

Topic: Let's Celebrate
The Big Question: Are all celebrations happy?
Trip: Church visit linking to celebrations – Harvest/Christmas
Class Reader: The Magic Paintbrush/Charlie and the Chocolate Factory

Creative	<p>MATHS</p> <p>Counting and ordering numbers using correct number formation.</p> <p>Developing an understanding of place value.</p> <p>Ordering and sorting based on different criteria.</p> <p>Problem solving using addition and subtraction.</p> <p>Making pictures with 2D shapes and building with 3D interlocking shapes.</p> <p>Weighing and measuring using standard and non standard units.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<p>RE –</p> <p>Following Wigan agreed syllabus and linking in to Christian celebrations in the church.</p> <p>What does it mean to belong? (First half term)</p> <p>Children to enquire into and explore the concept of how it feels to belong.</p> <p>Why do Christians celebrate Christmas? (Second half term)</p> <p>To enquire into and learn about the celebration of Christmas.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p>ENGLISH</p> <p>Children to learn basic sentence structure and letter formation inspired by the class reader The Magic Paintbrush.</p> <p>What would you paint if you had a magic paintbrush? Why?</p> <p>Why do you think the emperor wanted more gold?</p> <p>Do you think it was fair to give just to the poor and not the wealthy?</p> <p>What happened because of the Emperors greed?</p> <p>What would you paint and why?</p> <p>Where is the story set? How do you know?</p> <p>What does it mean to be poor and wealthy?</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	<p>PSHE</p> <p>Wellbeing Curriculum</p> <p><u>Autumn 1</u></p> <p>Physical Wellbeing Mental Wellbeing</p> <p><u>Autumn 2</u></p> <p>Keeping Safe</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p>HISTORY –</p> <p>Find out about the life of Guy Fawkes.</p> <p>Why do we celebrate Bonfire Night? Children to learn about changes beyond living memory that are significant nationally.</p> <p>To use role play to understand events that led to Guy Fawkes plotting against the King and say how they are feeling in that role.</p> <p>Children to sequence The Gun Powder Plot.</p> <p>Children to look at artifacts and discuss which might have been used in the gunpowder plot and give their explanations.</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	

Creative	<p>GEOGRAPHY</p> <p>To know what country, they live in and the capital city (link to Guy Fawkes-history and London landmarks)</p> <p>Create London landmarks with Lego and other construction equipment.</p> <p>To know what a country is and an ocean</p> <p>To know the countries and capital cities of the UK</p> <p>To know what an atlas looks like and what it's used for.</p> <p>To locate on maps countries/capital cities of the UK</p>
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	SCIENCE – Materials
Multiple perspectives	What properties do their materials have? Why is that useful to know? Investigate what materials float, what are magnetic, transparent, absorbent and so on.
Justify	What would happen if we used a different material?
Debate	Would it be fit for purpose? Why? Why not? How do you know?
Cause + Consequence	Children are to investigate what material could be used to fixed the hole in the umbrella. What material will do the best job? What materials absorb water? What repel it? How do you know?
Share a Story	Experiment with various materials – understand their properties and what they are used for, in school and the wider world.
Make Conne	
Wider World	Are there any other reasons we use these materials – not only for their properties – what about cost?
Economise	<u>Seasons: Autumn and winter</u>

Creative	PE
Multiple perspectives	Coach Mark and the daily mile.
Justify	Acquiring and developing skills.
Debate	Catch a bean bag.
Cause + Consequence	Throw a small ball underarm using the correct technique.
Share a Story	Zig-zag through a series of markers spaced evenly.
Make Conne	Applying skills and using tactics.
Wider World	Working together as a team.
Economise	

Creative	MUSIC
Multiple perspectives	Music skills will be taught by a music specialist weekly focusing on
Justify	Singing- songs, chants and rhymes Listening- recorded and live music
Debate	Composing- creating and responding to graphic notation Musicianship- pulse/beat, rhythm and pitch
Cause + Consequence	Children to improve their singing and performance by recording and evaluating their singing.
Share a Story	
Make Conne	Children to perform for Harvest
Wider World	
Economise	



Creative	ART –
Multiple perspectives	Colour mixing Children to identify 3 primary colours.
Justify	Children to mix primary colours and create a painting using mixed colours based on the Magic Paintbrush.
Debate	
Cause + Consequence	Children to practise a range of brush strokes. Children to create a piece of art on canvas using mixed colours.
Share a Story	
Make Conne	
Wider World	

