



Travels and Traditions

Text 1: Seal surfer
Text 2: Winter's Child



Geography

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of the United Kingdom

Art

Painting Skills

- Learn how to use and mix watercolours
- Learn how to blend colours
- Learn how to use the brush tip to paint detail
- Learn how to create watery explosion effects with ink

Key Artist: Jen Callahan

DT

Textile Skills

- Learn how to line stitch to join two pieces of fabric in order to create a Christmas decoration.
- Earn how to sew on a button
- Learn how to thread a needle.
- Learn how to estimate length of thread

Key Designer: Nancy Nicholson

RE

Hinduism

- Describe and explain how Hindus celebrate Holi.
- Retell some Hindu stories and explain their significance for a Hindu

Key vocabulary: Holi

Christianity

Year A

- Explain how Christians view the creation of the world and try to take care of it (link to parables and stewardship / responsibility)
- Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables (Prodigal Son, Lost Sheep etc)

Key Vocabulary: Stewardship, Parable, Samaritan, Lost Parables, Prodigal Son, Creation

Year B

- Analyse what Christians can learn about Jesus from Nativity stories – the meaning of Christmas in Britain and traditional British carols
- Describe how Christians live their lives as disciples – how does 'giving' relate to Christianity?

- Explain why Christians give and receive presents at Christmas – Reverse Advent; Advent boxes in Frodsham care homes + care home visit.

Key vocabulary: stewardship

French

- Recap KS1 greetings
- Alphabet and sounds of extra French letters é è
- Greetings/ feelings- Comment ça va? (How are you?) ça va (alright), ça ne va pas (not ok), ça va très bien (very good), ça va bien (good) ça va super bien (great) Please note brackets are how we would say these in English, in French 'ça va' literally means 'it's going' so ça va bien (it's going well), ça ne va pas (it is not going well)
- learn a French Christmas Carol
- learn about Christmas traditions in France
- learn about the Fete des Lumieres in Lyon in December each year

Key French sound- ç sounds like an s in snake, è sounds like a in day

Music

Listening and appraising

- Explore English and Celtic folk music as part of learning about the United Kingdom, including sea shanties
- To recap the terms RHYTHM and DYNAMICS and refer to this when listening to and appraising songs.

Composing and Performing

- To learn and perform songs for Christmas performances

PE

- OAA-Communication and Tactics
- Striking and Fielding Games-Cricket

Computing

Computer Science

- Use the term 'Algorithm' and understand that this simply means instructions
- Plan a sequence of algorithms to control movement on a Lego model that I have made (Introduce Lego WeDo 2.0 on the iPads and the corresponding Lego trays)
- Decompose algorithms by breaking them down into small parts to test and try
- Evaluate algorithms to see if they work and debug them
- Review and change an algorithm (make amendments so that it works)

Science

Forces and Magnets

- Make comparisons regarding how things move on different surfaces and notice that some forces need contact between two objects but magnetic forces can act at a distance.
- Using the text 'Magnet Max' observe how magnets attract or repel each other and attract some materials and not others.
- Explore magnets having two poles and predict whether two magnets will attract or repel each other.
- Use grouping and classifying of a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Key Scientists: William Gilbert (Theories on Magnetism)



Identifying, grouping and classifying



What's Below the surface?

Text 1: Stone Age Boy

Text 2: Big Blue Whale



Geography

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

History

- Changes in Britain from the Stone Age to the Iron Age

Art

3D clay

- Creating a pinch pot
- Pressing leaves into the surface to create pattern
- Smoothing clay
- Attach an item cleanly (leaves/ berries etc)

Key Artist/inspiration: Anna Whitworth/Kathy Boyland

DT

Food skills

- Learn how to follow a complex recipe
- Learn how to open a tin
- Learn how to grate carrot
- Learn how to prepare, chop and grate vegetables Learn about tuna is caught and its ethical implications.
- Check the nutritional value of cress and try some
- Learn how to grow cress.
- Learn how to wash up and tidy away equipment

RE

Judaism

- Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief
- Reflect on why and how Jews worship

Key vocabulary: Shema

Christianity

- Shrove Tuesday, Ash Wednesday, Palm Sunday
- Evaluate key teachings studied from the Bible and explain why they might be important to Christians

Key vocabulary: God, symbols, good news, Bible, Trinity, Holy Spirit, saviour, Resurrection, Salvation, Incarnation

French

- Learn about the French traditions of Fete des Rois (Epiphany or Kings Day)
- Numbers up to 20 and multiples of 10 to 100
- Combien? (how much/how many?) Il y a combien de...? (how many ... are there?)

- Ages: Quel age as-tu? (How old are you?) J'ai ...ans (I am... Please note in French they say I have...years)
- Colours : jaune (yellow), rouge (red), orange (orange), rose (pink), bleu (blue) marron (brown) gris (grey) violet (purple) noir (black) blanc (white) vert (green)
C'est de quelle couleur ? (What colour is this ?) C'est... (It is...), Trouvez le...(find the..) Touchez le ... (touch the...) As-tu... (do you have..?, J'ai (I have...) Je n'ai pas (I don't have...)

