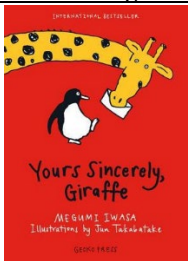
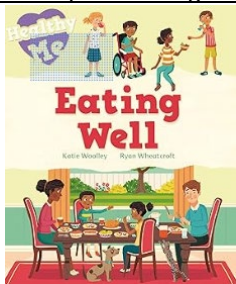


Topic:	Marvellous Me
Main Subject	Science – Animals including Humans
Linked Subjects	Geography – What is the Geography of where I live? Art – Self Portraits
NC objective	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time
Main subject key knowledge and skills	What is the Geography of where I live? * Use atlas and maps to locate the world's countries. * Locate and name the four countries and the capital cities of the UK and the surrounding seas (revisit KS1) on a range of maps * Know the names of and locate at least eight counties and at least six cities in England. * Recognise scale bar on atlas maps * Look at a view from a high place including the use of digital software * Begin to use atlas maps and globes * Use index and contents pages in atlases * Name and locate the four countries and the capital cities of the UK and the surrounding seas * Identify a number of characteristics (rivers, mountains, climate, landmarks) of the UK * Know which is the hottest and coldest season in the UK
Linked subject key knowledge and skills	<u>Scientific Enquiry</u> * I can ask questions and use different types of scientific enquiries to answer them. * I can set up simple practical enquiries, comparative and fair tests. * I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers. * I can gather, record, classify and present data in a variety of ways to help with answering questions. * I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. * I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. <u>Scientific Knowledge</u> * I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. * I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. * I can explain why humans and some other animals have skeletons and muscles.
Discrete Subjects	<u>RE – How do Jews remember God's covenant?</u> <u>PSHE – Belonging to a school community</u> * I can identify the different kinds of community I am part of. * I understand and recognise my role within each community group. * I can explain what the word community means to me. * I can compare communities and how people live. * I can recognise and appreciate other roles in different kinds of community. * I can identify things, people and places that I need to keep safe from and know some strategies on how to keep myself.

	* I can identify when something feels safe or unsafe. <u>PE – Fitness/dance</u> * I understand how exercise affects my body and I know why the heart and lungs are important organs. * I know that the amount of calories, fat and sugar I put into my body will affect my health. * I can explain how to take care of my body and name the parts of my body.	
Main Text	<u>Yours Sincerely, Giraffe</u> 	<u>Healthy Me: Eating Well</u> 
Main Writing Genre	Consolidation Unit Letter writing Non chronological report	
Vocabulary that will be taught	ART Tone, texture, shading, hatching, cross hatching, blending GEOGRAPHY Town, city, continent, settlement, north west, industry. RE Kosher, Seder plate, Kippah, Star of David, Challah bread, Mezuzah. SCIENCE Nutrition, Muscles, support, carbohydrates, vitamins, minerals.	
Enrichment	Freddy Fit Visit to the local environment (Alexandra Park) Visit to the Jewish Museum	
Weekly overview	<u>WK1</u> – CONSOLIDATION UNITS/ EXPECTATIONS/ ZONES OF REGULATION/ CO-OPERATIVE LEARNING Reading – The Worries: Sohal finds a friend Writing – Short story Maths – Place Value Settling in unit PSHE – Me, My Friends and Belonging Identity FRENCH TLC: Can I begin to learn phonic sounds/phonemes in French? TLC (Spoken Language): Can I listen carefully and follow instructions? PE	

WK 2 – CONSOLIDATION UNITS/SCIENCE

Reading – The Worries: Sohal finds a friend

Writing – Short story

Maths – Place Value

Science – Animals including Humans

- 1) TLC: Can I identify that animals, including humans, need the right types and amount of nutrition? (K)
TLC: Can I record my findings using simple scientific language, drawings and labelled diagrams?
- 2) T.L.C: Can I identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat? (K)
T.L.C: Can I gather, record, classify and present data in a variety of ways to help in answering questions? (W.S)
- 3) T.L.C: Can I explain why humans and some other animals have skeletons and muscles? (K)
TLC: Can I record findings using simple scientific language, drawings and labelled diagrams, keys, bar charts, and tables? (W.S)

PSHE

- What makes a good friend?

