

Cycle 3
Summer
2020/21

Responsibility: "Looking after our world"

"Over the hedge..."

We want children to:

- Talk about the features of their own environment and how it might differ from others.
- Observe seasonal changes (Spring_
- Know and describe some local wildlife, including insects.
- Begin to talk about life cycles.
- Use topic specific adventurous new vocabulary.
- Demonstrate understanding when talking about what they have read.
- Answer how and why questions.
- Choose their own resources.
- Work as part of a group.
- Develop their own narratives and explanations.
- Begin to understand non-narrative features of texts.

Trips & Experiences:

Bug hunt/Forest school minibeast catagorising.

Opportunities:

- Planting sunflowers.
- Planting cress - different growing environments.
- Planting fruit & vegetables to taste: runner beans, broad beans, strawberries, peas, potatoes.
- Looking at roots.
- Litter picking.
- Recycling plastic and paper.
- Butterfly growing/life cycle.
- Tadpoles.
- Wormery.

Texts:

Oliver's Vegetables, Jaspers Beanstalk, Eddies Garden, Once there was a seed, The bad-tempered ladybird, The teeny-weeny tadpole, Taffy the turtle.

Opportunities:

- Making sea-creatures - collaging, junk modelling, painting, clay.
- Floating and sinking.
- Exploring pollution in the sea/waterways.
- Making boats.
- Naming sea creatures/making habitats.

Trips & Experiences:

- Beach Trip

Water Water Everywhere!

Texts:

Tiddler, Sharing a shell, The snail and the whale, Barry the fish, Noah's Ark, Mr Gumpy, Who Sank the Boat?, Commotion in the Ocean, Bright Stanley, A hole in the bottom of the sea, The Rainbow Fish.

We want children to:

- Talk about Family Traditions.
- Know that their traditions might be similar or different to others around them.
- Explain their own knowledge.
- Maintain concentration.
- Understand basic scientific concepts such as floating and sinking.
- Answer how and why questions.
- Use their senses to explore the world around them.
- Ask questions.
- Speak with increasing confidence in a family group.
- Take turns, share and begin to resolve conflict.
- Share their likes and dislikes.

Pirates! [Transition]

Texts:

Pirates love underpants, Ten Little Pirates.

Opportunities:

- Making pirate ships.
- Pirate assault courses.
- Team-building activities.
- Making telescopes and eye patches.

Trips & Experiences:

-Pirate Party!

We want children to:

- Build good relationships with their new team.
- Talk about their likes and dislikes.
- Share their feelings.
- Speak clearly and listen appropriately.
- Take turns.
- Follow the behaviour expectations of the setting.

Week	Date	Unit	Focus	Text	Opportunities/Experiences
13	12th April	Over the hedge	Planting & Growing	Oliver's Veg/Supertato/Jaspers Beanstalk	Planting runner beans, potatoes and cress. Cress experiment – light, soil, water.
1	19th April		Life Cycles	The Hungry Caterpillar	Observe life cycle transformations e.g. butterfly's and frogs.
2	26th April		Minibeasts	Spinderella/Superworm	Bug hunts. Bug classification. Bug hotel in Forest school – make bug hotels. Junk modelling and collage – make mini beasts. Baking – insect biscuits Virtual bug/insect exploration
3	3rd May		Minibeasts	Non-fiction text	
4	10th May	Farmyards	What can we see on a farm? Machinery/buildings	Rosie's Walk	Junk modelling – make a tractor/building (creating our own farm) Make a miniature farm in a tuff tray or on a long piece of sugar paper Maths - under, over, through... /Build hen houses/Mixing paint
5	17th May		Crops	The enormous turnip/potato	Bread making – corn shapes? Talking about the wheat from the farm. Growing crops
6	24th May		Different animals you can find on a farm	The ladybird who heard	Virtual farm visit/Making a animal family/Create a piece of art – focusing on different textures./Nature art of an animal (forest school)/Decorate biscuits
7	7th June	Water Water Everywhere!	Welcome to the Seaside!	The snail and the whale	Making and testing boats - floating and sinking. Tasting seaside food - candy floss.
8	14th June		Under the sea	Commotion in the ocean, Tiddler, share a shell, Barry the fish, a hole in the bottom of the sea	Making 3D fish, jellyfish, sea-turtles, starfish. Printing and collaging under the sea pictures. Pollution - impact on the sea.
9	21st June		Under the sea		
10	28th June		Pirates	Pirates love underpants/10 little pirates	Pirate party - dress up, pirate games and pirate picnic.

