

# Year 1 Summer – Earth - Our home: Out of Africa

## Maths

Maths No Problem <https://mathsnoproblem.com/>

## English

Phonics: Read Write Inc.

Spelling: Key words/ Green/Red words (RWI)

Reading: Book Talk/Hooked on Books


Writing: The Write Stuff – Writing Rainbow

		YEAR 1 (Unit)
Music	Active Music Digital and Purple Mash – ‘Musical Beats’.	Pitch making, pace and pulse, timbre and composition.
PE	Premier Sports	Racket skills, games, dance and gymnastics.
Computing	Purple Mash <a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a>	Using technology safely. Creating, saving and retrieving work saved on Purple Mash.
PSHE/SMSC	Jigsaw	Dreams and Goals, Staying Safe.

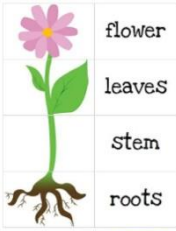
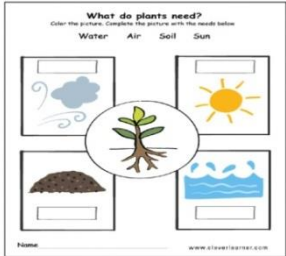

Science	Geography	History	Art/DT	RE	Computing
Plants and living things. Planting and growing Season.	Continents and oceans.	Nelson Mandela and Rosa Parks – Civil rights and equality. King Richard III – significant individual with links to locality.	African Tingatinga paintings and impressionist style of art. Creating African wall-hangings using print and pattern.	Judaism understanding religious symbols and celebrations. The Easter story – Understanding the Christian celebration.	Staying safe online and using Purple Mash to create, save and retrieve work.

Sparkling Starts/ Energisers/ Fabulous Finishers	<ol style="list-style-type: none"> <li>1. African dance workshop in school. Children watch and learn tradition African dances.</li> <li>2. Chicks in school – Children learn about lifecycles and watch the chicks hatch.</li> <li>3. Children grow beans from seed and create their own bean diary.</li> <li>4. Children create their own African wall-hangings.</li> <li>5. Interview Rosa Parks – Visitor in school.</li> <li>6. <a href="#">Learn African Waka Waka dance</a> [EXTREME RARE VIDEO] Just Dance 2018 - Waka Waka This Time For Africa - 4 players - Bing video</li> </ol>
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Key Artists/ Art works	<p><b>Edward-Saidi Tingatinga</b> (1932-1972) An African artist.</p> <p>Tingatinga paintings are known for using an impressionist style of work, revealing the beauty of Africa. It expresses the unique, vibrant and eye catching colours of Africa.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p><b>Kente Cloth</b></p>  </div>  </div> <p><b>KENTE CLOTH &amp; other art/displays ideas sent</b></p> <p><b>Painting: 'Peacock' 1972</b></p>
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Key Composers/ Compositions:	<p><b>Vocabulary through Music:</b></p> <p> Skill-based Lesson Plans for Teachers</p> <p><b>Rhythm, pulse and compose.</b></p>
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# Science

	Finger Tip Knowledge	Vocabulary	Skills
Science	 <p>flower leaves stem roots</p> <p><b>Parts of a plant.</b></p>	<p><b>Vocabulary:</b></p> <p><b>Seasons</b> – Spring, summer, autumn, winter.</p> <p><b>Plants</b> – Living organisms - most plants have several things in common. They need sunshine, water, and air to grow. They are not able to move around.</p> <p><b>Leaves</b> – A leaf is a flat, thin plant organ that uses the sun to make its own food.</p> <p><b>Stem</b> – The <b>stem</b> is the main structure that supports <b>leaves</b> and flowers. The stem carries water and nutrients to different parts of the plant. It also provides support and keeps the plant standing upright.</p> <p><b>Roots</b> -The roots of a plant take up water and nutrients from the soil. They also anchor the plant to the ground and keep it steady.</p> <p><b>Air</b> – <b>all living things need air.</b> Air is all around us, but we can't see it. It's a mixture of different gases.</p> <p><b>Soil</b> - <b>Soil</b> is the loose upper layer of the Earth's surface where plants grow.</p> <p><b>Sun</b> – The sun is a star. It keeps the planet warm for living things to thrive.</p> <p><b>Seed</b> - A <b>seed</b> is the part of a <b>seed</b> plant which can grow into a new plant.</p> <p><b>Germination</b> - Germination is the growth of a plant contained within a seed; it results in the formation of a seedling.</p> <p><b>Seedling</b> – a young plant.</p>	<ol style="list-style-type: none"> <li>1. To observe and describe all 4 seasons.</li> <li>2. Identify and describe the basic structure of a variety of common plants.</li> <li>3. To understand what a plant needs to grow.</li> <li>4. Observe and describe how seeds and bulbs grow into mature plants.</li> <li>5. To understand a life cycle.</li> </ol>
	<p><b>What do plants need: (W-A-S-S)</b> <b>Water, Air, Soil, Sun</b></p> 		
	 <p><b>Life Cycle of a Bean</b></p> <p><b>Seed</b> <b>Germination</b> <b>Seedling</b> <b>Flowering plant</b></p>		

