical tasks:**

- basic sewing techniques
- to use a template to mark out identical pieces of fabric
- to compare joining techniques

simple vocabulary associated with the use of textiles

**Design**

**Design a puppet to retell a fairy tale**

- that ideas for their own designs can be developed by looking at a selection of puppets

to identify simple design criteria

- to model their ideas by making a paper mock-up

:

**Make**

**Make a puppet**

- to mark out, cut and join fabric pieces to make the main part of their puppet
- to use appropriate finishing techniques

**Evaluate**

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Evaluate their product by asking questions about what they have made and how they have gone about it

**Concepts:**

- Design
- Evaluate
- Technology

See how axles and wheels work by disassembling a vehicle

Investigate whether thin or thick wheels work best on a muddy surface

Explore objects and designs to identify likes and dislikes.

Explore how products have been created.

**Focus Practical tasks:**

Name and label parts of a car.

Attach wheels via an axle on a chassis and

investigate different ways

Inverting boxes to create a base for our vehicles

**Design:**

**Design a car for Mr Gumpy that should suit his needs - what does it need? e.g. to go through mud etc**

Draw on their own experience to help generate ideas

Suggest ideas and explain what they are going to do

Identify a target group for what they intend to design and make

Model their ideas in card and paper

Develop their design ideas applying findings from their earlier research

**Make**

**Make Mr Gumpy's car**

Make their design using appropriate techniques

With help measure, mark out, cut and shape a range of materials

Use tools eg scissors and a hole punch safely

Sample a range of different snacks and evaluate them  
Discuss hygiene and devise hygiene poster  
Cut ingredients safely.  
Prepare simple dishes-safely and hygienically-without using a heat source.  
Investigate measuring and weighing of ingredients  
Practice following instructions

**Design:**

**Design and make healthy soda bread.**

Draw on their own experience to help generate ideas  
Suggest ideas and explain what they are going to do

Identify a target group for what they intend to design and make

Develop their design ideas applying findings from their earlier research

Draw on their own experience to help generate ideas  
Suggest ideas and explain what they are going to do

**Make**

**Make their own healthy soda bread**

Cut ingredients safely.

Prepare simple dishes-safely and hygienically-without using a heat source.

Select and use appropriate fruit and vegetables, processes and tools

Use basic food handling, hygienic practices and personal hygiene

Use simple finishing techniques to improve the appearance of their product

**Evaluate**

Evaluate their product by discussing how well it works in relation to the purpose

Evaluate their products as they are developed, identifying strengths and possible changes they might make

Evaluate their product by asking questions about what they have made and how they have gone about it

