

Cycle 1
Autumn
2021/22

Identity: All About Me

All About Me



We want children to:

- Learn about their school, their skills, their bodies and their likes/dislikes.
- Confidently access provision, resources and learning with support.
- Enjoy the responsibility of small tasks.
- Value praise.
- Accept their own and others needs.
- Talk about their likes and dislikes.
- Share what they are good at.

Opportunities:

- Tour of school & staff
- Listening walks
- School rules
- Social groups
- Painting portraits
- Making choices
- Skills activities

Texts:

Harry & the dinosaurs start school/Funnybones/Zog/Spinderella

Where do I belong?



Opportunities:

- Forest school sessions.
- Make a family tree - home questionnaire.
- Leaf artwork: printing, collaging, crushing and clay.
- Transient artwork.
- Beach artwork.

Texts:

Stick Man
Mum & Dad Glue/The Storm
Whale
Leaf Man
Journey to Grandpa's

Trips & Experiences:

- Forest School Stick Man launch morning.
- Beach School session at Filey [Oct 2019].

We want children to:

- Learn about their local community, including the Forest School woods, and about seasonal change.
- We want children to compare their community with a different community: seaside/coast.
- Communicate about home.
- Become more outgoing.
- Talk about special family routines and events.
- Know similarities in relation to family and friends.
- Talk about change over time.
- Make simple observations about their environment.

Festivals of light: Diwali



We want children to:

- Learn about how Hindus celebrate their special festival.
- Know some similarities and differences among communities and traditions. (compare with Bonfire Night).
- Use present tense accurately.
- Develop explanations.
- Make links and notice patterns.
- Use their senses to explore the world around them.
- Answer how and why questions.

Trips & Experiences:

- Diwali celebration meal food tasting

Texts:

The Return of Rama & Sita
Non-fiction texts on Diwali

Opportunities:

- Lamp making
- Making lanterns
- Henna hand patterns
- Food tasting
- Rangoli patterns
- Mask making - drama and story retelling

People Who Help Us



Opportunities:

- Box modelling emergency vehicles
- Making lollipop signs
- Road safety signs
- Printing with cars
- Fingerprinting
- Roadworks small world and construction
- Hospital and garage role play

Trips & Experiences:

- Lollipop person visitor
- Fire engine visitor
- Police visitor
- Paramedic visitor

Texts:

Crossing the road.
Non-fiction people who help us books.
Bob the builder.
Charlie the Firefighter
Peppa goes to hospital.

We want children to:

- Learn about the different people who help us in our community.
- Represent experiences in their play
- Show curiosity about people and their jobs
- Explain their own knowledge.
- Maintain concentration.
- Answer how and why questions.
- Show some understanding of how to keep safe.
- Talk about different occupations and ways of life.

EYFS

Geography

Identify seasonal and daily weather patterns in the United Kingdom.

Science - Seasonal Changes

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

Me & My Body

Science - Animals incl Humans and Seasons

AIH: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

WS: Observe closely, using simple equipment.

WS: Perform simple tests.

SC: Observe changes across the four seasons.

Writing - Autobiographies

Create a miniature or whole class book in the style of an autobiography, including what I look like, my interests and hobbies, etc.

British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

Art - Drawing Skills & Self Portraits

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Pop Art - Photobooth on Mac, colour linking to seasons)
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Andy Warhol and Pop Art (4 of same image in seasonal colours.).

Experiences: Eureka!

Linking to My Body.

Experiences: Brotherton Walk

Linking to My Community.

Geography - My Home and School.

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple compass directions (N, S, E & W), locational & directional language [near / far; left /right], to describe the location of features and routes on a map.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Guy Fawkes.

History

Events beyond living memory that are significant nationally or globally

Year 1: Identity

Art & Design - Homes

Use a range of materials creatively to design and make products.

Writing - Traditional Tales

Rewrite or recreate the story of The Three Little Pigs.

British Values - Individual Liberty

Choices and responsibilities in different environments.

Me & My Environment

Science - Animals incl Humans and Seasons

AIH: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

AIH: Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

AIH: Describe and compare the structure of a variety of common animals (fish, etc including pets).

WS: Using observations and ideas, suggest answers to questions.

WS: Identify and classify.

WS: Ask simple questions and recognise they can be answered in different ways.

WS: Gather and record data to help answer questions.

Art & Design - Animals

Clay models of animals of different classification.

Writing - Fact File

Create a fact file all about animals and classification.

Key Texts

My Body

We're Different We're the Same, The Name Jar

My School

The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, The Colour of Home

My Environment

The Rainbow Fish, Meerkat Mail, The Giraffe The Pelly and Me, What's Eating You?

