

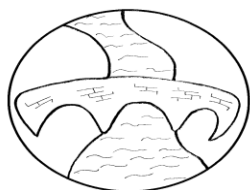
STANBRIDGE LOWER SCHOOL

Thematic Overview

Term: Spring One				Topics: Wonderful weather!		
	English	Mathematics	Science	History	Geography	Art
1	Recount/traditional tales	Place value, 1 more/ 1 less, 10 more/10 less counting in 2's, 5's and 10's	<p>To consider what they already know about weather and generate questions.</p> <p>To make observations and respond appropriately.</p> <p>(Geography cross-curricular)</p>	<p>To explore a Victorian beach holiday.</p> <p>To explore changes within living memory.</p>	<p>To look at weather forecasts and the symbols used by forecasters.</p> <p>(Science cross-curricular)</p>	To create African patterns/collages.
2	Traditional tales	10 more/10 less and money	<p>To observe, record and discuss the weather.</p> <p>To understand how the observed weather is typical (or not) of the weather for the season.</p> <p>To create a collage of the current season, weather and wildlife and compare to other seasons in the year.</p> <p>(Art cross-curricular)</p>	<p>To compare modern beach holidays with Victorian beach holidays.</p> <p>To explore changes within living memory.</p>	<p>To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather.</p> <p>I can understand the dangers of weather.</p> <p>(English cross-curricular)</p>	To create sunflower fork printings.
3	Stories with repeating patterns	Addition and subtraction	To understand that the day length changes each day and	To recognise forms of entertainment available to Victorians on a	To consider warm and cold weather and measure temperature.	To create an Autumn hedgehog collage using a range of

			<p>varies from season to season.</p> <p>To investigate shadows and their shapes.</p> <p>(Mathematics cross-curricular)</p>	<p>beach holiday.</p> <p>To explore changes within living memory.</p>	<p>To understand air temperature changes across the seasons.</p> <p>(Science cross-curricular)</p>	<p>materials.</p>
4	Instructions	Division (finding sets) halving and doubling	<p>To record the rainfall over a period of time.</p> <p>To make predictions about the results from the rainfall gauges.</p> <p>To use the scientific vocabulary: weather, rainfall, precipitation and data.</p> <p>(Geography cross-curricular)</p>	<p>To find out when and how seaside holidays became popular.</p> <p>To explore changes within living memory.</p>	<p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.</p> <p>I can understand what hot and cold countries are like.</p>	<p>To sketch the inside of a Buddhist temple (observational)</p> <p>(RE cross-curricular)</p> <p>To create a collage of the current season, weather and wildlife and compare to other seasons in the year.</p> <p>(Science cross-curricular)</p>
5	Information texts	Halving and doubling and fractions	<p>To observe and record wind direction over time and notice patterns between rainfall and wind, and changes in direction.</p> <p>To use the scientific vocabulary: wind, direction, gauge, patterns and data.</p> <p>(DT cross-curricular)</p>	<p>To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.</p>	<p>To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p> <p>I can understand what a cold area of the world is like.</p> <p>I can use map skills to locate hot and cold places.</p>	<p>Button sewing (whole-school skills afternoon).</p>

6	Information texts	Measures (units, weight and length)	<p>To consider warm and cold weather and measure temperature.</p> <p>To understand air temperature changes across the seasons.</p> <p>To use the scientific vocabulary: wind, direction, gauge, patterns and data.</p> <p>(Geography cross-curricular)</p>	To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past.	<p>To understand the human/physical geography of a cold area of the world in the context of the Africa.</p> <p>I can understand what a hot area of the world is like.</p> <p>I can use map skills to locate hot and cold places.</p>	<p>To create a picture of the Arctic using digital media and appropriate colours.</p> <p>(Computing and Geography cross-curricular).</p>
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STANBRIDGE LOWER SCHOOL

