

## History - Chronological Understanding

Sequence events in their life  
Sequence 3 or 4 artefacts from distinctly different periods of time

Match objects to people of different periods

Sequence artefacts together in time - check with reference book  
Sequence photographs etc. from different periods of their life  
Describe memories of key events

## PE – Basketball

Basic control with running, jumping, throwing  
Perform a range of throws  
Simple games

Send ball to others in range of ways

Apply skills in a game  
Spatial awareness

Simple tactics for game play  
Develop attacking and defending

Understand tactics and vary game play

Begin to communicate with others in games

Own rules for new games

## Music - Timbre

-Different ways to use voice  
- Body percussion  
- Using different instruments  
- Identify high and low sounds  
-Musical names for loud / quiet  
- Instruments of the orchestra

## Wider Curriculum Focus:

### Memories



## ICT -Computer Science

### Knowledge

Add loops to create a repeating pattern. (PowerPoint)

Sequence instructions to create an animation using Scratch/  
timing features in PowerPoint

### Knowledge

Create adapt images to enhance their work on animations

## Art - Colour - Marc Chagell

Name all the colours  
mixing of colours

Find collections of colour  
Applying colour with a range of tools

Begin to describe colours by objects

Make as many tones of one colour as possible (using white)  
Darken colours without using black

Using colour on a large scale  
Colour mixing  
Dotting, scratching, splashing.

## PSHE- Health and Wellbeing-

### Keeping Safe

- about rules and age restrictions that keep us safe

- to recognise risk in simple everyday situations and what

action to take to minimise harm

-about how to keep safe at home

- Safety with household products (can be harmful if not used correctly)

- Ways to keep safe in familiar and unfamiliar environments and how to cross the road safely

- about the people whose job it is to help keep us safe

- basic rules to keep safe online

- the importance of telling a trusted adult if they come across something that scares them

- how to get help in an emergency

## Rights Respecting Schools

Article 42- knowledge of rights

Article 23- children with disabilities

Article 29- goals of education

Article 27- adequate standard of living

Article 2- non-discrimination

Article 14- freedom of thought, belief and religion

Article 19- protection from violence, abuse and neglect

## Key Questions

- 1) What was life like in different periods? (Diary)
- 2) Can you recognise and sequence event from the past? (recounts)
- 3) What can you discover from looking at pictures? (Poetry)
- 4) Can you demonstrate what you know about keeping safe? (Information)
- 5) Could there have been an alternative ending Gun Powder plot? (Narrative)
- 6) Did the materials contribute to the Great Fire of London?
- 7) What can we learn from the Great Fire of London?

## DT – How can we keep warm?

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups,

Select from and use a wide range of materials according to their characteristics

Evaluate the product against the design criteria

## Writing Outcomes

1. P: Poetry
2. NF: Information Poster
3. F: Traditional Tales

\*further writing will be seen throughout the wider curriculum subjects\*

## Science- Materials

distinguish between an object and the material from which it is made

identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

describe the simple physical properties of a variety of everyday materials

compare and group together a variety of everyday materials on the basis of their simple physical properties

## Rocks

compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter

## RE- Who is Jewish and how do they live?

-retell stories used in Jewish Prayer

- How Jewish people celebrate special times

How Jewish people remember God in different ways