London and my home

Geography

Compare London and Brotherton. Then and now. Fieldwork in Brotherton.
Use of aerial images (computer program)

Writing - The Queen's knickers. Description

Science - Animals incl Humans

Basic needs and survival

What basic needs do humans and animals need (food, water, air) comparisons between different animals.
Similarities and differences between Victorian and modern survival. How times have changed what are necessities?

British Values - Laws and rules in our society

How Queen Victoria has influenced how we live today with democracy and law.

Year 2 Identity: A Victorian life for me.

History- Queen Victoria/ Victorian Era. (Throughout)

Comparing Victorian / modern life, the impact, compare life/ queens

RE Who is a muslim and what do they believe in?

British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

Experiences: Day in the life of a Victorian child

Child experience what it might have been like as a Victorian child.

Science

Exercise and eating healthy

What do we need to keep healthy and why is it important. Look at our diets and physical activity, germs

Geography - the UK

4 countries and capitals, compare and contrast.
Use of maps and globes, locate

British Values - children's rights act

Writing - Oliver Twist (child friendly)

Retelling the story.

Experiences: Eureka!

Linking to science, human needs and survival

Experiences: Brotherton Walk

compare Brotherton to London, compare Brotherton then and now.

If I were a Victorian child...

Traditions

Week 9- Paddington

Instructions. Making marmalade sandwiches

History- Queen Victoria/ Victorian Era. (Throughout)

What traditions are still in place from the Victorians. Look at Xmas traditions.

Science - Animals incl Humans

Life cycles, offspring

Insects, animals and humans.
Look at the different life cycles, compare growth and stages.

Geography - the UK (history)

What is the British Empire? exploring map of the world.

Art & Design - Match stick animals to show life cycle.

Writing - Queen Victoria's Bathing Machine

Postcard/ letter Description, setting/character.

OR Xmas letter dino book.

Key Texts

Queen Victoria's Bathing Machine
You Wouldn't want to be a Victorian
Charles Dickens, Oliver Twist (child friendly)
Queen Victoria's knickers
Dino Xmas letter book
Hungry Caterpillar

Sometimes I Feel

Science - Animals incl Humans Life cycles, offspring

Insects, animals and humans.

Look at the different life cycles, compare growth and stages.

Art & Design - Matchstick animals to show life cycle.

London and my Home

Geography

Compare London and Brotherton. Then and now. Fieldwork in Brotherton.

Use of aerial images (**computer** program)

4 countries and capitals, compare and contrast.

Use of maps and globes, locate

What is the British Empire? Exploring map of the world.

Experiences: **Brotherton Walk**

compare Brotherton to London, compare brotherton then and now.

Writing Skills Sentence Composition

Paddington shared write

Year 2 Identity: A Victorian Life for Me.

Recovery Curriculum

If I were a Victorian Child...

History- Queen Victoria/ Victorian Era. (Throughout)

Comparing victorian / modern life, the impact, compare life/ queens

What traditions are still in place from the Victorians. Look at xmas traditions.

Art - Lowry - Contrast settings, Brotherton plus London (Manchester) to make own matchstick men work, then whole class art work with chimneys.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Lowry

Writing - Queen Victoria's Bathing Machine

Postcard/ letter Description, setting/character.

OR Xmas letter dino book.

Writing - The Queen's knickers. Description

Experiences: Day in the life of a Victorian child

Chn experience what it might have been like as a Victorian child.

Identity: Mighty, Mighty Yorkshire

Y3

Science - Animals incl Humans

- identify that animals need the right types and amounts of nutrition and get this from what they eat
- identify humans and some animals have skeletons and muscles for protection and movement

Writing - Sentence composition skills

Fairy Tales

In *Team Derwent*, we will be Looking at the traditional conventions of a fairy tale, e.g. *Good vs Evil*, *Damsel in Distress* etc.

We will also be working on conveying character through descriptive language, e.g. expanded noun phrases, adverbs/adverbial phrases.

Art and Design - David Hockney

The Yorkshire Wolds

- form, shape, line and colour
- using a variety of mediums and techniques to create landscapes
- comparison to Van Gogh and Monet

Our Great County

Geography

- Location of counties within the UK and their landscapes
- Location of major cities within Yorkshire and what they are known for (land usage, settlement and trade links) e.g. Sheffield for steel, Bradford for textiles etc.
- 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.

Reading

Whimsy's Heavy Things

- **Retrieval**
- **Inference**
- **Choral Reading**

Writing - Wonders of the Wolds

Creating fairy and folktales set in the Yorkshire Wolds. Text Ideas: Cottingley fairies, Magic Faraway Tree.

- building description
- when, where, how adverbs including to start sentences

Reading

Lighter Than Air

- **Biography**
- **Retrieval**
- **Inference**
- **Choral Reading**

Farm to Fork

Geography - Yorkshire

Produce

- Land usage and agriculture within Yorkshire. How has this changed over time?