Creative	DT –
Multiple perspectives	Children to create a fruit/ vegetable kebab for harvest. Children to show an awareness of basic hygiene and health and safety when cooking, tie hair back, wash hands, sleeves rolled up and wear an apron.
Justify	
Debate	Children to plan their kebab and what it will be made up of.
Cause + Consequence	Children to learn food preparation techniques, cutting, grating, slicing, squeezing and peeling.
Share a Story	Children to discuss the success of the fruit/ vegetable kebab and what worked and what could be changed or improved upon.
Make Connectio	
Wider World	Children to understand where the fruit and vegetables come from.

Creative	COMPUTING –
Multiple perspectives	Children to learn to login safely.
Justify	To start to introduce to the children the idea of ‘ownership’ of their creative work.
Debate	Children to know how to save, search and find resources.
Cause + Consequence	
Share a Story	Children to become familiar with icons.
Make Conne	Children to start to add pictures and text to work.
Wider World	Children to use programs to sort items using a range of criteria.

Topic: Amazing Animals

The Big Question: What makes us human?

Trip: Formby Beach/ Southport Geography a contrasting locality

Class Reader: Winter's Child and Christopher Nibble

Creative	Maths
Multiple perspectives	Counting, ordering and sorting numbers using correct number formation. Justify decisions and prove answers.
Justify	Comparing weights and heights of different animals. Which are heavier/lighter?
Debate	Multiplication and division, grouping and sharing.
Cause + Consequence	Fractions, finding halves and quarters of shapes and amounts.
Share a Story	Problem solving using addition and subtraction linked to animals.
Make Conne	
Wider World	Data handling linked to Pets. Collect data, sort and analyse results.
Economise	

Creative	RE
Multiple perspectives	The Easter Story
Justify	Why do Christians celebrate Easter?
Debate	Discuss the things that people associate with Easter, new life, baby animals, daffodils, spring flowers and eggs to symbolise new beginnings.
Cause + Consequence	Sequence the key events of the Easter Story.
Share a Story	Christians all over the world celebrate Easter.
Make Conne	
Wider World	Make an Easter card.

Creative	English
Multiple perspectives	Read the story of Winter's Child and then write a letter to Winter's Child asking for help to build a snowman.
Justify	Write a set of instructions to build a snowman using time connectives.
Debate	Innovate the story of Christopher Nibble. Discuss what happened in Dandeville and think about it from all of the different characters perspectives.
Cause + Consequence	Children to listen to the story, map the story and learn it. Children to innovate the story.
Share a Story	
Make Conne	Children to remember their targets from The Magic Paintbrush and remember to write using full sentences with finger spaces.
Wider World	
Economise	Write a recount based on a trip.



Creative	PSHE
Multiple perspectives	Wellbeing Curriculum
Justify	Spring 1
Debate	Shared Responsibilities Economic Responsibility
Cause + Consequence	Spring 2
Share a Story	Digital Resilience Hurtful Behaviour
Make Conne	
Wider World	

Creative	History
Multiple perspectives	Ordering animals that have become extinct in the United Kingdom since dinosaurs on a timeline.
Justify	Use historical language, a long time ago, past, present and in living memory.
Debate	Read Cave baby and discuss the animals in the story that no longer exist in the U.K Why do some animals that used to live in the U.K no longer live here?
Cause + Consequence	Look at measures have been put in place to protect animals that live in the U.K.
Share a Story	Are there any other animals that you know or could find out about that have become extinct in other countries and why?
Make Conne	
Wider World	

Creative	Geography
Multiple perspectives	To use maps and atlases to locate where they live and features of a locality.
Justify	Compare two contrasting localities. Which do you prefer and why?
Debate	Look at the man-made, human features and those happening naturally, physical features of two localities.
Cause + Consequence	Look at aerial photos.
Share a Story	Compare the seaside to the countryside.
Make Conne	Look at the different job opportunities in both locations.
Wider World	
Economise	

Creative	Science
Multiple perspectives	Identify and label parts of the human body and identify the five senses. What are the senses used for? Are they important to humans and animals?
Justify	Identify and name a variety of animals including humans.
Debate	Children to create their own animal with attributes of herbivores, carnivores or omnivores. Children to be able to justify their choices of attributes.
Cause + Consequence	Children to debate whether their animal belongs to the correct classification; Reptile, amphibian, birds, mammal or fish.
Share a Story	Children to make connections and observe changes across the 4 seasons – Spring.
Make Conne	Children to make connections and observe changes across the 4 seasons – Spring.
Wider World	To continue to observe and describe weather associated with the seasons and how day length varies and is beginning to lengthen.
Economise	

