



	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Aspirations Condition</b>	<b>Belonging / Confidence to take Action</b>	<b>Leadership and Responsibility</b>	<b>Curiosity and Creativity</b>	<b>Heroes</b>	<b>Spirit of Adventure</b>	<b>Fun and Excitement</b>
<b>School Thread:</b>	As geographers,	As historians,	As scientists,	As designers,	As philosophers,	As environmentalists,
<b>Driving Question(s)</b>	<b>Driving question:</b> How can we encourage people to visit Banbury?  Title: Brilliant Banbury!	<b>Driving question:</b> What can we tell others about the lives of Kings and Queens?  Title: Kings and Queens	<b>Driving question:</b> How does the weather affect us?  Title: Wild Weather	<b>Driving question:</b> Could we, as designers, invent and produce a moving toy?  Title: Toys	<b>Driving question:</b> Like Florence Nightingale, how can we help others?  Title: Help!	<b>Driving question:</b> How do we know how plants survive?  Title: Down in the garden.
<b>Outcomes</b>	<b>Outcome:</b> Leaflet/poster to be displayed around our model town.	<b>Outcome:</b> Organise a kings and queens banquet.	<b>Outcome:</b> Create a weather instrument to go in a weather station, and explain how it works.	<b>Outcome:</b> Design their own ultimate moving toy, for Harriers' Toy Shop.	<b>Outcome:</b> As a class, can we complete 100 acts of kindness.	<b>Outcome:</b> Make a catalogue to give information about how to care for plants. Non-Fiction Text.
<b>Subjects Covered in Assignment</b>	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, Science	English, Science, Art, Speaking and Listening
<b>21st Century skills</b>	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
<b>Business/Careers links</b>	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
<b>Real life skills</b>	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 Make a wild crown

	signs stranger danger Visit a market/Library	Learn the national anthem	flood Government - weather warnings Newspapers		Self-reflection	Keep a nature diary
<b>Real life experience</b>	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
<b>Community link</b>	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
<b>Trip/Visitor (inc. cost)</b>	Visit: Local walk – Geography field work and local tourist attractions.	Visit to the church.	Atomic Tom (£140 for 2 sessions)	Visit: Banbury Museum	Visitor: Nurse, Vet, Fire Brigade.	Harcourt Hill Arboretum.  Herb centre- could use minibus to transport.
<b>SMSC/British Values</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
<b>Maths</b>	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
<b>English</b>	<b>Books:</b> Home Funnybones Geog link: Town and Country (A Turnaround Book) - Craig Shuttlewood	<b>Books:</b> The Queen's knickers Paddington at the palace The Queen's hat Non-fiction - The Queen	<b>Books:</b> Tree- seasons come, seasons go Squirrels busy year Lila and the Secret Rain The Storm Whale in Winter	<b>Books:</b> Traction Man Mr Underbed On Sudden Hill Old Bear stories	<b>Books:</b> The Smartest Giant in Town Errol's Garden Emergency!	<b>Books:</b> Tiny Seed Oliver's Fruit Salad Eddie's garden and how to make things grow Non-fiction - Trees
<b>Phonics/Spelling</b>	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
<b>Science</b>	<b>Animals including humans</b> Senses Human body  SCIENTIST: EDWARD JENNER		<b>Seasonal changes</b> Science Story - The storm whale in winter  SCIENTIST: ANDERS CELSIUS	<b>Materials</b> including wood, plastic, glass, metal, water, and rock. Physical properties. Compare and group a variety of everyday materials.	<b>Animals including humans</b> Classifying animals  SCIENTIST: ALFRED RUSSEL WALLACE	<b>Plants</b>  SCIENTIST: BEATRIX POTTER

				<p>SCIENTIST: DANIEL FARENHEIT</p> <p>Link to Art – know how textiles create things – curtains, clothing, decoration</p>		
<p><b>Computing</b></p>	<p><b>Digital Literacy</b></p> <p>Technology should be used safely and respectfully.</p> <p><b>IT</b></p> <p>Laptop – mouse and keyboard skills Exploring Purple Mash</p> <p><a href="#">Unit 1.1</a> Online Safety and Exploring PurpleMash</p>	<p><b>IT</b></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><a href="#">Unit 1.2 and 1.3</a> are useful</p>	<p><b>Computer Science</b></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><a href="#">Unit 1.4 and 1.5</a> you can condense these somewhat if needs be.</p>	<p><b>IT</b></p> <p>Combine text and image</p> <p>Format and edit text Ipad –Take photos (old/new toys) and videos ( designed working toy)</p> <p><b>Digital Literacy</b></p> <p><a href="#">Self image and identity</a></p> <p><a href="#">Privacy and security</a></p>	<p><b>Computer Science</b></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><a href="#">Unit 1.7</a></p>	<p><b>IT</b></p> <p>Children take a picture or an object and then use either seesaw of purplemash to annotate it with information</p> <p><a href="#">Can use unit 1.6 - animating a story</a></p> <p><b>Digital Literacy</b></p> <p>Children are able to identify uses of technology</p> <p><a href="#">Unit 1.9</a></p> <p>Safety online</p> <p><a href="#">Online relationships</a></p>
<p><b>Geography</b></p>	<p><b>Locational knowledge</b></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><b>Place knowledge</b></p> <p>Understand geographical similarities</p>		<p><b>Human and physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Hot/Cold countries (locations covered in depth in Yr 2)</p>			

