

Scheme of Work – ENRICH

Autumn Term		How does space exploration influence my community?					
PFA links							
<ul style="list-style-type: none"> ● Team Playing – use of team playing during activities will give valuable skills for adulthood including, cooperation, speaking and listening skills, sharing and turn taking. ● Learning to be safe on and offline – Learning to be safe online will help students manage their lives as adults and vulnerability. Social media and communications which will be necessary for adulthood. ● Walking short distances alone – Children will be given the opportunity, where appropriate, to build up their skills for independent travel to allow them to have more independence in adulthood. ● Children will have a lot of opportunities to develop their understanding of what is “right and wrong” and making positive moral choices. This will help them to understand how to become a positive member of society in adulthood. ● Real world visits (museums etc) ● ‘What do you want to be when you grow up?’ ● Meeting role models - interview people who work in the space industry or museum type setting 							
Planned Cultural Capital Opportunities							
<ul style="list-style-type: none"> ● Best Friend Forever and Anti Bullying Workshop ● Anti-Bullying Week ● Children in Need ● McMillian Coffee Morning ● Local walks/swimming pools/sports centres. ● School Nurse ● Museums / observatory ● Fitness training ● Local places of interest 							
Planned Reading Opportunities							
<ul style="list-style-type: none"> ● The Jamie Drake Equation - Christopher Edge ● Fortunately, the Milk...- Neil Gaiman and Chris Riddell ● The Skies Above My Eyes - Charlotte Guillain& Yuval Zommer ● Homework on Pluto - Lou Treleven ● Professor Astro Cat's Solar System - Ben Newman and Dominic Walliman ● My First Book of Planets: All about the Solar System for Kids - Bruce Betts 							
ART	DT	SCIENCE	HUMANITIES	PE	MUSIC	ICT	RE

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<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To create a comic book cover of a chosen character linked to space</p> <p>To create a space themed collage using a variety of materials</p> <p>To mould and create an image using clay</p>	<p>Textiles - create a model of the solar system using different materials</p> <p>Design, make and evaluate a space-themed toy.</p>	<p>Describe the appearances, shapes and relative sizes of the Earth, Moon and Sun.</p> <p>Describe the relative movements of the Earth, Moon and Sun.</p> <p>Explain day and night through the Earth's rotation and the Sun's movement across the sky.</p> <p>Recall and describe the other planets in the solar system.</p> <p>Explore how gravity affects objects.</p> <p>Model how a rocket works against gravity with thrust.</p>	<p>The life of a key person - Neil Armstrong</p> <p>Investigate the events of the moon landing</p> <p>To be able to build on their research skills to learn about the life of Neil Armstrong</p> <p>Children will begin to compare moments of history with their own lives.</p> <p>To know geographical features of the moon.</p> <p>Global Warming</p> <p>Climate Change</p>	<p>Multi Skills</p> <p>Build on skills knowledge and work through progressive objectives aimed at; acquiring and developing skills, selecting and applying skills and tactics and compositional ideas, improving skills and knowledge of fitness and health within each sport /activity.</p> <p>Children will develop progressive skills of evaluation of performance.</p> <p>Relate to actions of an astronaut including movements, working as a team, rules and helping others.</p>	<p>Space, the plants and Apollo 11</p> <p>To be able to listen to sounds from space and create their own soundscape musical pieces.</p> <p>Exploring different instruments to make different sound and find accurate sounds for their piece.</p> <p>Children will develop their pitch and Rhythm through both the soundscape and Christmas songs.</p>	<p>To use computers and the internet to create a fact file of a famous astronaut</p> <p>Understanding Technology Around Me</p> <p>Word - features for formatting text</p> <p>Using and Applying - present information</p> <p>Word - formatting images and organising content into an effective layout</p> <p>Using and Applying - creating characters</p> <p>To create a stop motion animation of the moon landing</p>	<p>Belonging to Christianity/ Christmas Celebrations</p> <p>The creation story (belief in God as a creator and loving father)</p> <p>The Harvest festival as a way of caring for God's creation, and how it is celebrated locally/within school.</p> <p>Children will understand that all people are different, and people celebrate religious holidays in different ways. This will support children in PFA and becoming tolerant and understanding of differences.</p> <p>Look at charities around Harvest and Christmas time</p>
