



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aspirations Condition	Belonging / Confidence to take Action	Leadership and Responsibility	Curiosity and Creativity	Heroes	Spirit of Adventure	Fun and Excitement
School Thread:	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
Driving Question(s)	Driving question: How can we, as travel agents, encourage people to visit the local area? Title: Local Tour Guides	Driving question: How do we know Kings and Queens have ruled England for many years? Title: Kings and Queens	Driving question: How can we inform others about the effects of adverse weather conditions? Title: Wild Weather	Driving question: Could we, as designers, invent and produce a moving toy? Title: Toys	Driving question: How can we, like Florence Nightingale, help others? Title: Help!	Driving question: How do we know how plants survive? Title: Down in the garden?
Outcomes	Outcome: Leaflet/poster to be displayed around the town.	Outcome: Produce a piece of artwork to display at a kings and queens banquet.	Outcome: Create a weather instrument to go in a weather station, and explain how it works.	Outcome: Design their own ultimate moving toy, for Harriers Toy Shop.	Outcome: Write a letter of advice.	Outcome: Grow and understand how to care for a bean plant. Write Bean Diaries Non-Fiction Text.
Subjects Covered in Assignment	Geography, History, English, Speaking and Listening, DT, Computing	History, Art, DT, Speaking and Listening, English	Science, Art, DT, Music, Geography, Speaking and Listening, English	DT, Science, IT, History, Art, English, Speaking and Listening	English, History, Speaking and Listening	English, Science, Art, Speaking and Listening
21st Century skills	Cognitive load management Collaboration Sense making (critical thinking)	Productivity and accountability Cognitive load management Media literacy Sense making Creative and adaptive thinking	Sense making Communication Transdisciplinarity Cross-cultural competency Productivity and accountability	Cognitive load management Collaboration Sense making (critical thinking) Creative and adaptive thinking	Productivity and accountability Cognitive load management Media literacy Sense making	Sense making Communication Transdisciplinarity Cross-cultural competency Productivity and accountability
Business/Careers links	Tour guides Travel Agents Local Shopkeepers Farmers Surveyor	Banbury Museum (contact regarding any suitable resources)	Local farmer - seasonality in farming Fire brigade - floods Emergency services	Banbury Museum Toy shops Engineer/toy designer	Horton Hospital Local care homes Emergency services	Gardener Garden Centre
Real life skills	Crossing a road - recognise main road	Names of the royal family	Know which emergency service to call in e.g. a	Know how moving components work	Know how to call the emergency services	Grow a plant/vegetables

	signs stranger danger Visit a market/Library	Learn the national anthem	flood Government - weather warnings Newspapers		Self-reflection	
Real life experience	Road safety, stranger danger Recognising UK coins Forest School - Staying safe in the forest Design garden to attract people to the local area.	Perform in front of an audience Research any other local visits by members of the royal family.	Forest school – wind chimes	Meet a designer/carpenter/ does anybody in their family have someone who makes toys?	Meeting a medical professional	Forest School- Change within the Forest School
Community link	Local walk: Banbury Photos of Kings Sutton to compare and contrast	Christmas Carols	Fire department visit/fire engine visit	Castle Quay, toy shop and Banbury Museum	Horton Hospital	Local garden centre
Trip/Visitor (inc. cost)	Visit: Walk – Geography field work: traffic survey to compare to a village; local tourist attractions	Visit to the church Visit by the Queen.	Atomic Tom (£140 for 2 sessions)	Visit: Banbury Museum (£6)	Visitor: Nurse, Vet	Harcourt Hill Arboretum (coach costs) Herb centre- could use minibus to transport.
Maths	Numbers to 10 Order and pattern Number bonds	Addition within 10 Subtraction within 10 Shapes and patterns	Place value within 50 Addition and subtraction within 50	Measurement Place value within 50	Addition and subtraction within 20 Length Time Picture graphs	Numbers to 100 Money
English	Key Texts: Home Funnybones Geog link: Town and Country (A Turnaround Book) - Craig Shuttlewood	Key Texts: The Queen's knickers Paddington at the palace The Queen's hat.	Key Texts: Tree- seasons come, seasons go Squirrels busy year Lila and the Secret Rain The Storm Whale in Winter	Key Texts: Traction Man (POR book) Naughty Bus (POR book) I love you blue kangaroo Old Bear stories	Key Texts: Rainbow fish The selfish crocodile	Key Texts: Tiny Seed Little Gardener Eddie's garden and how to make things grow.
Phonics/Spelling	Letters and Sounds Phase 3	Letters and Sounds Phase 4	Letters and Sounds Phase 5	Letters and Sounds Phase 5	Letters and Sounds Phase 5	Letters and Sounds Phase 5
Science	Animals including humans Senses Human body SCIENTIST: EDWARD JENNER		Seasonal changes Science Story - The storm whale in winter SCIENTIST: ANDERS CELSIUS	Materials including wood, plastic, glass, metal, water, and rock. Physical properties. Compare and group a variety of everyday materials. SCIENTIST: DANIEL	Animals including humans Classifying animals SCIENTIST: ALFRED RUSSEL WALLACE	Plants SCIENTIST: BEATRIX POTTER