FRENCH

TLC: Can I begin to learn key French vocabulary?

TLC (Spoken Language): Can I use new topic vocabulary when communicating and in written work?

WK3– SCIENCE – Animals including Humans

READING – Yours Sincerely Giraffe

- 1) Vocabulary, Making Predictions and Inference
- 2) Vocabulary, Fluency and Retrieval
- 3) Vocabulary and Retrieval
- 4) Comprehension (Supplementary Text)
- 5) Book Talk

WRITING – Letter Writing

- 1) WAGOLL – Structural Features
- 2) WAGOLL – Language Features
- 3) Vocabulary
- 4) Shared Planning – Question
- 5) Edit

MATHS – Place Value

- 1) Represent numbers to 100
- 2) Partition numbers to 100
- 3) Number line to 100
- 4) Hundreds
- 5) Represent numbers to 1,000

Science – Animals including Humans

- 1) T.L.C: Can I explain why humans and some other animals have skeletons and muscles? (K)

TLC: Can I ask questions and use different types of scientific enquiries to answer them? (W.S)

- 2) TLC: Can I explain why humans and some other animals have skeletons and muscles? (K)

TLC: Can I set up simple practical enquiries, comparative and fair tests? (W.S)

- 3) T.L.C: Can I set up simple practical enquiries, comparative and fair tests? (W.S)

T.L.C : Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

TLC: Can I ask questions and use different types of scientific enquiries to answer them?(WS)

T.L.C: Can I use straight forward scientific evidence to answer questions or support my findings?

PSHE –

- Falling out with friends

FRENCH

TLC: Can I say basic greetings and ask someone how they are feeling in French?

TLC (Spoken Language): I know when to listen and when to talk, when communicating, e.g. Taking turns and not interrupting when involved in a discussion?

WK4 – SCIENCE – Animals including Humans

READING – Yours Sincerely, Giraffe

- 1) Vocabulary, Sequencing and summarizing and Cohesion
- 2) Vocabulary, Fluency and Retrieval
- 3) Vocabulary and Retrieval
- 4) Comprehension (Supplementary Text)
- 5) Book Talk

WRITING – Letter Writing

- 1) Boastful Language
- 2) Edit – Tense
- 3) Conjunctions
- 4) Edit
- 5) Edit

MATHS – Place Value

- 1) Partition numbers to 1,000
- 2) Flexible partitioning of numbers to 1000
- 3) Hundreds, tens and ones
- 4) Find 1, 10 or 100 more or less
- 5) Number line to 1,000

SCIENCE

- 6) T.L.C I can explain why humans and some other animals have skeletons and muscles? (K)

TLC: Can I use straightforward scientific evidence to answer questions or to support my findings? (W.S)

7) Assessment

PSHE

8) Belonging to a community

FRENCH

TLC: Can I ask and answer a simple question in French?

TLC (Spoken language): I can use new topic vocabulary when communicating and in written work?

WK5 – GEOGRAPHY – What is the Geography of where I live?

READING – Yours sincerely Giraffe

- 1) Vocabulary, Making Predictions and Inference
- 2) Vocabulary, Fluency and Retrieval
- 3) Vocabulary and Retrieval
- 4) Comprehension (Supplementary Text)
- 5) Book Talk

WRITING – Letter writing

- 1) Plan
- 2) First Draft
- 3) Edit
- 4) Redraft
- 5) Publish

MATHS –

- 1) Estimating on a number line to 1,000
- 2) Compare numbers to 1,000
- 3) Order numbers to 1,000
- 4) Count in 50s

Geography

- 1) What can I learn from a map of the North West?
- 2) What are the physical features of the North West?
- 3) What geographical impact has industry had on our locality? (Focused Enquired)

PSHE

- Rules

FRENCH

TLC: Can I say the numbers 1-10 in French?

