

AUTUMN 1	SPRING 1 & 2	SUMMER 1 & 2
<p><b>UNIT: What makes a house a home?</b>  <b>DRIVER:</b> Geography/History  <b>Wow beginning:</b> Fairy door and visit to meet the witch. Immersed homes classroom.  <b>Wow ending:</b> Show case DT homes on the corridor for all school and parents to see (over a few days)</p>	<p><b>UNIT: Where the wild things are...</b>  <b>DRIVER:</b> Science  <b>Wow beginning: Skills for Learning Day:</b></p> <ul style="list-style-type: none"> <li>Orienteering to find 'wild things' body parts to build a fantasy creature/ blindfold navigation of animals to a den and travelling to an island via problem solving obstacle course</li> </ul> <p><b>Wow ending:</b> Jungle Parade in class, masks and performing their music/dance from the unit.</p>	<p><b>UNIT: Globe Trotters</b>  <b>DRIVER:</b> History  <b>Wow beginning:</b> Visit to Manchester Airport  <b>Wow ending:</b> Showcase work to parents in exhibition</p>
<p><b>Possible Learning Outcomes</b>  <b>Geography</b> – Create aerial maps, follow routes. Use 4 compass points and geographical positional vocab.  <b>History</b> –create a timeline of homes throughout history. Make deductions and compare using Victorian artefacts found in the home  <b>Art</b> – Study the work of B.Johnson and Lowry. Sketch walls, street furniture and create a house sketch using tone and texture. Create a textile brick wall sheet using printing and oil pastels  <b>D&amp;T</b> – Design and make a model house using cardboard or jinx frame .Evaluate product  <b>Music</b> –sing songs performing with actions. Explore witches chants.  <b>Science</b>- describe and sort materials by their properties. Explore habitats and food chains  <b>Computing</b>            Create aerial plans of the playground/ classroom. Create on publisher a house for sale.  <b>PE/ Gym</b>- kicking ,throwing, catching, rolling, jumping, balancing mirror imaging  <b>Skills for Learning – Adventure learning Day</b>            Am – orienteering exercises            Pm – build a temporary home ( shelter)  <b>Discrete Subjects</b>  <b>PSHE&amp; C</b>- Being me , Celebrating differences  <b>RE</b>- Advent, Christmas &amp; Epiphany.</p> <p><b>Opportunities for Maths and English (Cross Curricular)</b></p> <p><b>Reading</b>- Nonfiction texts – Retrieve information about materials/ Victorian Homes.  <b>Speaking &amp; listening</b>- Role play- Victorian day (History) Hansel and Gretel story. Discuss and Debate artefacts  <b>Writing</b> –Compare and contrast Modern and Victorian homes .Science- investigation write ups.  <b>Number</b> –Estimate distances ( Geography )  <b>Solve Problems</b> – ( History time line deductions )  <b>Time</b> – Time how long to follow routes.  <b>Data</b> – Venn diagrams –( science) Classifying objects ( History)</p>	<p><b>Possible Written Outcomes</b>  <b>Science</b> –Match animals/offspring. Explore animal needs for survival and healthy living. Explore living things and their habitats.  <b>Art</b>-Study the work of N.Mackman, T.Chiezo. Create a clay fantasy creature sculpture. Evaluate  <b>Music</b>- Explore Dynamics / Pitch to represent animals / soundscapes.  <b>PE</b>-Create a dance to retell the story of Where the wild things are.  <b>D&amp;T</b>            Design and make a habitat and evaluate final product.  <b>History</b>-Mary Anning- Timelines and photographic deductions, research.  <b>Computing</b>            E-Safety Create Fact files about fantasy creatures using images/ text</p> <p><b>Discrete Subjects:</b>  <b>RE</b> –Easter  <b>PSHE&amp; C</b>            Healthy Lifestyles , diet, exercise , safety at home</p> <p><b>Opportunities for Maths and English( Cross Curricular)</b></p> <p><b>Reading:</b> Reading, listening and responding to text, 'Where the Wild things are' and researching Mary Anning.  <b>Writing:</b> Labelling designs in Art/D&amp;T, fact files in Computing, Organising information in Science, and describing their fantasy creature.  <b>Speaking and Listening:</b> Questioning and responding in History to find out about a significant person; retelling the story in PE/Dance, Evaluating Art / D.T work  <b>Measure:</b> Ordering, comparing sizes, and using standard units of measurement in D&amp;T  <b>Data</b>-: Tally, pictograms/block graphs of what animals we see in habitats, ask and answer questions.  <b>Time:</b> Compare and sequence intervals of time in History timeline  <b>Shape:</b> Language- 3D shapes in designing habitats.  <b>Position &amp; Direction:</b> - through dance</p>	<p><b>Possible Written Outcomes</b>  <b>Geography</b> –.Explore different locations around the globe. (Hot /cold countries.)  <b>History</b> – Explore events beyond living memory through Shackleton's expeditions  <b>Art</b> – Create an artic landscape  <b>D&amp;T</b> –Design a moving vehicle to travel across a desert. Evaluate vehicle  <b>PE/ Dance</b> – Explore rhythms and dances from other cultures.  <b>Science</b> –Investigate how seeds and plants grow.  <b>RE</b> (discrete) – Judaism  <b>Computing</b>- Programming and algorithms ( plan and test routes and debug)  <b>RE</b> – Judaism</p> <p><b>Skills for Learning</b> – Design a boat to win a race around the world.  <b>Discrete subjects</b>  <b>PSHE&amp;C</b> -Changes , Technology</p> <p><b>Opportunities for Maths and English( Cross Curricular)</b>  <b>Reading</b> – Nonfiction texts to explore other countries. Shackleton's life and expeditions  <b>Writing</b> – Write about real life events –Airport Trip/ Shackleton's life  <b>Speaking &amp; listening</b> –Role play Shackleton's expedition, talking about countries , debating  <b>Data</b> – compare weather patterns, data on plant growth.  <b>Measures</b> - Measure plant growth, create angles in DT work  <b>Time</b> –Explore different time zones.  <b>Position and Direction</b> - when navigating roamers / Geography</p>