				FARENHEIT Link to Art – know how textiles create things – curtains, clothing, decoration		
Computing	<p>Digital Literacy</p> <p>Technology should be used safely and respectfully.</p> <p>IT</p> <p>Laptop – mouse and keyboard skills Exploring Purple Mash</p> <p>Online Safety and Exploring Purple Mash</p>	<p>IT</p> <p>I can use technology to collect and sort information including photos, videos and sound. Children use iPads to collect the different forms of media about shape/object/people etc</p>	<p>Computer Science</p> <p>Encourage children to begin to think logically about scenarios. Children will be introduced to the term ‘algorithm’. This concept is at the core of coding. The next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that computers are programmed.</p>	<p>IT</p> <p>Combine text and image</p> <p>Format and edit text I pads –Take photos (old/new toys) and videos (designed working toy)</p> <p>Digital Literacy</p> <p>Self-image and identity</p> <p>Privacy and security</p>	<p>Computer Science</p> <p>Coding</p> <p>Introduction to 2code</p> <p>To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. The lesson plans incorporate designing before coding in some lessons</p>	<p>IT</p> <p>Children take a picture or an object and then use either seesaw of purplemash to annotate it with information</p> <p>animating a story</p> <p>Digital Literacy</p> <p>Children are able to identify uses of technology</p> <p>Safety online</p> <p>Online relationships</p>
Geography	<p>Locational knowledge</p> <p>Locate and investigate the local environment using a range of resources including maps: (basic symbols) and aerial photographs. Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences between the local area and a smaller area of the UK (Town: Banbury and</p>		<p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Hot/Cold countries (locations covered in depth in Yr 2)</p>			

