



	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: If you were an explorer, where in the UK would you visit and why? Title: Exploring the UK	Driving question: How can we demonstrate the changes in Britain from the Stone Age to the Iron Age? Title: Stone Age Life!	Driving question: How can we discover, from rocks, the history of our coasts? Title: Coasts	Driving question: How can we design, make and test a car to ensure it is safe and effective? Title: Moving cars	Driving question: How can we, as philosophers, use artefacts to learn about life in Ancient Egypt? Title: Tomb Raider	Driving question: How can we compare the effects of pollution on different climate zones? Title: Crazy Climates
Outcomes	Outcome: An artistic representation of the United Kingdom.	Outcome: Sell a Neolithic house. Pupils then create a persuasive advert trying to sell this Stone Age property. (eg.Mr P ICT/(Stone Age Day)	Outcome: Pupils will create a presentation (alongside artwork) to teach younger pupils about coastal erosion.	Outcome: Children will create a wooden car that they can use to explore forces They then will create a sales pitch as to why their car is effective and safe.	Outcome: Produce a Horrible Histories video - Awful Egyptians	Outcome: Pupils will develop a leaflet on Global warming and its effect on other climate zones focussing on shopping locally and food miles.
Subjects Covered in Assignment	DT, Geography, Art, Computing, RE	History, Reading, Computing, Music, DT, writing, Art, Geography, Speaking and listening	Science, Art and design, Geography, Reading, DT, Writing, Speaking and listening	Science, DT, Reading, Writing, Speaking and Listening	History, Art Writing, Reading, Speaking, Computing	Geography, Science, DT, Spanish, Reading, Writing, Computing
21st Century skills	Sense making, Collaboration, Transdisciplinarity, Cognitive load management,	Sense making, Collaboration, Transdisciplinarity, Cognitive load management, resilience, accountability	Sense making, Communication, Creative and adaptive thinking, Productivity and Accountability, Collaboration, Cognitive load management	Sense making, Collaboration, Transdisciplinarity, Cognitive load management, Productivity and accountability	Cognitive load management, sense making, Transdisciplinary, media literacy, productivity and accountability, resilience, collaboration	Cross-cultural competency (Global Citizenship) Sense making (critical thinking) Transdisciplinarity Cognitive load management
Business/Careers links	Travel agents, tour guides, architects	Local estate agents	Archaeologists, Explorer	Scientist, designer	Script writer, actor, presenter	Environmentalist/Campaigner (Greenpeace, Friends of the Earth?) Beekeeper

Real life skills	Forest School - natural resource pictures in frames. Map reading.	Perform in front of an audience.			Perform in front of an audience. Growing plants.	Forest school - Build or look for habitats.
Real life experience		Christmas Carols Join Natures band Stone Age Day	Fly a kite Hunt for fossil and bones Explore a country park			Shop at a market Snail race
Community link	Banbury			Car factories		Market
Trip/Visitor (inc. cost)	Walk in Banbury (Walk) spotting physical and human features	Explore the Rollright stones (Minibus)	Visit: Avon Dassett (minibus) Visit: Coast - not until term 6. Visitor: Ox Uni Earth Sciences Department (outreach)	Visitor: Jaguar Land Rover visit F1 company?	Egyptian Day - Ox Museums Workshop Visit: Ashmolean museum	Visit: Coastal visit from term 3. Visitor: Local MP - what is being done in the local area about climate change? Visit: market trip
Maths	Number to 100, Numbers to 1000, Place value	Addition Subtraction Multiplication	Multiplication Division Money Statistics	Multiplication and division Measurement	Fractions Time	Shape Mass Capacity
English	Book: Letters from Felix Non-fiction: Range of atlases Big book of the UK SPAG: Capital letters Full stops Exclamation marks Question marks Commas Apostrophes Reading comprehension: Retrieval and fluency Ordering	Book: UG - boy genius of the Stone Age Non-fiction: Stone age to bronze age SPAG: Speech marks (inverted commas) Clauses Conjunctions for co-ordination and subordination Paragraphs Reading comprehension: Inference	Book: Oliver and the Seawigs Non-Fiction: A Rock is Lively and Eyewitness Rocks and minerals SPAG: Paragraphs Fronted adverbials A or an Reading comprehension: Predict	Book: The Iron man by Ted Hughes SPAG: Conjunctions for time, place and cause Prepositions for time, place and cause Adverbs for time, place and cause Reading comprehension: Summarise	Book: Marcy and the Riddle of the Sphinx Range of Non-fiction Egyptians texts (Eyewitness) SPAG: Present perfect tense Word families Nouns and pronouns Using dictionaries Reading comprehension: skills: words that mean	Book: The Secret of Black Rock by Joe Todd-Stanton Non-fiction: Big blue book of animals SPAG: Plural possessive apostrophes Recap of grammar Reading comprehension: comprehension skills
Phonics/Spelling	Homophones Al, el, le	Ou as U Gue and Que	Ly Tion	K as Ch Ch as sh	Sure Ture	Common exception words Homophones