Weeks 1-4

Grow Your Own...

Science - Plants (Grow your own veg)

- Name and identify common plants , and those classified as deciduous and evergreen
 - Explore structure of a variety of common plants i dissecting, drawing and labelling a common flower.
- Grow own plants and observe changes over time.

Explore the world around them and raise their own simple questions
 Experience different types of science enquiries, including practical activities
 Observe closely using simple equipment with help, observe changes over time.
 Record simple data
 Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.

Art - Earth art

- Texture, sculpture, print making, drawing
- Artists study
- Andy Goldsworthy - rubbings, Hapa Zone print

Key Texts

The Enormous Turnip

Writing

Rewriting The Enormous Turnip

Computing:

Use algorithms to move on a map to different parts of the beach.
 Recognise use of technology beyond school.

Key Texts

Harry Saves The Ocean!

Writing

Letter writing

Science - Seasonal Changes

SC: Observe and describe weather associated with the seasons and how day length varies.

Year 1: Responsibility

Week 5-8

Saving the Seaside

Geography - Seaside (pollution)

- Understand geographical similarities and differences through human and physical geography of a small area of the UK (Scarborough)
- Look at impacts of pollution on Beaches in UK.

Week 9 - assessment week

British Values-

-Building moral compass and understanding difference

RE-

-How should we care for others in the world and why does it matter?

Writing

Poster for a seaside holiday

Week 10-13

Togetherness

History

- Seaside holidays then and now
 - Investigate different seaside artefacts
- Case Study: Scarborough**

Design and Technology-

Plan, prepare and host a 'seaside' picnic.

Key Texts

The Magic Beach by Alison Lester

Weeks 1-4

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Writing
 Rewriting The Enormous Turnip

Computing:
 Use algorithms to move on a map to different parts of the beach.
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Key Texts
 The Magic Beach by Alison Lester

Writing
 Postcard for a seaside holiday

Geography - Seaside (pollution)

- Understand geographical similarities and differences through human and physical geography of a small area of the UK (Scarborough)
- Look at impacts of pollution on Beaches in UK.

British Values-
 -Building moral compass and understanding difference

RE-
 -How should we care for others in the world and why does it matter?

Design and Technology-
 Plan, prepare and host a 'seaside' picnic.

Year 1: Responsibility

Week 5-8

Saving the Seaside

History

- Seaside holidays then and now
 - Investigate different seaside artefacts
- Case Study: Scarborough**

Week 9 - assessment week

Key Texts
 The lighthouse keeper's lunch

Writing
 Write a letter

PE - 'mile a day' journey around the world.
 Kwik Cricket

Science - Seasonal Changes

SC: Observe and describe weather associated with the seasons and how day length varies.

Year 2- Responsibility: Growing in our Community

(Summer 1-4)
Our natural Community

(Summer 10-13)
My wider responsibilities.

SRE-
How to maintain a healthy lifestyle.

DT -Food and Nutrition

Create a dinner party.

Design

Make

Evaluate

(Kebab, pizza, fruit salad)

Writing - instructions...

SRE-
People who work in our community

(Summer week 9
Assessment Week)

Writing - Description

Science- Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

WS- sorting and classifying things according to whether they are living, dead or were never alive

- Ask questions and describe
- Observe
- Gather and record data

Geography -Great Barrier Reef
(Oceans and Seas)

Science-Living things and their habitats (Great barrier reef)

WS- sorting and classifying
Asking questions and describing

Computing-
Data/ graphs
(science link)

Science - Plants

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

WS- Observe over time growth
-Comparative growth (light and dark)

Computing-
How where to get help for
next KS1 chn. (poster)

SRE-
Strategies to resist teasing and
bullying

SRE-
Differences between secrets and nice
surprises

Computing-
Instructions on how to....

British Values -
Different
Families, same
love

Transition

Writing - Non cron on a habitat or person

(Summer Week 5-8)
Our living community

Experiences:
-Countryside live
-Park/picnic

Key Texts

Ten seeds The coral Kingdom
Storm Whale
Flotsam The disgusting sandwich
Nim's Island Olivers Vegetables
It starts with a seed
lighthouse keepers lunch

Experiences:
Allotment

Responsibility

Y3

What did the Romans leave for us?

Reading - The Pebble in my Pocket

Writing - Writing to persuade

British Values/RE/PSHCE

- Using our freedom of choice to make a positive change.