	<p><b>Why are the timings of seasons different in Australia compared to the UK?</b></p> <p><b>Why do we have more hours of sunlight in summer?</b></p> <p><b>Do all plants need water, air, soil and sun to grow?</b></p> <p><a href="https://climatekids.nasa.gov/menu/big-questions/">https://climatekids.nasa.gov/menu/big-questions/</a></p>
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 <p><b>Books to be Read</b></p>	   
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	National Curriculum PoS	Learning	Lesson Knowledge
Themed week within spring – To label	<ul style="list-style-type: none"> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<p><b>Activity:</b> Children share what they already know about chicks. They observe chicks and identify what they notice about the structure of the bird. Children label all of the main body parts.</p> <p><b>Big Thought Question (oracy):</b> <b>Why do chicks need a strong, sharp beak?</b></p>	To identify a common animal and classify it as a bird. To recognise and label the body parts of a chick.
Themed week within spring – To sequence a life cycle	<ul style="list-style-type: none"> <li>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul>	<p><b>Activity:</b> Children to learn about the lifecycle of a chick/hen. Children will experience chicks hatching and growing with the eggs we have in school. Children to watch the hatching process and sequence the events.</p> <p><b>Big Thought Question (oracy):</b> <b>If a female chick becomes a hen, what is a male called?</b> A male chicken is called a <b>rooster</b>. Roosters under 1 year old are often referred to as a cockerel, while those over 1 year old are called cocks.</p>	To understand the lifecycle of a chick and sequence the lifecycle in order.

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Identify and describe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Activity:</b> Children learn and label the parts of a plant.</p> <p><b>Big Thought Question (oracy):</b> Could leaves survive without carbon dioxide?</p>	To identify and name parts of a plant.
Week 2 - Identify and describe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Activity:</b> Children recap their learning of parts of a plant and extend this with learning about the ovule and sepals too. They learn what a plant needs to survive and complete the missing word activity.</p> <p><b>Watch the BBC clip:</b> <a href="https://www.bbc.co.uk/bitesize/clips/zyvs34j">https://www.bbc.co.uk/bitesize/clips/zyvs34j</a></p> <p><b>Big Thought Question (oracy):</b> Are there any plants on the planet that survive without sunlight?</p>	To identify and name parts of a plant. To identify and describe what a plant needs to survive.
Week 3 – Observe and describe	<ul style="list-style-type: none"> <li>Work scientifically by observing closely.</li> </ul>	<p><b>Activity:</b> Children watch the time lapse video of a bean from germination to pollination. They make observations and describe the process using the lifecycle of a bean activity.</p> <p><b>Big Thought Question (oracy):</b> Do all living things have lifecycles?</p>	To observe and describe a lifecycle.