Design and Technology - Cooking and Nutrition

- understand and apply principles of healthy diet
- prepare and cook savoury dishes
- understand seasonality of produce

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

Religious Education

Who is Jewish and what do they believe in?

Music

Let Your Spirit Fly

Exploring the dimensions of music through singing and using percussion instruments.

British Values - Rule of Law

Local MPS: what's their job? How do they help make our country great?

Reading

Cinderella of the Nile

- **Prediction**
- **Retrieval**
- **Inference**
- **Choral Reading**

Identity: The Anglo Saxons and Vikings

Y4

Weeks 8-13

Impact on us

Weeks 1-6

A Changed Britain?

The lasting Impact

Writing

Refugee narrative

Anglo Saxon fact sheet

- Expanded noun phrases
- Conjunctions
- Where, when, how adverbs.
- Adverbial phrases

History - The Anglo Saxons

Roman withdrawal from Britain
Anglo-Saxon invasions.
Anglo-Saxon art and culture.
Christian conversion
Who the Anglo-Saxons and Scots were and when and why they invaded Britain.
Features of life in Anglo-Saxon Britain.
Artefacts discovered.

Science - Animals inc humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Relationships

- Differences, similarities and equality
- Respectful Relationships
- Understand personal boundaries and privacy.
- Recognise bullying and abuse in all its forms (person/online/social media)
- Breaking a promise to 'keep a secret'

Reading - Wisp

- Prediction
- Inference
- Retrieval
- Choral reading

Geography -

- Britain's settlement by Anglo-Saxons and Scots.
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.

Religious Education

What does it mean to be a Hindu in Britain today?

ICT

- Design, write and debug programs
- Collect, present, analyse and evaluate data.
- Acceptable and unacceptable behaviour.

Relationships

- Extending understanding our feeling and how we express ourselves.
- People who are responsible for keep us safe.

History - The Vikings

- Who were the Vikings
- Where did they come from, where did they settle and when.
- Viking invasions
- Edward the Confessor
- Laws and justice

Geography -

Where did the Vikings originate from.
Where did the Vikings settle.
Map their route from Scandinavia to Britain and their settlements in England.

British Values - Rule of Law

UK parliament and government. Develop pupils understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

Writing

Viking myths

Viking newspaper report

- Adjective starters
- Verb Starters
- Speech

Reading - The Tear Thief

- Theatre reading
- Discussion circles
- Discussion and dialogue

Art and Design

- Jewellery
- Anglo Saxon art

TRIP/Experiences:
TBC

Identity: Local History Study

Y5

What makes you you? (Wk 1)

Writing to Entertain

Story writing techniques - atmosphere and conveying emotion

Writing

I Go Quiet by David Quimet

Outbreak of War (Wk2)

History : Cause and consequence

What caused the outbreak of WW2?

- Context of the 1930s/40s
- Cause and consequence and significance of Germany's decision

The Blitz (Wk 6-7)

History : Cause and Consequence

Why was Hull targeted during the Blitz?

- Blackout
- Lasting impact
- Returning home

Writing to Entertain

Tales of an Evacuee

Reading

Rose Blanche by Christophe Gallaz and Roberto Innocenti

Evacuation (Wk3-5)

History : Similarity and Difference

What was life like for children during WW2?

- Evacuation (relate to identity)
- Analyse real sources for evidence
- Rationing
- School

Science (Wk 8-13)

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.

Writing to Explain

What's the difference between reversible and irreversible changes?

Science - Properties and changes of materials.

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how
- to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Writing to Inform

Life During the Second World War

Reading

Floodland by Marcus Sedgwick

Identity

Week 1

Weeks 8-13

What makes me me?

PSHE

- Understanding what identity is, how it forms and changes, consideration and expression of my own identity.

Writing to Express

Who Am I? Poetry

Influence of History on me

Weeks 2-7

History - Ancient Greece

- Who, where, when
- How did Greek beliefs affect their behaviour?
- How do we learn about the past?
- Compare and contrast: Greek daily life Athens and Sparta
- Birth of Democracy
- Ancient Greek Legacy: Impact on the modern world and on me (eg. language, science, education, architecture, Olympic Games)

My Body and Me

Science - Animals Including Humans

- Identify and name the main parts of the human circulatory system.
- Describe the functions of the heart, blood vessels and blood.
- Understand the impact of diet, exercise, drugs and lifestyle on the function of the human body.
- Describe the ways in which nutrients and water are transported within animals, including humans.

British Values

Democracy and dictatorship

Writing to Inform

The Ancient Greeks

Writing to Explain:

The Circulation system

Reading

- The Poet's Dog - Patricia McLaughlan

Writing to Entertain

The Poet's Dog - Prequel

Experience

Maths trip to Pontefract Race Course

RE

Why do Some People Believe God Exists?

Writing to Entertain

Theseus in the Labyrinth

Reading

- The Story of Antigone - Ali Smith