History - The Roman Empire and its impact on Britain

- Who are the Romans and where did they come from?
- How the Romans built an empire and invaded Britain.
- Lasting impact of roads and Hadrian's wall
- Boudicca's rebellion - claiming your rights respectfully

Reading - Roman Myths

Writing - Roman Myths

Romulus and Remus

Science - Forces and Magnets

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel and attract some materials and not others
- Compare and group everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing

Science - Plants

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Computing

Enterprise technology. Using computing positively to advertise and inform

Assessment Week

Writing

Re-teach, pre-teach and extend based on gaps. (Explanation for plants? Diary for someone - reading book?)

Responsibility

What did the Romans leave for us?

History - The Roman Empire and its impact on Britain

- How the Romans built and empire and invaded Britain.
- Lasting impact of roads and Hadrian's wall
- Boudicca's rebellion - claiming your rights respectfully

Reading - Roman Myths Writing - Roman Myths Romulus and Remus?

British Values/RE/PSHCE

- Using our freedom of choice to make a positive change.

Assessment Week

How can we make a change?

Science - Light continued

- ### Design and Technology
- Enterprise technology. Mechanical posters? Photoframes?
 - Using D&T to fundraise.

Writing

Re-teach, pre-teach and extend based on gaps.

Computing

Enterprise technology. Using computing positively to advertise and inform

How has science shaped our world?

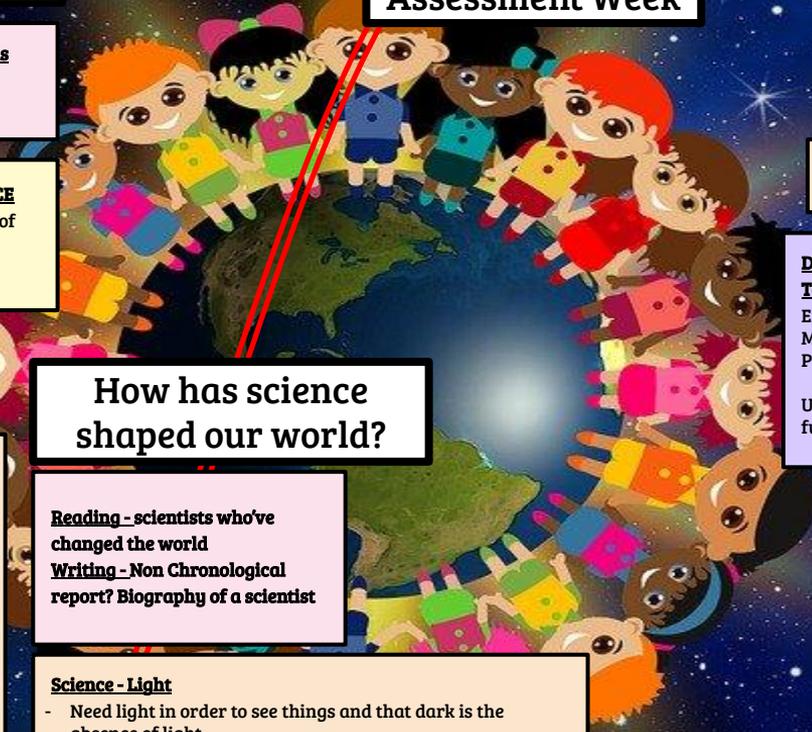
Science - Forces and Magnets

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Reading - scientists who've changed the world Writing - Non Chronological report? Biography of a scientist

Science - Light

- Need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked
- Find patterns in the way that the size of shadows change



Growing Responsibility

Weeks 8-13

Y4

Extreme Earth

Weeks 1-6

Our Planet

What Are Our Responsibilities?

Writing

- Extreme Earth Poetry
- White Fox News Report
- Possessive pronouns
- Conjunctions
- Adverbial phrases

Science - States of Matter

- Compare and group materials together: solids, liquids or gases.
- Observe that some materials change state when heated or cooled. Measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Geography - Extreme Earth

- Volcanoes
- Extreme weather
- Climates
- Earthquakes
- Tsunamis
- Rainfall

Relationships

- Nature and consequences of discrimination and bullying online
- People who are responsible for keep us safe
- Nature and consequences of discrimination, teasing, bullying and aggressive behaviour

Reading - The White Fox

- Prediction
- Inference
- Visual language
- Questioning

Religious Education

- What can we learn from religions about deciding what is right and wrong?

ICT

- Understand computer networks.
- Storyboard and shoot a short stop motion animated sequence.
- Know how to respond to unpleasant communication.