Week 4 – Observe and describe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by planting a bean.</b></li> </ul>	<p><b>Activity:</b> Children recap their learning of the bean lifecycle. They build on this knowledge and learn how to plant a bean. They list the equipment required and what a bean will need to grow.</p> <p><b>Big Thought Question (oracy):</b> What might happen if we do not put any soil in? Why?</p>	To describe how to plant a bean. To suggest a question about plants and a way we could answer it.
Week 5 - Sequence	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by planting a bean.</b></li> </ul>	<p><b>Activity:</b> Children recap their learning on the bean lifecycle and use their 'Bean booklet' to complete the <b>instruction activity.</b> <b>Children to cut and sequence the instructions</b> on how to grow a bean.</p> <p><b>Big Thought Question (oracy):</b> Do all plants need the same things to survive?</p>	To work scientifically and describe what a living plant needs to grow and the sequence of events for this to happen successfully.
Week 6 - Observe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by making observations of a growing bean.</b></li> </ul>	<p><b>Activity:</b> Children to work scientifically and use their observational skills to notice how the bean has changed over the week. Children use maths skills to measure and record their observations in their bean diary.</p> <p><b>Big Thought Question (oracy):</b> Is there a way of speeding up the growth of the bean?</p>	To work scientifically and describe changes.
Week 7 – Observe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by making observations of a growing bean.</b></li> </ul>	<p><b>Activity:</b> Children to continue to work scientifically and use their observational skills to notice how the bean has changed over the week. Children use maths skills to measure and record their observations in their bean diary.</p> <p><b>Big Thought Question (oracy):</b> Will all beans grow at the same rate? Why?</p>	To work scientifically and describe changes.
Week 8 – Observe	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by making observations of a growing bean.</b></li> </ul>	<p><b>Activity:</b> Children to continue to work scientifically and use their observational skills to notice how the bean has changed over the week. Children use maths skills to measure and record their observations in their bean diary.</p> <p><b>Big Thought Questions (oracy):</b> What will happen if we do not give the bean any more water?</p>	To work scientifically and describe changes.
Week 9 – Observe and compare	<ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants: <b>by making observations of a growing bean.</b></li> </ul>	<p><b>Activity:</b> Children to continue to work scientifically and use their observational skills to notice how the bean has changed over the weeks. Children use maths skills to measure and record their observations in their bean diary. Children will also compare and contrast the growth of beans within the class. Which has grown the tallest? Which looks the healthiest? What could we do differently next time?</p> <p><b>Big Thought Question (oracy):</b> Which bean do you think has had less sunlight? Why?</p>	To work scientifically and describe changes.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Week 10 - Identify</b></p>	<ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Use observations and ideas to suggest answers to questions.</li> </ul>	<p><b>Activity:</b> Go on a Spring Walk and observe seasonal changes.</p> <ul style="list-style-type: none"> <li>✓ Use Senses</li> <li>✓ Notice similarities</li> <li>✓ Notice differences</li> </ul> <p><b>Focus of walk:</b> To identify and describe the season.</p> <p><b>Big Thought Question (oracy):</b> What are the main differences between winter and spring?</p>	<p>There are 4 seasons – Spring, Summer, Autumn, and Winter. The length of the day changes in each season.</p> <p>In each season, different types of weather are more typical</p> <p>Trees change and animals show different habits in different seasons.</p> <p>To identify spring as having more hours of daylight compared to winter.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Week 11 - Assessment</b></p>	<p>Assessment week</p>	<p>Assessment week. Children will be assessed on their knowledge of plants.</p>	<p>Assessment week. Children will be assessed on their knowledge of plants.</p>

# Geography


Geography	<p><b>Finger Tip Knowledge</b></p>  <p>7</p> <p>There are 7 continents. Africa looks like a rhino on its side.</p>  <p>5 OCEANS</p> <p>Pacific Atlantic Indian Arctic Southern</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Physical features</b></p>  </div> <div style="text-align: center;"> <p><b>Human features</b></p>  </div> </div> <p><b>Physical features include: beaches, forests, rivers mountains and weather.</b></p> <p><b>Human features include: cities, villages, towns, shops, schools.</b></p>	<p><b>Vocabulary</b></p> <p><b>Continent</b> – a large continuous mass of land  <b>Ocean</b> - a very large expanse of sea  <b>Country</b> – a large area of land where people live under the same government or have the same culture; nation.  <b>Landmark</b> – a building or feature which is easily noticed.  <b>Local</b> – existing in or belonging to the area where you live, or to the area that you are talking about. It can also be close by).  <b>Address</b> – the number of a house, name of a road and name of a town where someone lives or works.  <b>Physical Geography</b> - Earth's natural features, such as mountains, rivers, deserts, oceans and weather.  <b>Human Geography</b> – Manmade and human environment: Church, office, house, town, factory, city, town.</p>	<p><b>Skills</b></p> <ol style="list-style-type: none"> <li>1. Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans.</li> <li>2. Use aerial photographs and plans perspectives to recognise landmarks and basic human physical features.</li> <li>3. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>4. Use locational language.</li> <li>5. Ask geographical questions.</li> </ol>