	and differences between the local area and a smaller area of the UK (Town: Banbury and Village: Kings Sutton) e.g. factories, farms, towns, villages, forest, hill, mountain					
<b>History</b>	<p><b>Significant places</b> 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><b>Significant people</b> 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><b>Changes within living memory - Toys</b> 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><b>Significant individual</b> 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>	
<b>Art &amp; Design</b>		<p><b>Portraits</b></p> <p><b>Mood and emotion</b> 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><b>Colour mixing</b> primary and secondary colours</p> <p>Explore and evaluate the impact of different <b>thicknesses of line</b>. Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Christmas cards - Simple paper and/or</p>	<p><b>Landscapes</b> 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 <b>colours</b> can create different <b>moods</b> - light/dark/warm/cold</p> <p><b>Collage</b> Different materials and objects have different textures - create landscape collages</p>	<p><b>Different materials</b> Link to Science</p> <p>Select <b>textiles</b> based on their characteristics (puppets/toys)</p> <p>Running stitch puppets</p> <p>Know how textiles create things – curtains, clothing, decoration</p>	<p><b>Stand alone unit</b></p> <p>Different <b>textures</b> Explore <b>colour</b> 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><b>Printing</b></p> <p><b>Patterns</b> 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 <b>impressed images</b> with some added pencil or decorative detail (styrofoam? Plasticine? Real plants?).</p> <p><b>Sketch</b> from life first.</p> <p><b>Relief printing</b> - string, card, etc.</p> <p><b>Texture</b> (Forest School) Rubbings</p>

		material <b>weaving</b> using a card loom. <b>Mix colours</b> and paint strips of paper to weave paper - Ellen Jackson				
<b>DT</b>			<b>Design</b> a purposeful, functional and appealing wind chime (link to music) product using a range of materials. <b>Evaluate</b> against the design <b>Use a range of materials and components</b> Select textiles based on their characteristics (linked to Art)	<b>Explore and use mechanisms</b> in their toy products. <b>Select a range of tools and equipment</b> <b>Evaluate their ideas and products against the design.</b>		
<b>PE</b>	Cross Country-warm up <b>Invasion unit</b> <b>Fundamentals unit</b>  <u>Encouragement</u>	<b>Ball skills unit</b> <b>Dance unit</b>  <u>Communication</u>	<b>Team building unit</b> <b>Dance unit</b>  <u>Resilience</u>	<b>Send and receive unit</b> <b>Strike and field unit</b>  <u>Concentration</u>	<b>Yoga unit</b> <b>Fitness unit</b>  <u>Responsibility</u>	<b>Athletics unit</b> <b>Invasion games unit</b>  <u>Fairness</u>  Cross year group competition – buried treasure
<b>Music</b>	<b>Listen to and review</b> a range of music across a range of cultures Scottish, Irish, Welsh and English traditional songs	<b>Voices</b> can be used expressively and creatively  <b>Listen to and review</b> a range of music across a range of historical periods: eg, Elizabethan	<b>Pattern</b> Clapping short rhythmic patterns – represent weather patterns Repeating short rhythmic and melodic patterns  <b>Explore how music is created using instruments</b> instruments can be used to perform a storm/wind chime (link to DT)			
<b>MfL</b>	i) Greetings and being polite: ii) To celebrate creativity, diversity and cultural identity through language  Greetings. Numbers 1-6.	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary.  Colours	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	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)	ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)

	Parts of the body.	Oso Marron		Plants.	Seaside and My Family	Minibeasts Colours
<b>PSHE/SRE</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
<b>RE - Christianity and Values</b>	<b>Me and Others:</b> What makes me unique/different? To recognise what makes you special.	<b>Inspiration:</b> What are the beliefs of those around us? Responding to others in a respectful way.	<b>Expression, Places and Symbols:</b> Why are symbols important? Christianity focus - recognise some religious symbols and words (e.g. cross).	<b>Celebrations:</b> How should Christians celebrate Easter? Retell the Easter story and the religious practice of Easter celebrations.  Should we always forgive?	<b>Stories:</b> Does it matter what people believe about creation? Retell the Christian creation story.	<b>Big Questions:</b> What would the world be like if everyone was the same?