	Silent k and g Soft c Dge and ge	S and Es Un and Re Dis and Auto Mis and Super In and Im (Teach terminology of prefixes)	Ey, ei and eigh Y as I Sc Ex Ar	Ous Sion Ation Cian (teach terminology of suffixes)	Common exception words	
Science		Light SCIENTIST: PATRICIA BATH	Rocks <i>Significant person: Mary Anning</i> SCIENTIST: MARY ANNING	Forces and Magnets SCIENTIST: MICHAEL FARADAY	Plants - where does our food come from? SCIENTIST: CARL LINNEUS <i>Recap - seasonal changes (KS1)</i>	Animals including humans – nutrition SCIENTIST: JANE GOODALL
Computing	Computer Science To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. Unit 3.1 Digital Literacy Why technology should be used safely and respectfully. Unit 3.2	IT Learning to type Unit 3.4 IT Using slides/keynote, pupils can create their own Stone Age Timeline. Using the tools in slides/keynote/2publish they can use hyperlinks/videos/gifs to make their timelines interactive. Learn about how Stonehenge was built, speculating its purpose but also allowing pupils to recreate their own version using 2paint.	Digital Literacy The need to keep personal information private. Where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Privacy and security Online relationships Computer Science Use 2Sequence to create a simple 8 quaver musical score using different instruments.	IT Students are introduced to spreadsheets and how they can use spreadsheets to both present and evaluate information. Unit 1.8 Unit 2.3 Unit 3.3	Computer Science Children are introduced to microbit and coding a solid object for the first time. Work through nature art unit of work. Can also create a moisture sensor to link with plants science topic. Digital Literacy Self image and identity	IT Collecting and organising information using IT. IT can be used to create different graphs (eg temperature; rainfall) that show data comparisons of climate zones and global warming or comparisons of heights of mountains. Unit 3.8
Geography	Explorers - Locational knowledge: Re-cap		Coasts in the UK			Coastal European country-Spain

	<p>cities and countries of the UK.</p> <p>Place Knowledge: human physical features. Impact humans have on the planet.</p> <p>Field work: Use fieldwork to observe and record human and physical features of the area.</p>		<p>Place knowledge: similar and differences</p> <p>Location knowledge: Changes over time (erosion)</p>		<p>Locational knowledge: Name other countries</p> <p>Human and physical geography</p> <p>Climate zones – Describes and understand key aspects of physical geography: climate zones, distribution of natural resources (food).</p>
History		<p>Stone age /Bronze Age Life of child Impact: Hunter/gathers</p> <p>Bronze age/ Iron Age Life of a child Impact: Tools and farming</p>			<p>Egyptians Life of a child: farming on River Nile Social history, crime and punishment.</p>
Art & Design	<p>Mixed media montage of UK (using the following techniques:)</p> <p>Artists can draw in a variety of ways – Experiment with different sketching techniques</p> <p>Construction Plan and develop ideas Understanding of different adhesives and methods of construction.</p> <p>Watercolour (including washes) and collage (including images from magazines) https://www.clareceleste.com/portfolio http://www.njidekaakunyilicrosby.com/ https://www.format.com/magazine/galleries/art/ben-giles-collage-art-portfolio https://benlewisgiles.format.com/collagegg</p>	<p><i>Text to link: The First drawing</i></p> <p>Art styles change over time</p> <p>Art detective: study of cave paintings. What is the mood of the work? Charcoal and chalk Large scale work and collaborative pieces</p> <p>https://www.smithsonianmag.com/smart-news/ancient-women-artists-may-be-responsible-for-most-cave-art-1094929/</p> <p>Texture Tie dying using natural resources used in the Stone Age period.</p>	<p>Seascapes</p> <p>Colour mixing Re-cap primary colours (you can't make them by mixing other colours)</p> <p>Organise colours on a tonal scale Plan palette for coastal paintings</p> <p>Printing/painting - Pointillism - Seurat and Signac - coastal images, study and then create own</p> <p>Texture Weaving and felting - Use colour to express an idea in weaving - seasons, moods. Create a picture - seascape</p> <p>Sew in detail with needle and thread</p> <p><i>Alison King</i> https://www.textileartist.org/alison-king</p>		<p>Art detective: study of hieroglyphics (patterns) on Canopic Jars</p> <p>Construction Shape, form, model and construct from observation and / or imagination (malleable and rigid materials)</p> <p>Explore how artists have used facial expressions (trans global) Egyptian child</p> <p>Digital art Take profile photos of each other, and edit them on ipads in the style of an Egyptian painting (jewelry, headdresses, hieroglyphics)</p>