TLC (Spoken language): Can I listen carefully and follow instructions?

WK 6 - GEOGRAPHY – What is the Geography of where I live?

READING – Healthy Me: Eating Well

- 1) Vocabulary, Making Predictions and Inference
- 2) Vocabulary, Fluency and Retrieval
- 3) Vocabulary and Retrieval
- 4) Comprehension (Supplementary Text)
- 5) Book Talk

WRITING – Information Text

- 1) WAGOLL – Structural Features
- 2) WAGOLL – Language features
- 3) Vocabulary
- 4) Shared Planning
- 5) Paragraph 1

MATHS – Addition and Subtraction

- 1) Apply number bonds within 10
- 2) Add and subtract 1s
- 3) Add and subtract 10s
- 4) Add and subtract 100s
- 5) Spot the pattern

Geography

- 4) How have things like land usage changed over time? (Fieldwork)
- 5) What is the difference between Oldham and Manchester? (Town/City)
- 6) Assessment

FRENCH

TLC: Can I say some colours in French?

TLC (SL): Can I use new topic vocabulary when communicating and in written work?

WK7 – ART – Self Portraits

READING – Healthy Me: Eating Well

- 1) Vocabulary, Sequencing and summarizing and Cohesion
- 2) Vocabulary, Fluency and Retrieval
- 3) Vocabulary and Retrieval
- 4) Comprehension (Supplementary Text)
- 5) Book Talk

WRITING – Information Text

- 1) Edit
- 2) Paragraph 2

	3) Edit 4) Paragraph 3 5) Edit MATHS – Addition and Subtraction 1) Add 1s across a 10 2) Add 10s across a 100 3) Subtract 1s across a 10 4) Subtract 10s across a 100 5) Make connections Art – Self Portraits Can I annotate sketches to explain and elaborate ideas? Can I use hatching cross hatching and blending to show tone and texture? Can I use shading to show light and shadow? Can I record my observations and use them to review ideas? FRENCH Assessment
	<u>WK8 – RE - How do Jews remember God’s covenant?</u> READING – Healthy Me: Eating Well 1) Vocabulary, Sequencing and summarizing and Cohesion 2) Vocabulary, Fluency and Retrieval 3) Vocabulary and Retrieval 4) Comprehension (Supplementary Text) 5) Book Talk WRITING – Information Text 1) Plan 2) Write 3) Edit 4) Write 5) Publish MATHS – Consolidation RE – How do Jews remember God’s covenant? 1) I can re-tell some stories and consider their importance. 2) I can explain how Jews express their faith through rituals and actions. 3) I can express ideas about rituals and practices which demonstrate belonging to a community. FRENCH Assessment – Speaking
Reflection of Learning	Kahoot quiz Post assessments – Presentations and posters

Sticky Knowledge	* There are 4 countries that make up the United Kingdom (England, Scotland, Wales and Northern Ireland) and 3 seas that surround it (Atlantic Ocean, North Sea and English Channel) * There are 7 continents (Asia, Africa, North America, South America, Antarctica, Europe and Australasia) and 5 oceans (Pacific, Atlantic, Indian, Southern and Arctic) in the world * The UK is part of Europe * Oldham is a town in the north-west of England and its nearest city is Manchester * Oldham used to be one of the world's largest textile (cotton) producers in the world * The town's industrial past has impacted on its landscape * The population of Oldham is very diverse and there are many different cultures * Oldham hasn't always looked like it does now and there will be more changes in the future
British values/citizenship	* Understanding British values * Understanding protected characteristics. * Understand the diverse range of families.
Maths links	* Measuring. * Positional language. * Timing * Recording data
Computing Links	* Google maps * Digimaps
Outdoor learning	* fieldwork/learning walk in local area * Fitness * OAA
Home learning	* Knowledge Organisers * Historical research – asking older generations about what Oldham used to be like