



	<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> Can we prove that living in a city, contributed to the Great Fire of London?  Title: Fire Fire!	<b>Driving question:</b> Can we explore what our life would be like today, without the Victorian era?  Title: Pioneers	<b>Driving question:</b> How could we adapt Forest School to attract different animals to live there?  Title: Animal Attraction	<b>Driving question:</b> How can we lead our school to make sure everyone's health is looked after?  Title: Healthy Living	<b>Driving question:</b> Can we create the perfect conditions to grow fruit and vegetables?  Title: The Garden's Kitchen	<b>Driving question:</b> How can we prove our planet is worth saving?  Title: Reduce, Reuse, Recycle
<b>Outcomes</b>	<b>Entry:</b> Create houses to burn down  <b>Outcome:</b> Design and make a new city	<b>Entry:</b> Talk to grandparents about their childhoods  <b>Outcome:</b> Following Victorian Day, write explaining the changes the Victorians made on society	<b>Entry:</b> Head to forest school and look for signs of life (animals and plants)  <b>Outcome:</b> Make information booklets explaining how to care for a range of animals making sure they have what they need to survive.	<b>Entry:</b> Fact files about themselves  <b>Outcome:</b> Create a Video presentation about healthy lifestyles, including balanced diet, healthy bodies, exercise, oral health, personal hygiene, sleep	<b>Entry:</b> Create own micro habitats and grow broad beans  <b>Outcome:</b> Grow a vegetable patch	<b>Entry:</b> Collect the year groups rubbish for the day and discuss  <b>Outcome:</b> Persuasive campaign and movement to encourage recycling in school
<b>Subjects Covered in Assignment</b>	Geography, History Science, Speaking and Listening, Reading, Literacy, Computing Art, D&T	History, Writing, Computing, Reading, Geography, Speaking and Listening, Art and Music	Science, Computing, Geography, Art, Speaking and Listening, Literacy	Literacy, Speaking and Listening, Science, D&T, PE	Science, Speaking and Listening, Art, Listening, Geography, ICT, Maths	Science, Geography, Computing, Speaking and Listening, Maths
<b>21st Century skills</b>	Sense making Entrepreneurialism Collaboration	Cognitive load management Sense making Communication	Resilience, Creative and adaptive thinking, Transdisciplinary, Sense making	Sense making Entrepreneurialism Collaboration	Sense making Entrepreneurialism Collaboration	Resilience, Sense making, Collaboration

<b>Real life skills</b>	Go on a scavenger hunt	Perform in front of an audience Tie shoe laces & ties	Make a home for a wildlife Go on a barefoot walk Forest School- Develop a pond to sustain life.	Brushing teeth Sleep-over (Residential trip)vegetables and plants	Help a plant grow Grow common	Campaign to peers Go cloud watching Use public transport and timetables
<b>Real life experience</b>		Nativity	Casting method e.g. moulds and mud, mud & bucket to make habitat (art obj.)	Sleepover – link to healthy school	Forest School- Grow plants and vegetables	Litter Picking Forest School/Banbury town/King Sutton  Maintaining the forest.
<b>Community link</b>	Local Fireman	Speak with older generations / care home?			Local Garden Centre Farm Visit	Nothing but footsteps shop
<b>Trip/Visitor (inc. cost)</b>	Visit: Banbury walk Visitor: Fireman	Victorian Day	Visit: Scavenger hunt Cotswold wildlife park Bee keeper	Visitor: Nurse/Doctor/Physio	Visit: Garden centre	Visitor: Local MP? Trip to Kings Sutton- compare traffic/litter for campaign
<b>SMSC/British Values</b>	Valuing difference	Me and my relationships	Keeping myself safe	Growing and changing	Being my best	Rights and responsibilities
<b>Maths</b>	Place Value Addition Subtraction	Multiplication Division Money	Fractions Shape	Measurement - length and height	Statistics Time	Measurement - mass, capacity and temperature
<b>English</b>	Vlad and the Great Fire	Jemmy Button	Moth: An evolution story	Good enough to eat (non-fiction)	How did that get in my lunch box?	10 ways to help our world (non-fiction)
<b>Science</b>	<b>Materials and their properties</b> Everyday materials – compare Change solids  SCIENTIST: MARIE CURIE	<b>Living things</b> Living and non-living  SCIENTIST: ROBERT HOOKE  <i>Know electricity is needed to make things work</i> (link to Victorians)	<b>Animals (inc humans)</b> Offspring Basic needs Food chains Habitats Variety of plant  SCIENTIST: RACHEL CARSON	<b>Animals inc human</b> Nutrition Exercise Hygiene  SCIENTIST: FLORENCE NIGHTINGALE	<b>Plants</b> Grow and observe plants (link to geography: continents, hot/cold)  SCIENTIST: JOHN RAY	<b>Earth and Space</b> Earth from space Sun is star Moon orbits Earth  Text: Man on the Moon - Simon Bartram  SCIENTIST: TIM PEAKE
<b>Computing</b>	<b>Computer Science</b>  To master coding skills, children need to have the opportunity to explore program design	<b>Digital Literacy</b>  Online safety, introduction to using a search engine and recognising that	<b>IT</b>  Children create pictures using 2paint, they reproduce the works of famous artists.	<b>Computer Science</b>  To be introduced to making music digitally using 2Sequence. To explore, edit and	<b>IT</b>  Students to understand the terminology associated with searching and then use it to create a leaflet to	<b>Digital Literacy</b>  <a href="#">Online relationships</a>