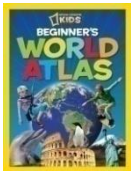
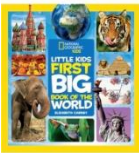
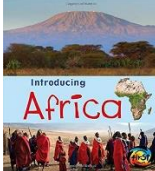
	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Locate	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children recap their understanding of what a continent is. Children learn the continents songs:  <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;v=nl=nl">https://www.youtube.com/watch?v=K6DSMZ8b3LE&amp;v=nl=nl</a>  <a href="https://www.youtube.com/watch?v=nmvw3sTGajs">https://www.youtube.com/watch?v=nmvw3sTGajs</a>  <b>Children watch the PowerPoint on Africa and learn to locate the continent on a world map.</b>  <b>Big Thought Question (oracy):</b>            How many people live on the African continent?</p>	<p>To know what a continent is and to begin to identify these on a globe.            To locate the continent of Africa.</p>
Week 2 - Locate	<ul style="list-style-type: none"> <li>Locational knowledge: name and locate the world's seven continents and five oceans.</li> </ul>	<p><b>Activity:</b> Children recap and build on their learning of the African continent. Children learn to locate African landmarks on a map:</p> <ol style="list-style-type: none"> <li>1. <b>Victoria Falls:</b> Zimbabwe</li> <li>2. <b>Table Mountain:</b> Cape Town, South Africa</li> <li>3. <b>Serengeti National Park:</b> Serengeti, Tanzania</li> </ol> <p><b>Big Thought Question (oracy):</b>            Which is the largest continent?</p>	<p>To locate landmarks and to understand it is an object or a feature of a landscape or town that has importance or makes a place easily recognisable.</p>



Week 3 – Compare and contrast	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of an area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul>	<p><b>Activity:</b> Children learn about Kenya and compare and contrast this with the UK. Children look carefully and sort the photographs into (Kenya) or (UK), based on their knowledge of the locations.</p> <p><b>Big Thought Question (oracy):</b> How many countries are in Africa?</p>	To identify similarities and differences between the UK and a country not in the UK.
Week 4 –Label	<ul style="list-style-type: none"> <li>To identify key <b>physical</b> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river etc.</li> </ul>	<p><b>Activity:</b> Children learn about key physical features. They identify and label each physical feature: including; beach, river, cliff, hill, coast and forest.</p> <p><b>Big Thought Question (oracy):</b> Is a harbour physical or human? Why?</p>	To identify and label physical geographical features.
Week 5 – Label	<ul style="list-style-type: none"> <li>To identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop etc.</li> </ul>	<p><b>Activity:</b> Children learn about key human features. They identify and label each human feature: including; shop, factory, farm, village, city and house.</p> <p><b>Big Thought Question (oracy):</b> Is a school human or physical? Why?</p>	To identify and label human geographical features.
Week 6 - Group	<ul style="list-style-type: none"> <li>Human and physical geography: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea and weather etc., and key human features, including: city, town, village, factory, farm, house and office etc.</li> </ul>	<p><b>Activity:</b> Children build on their understanding of human and physical features. Children sort these into groups and identify the differences between the groups. Children will have physical and human (local) examples from around Stony Stratford.</p> <p><b>Big Thought Question (oracy):</b> What is the biggest physical landmark in the UK?</p>	To identify human and physical features and group these using their knowledge of both.
Week 7 - Locate	<ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<p><b>Activity:</b> Children locate Europe on a world map and recognise which continent we live on.</p> <p><b>Big Thought Question (oracy):</b> How many countries are in Europe?</p>	To identify which continent we live on. To locate Europe on a World map.
Week- 8 Locate	<ul style="list-style-type: none"> <li>To use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>	<p><b>Activity:</b> Children build on their knowledge of continents and locate Europe, the UK and Milton Keynes.</p> <p><b>Big Thought Question (oracy):</b> Which is the smallest country in Europe?</p>	To use world maps to locate the UK and local area.




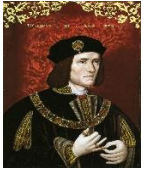
<b>Week- 9 Recognise my local area</b>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> </ul>	<p><b>Activity:</b> Children build on their knowledge of Milton Keynes and learn about their local area (Stony Stratford). Children create their own fact sheet about Stony Stratford; including the school's address.</p> <p><b>Big Thought Question (oracy):</b> Is Milton Keynes a town or city?</p>	<p>To use world maps to locate the UK and local area.</p>
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	<p><b>Where do I live?</b>  <b>Where is Stony Stratford?</b>  <b>How old is Stony Stratford?</b>  <b>Is Africa bigger than Europe?</b>  <b>How many countries are in Africa?</b></p>
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 <p><b>Books to be Read</b></p>					
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# History