Key French sound- don't pronounce the s on the end of words after a vowel

Music

Composing and Performing

- To learn the term PITCH
- To sing and perform with consideration to PITCH, RHYTHM and DYNAMICS

PE

- Gymnastics- Symmetry and Asymmetry
- Dance- Witches and Wizards

Computing

Information Technology

- Take photographs and experiment with different viewpoints (Ipad or Ipad Camera)
- Download a photograph to a programme (Word on the Computer or Note on the iPads)
- Select what data/information and pictures are appropriate to include in an email (Ipad Camera)
- Write an email to a selected recipient and learn where to place the subject and recipient's email address

Science

Animals including Humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food and that they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Make comparisons between skeletons of common woodland creatures and the human skeletal structure.

Key Scientist: Marie Curie (Radiation / X-Rays)



Pattern seeking

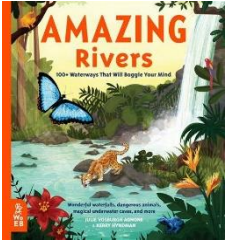
Rocks

- Using the topic of Stone Age and the book 'Stone Girl, Bone Girl' compare and group together different kinds of rocks on the basis of their simple physical properties and recognise that soils are made from rocks and organic matter.
- Look at the impact of Mary Anning on the science world today and describe in simple terms how fossils are formed when things that have lived are trapped within rock

Key Scientist: Mary Anning (Discovery of Fossils)



Research
Identifying, grouping and classifying



Discovery

Text 2: Amazing Rivers

Text 2: Zeraffa Giraffa



Human and Physical Geography

Geography

- describe and understand key aspects of physical geography, including: rivers
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including maps, plans and graphs, and digital technologies

History

- Study the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt

Art

Drawing skills

- Grades of pencils to shade.
- To use line to represent an image in proportion
- Breaking an image into shapes.
- Use pencil colour to show light and dark.

Key Artist: Leon Evans

DT

Construction Skills

- Cutting out at the edge of the material
- Measuring and drawing a straight line
- Drawing a shape with a template
- Folding accurately (using a ruler)
- Cutting shapes with scissors
- Use a template to make a net that creates a 3D shape
- Cut a shape (cut into corners)
- Mark the waste
- Use cutting skills to create a shadow image

RE

Islam

- Explain how Muslims' organisations help people in need.
- Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).
- Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and that Muhammad (pbuh) is the last and final prophet.

Key vocabulary: Zakah, Iman, Ummah, Mosque,

Humanism

- Say what Humanists think about God.

Key vocabulary: : Atheism, Agnostic

Sikhism

- Analyse how Sikhs show community and equality in their lives.

French

- Classroom language- recap KS1 classroom language and learn levez-vous (stand up), asseyez-vous (sit down), levez le doigt (put your hand up), fermez les yeux (close your eyes), ouvrez les yeux (open your eyes), ouvrez vos livres (open your books), Fermez vos livres (close your books) silence s'il vous plait (silence please), je ne comprends pas (I don't understand), pouvez-vous m'aider s'il vous plait? (can you help me please?)

- Listen to the calls to prayer in Morocco

Key French sound- 'ez' makes an ay sound, focus on pronunciation of je

Music

Listening and appraising

- Listen and appraise a variety of middle-Eastern music, including Sprinting Gazelle by Reem Kelani

Composing and Performing

- To use a Glockenspiel to explore the term PITCH
- To create and perform on the glockenspiel giving consideration to PITCH, DYNAMICS and RHYTHM

PE

- Invasion Games- Tag Rugby
- Athletics-Throwing and Jumping

Computing

Digital Literacy

- Read, explain their meaning and then sign both KS2 GDPR documents.
 - Explain whether a website contains fiction/non-fiction
 - Explain how to search for data/information on a website (word order/capitals changes 'hits'). (Google).
 - Explain how we decide whether or not to believe a statement on websites deciding if they are fact or opinion.
- Link this information to radicalisation. Is the information true? Does it represent British Values? (Tolerance, diversity, Mutual Respect...)
- Explain why people use passwords and learn the benefits of a strong password. (Howsecureismypassword.net)
 - Understand and explain that any data/information posted on the internet can be accessed by anybody in the world and that this digital footprint is stored online.

- Understand and explain behaviours that are acceptable on the internet and those that aren't (posting private information, sending pictures to strangers or hurtful email/Twitter messages).

Science

Plants

- Utilising our outdoor environment plant a variety of flowers and fruits (e.g. blackberries and acorns) and use the growing process to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Investigate the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) through comparative tests.
- Using the book 'Plantopaedia' explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Use an investigative approach to identify how water is transported within plants.
- **Key Scientist:** Jan Ingenhousz (Photosynthesis)



Comparative/fair testing

Light

- Through the context of the festival of Diwali, recognise light is needed in order to see things, dark is the absence of light and that light is reflected from surfaces.
- Through the creation of shadow puppets, recognise that shadows are formed when a light source is blocked by a solid object and find patterns in the way the size of shadows change
- Use magnifying glasses to further understand that light from the sun can be dangerous and that there are ways to protect eyes and skin.

Key Scientist: James Clerk Maxwell (Visible and Invisible Waves of Light)



Comparative/fair testing