	<p>and put computational thinking into practice. The unit consists of six lessons that assume children have completed Unit 1.7 in year 1. If children have not completed this unit, then you might wish to teach the Coding Catch-Up Unit instead. <a href="#">Unit 2.1</a></p>	<p>content put online stays there.</p> <p><a href="#">Unit 2.2</a></p>	<p><a href="#">Unit 2.6</a></p> <p>Can build on term's artwork and try and reproduce it using 2paint</p> <p><b>Digital Literacy</b></p> <p><a href="#">Health well being and lifestyle</a></p>	<p>combine sounds using 2Sequence</p> <p><a href="#">Unit 2.7</a></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>help someone search for information on the Internet.</p> <p><a href="#">Unit 2.5</a></p>	
<b>Geography</b>	<p><b>Locational knowledge</b> I can explain how an area has been spoilt or improved through human geography, and give my reasons. Use maps, aerial photographs and plan perspectives to find and recognise landmarks, human and physical features of different environments.</p>	<p><b>Locational knowledge</b> I can explain how an area has been spoilt or improved through human geography, and give my reasons. I can name the continents of the world and locate them on a map, atlas and globe I can use world maps, atlases, and globes to identify cities of other countries, continents and oceans.</p>	<p><b>Geographical skills and fieldwork – Kings Sutton (habitats)</b></p>	<p><b>Geographical skills and fieldwork:</b> Use simple compass directions Orienteering - Geographical skills and fieldwork linked to PE</p>	<p><b>Geographical skills and fieldwork:</b> Where veg/fruit comes from?</p> <p><b>Locational knowledge - country study</b> Identify weather patterns in hot and cold areas of the World in relation to the Equator and the North and south pole</p>	<p><b>Locational knowledge</b> Re-cap surrounding seas of UK Name and locate the seven continents of the <b>World and the five oceans</b></p> <p><b>Geographical skills and fieldwork</b> Use maps (symbols), aerial photographs and plan perspectives to find and recognise landmarks, human and physical features of different environments – coasts, beach, cliffs, harbour, port Use compass directions</p> <p><b>Place knowledge</b> Understand similarities and differences through studying the human and physical geography between the local area and a non-European country.</p>