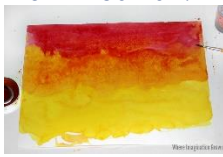

	Finger Tip Knowledge	Vocabulary	Skills
History	 <p><b>Events from the past.</b></p>  <p><b>Nelson Mandela was a tireless campaigner for equality and justice. He was the first president of South Africa to be elected by all the people, black as well as white.</b></p>  <p><b>Rosa Parks. Civil Rights Activist. Fought for equality and to get rid of segregation.</b></p>  <p><b>King Richard III.</b></p>	<p><b>Past</b> - An event that has already happened.</p> <p><b>Historical</b> – factual, past events</p> <p><b>Segregation</b> - the action or state of setting someone or something apart from others.</p> <p><b>Apartheid</b> – a system of segregation or discrimination on grounds of race.</p> <p><b>Civil rights</b> - the rights of people to have freedom and equality.</p> <p><b>Equality - Equality</b> is about ensuring that every individual has an <b>equal</b> opportunity to make the most of their lives</p> <p><b>Fairness</b> – treatment or behaviour without favouritism or discrimination.</p> <p><b>Sequence</b> – Order</p> <p><b>Significant individual</b> – Someone who has made a big impact on society.</p>	<ol style="list-style-type: none"> <li>1. Ask and answer relevant questions about the past.</li> <li>2. Place known events and objects in chronological order.</li> <li>3. Use common words and phrases relating to the passing of time.</li> <li>4. To recognise and describe significant individuals from the past.</li> </ol>



	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Ask questions	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children learn about Nelson Mandela. They watch the short film about the influential man who made history. Children ask questions about Nelson Mandela, ensuring they start with a question word and end with a question mark.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs">https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs</a></p> <p><b>Big Thought Question (oracy):</b> How might Africa be now, if Nelson Mandela had never lived? Why?</p>	To recognise a key individual and be able to explain the impact they had and the contributions they made to society.
Week 2 – Describe a significant individual from the past.	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children recap their learning of Nelson Mandela. Next, they think of adjectives to describe him.</p> <p><b>Big Thought Question (oracy):</b> What does fair mean?</p>	To describe a key individual and be able to explain the impact they had and the contributions they made to society.
Week 3 – Write facts	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children recap their learning on Nelson Mandela. Children create a mind-map about Nelson Mandela.</p> <p><b>Big Thought Question (oracy):</b> When have you experienced something which you feel is unfair?</p>	To learn and write facts about a significant individual from the past.

<p><b>Week 4 – Create a fact file</b></p>	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children use their knowledge of Nelson Mandela and their facts from week 3 to write their own fact file.</p> <p><b>Big Thought Question (oracy):</b> What does peaceful mean? How did Nelson Mandela show he was a peaceful person?</p>	<p>To use knowledge to write facts. To know facts must be accurate and true. To use resources to search for facts.</p>
<p><b>Week 5 – Write facts</b></p>	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children build on their knowledge of Rosa Parks and begin to write facts about her life and achievements.</p> <p><b>Big Thought Question (oracy):</b> What does significant individual mean?</p>	<p>To write facts about an individual who was influential in the past and their actions have impacted on the present.</p>
<p><b>Week 6 – Ask questions</b></p>	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p><b>Activity:</b> Children learn about Rosa Parks. Children watch the short film and ask questions about the significant individual.</p> <p><b>Big Thought Question (oracy):</b> What should you do if you feel something is really unfair?</p>	<p>To ask questions about a significant individual from the past.</p>
<p><b>Week 7 – Interview</b></p>	<ul style="list-style-type: none"> <li>To recognise the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<p><b>Activity:</b> What questions would you ask Rosa Parks if she was still alive? Children use the questions from last lesson and interview Rosa Parks about her life. (Visitor in school). Extend with completing the Rosa Parks timeline.</p> <p><b>Big Thought Question (oracy):</b> What should you do if you feel something is really unfair?</p>	<p>To ask questions about a significant individual from the past.</p>
<p><b>Week 8 – Ask questions</b></p>	<ul style="list-style-type: none"> <li>To recognise significant historical events, people and places in their own locality.</li> </ul>	<p><b>Activity:</b> Children look at the image of Richard III and ask questions about the picture. Who is he? Where is he from? Is he dead or alive? Is he from olden times?</p>	<p>Ask questions to find out information about a significant individual from the past.</p>
<p><b>Week 9 – Sequence historical events</b></p>	<ul style="list-style-type: none"> <li>To recognise significant historical events, people and places in their own locality.</li> </ul>	<p><b>Activity:</b> Children learn about Richard III and the Princes in the Tower. Children sequence the events and retell the story as a class. <b>Children visit their local area (Stony Stratford) and learn where the Princes originally stayed on their way to London.</b></p> <p><b>Big Thought Question (oracy):</b> What does power mean?</p>	<p>To learn about historical events linked to their local area.</p>
	<p><b>Does racism still exist today?</b> <b>What does equality mean?</b> <b>What does power mean?</b></p>		
 <p>Books to be Read</p>			