Thematic Overview Continued

	PE	Computing	PSHCE	RE	Music	DT
1	Val Sabin KS1 Scheme- Team games.	<p>To create, save and manipulate a table on Microsoft word.</p> <p>To create a weather chart to track weather from across the week (geography cross-curricular).</p>	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>Key Questions: What do we need to do to keep ourselves healthy? What do we do in the day that keeps us healthy?</p>	<p>To be able to describe a place that is special to them.</p> <p>Key Questions: Can the children identify a special place for themselves? Can children explain why a place is special to them? Are children understanding of other people's special places?</p>	<p>To explore playing tuned and untuned instruments.</p> <p>To create, compose and perform a piece of music to match the clip of 'Snow wolf'.</p>	<p>To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>To design and make a rain gauge. (Science cross-curricular)</p>

2	Val Sabin KS1 Scheme- Team games.	To retrieve our tables and add images using clip art to support the weather recorded for each day.	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).</p> <p>Key Questions: What do we think healthy people do and don't do? What things can we do when we feel good and healthy?</p>	<p>To know that some religious people have a place that is special to them.</p> <p>Key Questions: Can you identify a special religious place? Do you know why these places are special to some religious people? Do special places have to be a building?</p>	<p>To listen with concentration to live recordings.</p> <p>To create, compose and perform an African themed piece of music.</p>	Button sewing (whole-school skills afternoon).
3	Val Sabin KS1 Scheme- Team games.	<p>To use technology purposefully (to create a picture of the Arctic).</p> <p>To open, and save new files.</p> <p>(Geography and Art cross-curricular).</p>	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).</p> <p>Key Questions: What do we do during our day that keep us healthy? What things can we do when we feel good and healthy?</p>	<p>To explore Christians' special places.</p> <p>Key Questions: What is a pilgrimage is? What are the names of places that are special to Christians other than a church? Where would be your special place that is outside of their home or school?</p>	<p>To create, compose and perform a piece of music to match either a hot or cold country.</p>	<p>To make a wind sock to measure wind direction.</p> <p>(Science cross-curricular)</p>
4	Val Sabin KS1 Scheme- Team games.	Cross-curricular links throughout.	<p>To learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food).</p> <p>Key Questions:</p>	<p>To learn about Muslims' special places.</p> <p>To compare special places between Muslims and Christians.</p>	<p>To listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>(Science and Art cross-curricular)</p>	To make a pinwheel to use in the wind.

			<p>What do we need to do to keep ourselves healthy?</p> <p>What do we think healthy people do and don't do?</p> <p>What things can we do when we feel good and healthy?</p>	<p>Key Questions:</p> <p>Which places are special to Muslims other than a mosque?</p> <p>Why might Muslims go on a pilgrimage to certain special places?</p> <p>What are the similarities and differences between Christian and Muslim special places?</p>		
5	Val Sabin KS1 Scheme- Team games.	Cross-curricular links throughout.	<p>To learn about making healthy choices.</p> <p>Key Questions:</p> <p>What do we like to do that makes us feel good?</p> <p>What choices can we make during our day that can help us feel good?</p> <p>What if someone choose something else?</p>	<p>To learn about Buddhists' special places.</p> <p>Key Questions:</p> <p>Which places around the world are special to Buddhists?</p> <p>Why might Buddhists go on a pilgrimage to certain special places?</p> <p>What does a pilgrimage mean to a Buddhist?</p>	Cross curricular coverage.	Cross curricular coverage.
6	Val Sabin KS1 Scheme- Team games.	Cross-curricular links throughout.	<p>To learn about making healthy choices.</p> <p>Key Questions:</p> <p>What can I do for myself?</p> <p>What am I good at?</p> <p>How do I know?</p>	<p>To learn about Jewish special places to visit.</p> <p>Key Questions:</p> <p>What is the name of the Jewish special places?</p> <p>Why are they special to Jewish people?</p> <p>What are the</p>	Cross curricular coverage.	Cross curricular coverage.

				similarities and differences between Jewish, Christian, Islam and Buddhist special places?		
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