Creative	PE
Multiple perspectives	<u>Coach Mark</u>
	<u>Gymnastics</u>
Justify	Children will master basic movements as well as developing balance, agility and co-ordination.
Debate	
Cause + Conse	<u>Dance</u>
Share a Story	Perform using simple movement patterns.
Make Conne	
Wider World	
Economise	

Creative	Music
Multiple perspectives	Music skills will be taught by a music specialist weekly focusing on
Justify	Singing- songs, chants and rhymes Listening- recorded and live music
Debate	Composing- creating and responding to graphic notation Musicianship- pulse/beat, rhythm and pitch
Cause + Conse	Children to listen to Carnival of the Animals by Saint-Saens.
Share a Story	Children to listen to the musical composition and discuss if they think that the music portrays the characteristics of the animals.
Make Conne	Children to look at a timeline to see which music period Saint-Saens belongs to and look at other world significant events happening at the time.
Wider World	
Economise	



Creative	Art
Multiple perspectives	Sketching To use drawing to develop and share their ideas, experiences and imagination. investigate the patterns on animals / camouflage
Justify	Children to look at different artists that use sketching and discuss which artists work they like best and why.
Debate	Children to look at different animals and the patterns on their skin. Why do you think that the animal needs camouflage and based on the animal print pattern what habitat does the animal live in? How does this help them survive?
Cause + Consequence	Children to experiment with pencils making marks and shading
Share a Story	Children to experiment with pencils making marks and shading
Make Conne	Digital Media
Wider World	Children to create animal patterns using digital tools.

Creative	D+T
Multiple perspectives	To design an animal mask.
Justify	Children will learn to design a purposeful, functional and appealing animal mask based on a design criteria.
Debate	To select from and use a wide range of materials, including textiles according to their characteristics.
Cause + Consequence	Children to debate which textures they prefer and why based on look and feel.
Share a Story	Using textiles, design and make an animal mask.
Make Connectio	
Wider World	

Creative	Computing
Multiple perspectives	Text and Images – identify and use different keys on the keyboard
Justify	Children to use google images to help create omnivore and herbivore Venn diagram.
Debate	
Cause + Conse	Children to search a range of animals, print them and justify their place on the diagram.
Share a Story	Children to use google maps to explore habitats of a range of animals.
Make Conne	
Wider World	

Topic Name: Home and Away

The Big Question: Do the seasons need to change?

Trip: RHS Bridgewater flora and fauna

Class Reader: Last Stop On Market Street

Creative	Maths
Multiple perspectives	Counting, ordering and sorting numbers using correct number formation. Justify decisions and prove answers.
Justify	
Debate	Comparing capacity, lengths, heights and weights and knowing what the units of measure are for each.
Cause + Consequence	Problem solving using addition, subtraction, grouping and sharing linked to Topic.
Share a Story	Time and sequencing events.
Make Conne	Position and direction. Know what a half turn and quarter turn are and left and right.
Wider World	
Economise	To solve problems involving simple fractions.

Creative	English
Multiple perspectives	Use the book The Last Stop On Market Street to explore the different ways that characters see the world around them.
Justify	Discuss the events of the story and think about it from the different characters perspectives. How does Nana help CJ to see the beauty in the neighbourhood?
Debate	
Cause + Consequence	Children to write a recount of CJ and Nana's journey focussing on the senses.
Share a Story	Children to investigate some of the descriptive language used in the book and pick out words with ed at the end.
Make Conne	
Wider World	Children to write a letter to the Brick asking how they can help people and donate.
Economise	

Creative	History
Multiple perspectives	Find out about the life of Grace Darling.
Justify	Why do we need lighthouses? Where do you find lighthouses? (link to geography)
Debate	How do we know about Grace's life? Link to primary and secondary sources.
Cause + Consequence	Was Grace right to risk her own life to try to save others? How do you think Grace's mother felt when she was out in the boat?
Share a Story	Read The Lighthouse Cat. The story told from the cat's perspective.
Make Conne	
Wider World	How has the job of the lighthouse keeper changed since Victorian times? Link to Wigan woman, Elissa Williams, making history becoming the first female helmsman in a lifeboat station's 150year existence.