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<p>HA</p> <p>To give simple reasoned opinions about the work of a chosen artist, craft maker or designer</p> <p>To use sketchbooks to record explorations and experimentation with little support</p> <p>To select, sort and arrange papers, fabrics and other materials for creative response. When creating a collage</p> <p>To use modelling equipment and media with confidence eg clay when creating a clay tile</p> <p>To use papier-mâché or other malleable material to create an imaginary or realistic form</p> <p>To demonstrate experience in different grades of pencil and other implements to draw different characters</p> <p>To say what they think of different</p>	<p>HA</p> <p>To understand that products are designed for different purposes and different users</p> <p>To produce drawings with labels to show what they intend to make and the sequence of their work</p> <p>To make labelled drawings from different views showing specific features of their product</p> <p>To understand and use seam allowance.</p> <p>To safely use pins to temporarily hold their designs together</p> <p>To develop an understanding of how to join fabrics using a range of stitches e.g. running stitch, over sewing and back stitch.</p> <p>To understand that fabrics have different properties.</p> <p>To use and explore a variety of decoration techniques e.g. appliqué or simple stitches, dying or fabric paints. to make</p>	<p>LA: Recognise and recall images of the Earth, Moon and Sun.</p> <p>HA: Recognise the Earth, Moon and Sun by their appearances and relative sizes.</p> <p>LA: Create models of the Earth, Moon and Sun with correct general hues ('bright', 'dark', 'patchy, etc.) and appearances.</p> <p>HA: Create models of the Earth, Moon and Sun with correct relative sizes and colouring ('yellow/orange', 'water and green land', 'grey rock', etc.)</p> <p>LA: Model how the moon orbits the sun, and how the Earth orbits the Sun.</p> <p>HA: Model how the three bodies orbit each other, highlighting when and how the three align to form eclipses.</p>	<p>HA</p> <p>Order and sequence events and objects in the life of a key person in history</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time correctly.</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify similarities and differences between ways of life at different times.</p> <p>Compare two versions of a past event</p> <p>Discuss reliability of photographs / accounts / stories</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p> <p>Use a variety of historical terms and concepts</p> <p>To identify daily and seasonal weather patterns in the UK</p> <p>understand hot and cold weather in relation to the north/south pole and equator</p>	<p>HA</p> <p>Be able to listen to and follow basic instructions independently</p> <p>Begin to know some simple warm up and cool down movements and activities to protect our bodies from damage</p> <p>Be able to travel in a variety of ways with increased speed and distance</p> <p>Be able to take off and land using either feet </p> <p>Using underarm and over arm technique throw a range of objects towards a target with increasing accuracy</p> <p>Use the correct equipment to move an object eg racket and tennis ball (making correct and sensible decisions)</p> <p>Begin to contribute ideas as a team member</p>	<p>HA</p> <p>copy a Christmas melody sung to me with an awareness of pitch and rhythm</p> <p>sing a Christmas song with a sense of awareness of pulse and control of rhythm</p> <p>share an opinion about the music we listen to and the songs we sing at Christmas and give a reason for their opinion.</p> <p>play instruments with increased control</p> <p>perform and improvise a pattern of sounds in the area to a steady pulse using 3 to 5 notes</p> <p>perform a soundscape in a group and follow instructions that combine the musical elements.</p> <p>Begin to read, compose and perform using symbols</p> <p>begin start and finish together with my group to work as a team</p> <p>Recognise and name percussion instruments</p>	<p>HA</p> <p>To introduce a hyperlink and understand that it links to an outside source. To help present a fact file.</p> <p>Plan and use a layout for a diary entry with a photo or a Fact file</p> <p>To use new elements in the document such as a table to show information. Learn how to insert a table and format table.</p> <p>To begin to use the tools in common software such as spelling check and grammar checks. Be aware of US and UK versions.</p> <p>Look and find the images/icon which relates to the spelling and grammar check.</p> <p>Learn the Layout for other documents such as posters, newspaper/magazine adverts or Facebook social media profiles and the names of the different features of these layouts. Compare these to the diary entry or</p>	<p>HA</p> <p>the belief in Jesus as the Son of God.</p> <p>the meaning of saviour</p> <p>the Christian view of Jesus as Light of the World/world's saviour</p> <p>about the star as a Christmas symbol</p> <p>how light is used at Christmastime</p> <p>the symbolism behind the Christingle</p> <p>consider similarities and differences between themselves and Christians within a deeper understanding of the World around them.</p> <p>to identify some ways in which Christmas is celebrated in different ways within the UK..</p> <p>to consider why Christmas is celebrated differently for different people.</p> <p>LA</p> <p>to identify and name a priest/ vicar as a religious leader.</p> <p>to identify and name the church as the Christian place of worship</p>
