

# All about ourselves and where we live.

School: Stanbridge Lower



Teacher: JTurney

Wow Starter: Favourite foods? What do we like to eat?

Final Event: Displaying our art sculptures in school - children will also have the opportunity to share them with the rest of

# UNDERSTANDING THE WORLD

### Working scientifically LKS2

• sc32 asking relevant questions and using different types of scientific enquiries to answer them • sc33 setting up simple practical enquiries, comparative and fair tests

sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions sc36 recording findings using simple scientific

language, drawings, labelled diagrams, keys, bar charts, and tables • sc38 using results to draw simple conclusions, make predictions for new values, suggest

improvements and raise further questions • sc40 using straightforward scientific evidence to answer questions or to support their findings.

### Animals, including humans LKS2

sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

· sc46 identify that humans and some other animals have skeletons and muscles for support, protection

### Location knowledge LKS2

• ge31 I can name and locate the counties and major

• ge32 I can talk about the human and physical characteristics of some of the geographical regions

· ge33 I can identify key topographical features of the UK (e.g. hills, coastal features, rivers, mountain

• ge34 I can identify patterns of land-use and describe how these shape the landscape · ge35 I know how and why human and physical features in the landscape change over time (e.g. river courses or patterns of settlement)

# Geographical skills and fieldwork LK52

• ge46 I can use a variety of paper-based and digital resources to locate and identify places and features around the world

• ge47 I can read and understand eight points of a

## EXPRESSIVE ARTS AND DESIGN

ad10 I can show in my sketch book how I have developed techniques and ideas ad11 I can describe the range of materials I have

used since being in KS1 ad12 I can show examples of drawing using pencil and charcoal

· ad15 I can talk about some famous artists, architects and designers from the past

# **Design** LKS2

· dt25 I can talk about my product and explain my design ideas and where they came from · dt26 I can tell you for whom I have designed my product and why I think my product would be useful

to them · dt27 I can communicate my ideas through annotated sketches

· dt29 I can make a model of my design

### Make LK52

· dt32 I can select and use appropriate tools and techniques for my product

· dt34 I can join, assemble and combine components

· dt35 I can use appropriate finishing techniques to strengthen and improve the appearance of my

### **Evaluate** LKS2

· dt38 I can talk about existing products similar to · dt39 I can compare my design to those of existing

products and can suggest improvements I could make in the light of those comparisons · dt40 I have asked for the views of others, especially the intended users, to help to improve my

· dt42 I can talk about some significant designers through history

### Cooking and nutrition LKS2

· dt49 I can describe a healthy diet and explain its

### PHYSICAL EDUCATION

• pe7 I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

Swimming and water safety LKS2

• pe10 I can swim unaided in a recognised style over a distance of 25m

• pe10.1 I can swim at least two strokes in a

recognised style

• pe10.2 I can demonstrate self-rescue skills

cience (Animals including humans)
mportance of healthy balanced diet. Look at food groups and types of nutrition
lan healthy meals. Look at diets of different animals - how do they differ?

Construct human skeletons and explore how bones are joined and move. Learn scientific names and important jobs bones and

Name and locate the countries and cities of the UK.

Name and locate some of the counties of the UK.

Name and locate some of the counties of the UK.

Name and locate areas of high ground in the UK.

Case study - London. How has it changed over time.

Describe and understand how the UK has changed over time-population/immigration.

Look at the eight compass points to describe the location of the countries and cities of the UK.

Compare human skeletons with other animals and classify.
Can the longest legs jump the furthest? Can the longest arms throw the furthest?

Geography (The UK) Name and locate the countries and cities of the UK.

Revise numbers and colours and introduce simple phras Introduce songs and poems.
Follow French planning, using accompanying books and CD's

for music/stories.

Spoken Language -Discussion and roleplay in Science, PSHE and French in particular. Singing songs in French.

Asking and answering questions in topic work.
Talking during partner work and group work activities in all subjects.
Reading poems (Literacy).

Self portraits - think about proportions, shading etc.

Art/Design & Technology
Sculptures - the role sculpture can play in changing an environment.
Discuss sculptures within cities in the UK. Share photos/pictures

Design a sculpture to suit a particular site. Make suggestions - choose somewhere local. Children create a model of their design using recycled objects

around them.
Introduce finishing techniques e.g. papier mâché or modroc so that children can turn their model into finished sculpture.

ourselves and where we live.

Swimming -

10 weeks of 30

minute swimming

lessons at Tiddenfoot Leisure

Centre.

Swimming - Children will attend 30 min swimming lessons for 10 weeks.

Introduce music to children. Discuss possible dance actions linked to

Indian theme. Experiment with different movements, refining body, face and hand expressions. Create and structure a whole dance to the music.

Healthy Lifestyles -Talk about balanced meals. What do we like to eat? What do we need to eat? Nutritional content of food - food groups. Self analysis of own food habits. How healthy are you? Tasting different fruits to expand food choices.

Introducing exercise and ways to become more active.

Introduce key aspects of different religions.
Discuss stories and traditions that influence beliefs and values of Look at similarities and differences between different religions.

Maths-Children will follow the year 3 curriculum for maths.

Computing-Discuss/revise internet safety. How to be a responsible internet user.
Introduce search technologies - discuss how to choose reputable sources and discuss that some information may not be

accurate and could be biased. How to report inappropriate online behaviour.