Geography

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

British Values

- Making choices online social media.
- Managing negative influences: Radicalisation/social media/eating.

Relationships

- Which, why and how commonly available substances can damage health and safety
- Which, why and how commonly available substances can damage health and safety
- How during puberty bodies and emotions change

Science - Living Things and their Habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Writing

- Responsibility Fact Sheet
- Blue Planet Descriptive Write

- Three for action sentences
- Three for description sentences using noun phrases

Reading - The Story of the Blue Planet

- Visual language
- Language features
- Inference

- Art and Design
- Tudor feast

- TRIP/Experiences:
- TBC

Growing Responsibility

Y5

The Mayans

Launch -

Weeks 1 - 6

Geography

Locational knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography 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

Writing

History: The Mayans

know key periods in history and when they occurred in relation to each other.
know and can sequence key events of period studied
know some of the main events, people and changes throughout history.
know and can describe characteristic features of past societies and periods of time using appropriate language.
know that the past can be represented and interpreted in different ways.
know that there are connections between periods of time (links between the Aztecs and the Mayans, plus other Mesoamerica cultures).
know that the past can be divided into different periods (eras) of time.

Science - Animals including humans

describe the changes as humans develop to old age.

Working scientifically:

draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

SRE/British Values

Week 9 -
Assessment
Week

Weeks 10-13

The Rainforest

Science - living things and their habitats

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

Working scientifically:

-Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.
-Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
-Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Texts:

Writing

SRE?British Values

TRIP/Experiences:

Growing Responsibility

Y5 - Recovery

What is a rainforest?

Weeks 1 - 2

Launch -

Geography

Characteristics of the rainforest and locating the rainforests of the world.

- Locate World's countries using maps to focus on Europe, North and South America, focusing on environmental regions, human and physical characteristics of countries and major cities

Writing

Writing for purpose

Fiction vs non-fiction writing
Explanation texts

Reading for Real

Cloudbusting by Malorie Blackman

SRE?British Values

Making informed choices and understanding a 'balanced lifestyle'

Who lives in the rainforest?

Weeks 3-5

Geography

Animals and humans of the rainforest..

- Similarities and differences through human and physical geography of regions of UK, European countries, North and South America

Science - living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

SRE/British Values

Identifying sources of pressure to behave in unacceptable, unhealthy and unacceptable ways

Writing

Formality and audience

Information text for a children's magazine vs information book.

Reading for Real

Lady of Shallot by Alfred Tennyson

Why isn't there a rainforest in the Arctic?

Weeks 6-8

Geography

- Position and significance of long/lat, Equator and tropics
- Climate zones and biomes

Writing

Assessed Narrative - Sci-fi

Assessed Non Narrative - Biomes

Science - living things and their habitats

- describe the life process of reproduction in some plants and animals

SRE?British Values

Review and Extend How during puberty bodies and emotions change

Reading for Real

Blackberry Blue by Jamila Gavin

OR

Brockenspectre by Linda Newbury

TRIP/Experiences:

Growing Responsibility

Responsibility for Others

British Values - Individual Liberty

Refugees and Immigration

- what is a refugee?
- how does a person becomes a refugee?
- refugee experiences

Writing - Biography

- Semi-colons
- Revising parentheses
- Passive Voice

Writing - Empathic Writing (linked to Refugees)

- Writing for different readers
- Formal / Informal writing
- Revision

Geography - Energy & the Environment

- UK characteristics, features and land use
- Human geography, distribution of natural resources including energy
- Begin to draw plans of increasing complexity.

Reading:

A Story Like the Wind by Gill Lewis

Responsibility for our World

Science - Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- Use recognised symbols when representing a simple circuit in a diagram
- Understanding sustainability

Working Scientifically

- ask scientific questions
- understand how scientific ideas have developed over time
- scientific enquiry - fair testing & pattern seeking
- causal relationships & scientific evidence
- recording data & using scientific language
- making predictions & evaluating

Science - Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Working Scientifically

- ask scientific questions
- scientific enquiry - fair testing
- causal relationships & scientific evidence
- measuring & recording data ; reliability
- using scientific language

D&T:

- Harnessing wind power: Making a wind powered lift

Writing

- Persuasive writing - energy and the environment (geography & science links)
- figurative writing

Responsibility for Ourselves

Reading:

The Savage - David Almond

Writing

- Diary writing (related to The Savage)

SRE / PSHCE:

- How during puberty bodies and emotions change
- Human reproduction
- Preparation for Year 7 and the move to secondary school

Financial Responsibilities

- Learning about money and money management