**Concepts:**

- Evaluate
- Technology
- Nutrition

		<p>Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Use simple finishing techniques to improve the appearance of their product</p> <p><b>Evaluate</b></p> <p>Test Mr Gumpy’s car down a bumpy track and evaluate its effectiveness.</p> <p>Evaluate their product by discussing how well it works in relation to the purpose</p> <p>Evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>Evaluate their product by asking questions about what they have made and how they have gone about it</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>• Design</li> <li>• Evaluate</li> <li>• Technology</li> </ul>	
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<p>RE</p> <p>In line with Sheffield SACRE</p>	<p><b>Theme: <u>Myself:</u></b> <b>B SACRE</b></p> <p><b>Concepts: Identity and Belonging</b></p> <p><b>Key Question</b> <u>How do we show we care for others? Why does it matter?</u> <u>Who am I?</u> <u>Where do I belong? How are we all connected?</u> Festival Harvest <b>Religion: Christianity</b></p>	<p><b>Theme: <u>Celebrations and Festivals</u></b> <b>A SACRE</b></p> <p><b>Concepts. Celebrations and Traditions</b></p> <p><b>Key Question: <u>Who Celebrates what and why?</u></b> Christians and</p>	<p><b>Theme: <u>Symbols</u></b> <b>D SACRE</b></p> <p><b>Concepts: Traditions, ceremony belonging community</b></p> <p><b>Key Question: <u>In what ways are churches and</u></b></p>	<p><b>Theme: <u>Symbols</u></b> <b>D SACRE</b></p> <p><b>Concepts: Traditions, ceremony belonging community</b></p>	<p><b>Theme: <u>What does it mean to belong?</u></b> <b>F SACRE</b></p> <p><b>Key Question: <u>What is it like to be Jewish in Sheffield?</u></b></p> <p><b>Concepts: Worship, belief, tradition commitment guidance</b></p> <p><b>Religion: Judaism</b></p> <p>Pupils discuss why some people go to synagogues but other people never go to a holy building</p>
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	<p>Story of Creation <b>Discovery RE Enquiry</b> Does God want Christians to look after the world?</p> <p>Does the world belong to God?</p> <p>Should people take care of the world?</p> <p>Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p> <p>Pupils <b>find out</b> about what different religions and world views do to celebrate the fruitfulness of the earth- <b>Harvest Festival</b>-Sheffield Cathedral Project visitors re homelessness</p> <p><b><u>Celebrations and Festivals</u></b>- Harvest</p>	<p><b>Muslims</b> <b>Festival Christmas</b> <b>Religion:</b> Christianity</p> <p>Pupils explore stories and celebrations of Christmas, finding out about what the stories told at the festivals mean e.g through hearing and working with stories and enacting celebrations.</p> <p><b>Discovery RE Enquiry</b> What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p> <p>What can I learn from stories from religious tradition?</p> <p>Are symbols better than words at expressing religious beliefs.?</p> <p>Chanuka as a comparison to Christmas</p>	<p><b><u>synagogues important to believers?</u></b></p> <p><b>Religion:</b> Christianity Islam</p> <p>Pupils learn from visiting sacred places.</p> <p>They find out about the meanings of symbols for God in the church and Mosque.</p>	<p><b>Key Question: <u>Who Celebrates what and why?</u></b> <b>Festival Easter</b></p> <p><b>Religion:</b> Christianity &amp; Judaism</p> <p>In what ways are churches and synagogues important to believers? Pupils <b>find out</b> about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3); Festival of Easter</p> <p>Pupils say which items are connected to a particular religion and pupils look at different people and religions including Judaism and Christianity.</p> <p><b>Discovery RE</b> Why was Jesus welcomed liked a celebrity by the crowd on Palm Sunday?</p>	<p>Pupils explore celebrations of Shabbat by enacting celebrations and learning from artefacts.</p> <p>Pupils select examples of religious artefacts from Judaism and raise lists of questions.</p> <p>Pupils experience a Shabbat Meal</p> <p><b>Discovery RE</b> <b>Is Shabbat important to Jewish children?</b> <b>Are religious celebrations important to people?</b></p>	
<p><b>RHE</b></p>	<p><b>Os) Passwords C1 *</b> H4 – about why sleep is important and different ways to rest and relax</p>	<p>Fr1) Who is my friend? P1) How do I help my body stay healthy? <b>CW resource pack-3e</b> <b>Os1) Screen time (L1)</b></p>	<p>M1) Where do feelings come from? P2) How do I decide what to eat? <b>Os) What is the internet? C2*</b> L10. what money is; forms that money comes in; that money comes from different sources</p>	<p>Fa1) Who's in my family? <b>CW resource pack 3</b> <b>Os) Choosing what to do online L2*</b> H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not</p>	<p>Fr2) What makes a good friend? Fr3) Should friends tell us what to do? R9. how to ask for help if a friendship is making them feel unhappy <b>Os) Searching safely P3 *</b></p>	<p>M3) What helps me to be happy? <b>Os) Communicating online *</b> <b>Os) Being kind online S2*</b></p>

			L13. that money needs to be looked after; different ways of doing this	playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly	Drugs-Keeping Safe Things that go into and onto our bodies	
Online Safety	C1 - Passwords	S1 - Personal Information	P3 - Searching Safely	L1 - Screen Time	C2 - What is the Internet?	N2 - Scary News
British Values	<p>Mutual Respect</p> <p>Royal Houses: Royal family – Queen’s role, why do we have a queen, what do the guards do? How do the guards protect the Queen’s house? Send a letter to the Queen.</p> <p><b>(Mutual Respect)</b></p> <p>Diwali celebration <b>(Tolerance)</b></p> <p>Harvest celebration <b>(Tolerance)</b></p>	<p>Getting on and falling out <b>(Mutual respect)</b></p> <p>How can we manage relationships with others in our houses and outside our houses? <b>(Personal Responsibility/ mutual responsibility)</b></p> <p><b>Remembrance Day -</b> Why do we remember the war? People fighting for our country. <b>(Mutual Respect, Rule of Law)</b></p> <p>Children in need – raising awareness about how others live. Being thankful for what they have. <b>(Mutual Respect, Tolerance)</b></p> <p>Celebrating Christmas <b>(Tolerance)</b></p>	<p>Tolerance of culture, faith and others as we travel around the world. <b>(mutual respect)</b></p> <p>Sheffield Steel Industry – what is the industry in Sheffield? Where is the industry in Sheffield? How has steel helped us with the transport we have today? <b>(Tolerance)</b></p> <p>Easter <b>(Tolerance)</b></p> <p>Chinese new year <b>(Tolerance)</b></p>	<p>Tolerance of culture, faith and others as we travel around the world. <b>(mutual respect)</b></p> <p>Rule of law</p> <p>What is it like to be British compared to Mexican? E.g. comparisons of culture, living conditions, schools. <b>(Tolerance, Mutual Respect, Personal Responsibility)</b></p> <p>What should we be grateful for? <b>(Personal Responsibility)</b></p>	<p>British Food traditionally <b>(Tolerance)</b></p> <p>Using money to buy food items. How do we look after money? (financial capability link) <b>(personal Responsibility)</b></p>	<p>How animals differ in different cultures. E.g. sacred animals, native animals. <b>(Tolerance, Mutual Respect)</b></p> <p>What can some religious groups eat/not eat compared to others? <b>(Mutual Respect)</b> <b>(Tolerance)</b></p>