	Village: Kings Sutton) e.g. factories, farms, towns, villages, forest, hill, mountain					
History	<p>Significant places Changes within living memory. What was Banbury famous for? (Banbury cakes, nursery rhyme, hobby horse festival)</p> <p>Where appropriate, these should be used to reveal aspects of change to Banbury town</p> <p>Changes to crime and punishment (linked to past day and present time, in their own locality.)</p>	<p>Significant people Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (crime and punishment)</p> <p>Family History - Compile a Royal family tree. Compare to own family tree</p>		<p>Changes within living memory - Toys Life of a child/ Toys now/toys from the past (parents/Grandparent)</p> <p>Look at photos pictures and artefacts to find out about their own past</p>	<p>Significant individual Florence Nightingale - the lives of a significant individual in the past</p> <p>I can explain how some people have helped us to have better lives</p>	
Art & Design		<p>Portraits</p> <p>Mood and emotion Explore and evaluate how artists show emotions in paintings and drawings (including portraits of kings and queens). Show how people feel in paintings.</p> <p>Colour mixing primary and secondary colours</p> <p>Explore and evaluate the impact of different thicknesses of line. Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Christmas cards - Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave paper - Ellen Jackson</p>	<p>Landscapes Drawing from observation - landscape, seascape or stormscape</p> <p>Turner and Van Gogh</p> <p>Using different tools to make different marks (including charcoal)</p> <p>Work on a small and large /collaborative scale</p> <p>Different colours can create different moods - light/dark/warm/cold</p> <p>Collage Different materials and objects have different textures - create landscape collages</p>	<p>Different materials Link to Science</p> <p>Select textiles based on their characteristics (puppets/toys)</p> <p>Running stitch puppets</p> <p>Know how textiles create things – curtains, clothing, decoration</p>	<p>Stand alone unit</p> <p>Different textures Explore colour Sort items according to specific qualities e.g. warm, cold, shiny, smooth etc.</p> <p>Complex weaving/ Nature weaving - Add objects to the weaving, buttons, twigs, dried flowers.</p>	<p>Printing</p> <p>Patterns are all around us(nature/plants) Know that you can create a pattern/image once and print it multiple times - why might you want to do this?</p> <p>Develop plant themed impressed images with some added pencil or decorative detail (Styrofoam Plasticine Real plants).</p> <p>Sketch from life first.</p> <p>Relief printing - string, card, etc.</p> <p>Texture (Forest School) Rubbings</p>

DT			Design a purposeful, functional and appealing wind chime (link to music) product using a range of materials. Evaluate against the design Use a range of materials and components Select textiles based on their characteristics (linked to Art)	Explore and use mechanisms in their toy products. Select a range of tools and equipment Evaluate their ideas and products against the design.		
PE	Gymnastics A sportsperson can balance on different body parts and make different shapes with their body to move Cross country	Dance A sportsperson combines different movements to create a sequence to perform Ball skills -- throwing and catching	Net and ball games A sportsperson can confidently throw and catch underarm with both hands. striking and fielding A sportsperson can hit a ball using equipment 1x indoor athletics lesson led by year 5	Multi-skills A sportsperson uses coordination to kick a ball Attacking and defending A sportsperson can confidently hit a ball using equipment	Athletics A sportsperson can confidently throw and catch underarm with both hands. A sportsperson combines different movements Invasion games	Sports day/Athletics A sportsperson can confidently throw and catch underarm with both hands. A sportsperson combines different movements
Music	Listen to and review a range of music across a range of cultures Scottish, Irish, Welsh and English traditional songs	Voices can be used expressively and creatively Listen to and review a range of music across a range of historical periods: eg, Elizabethan	Pattern Clapping short rhythmic patterns – represent weather patterns Repeating short rhythmic and melodic patterns Explore how music is created using instruments can be used to perform a storm/wind chime (link to DT)			
MfL	i) Greetings and being polite: ii) To celebrate creativity, diversity and cultural identity through language Greetings. Numbers 1-6. Parts of the body.	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary. Colours Oso Marron	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary. Fruits and vegetables.	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary. Numbers 7-10 Plants.	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Seaside	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Minibeasts Colours
PSHE/SRE	Growing and changing	Valuing difference	Keeping myself safe	Me and my	Rights and	Being my best

				relationships	responsibilities	
RE - Christianity and Values	Me and Others: What makes me unique/different? To recognise what makes you special.	Inspiration: What are the beliefs of those around us? Responding to others in a respectful way.	Expression, Places and Symbols: Why are symbols important? Christianity focus - recognise some religious symbols and words (e.g. cross).	Celebrations: How should Christians celebrate Easter? Retell the Easter story and the religious practice of Easter celebrations. Should we always forgive?	Stories: Does it matter what people believe about creation? Retell the Christian creation story.	Big Questions: What would the world be like if everyone was the same?