Literacy-Children will follow the year 3 curriculum for Literacy.

All about

Handwriting-3 x 15 minute lessons per week

SpellingsChildren will have new spellings each week. They will use time
in class to find out the definitions of the words on their list and will
in class to find out the definitions of the words on their list and will then write appropriate sentences that contain those words.

> Harvest Festival whole school

Geography walk a look at where we and the geographical features that

surround us.

### COMMUNICATION AND LANGUAGE

### LKS2

• fl1 I can understand what is being said to me and respond correctly

• fl2 I can sing songs and say poems in another language and know what the words mean

• fl2.1 I can spell and pronounce the words correctly in the songs and poems I know • fl3 I can have a conversation including asking and

answering questions • fl5 I can pronounce words correctly so that I am understood

• fl9 I use a dictionary to help me to understand and learn new words

• fl11 I can speak and write about everyday life · fl12.2 I know the correct order of words in a sentence and that the order may differ from

· sl13 listen and respond appropriately to adults and their peers

· sl15 use relevant strategies to build their vocabulary

# · sl16 articulate and justify answers, arguments and

· sl17 give well-structured descriptions, explanations and narratives for different purposes,

· sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

· sl20 speak audibly and fluently with an increasing command of Standard English · sl21 participate in discussions, presentations,

including for expressing feelings

performances, role play, improvisations and debates · s122 gain, maintain and monitor the interest of the listener(s)

• s123 consider and evaluate different viewpoints, attending to and building on the contributions of

# PSED & RELIGIOUS EDUCATION

· Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.

· Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.

· Identify and begin to describe the similarities and differences within and between religions.

 Food and healthy living Excercise and leisure

# MATHEMATICS AND COMPUTING

### Number - number and place value LK52

· m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

· co24 I can use search technologies effectively · co25 I am aware that information from some sources may not be accurate

· co26 I understand that some sources are biased · co29 I know the rules for keeping safe on the internet and how to be a responsible internet user · co30 I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

### LITERACY

### Writing - transcription - Spelling LKS2

• e156 spell further homophones • e157 spell words that are often misspelt (English Appendix 1)

• e159 use the first two or three letters of a word to check its spelling in a dictionary

### Writing - handwriting LKS2

• e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left

• e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



All about ourselves and where we live Stage Coverage					
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE
working scientifically LKS2  • sc32 asking relevant questions and using different types of scientific enquiries to answer them sc33 setting up simple practical enquiries, comparative and fair tests  • sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  • sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  • sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  • sc40 using straightforward scientific evidence to answer questions or to support their findings.  Animals, including humans LKS2  • sc45 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  • sc46 identify that humans and some other animals have skeletons and muscles for support, protection and movement.  Location knowledge LKS2 • ge31 name and locate counties and cities of the United Kingdom  • ge32 name and locate geographical regions and their identifying human and physical characteristics  • ge33 name and locate key topographical features (including hills, mountains, coasts and rivers)  • ge34 name and locate key topographical features (including hills, mountains, coasts and rivers)  • ge35 name human and physical characteristics and understand how some of these aspects have changed over time  Geographical skills and fieldwork LKS2  • ge46 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  • ge47 use the eight points of a compass	Number - number and place value LKS2 - m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)  LKS2 - co24 use search technologies effectively - co25 be discerning in evaluating digital content - co26 appreciate how results are selected and ranked - co29 use technology safely, respectfully and responsibly - co30 recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	• pe7 perform dances using a range of movement patterns  Swimming and water safety LKS2 • pe10 swim competently, confidently and proficiently over a distance of at least 25 metres • pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke • pe10.2 perform safe self-rescue in different water-based situations.	- ad10 to create sketch books to record their observations and use them to review and revisit ideas - ad11 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g., pencil, charcoal, paint, clay) - ad12 to improve their mastery of art and design techniques, including drawing with pencil and charcoal - ad15 about great artists, architects and designers in history.  Design LKS2 - dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose - dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups - dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches - dt29 generate, develop, model and communicate their ideas through prototypes  Make LKS2 - dt32 select from and use a wider range of tools and equipment to perform practical tasks - dt34 use a wider range of tools and equipment to perform practical tasks, such as joining accurately - dt35 select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately  Evaluate LKS2 - dt33 investigate a range of existing products - dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - dt42 understand how key individuals in design and technology have helped shape the world  Cooking and nutrition LKS2 - dt49 understand and apply the principles of a healthy and varied diet		• fil listen attentively to spoken language and show understanding by joining in and responding • fil2 explore the patterns and sounds of language through songs and rhymes • fil2.1 link the spelling, sound and meaning of words • fil3 engage in conversations; ask and answer questions • fil5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • fil9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • fil1 describe people, places, things and actions orallyand in writing • fil1.2 understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English. • sil13 listen and respond appropriately to adults and their peers • sil15 use relevant strategies to build their vocabulary • sil16 articulate and justify answers, arguments and opinions • sil7 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • sil8 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • sil20 speak audibly and fluently with an increasing command of Standard English • sil21 participate in discussions, presentations, performances, role play, improvisations and debates • sil22 gain, maintain and monitor the interest of the listener(s) • sil23 consider and evaluate different viewpoints, attending to and building on the contributions of others