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<p>materials and techniques they use through discussion.</p> <p>To begin to identify strengths and weaknesses in their own and others' artwork</p> <p>LA - To look and talk about what they have produced, describing simple techniques and media used.</p> <p>To begin to explore different ways of manipulating materials e.g. tearing and cutting for collage</p> <p>To experiment in a variety of malleable media plasticine or salt dough. To create a clay tile?</p> <p>To experiment with a variety of media when creating a comic book cover; pencils, crayons, and understand their effect.</p> <p>To shape and model materials for a purpose</p> <p>To begin to say what they think of</p>	<p>their product appealing</p> <p>To construct their product with some accuracy</p> <p>To discuss opportunities where these textile processes could be used within the home or as an enterprise.</p> <p>To identify the strengths and weaknesses of my design ideas.</p> <p>To consider and explain how the finished product could be improved.</p> <p>To evaluate and discuss how well the finished design and product meets the design specification and how it meets the needs of the user.</p> <p>LA</p> <p>To describe patterns in fabric on other products and show how they are repeated</p> <p>To talk about how a pattern is used to mark out the shape and size of component pieces,</p>	<p>LA: Demonstrate how lights cast shadows when an object is put in front of them.</p> <p>HA: Demonstrate how shadows on a curved surface change shape according to the light's relative placement.</p> <p>LA: Suggest what is seen when one revolves around a fixed light source, relating that to the Sun's movement 'across' the sky.</p> <p>HA: Suggest how an observer's 'latitude' on a revolving body affects the level of brightness of a light.</p> <p>LA: Recall the phases of the Moon. Explain how a full and new moon are made.</p> <p>HA: Explain the phases of the Moon, and how each of them is made.</p> <p>LA: Recall and model the names and</p>	<p>To understand how human behaviour causes climate change and the impact on weather</p> <p>Have an understanding of what pollution is and how it is affecting the environment</p> <p>LA</p> <p>Talk about what / who was significant in simple historical accounts.</p> <p>Consider why things may change over time.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Begin to Identify simple similarities and differences between ways of life at different times.</p> <p>To have an understanding of what climate is.</p> <p>To understand climate is different in different parts of the world</p> <p>To identify some effects of climate change.</p> <p>To know what pollution is.</p>	<p>Participate in small sided games, and apply simple rules</p> <p>Begin to demonstrate simple tactics and understand ways to win</p> <p>Be able to say why a performance is good</p> <p>Know why something is fair or unfair so they can apply this to issues in adulthood</p> <p>LA</p> <p>Be able to listen to and follow basic instructions safely with support</p> <p>Be able to take part in a simple warm up and cool down by copying basic movements to keep their body safe</p> <p>Begin to carry out a range of travelling movements, such as running, skipping, hopping and jumping with limited control</p> <p>Be able to perform a basic jump eg 2 feet to 2 feet with limited control</p>	<p>make a suggestion of how to improve my own work</p> <p>make a suggestion of how to improve others' work</p> <p>LA</p> <p>sing a melody of a Christmas song at my own pitch.</p> <p>join in Christmas songs, singing a song as a group.</p> <p>recall and remember short songs and sequences and patterns of sounds when creating a l soundscape</p> <p>begin to recognise and name percussion instruments that I will use</p> <p>perform a repeated pattern of a local soundscape to a steady pulse within a group</p> <p>Perform in a group by following simple instructions with increasing confidence</p> <p>share a simple opinion about the music we listen to and the songs we sing at Christmas</p>	<p>fact file layout you created and comment on similarities and differences.</p> <p>Use the internet to research famous astronauts,</p> <p>Design and create an original character using appropriate software. Consider all the features discussed in the cartoon character task above. Take time to plan first and then create character.</p> <p>Create a short story involving my new character, using appropriate software such as 2simple .</p> <p>To use other software to create additional features or other materials linked to my character</p> <p>Combine software to present information about my character. Present a story to the class using a form of presentation the student is comfortable with - this may be in the powerpoint or read straight from the</p>	<p>to know some actions/items that demonstrate Christian faith (e.g. praying hands, cross, candle, statues, rosary, stained glass)</p> <p>consider simple similarities and differences between themselves and Christians.</p> <p>to identify some ways in which Christmas is celebrated within the North East/ by their families and peers.</p> <p>to consider why Christmas is celebrated in this way.</p> <p>to consider their own experiences of Christmas and their related feelings towards this.</p>
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<p>different materials and techniques used</p>	<p>To understand how to make a repeat pattern with paper</p> <p>To use a simple graphics programme to create a product (Purple Mash)</p> <p>To apply a range of different joining techniques with fabric and paper.</p> <p>To explore the materials and their properties and begin to talk about the advantages and disadvantages of different methods for their product</p> <p>To follow a sequence of activities to make their product.</p> <p>To make and/or use a simple paper pattern/template to cut out accurate pieces.</p> <p>To use their computer-generated design as a guide to creating the pattern for the product</p> <p>To make simple judgements about the product, pattern, style and suggest improvements.</p>	<p>relative positions of the planets.</p> <p>HA: Recall and model the names, appearances, relative positions and relative sizes of the planets.</p> <p>LA: Investigate how gravity affects all objects (Galileo's experiment with different masses).