# Art/DT

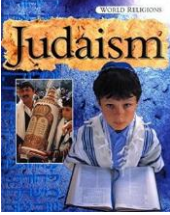




	Key works of art to recognise	Vocabulary	Skills
Art	<p><b>Edward-Saidi Tingatinga (1932-1972) Tanzania</b></p> <p><b>Tingatinga paintings are known for using an impressionist style of work, revealing the beauty of Africa. It expresses the unique, vibrant and eye catching colours of Africa.</b></p>  <p><b>Painting: 'Peacock' 1972</b></p> <p><a href="https://art-educ4kids.weebly.com/african-art.html">https://art-educ4kids.weebly.com/african-art.html</a></p>	<p><b>Observations</b> – Using your sense of sight to notice things.</p> <p><b>Sketch book</b> – Art book for drawings/designs.</p> <p><b>Print</b> – To transfer an image or shape using media like paint or ink.</p> <p><b>Background</b> – a setting/image which frames and sets a piece of art.</p> <p><b>Impressionist</b> –the artist is not trying to paint a reflection of <b>real</b> life, but an 'impression' of what the person, light, atmosphere, object or landscape looked like to them. It began in the 1800's in France.</p> <p><b>Vibrant</b> – bright</p> <p><b>Patterns</b> – a variety of shape and form</p> <p><b>Hessian</b> – a strong, coarse fabric</p>	<ol style="list-style-type: none"> <li>To recall facts about famous influential artists.</li> <li>To use pencils to create lines of different thickness in drawings.</li> <li>To create texture.</li> <li>To print with a variety of objects, including natural and manmade objects.</li> <li>To design and make own printing blocks.</li> <li>To communicate something about themselves in their painting.</li> <li>To use thick and thin paintbrushes to create different effects.</li> <li>To explore form and shape.</li> </ol>

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Learn facts	<ul style="list-style-type: none"> <li>To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	<p><b>Activity:</b> Children learn about the African artist 'Edward-Saidi Tingatinga.</p> <p>They learn facts about the artist and record these with their Learning partner.</p>	To know facts about Edward – Saidi Tingatinga. To understand what impressionist art is and begin to recognise this as bold, colourful and vibrant.
Week 2 – To create a background	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children recap and build on their knowledge of Edward-Saidi Tingatinga. Children create their own African sunset as the background to their African art.</p> 	To know how to create a background, thinking about setting, colour texture and space.
Week 3 – Add detail	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children look closely at African animals. They draw these using white chalk on black paper and cut these out to add detail.</p> 	To apply a range of techniques to art, including blending, layering, strokes, pointillism and drawing.
Week 4 – Print using paint.	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children learn about traditional African print and pattern. They create their own African (repeating) pattern. Children experiment with colour, shape and space.</p>	To know how to use line, shape, colour and form.

<p style="text-align: center;"><b>Week 5 – Add detail</b></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children learn about traditional African print and pattern. They create a border on their hessian base using the technique of printing. They will use paint and 2/3D shapes around the edge. and will create an African wall hanging using print and shape.</p> 	<p>To know how to use line, shape, colour and form.</p>
<p style="text-align: center;"><b>Week 6 - Draw</b></p>	<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Activity:</b> Children create African animals from felt. Children draw on the felt and cut out the animal shapes. Children add their African animals to their hessian base.</p>	<p>To know how to create texture and a 3D effect.</p>
<p style="text-align: center;"><b>Week 7 - Evaluate</b></p>	<ul style="list-style-type: none"> <li>To evaluate and analyse creative works using the language of art, craft and design</li> </ul>	<p><b>Activity:</b> Children evaluate their African art and discuss 'Tickled Pink' (what they have achieved as an artist) and Green for Growth (what they could improve).</p>	<p>To know how to self and peer asses. To be able to say what has been achieved and what areas could be improved upon.</p>
	<p><b>What is an art gallery? What is impressionism? What other impressionist artists do we know?</b></p>		