DT		Disassemble and evaluate familiar products: Make willow baskets for gathering fruits. Select from and use a wide range of materials including construction materials, according to their characteristics.		Select from wide range of materials Select from and use a wide range of materials and components		Select from and use a wide range of ingredients. Understand and apply the principles of a healthy and varied diet.
PE	Cross Country-warm up Fundamentals unit Ball skills unit <u>Concentration</u>	Yoga unit Invasion games unit <u>Imagination</u>	Dance unit Gymnastics unit <u>Encouragement</u>	Dodgeball unit Netball unit <u>Resilience</u> Year group competition	Tennis unit Football unit <u>Self-belief</u>	Athletics unit Rounders unit <u>Problem solving</u> Leadership: Lead a rounders lesson for year 2
Music		Develop understanding of history of music Stone/Iron age Instruments: bones and animals horns/flutes Experiment with voices with increasing control fluency and expression. To listen with attention to detail and recall sounds with increasing aural memory (Christmas choral songs)			Improvise and compose music expressing feelings and emotions To use and understand staff and other musical notations (link to facial expressions in Art)	Develop understanding of music across traditions. (link to country study)
MfL	<u>i) To communicate about themselves, their lives and their local community</u> <u>Greetings and saying your name</u> <u>Spanish names</u> <u>Saying how you feel</u> <u>• ¿qué tal? • 4 answers to the question</u> <u>Phonics: h, ll, ñ, a, o, e, i, u, qu</u>	<u>i) To communicate about themselves, their lives and their local community.</u> <u>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</u> <u>Counting to 15 and saying your age numbers 1-15</u> <u>¿Cuántos años tienes? años</u>	<u>i) To communicate about themselves, their lives and their local community</u> <u>ii) To celebrate creativity, diversity and cultural identity through language</u> <u>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</u> <u>Los colores</u> <u>12 colours</u> <u>¿De qué color es? de color</u>	<u>i) To communicate about themselves, their lives and their local community</u> <u>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</u> <u>En mi estuche (in my pencil case)</u> <u>Gender of singular nouns</u> <u>Singular indefinite articles</u>	<u>i) To communicate about themselves, their lives and their local community</u> <u>ii) To celebrate creativity, diversity and cultural identity through language</u> <u>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</u> <u>Mi familia y yo: members of the family, their</u>	<u>iii) To have a toolkit of phrases and subject specific vocabulary (e.g. numbers)</u> <u>ii) To celebrate creativity, diversity and cultural identity through language</u> <u>Mi bandera - my flag</u> <u>use of conjunction y</u> <u>Possessive adjective mi</u> <u>Plurals of nouns</u> <u>Adjectival agreement (fem. sing.)</u>

		Phonics: <u>ce / ci / z, b/v, cu, ñ</u>		6 x school equipment <u>sí/no</u> Phonics: <u>ce / ci / z, b/v, cu, ce / ci / z, b/v, cu, ñ</u>	names and ages, pets, <u>their names and ages.</u> Possessive adjective <u>mi</u> Notion of gender Plurals of nouns Use of <u>no</u> to make verb negative Members of the family Numbers 1-15 <u>¿Cómo se llama?</u> <u>¿Cuántos años tiene?</u> Names <u>9 x pet words</u> Phonics: <u>h, ll, ñ, z, j.</u>	Phonics: <u>j, ci, a</u>
PSHE/SRE	Me and my relationships	Valuing difference	Keeping myself safe	Being my best	Growing and changing	Rights and responsibilities
RE - Christianity, Islam and Values	Me and Others: What makes where I live special? How can we care for our world and the environment? (Our Values)	Stories: Can stories change people? (Christianity - Bible, Islam - Qu'ran) (Sacrifice - Abraham and Isaac, Caring for others - feeding the 5000)	Expression, Places and Symbols: How do the 5 pillars of Islam affect a Muslim's life? (Islam - describing religious beliefs and teachings)	Celebrations: Should believers give things up? (Religious festivals and teachings: Islam - Eid, Christianity - Lent)	Inspiration (Ideas of God): Who should we follow? What influences who we choose to follow? (Our Values) Compare Islamic and Christianity with Egyptian God. What's best for our world? Does religion help people to decide? (Islam - Zakat) Make links with their own attitudes and behaviour.	Big Questions: Is it possible to be kind to everyone all of the time? Be able to compare their own ideas with others. (Our Values)