<p><b>History</b></p>	<p><b>Events beyond living memory</b>  <b>The lives of significant individuals</b>          Great Fire Of London</p>	<p><b>Changes in crime and punishment from Victorians to modern time.</b>          The Victorians</p>				
<p><b>Art &amp; Design</b></p>	<p>I can learn from an architect's work when creating my own designs</p> <p>17th Century <b>Architects</b>          (This can be a short 2 lesson unit if needed and links to DT)</p> <p><i>Christopher Wren</i> (i.e. St Paul's) and <i>Inigo Jones</i> (i.e. Covent Garden) - city planning before and after the great fire of London</p> <p>Compare their designs to existing buildings that had grown up organically and contributed to the fast spread of the fire.</p> <p>Redesign London after the fire, taking into account Wren's and Jones' ideas.</p>	<p><b>Artist study</b> – <i>William Morris</i></p> <p><b>Printing</b> – pressing, rolling, rubbing, stamping</p>	<p><b>Using a viewfinder</b> to frame landscape and to find <b>patterns</b> all around us</p> <p><b>Mixed media artwork</b> – animal print - <i>Eric Carle collages</i>  <a href="https://eric-carle.com/resources/how-i-paint-tissues/">https://eric-carle.com/resources/how-i-paint-tissues/</a></p> <p><b>Pencil drawings</b> – grades of different pencil          Charcoal drawings          Light and Dark          Bold contrasts          Tints and tones can be created by adding black and white</p> <p><b>Casting method</b> e.g. moulds and mud, mud &amp; bucket to make habitat  <b>(Forest school)</b></p>		<p><b>Construction</b></p> <p><i>Arcimboldo, Chieko Katsumata, Tomoko Konno</i> (begin to think about own and others' sculptures)</p> <p>Recognise the differences between <b>2D and 3D</b> forms (Rolled, cut and coiled)</p> <p>Evaluate when each of these methods might be most appropriate</p> <p><b>Print, sew and sculpt</b> a vegetable patch</p> <p>Print (with paint) real vegetables; print (impress) cabbage leaf patterns etc onto clay; sew and applique 3D veg</p>	
<p><b>DT</b></p>	<p><b>Generate, communicate and develop</b> their ideas through talking, drawing, templates and mock-ups  <b>Build structures</b> exploring how they can be made stronger, stiffer and more stable.          Designing and making a 17th century house  <b>Explore and evaluate</b> a</p>			<p><b>Basic principles of a healthy and varied diet to prepare dishes</b></p> <p><b>Create and make packaging</b> for healthy food: fruit salads</p>	<p><b>Understand where food comes from.</b></p>	

	range of existing products. <i>Cooking 17th century bread</i>					
<b>PE</b>	Cross Country-warm up <b>Fundamentals unit</b> <b>Ball skills unit</b>  <u>Self-belief</u>	<b>Fitness unit</b> <b>Target unit</b>  <u>Evaluation</u>	<b>Gymnastics unit</b> <b>Dance unit</b>  <u>Imagination</u>	<b>Send and receive unit</b> <b>Team building unit</b>  <u>Problem solving</u>	<b>Strike and field unit</b> <b>Net and wall unit</b>  <u>Respect</u>	<b>Athletics unit</b> <b>Invasion games unit</b>  <u>Trust</u>  Year group competition – invasion games
<b>Music</b>		<b>Singing</b> - Voices can be used expressively and creatively (Nativity)  <b>Listen to and review a range of music</b> across a range of historical periods		<b>Voices can be used to compose solo and ensemble music</b> to express emotion and feelings to compose healthy eating songs.	<b>Listen to and review a range of music</b> across a range of cultures (Indian) <b>Explore how music is created</b> using instruments (tuned and untuned)	
<b>MfL</b>	iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)  Numbers 1-10 Numbers 11-15 and shapes Colours	i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)  Maps and flags De la cabeza a los pies – From Head to Toe (Eric Carle)	i) To communicate about themselves, their lives and their local community iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)  Pencil case Animals	i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language  Guatemala Semana Santa – Holy Week	i) To communicate about themselves, their lives and their local community ii) To celebrate creativity, diversity and cultural identity through language iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)  Gingerbread Man Flamenco	i) To communicate about themselves, their lives and their local community iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)  Por fin un poco de paz – At home
<b>PSHE/SRE</b>	Valuing difference	Me and my relationships	Keeping myself safe	Growing and changing	Being my best	Rights and responsibilities
<b>RE - Christianity, Hinduism and</b>	<b>Me and Others:</b> Which groups do I belong to?	<b>Celebrations:</b> Why is light important in	<b>Inspiration (Ideas of God):</b> What do Hindus	<b>Stories:</b> Does it matter what people	<b>Expression, Places and Symbols:</b> What	<b>Big Questions:</b> What does heaven look like?

<b>Values</b>		religion?  (Christianity - Christmas, Hinduism - Diwali - Story of Rama and Sita)	believe about animals and God?	believe about creation?  Retelling stories: Hindu creation story vs. Christian creation story.	makes a religious place special?  (Christianity - Church, Hinduism - Mandir)  People in religious places (religious figures).	Be able to respond to others and understand that some questions can be difficult to answer.
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