 <p style="text-align: center;"><b>Books to be Read</b></p>	
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# RE

	Finger Tip Knowledge	Vocabulary	Skills
Religious Education	 <p><b>Judaism – a religion Jewish people follow.</b></p>  <p><b>Synagogue – Jewish place of worship.</b></p>  <p><b>Torah – Jewish bible. Holiest religious Jewish book.</b></p>  <p><b>Shabbat - commemorates the day that God rested from creating the world; the word Shabbat literally means "he rested."</b></p>  <p><b>Easter is the Christian festival that celebrates the resurrection of Jesus Christ.</b></p>	<p><b>Judaism</b> – Jewish religion  <b>Synagogue</b> – A special place of worship for Jewish people.  <b>Shabbat</b> – The Jewish day of rest.  <b>Torah</b> – A religious scroll including important messages and rules  <b>Rabbi</b> – A teacher of Jewish law  <b>Skull cap</b> – a cap that covers the head during prayer, eating and studying.  <b>Menorah</b> – A candle holder with seven branches.  <b>Easter</b> – celebration of Jesus Christ. A Christian holiday.  <b>Religious festival</b> - a time of special importance marked by that religion. Religious festivals are commonly celebrated on recurring cycles in a calendar year. Hundreds of very different religious festivals are held around the world each year.</p>	<ol style="list-style-type: none"> <li>To recall facts about religions.</li> <li>To recognise religious symbols</li> <li>To retell religious stories.</li> <li>To recall and describe religious festivals.</li> <li>To understand what a particular religion believe about God/s and the natural world.</li> <li>To understand who they are and how they fit into their family and community.</li> <li>To understand how and why some stories and books are sacred and important in religion?</li> </ol>




	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – To understand Judaism	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<p><b>Activity:</b> Children watch the short video and learn facts about Judaism. Children complete the true or false quiz and sort the facts.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7">https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7</a></p>	To describe the main beliefs of a religion.
Week 2 – To recognise and describe Jewish practices.	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<p><b>Activity:</b> Children to learn about Shabbat. Children will begin to identify key features of Shabbat and explain the meaning behind each aspect of the practice.</p>	To describe the main beliefs of a religion.



Week 3 – To recognise religious symbols.	<ul style="list-style-type: none"> <li>To recognise religious symbols and their meaning.</li> </ul>	<b>Activity:</b> Children learn about some of the important symbols linked to Judaism. Children learn what symbols are and make links to symbols which may be familiar to them. Children to understand that some symbols belong to religions.	To explain what a symbol is. To talk about the meaning behind religious symbols.
Week 4 - To recognise places of worship.	<ul style="list-style-type: none"> <li>To recognise, name and describe religious places.</li> </ul>	<b>Activity:</b> Children learn Jewish people worship God in a Synagogue. Children learn what is inside a synagogue and ask questions to extend their learning. Children use their knowledge to label the key features inside a synagogue.	To identify a place of worship and explain the features of a synagogue.
Week 5 – To recognise religious symbols and traditions.	<ul style="list-style-type: none"> <li>To recognise religious symbols and their meaning.</li> </ul>	<b>Activity:</b> Children learn about Jewish symbols and traditions. Children complete the picture and word matching activity.	To identify Jewish symbols, practices and traditions.
Week 6 - To understand the Torah	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<b>Activity:</b> Children extend their learning of Judaism and learn about the Torah. Children create their own Torah scroll and say why the Torah is special to Jewish people.	To recognise and describe religious artefacts and practices.
Week 7 - To retell the Easter story	<ul style="list-style-type: none"> <li>To retell religious stories and suggest meanings in the story.</li> </ul>	<b>Activity:</b> Children learn about Easter. Children share what they already know about Easter and ask questions about the religious festival.	To understand the Easter story and ask questions to extend their learning.
Week 8 - To retell the Easter story.	<ul style="list-style-type: none"> <li>To retell religious stories and suggest meanings in the story.</li> </ul>	<b>Activity:</b> Children retell the Easter story as a class. Children work with their Learning Partner to sequence the events from the Easter story.	To retell a religious story including main events in chronological order.
Week 9 – To recognise religious symbols	<ul style="list-style-type: none"> <li>To recognise, name and describe religious artefacts, places and practices.</li> </ul>	<b>Activity:</b> Children recap their learning on Easter and share the knowledge of Easter symbols. Children draw and label Easter symbols, including; the cross, hot cross buns, rabbits and eggs etc.	To recognise and label religious symbols.