Creative	RE
Multiple perspectives	Judaism
Justify	Following Wigan agreed syllabus
Debate	What does it mean to be part of a Jewish family?
Cause + Consequence	Children to recognise some of the similarities and differences between their home and a Jewish home.
Share a Story	Children will learn about special things, the Jewish home, the Mezuzah, Jewish artifacts and Shabbat through story and information clips told by Jewish children and families.
Make Conne	
Wider World	Why is Shabbat a day of rest in Judaism?

Creative	PSHE
Multiple perspectives	Wellbeing Curriculum
Justify	<u>Summer 1</u> Families and close relationships
Debate	Friendships
Cause + Consequence	<u>Summer 2</u> Ourselves, growing and changing
Share a Story	
Make Conne	Safe Relationships
Wider World	

Creative	Geography
Multiple perspectives	Learning about the geography of the locality. Children to look at maps of the local area and recognise familiar places and features of the locality.
Justify	Children to map the outside area and justify why they choose the symbols/ drawings that they did.
Debate	Discuss how landmarks can be and are represented on maps. Children to create a key of mapping symbols.
Cause + Consequence	Children to have a go at mapping their journey to school. Children to use google earth to look at their journey and where they live. Children to look at aerial photographs and what buildings etc look like from above.
Share a Story	
Make Conne	
Wider World	Children to use directional language to explain their journey using their map.
Economise	Create a glossary of vocabulary used for mapping.

Creative	Science Using the outdoor area – identify the plants and trees and draw and label their structure.
Multiple perspectives	Note the differences and similarities between deciduous and evergreen trees.
Justify	Should deforestation take place?
Debate	Why is there deforestation?
Cause + Consequence	Discuss the environmental impact of deforestation. What do farmers grow in the UK? What is it used for? How do the seasons and weather link to this?
Share a Story	Visit the local area, including the school grounds, local woodlands and fields to identify native plants and trees. What would our area look like without them?
Make Conne	
Wider World	Why are plants and trees important around the world?
Economise	<u>Seasons: Summer</u>

Creative	PE
Multiple perspectives	<u>Coach Mark</u> <u>Athletics</u>
Justify	Children will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
Debate	
Cause + Conse	Children will practice events for sports day
Share a Story	<u>Games</u>
Make Conne	Children will learn basic rules of team games. They will participate in team games, developing simple tactics for attacking and defending.
Wider World	
Economise	

Creative	Music
Multiple perspectives	Singing and performing at V fest. Children will be learning a song to perform in front of an audience. Children will learn how to sing musically so that they can project the sounds confidently.
Justify	
Debate	Music skills will be taught by a music specialist weekly focusing on
Cause + Conse	
Share a Story	Singing- songs, chants and rhymes Listening- recorded and live music
Make Conne	Composing- creating and responding to graphic notation
Wider World	Musicianship- pulse/beat, rhythm and pitch
Economise	



Creative	Art
Multiple perspectives	Sewing Children to learn to thread a needle and tie a knot in the end.
Justify	Children to learn how to create a running and cross-stitch.
Debate	Children to use running and cross stitch as part of a design.
Cause + Consequence	
Share a Story	Textiles Children to weave on a simple frame.
Make Conne	
Wider World	

Creative	D+T To design and make a bus like the one CJ and Nana got on to go to the soup kitchen.
Multiple perspectives	Why is a bus useful? What is its purpose?
Justify	Explore a variety of moving vehicles to see how the wheels work.
Debate	
Cause + Consequence	Design and draw the wheeled product, stating the user and purpose, and labelling the main parts e.g. body, chassis, wheels, axles and axle holders.
Share a Story	Make their wheel and axle product using their design ideas and the design criteria using a variety of materials.
Make Connections	
Wider World	Evaluate the finished product.

Creative	Computing
Multiple perspectives	Linked to the geography and maths, children will use the direction keys to work their way through mazes and complete challenges.
Justify	Children to create a simple algorithm and learn how to debug their algorithm.
Debate	
Cause + Conse	Which route are you going to take?
Share a Story	Children to map the route first with their finger.
Make Conne	Children to learn to follow and give instructions.
Wider World	Children to learn how to create a longer algorithm for an activity linked to mapping and set challenges for each other.
Economise	