	<p><b>How old is Judaism?</b>  <b>When is Hanukkah?</b>  <b>Is there a Synagogue near our school?</b>  <b>How long has Easter been celebrated for?</b>  <b>Why do we give each other Easter eggs?</b></p>
 <p>Books to be Read</p>	

# Computing

	Finger Tip Knowledge	Vocabulary	Skills
Computing	 <p><b>Be safe online:</b></p> <ul style="list-style-type: none"> <li>- Only go online when a grown up is with you.</li> <li>- Be kind</li> <li>- Keep information about me safe</li> <li>- Tell a grown up if something online makes me unhappy.</li> </ul>  <p><b>Logging on and off safely.</b></p>  <p><b>Online learning platform.</b></p>	<p><b>Online safety</b> – Being safe and only going online when a grown up is present. Not sharing personal information and thinking before we click.</p> <p><b>Search</b> – typing and searching on line safely.</p> <p><b>Save</b> – Process of keeping work in an online folder.</p> <p><b>Logging on</b> – switching the computer on.</p> <p><b>Logging off</b> – Switching the computer off.</p> <p><b>Retrieve</b> - getting something back, or accessing stored work in a computer.</p> <p><b>Technology</b> - Technology is the use of knowledge to invent new devices or tools.</p> <p><b>Purple mash</b> – Safe school online learning platform.</p> <p><b>Password</b> – A word which can be made up of letters and/or numbers to be kept private and not shared. A password helps us log on to programmes and computers.</p>	<ol style="list-style-type: none"> <li>To know how to safely use technology.</li> <li>To know there is a wide range of technology and name some of the equipment.</li> <li>To use a keyboard.</li> <li>To know how to select a programme for a given task, For example, Word, 2 Simple or Purple Mash.</li> <li>To understand what algorithms are and how they are implemented.</li> </ol>

	National Curriculum PoS	Learning	Lesson Knowledge
Week 1 – Know how to stay safe online	<ul style="list-style-type: none"> <li>To use technology safely and respectfully, keeping personal information private.</li> </ul>	<p><b>Activity:</b> Children recap their learning on Internet Safety and discuss what this means and how we keep safe. Children watch the clip on Internet Safety and create their own 'Stay Safe' poster. Children also recap their 'Safety Network' and tell their Learning Partner 5 grown-ups they could talk to if they were concerned or worried about something they'd seen online.</p>	To know how to use the internet safely and to know what to do if they have concerns.
Week 2 – To know how to log on to a laptop.	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children practise logging on to the laptop and using their password to access the safe learning platform 'Purple Mash'.</p>	To know how to log on to a laptop.
Week 3 – To know how to log on to a programme	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. Children log on and learn to search the programme safely. Children log on and search for 'African Pattern'. Children use the platform to create their own African repeating pattern.</p>	To know how to log in to a programme safely.



<p><b>Week 4 – To know how to use a programme safely.</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. They will learn to log on and save their work.</p> <p>Children log on and search for 'animal adjectives'. Children choose an African animal. Click and drop the image and type an adjective to describe the animal. Next save the work in the correctly named file.</p>	<p>To know how to use a programme safely. To know how to save work to a folder.</p>
<p><b>Week 5 – To retrieve work</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. They will learn to log on and <b>retrieve</b> their work on African animals</p>	<p>To know how to log on and retrieve work.</p>
<p><b>Week 6 - To use a programme safely.</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. Children to search Purple Mash for elephant. Children to label the African animal and use colour to add detail. Children practise saving and retrieving their work.</p>	<p>To know how to use a programme safely. To know how to save work to a folder.</p>
<p><b>Week 7 -To use a programme safely.</b></p>	<ul style="list-style-type: none"> <li>To use technology safely and respectfully.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and build on their learning of accessing Purple Mash. Children to search Purple Mash for 'South African Flag'. Children to recreate the flag using the online resources. Children save their work.</p>	<p>To know how to use a programme safely. To know how to save work to a folder.</p>
<p><b>Week 8 - To recognise technology around us.</b></p>	<ul style="list-style-type: none"> <li>To recognise common uses of information technology beyond school.</li> </ul>	<p><b>Activity:</b> Children recap internet safety and learn about other examples of technology in the world; including cameras, phones, traffic lights etc.</p> <p>Children work with a partner to draw and label as many examples of technology as they can recall.</p>	<p>To know technology is all around us and give examples.</p>