</p> <p>HA: Investigate how air resistance affects gravity's action on an object (Galileo's experiment with objects of more/less air resistance).</p> <p>LA: Make simple rockets.</p> <p>HA: Make rockets with differing air resistances (aerodynamics).</p>		<p>Use a basic underarm technique throw a range of objects with limited accuracy to work as a team</p> <p>Use modified equipment to move an object eg large bat , balloon</p> <p>Be part of a team by following the lead of others or with support</p> <p>Have opportunities to participate in small sided games, gaining an understanding of simple rules</p> <p>To understand that games can be won and lost</p> <p>Be able to say if a performance is good or not</p> <p>Know what is meant by the term "fair"</p>		<p>storybook they created.</p> <p>To describe concept and provide details relating to stop motion animation</p> <p>To be able to correctly operate the equipment</p> <p>To produce a short stop motion animation</p> <p>LA</p> <p>To use and recap basic computer skills to build on knowledge of saving , finding and using my own documents.</p> <p>Create a fact file which begins to contain different elements, change of font, size, headings , subtitles, paragraphs and understand the formatting purposes.</p> <p>Developing this knowledge again with understanding how to Align Text (left, right and centre). Use this to make the fact file look effective.</p> <p>Use Bullets and Numbering when writing your facts.</p>	
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	<p>To communicate their ideas through talking, and drawing.</p> <p>To develop skills in cutting, shaping, joining and finishing whilst creating their product.</p> <p>To select from and use a wide range of materials according to their characteristics and properties.</p> <p>To evaluate a range of existing products</p> <p>To begin to evaluate their ideas and products against design criteria.</p>					<p>To be able to draw and design using software to illustrate a story.</p> <p>To use internet and keyword searched to find and retrieve some images or information to support their idea.</p> <p>Use the term research appropriately for the project, looking at the understanding of how we use images and information online.</p> <p>To be able to look at and reflect on design. Are the choices I have made appropriate for the audience and context?</p> <p>To be able to correctly operate the equipment</p> <p>To produce a short stop motion animation</p>	
<p>Maths links - distance, shape space and measure - distance to moon, between planets etc, addition and subtraction of time/years in space etc</p>							
<p>English links - diaries, fact files, non fiction, autobiographies, comic books</p>							

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Spring Term		How did the Stone Age influence my local area				
PFA links						
<ul style="list-style-type: none"> Team Playing – use of team playing during activities will give valuable skills for adulthood including, cooperation, speaking and listening skills, sharing and turn taking. Learning to be safe on and offline – Learning to be safe online will help students manage their lives as adults and vulnerability. Social media and communications which will be necessary for adulthood. Walking short distances alone – Children will be given the opportunity, where appropriate, to build up their skills for independent travel to allow them to have more independence in adulthood. Caring for the environment – Children will learn the importance of looking after the environment. This will help them become more environmentally aware in preparation for recycling etc in adulthood. Physical safety – Children will understand how to lift equipment safely so that they do not injure themselves when completing physical tasks in the future. To find out information about possible future careers – students can have the opportunity to ask questions to different members of staff from museums. 						
Planned Cultural Capital Opportunities						
<ul style="list-style-type: none"> Local Museums Centre for Life – Stone Age Opportunities to visit Forest school and local woodland areas to look at various rocks and stones 						
Planned Reading Opportunities						
<ul style="list-style-type: none"> Stone Age Boy Stig of the Dump The Stone Age: Hunters, Gatherers and Woolly Mammoths How to Wash a Woolly Mammoth The First Drawing 						
ART/DT	SCIENCE	HUMANITIES	PE	MUSIC	ICT	RE
<p>Exploring the history and style of cave paintings and recreating cave paintings in a variety of ways</p> <p>Investigating and recreating stone age jewellery using clay and other materials</p>	<p>Observe objects closely to identify, describe and classify their materials.</p> <p>Identify and classify materials according to their uses.</p>	<p>Pre history - Stone Age to Iron Age</p> <p>Where early humans lived</p> <p>Agriculture of early humans</p> <p>How the landscape developed</p>	<p>Negotiating space outdoors when moving around</p> <p>To mimic daily life in stone age Britain -</p> <p>lifting and carrying heavy objects</p>	<p>Learn about and perform rock and roll music.</p> <p>Investigate instruments that could have been made in prehistoric time</p>	<p>To use technology to create ,organise and store digital content.</p> <p>Use the internet to gather information for a</p>	<p>Lent/Holy Week/The Meaning of Easter</p>

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Using natural paints	<p>Recall and explore the three main states of matter.</p> <p>Observe and classify different types of rocks.</p> <p>Recall what fossils are and how they are made.</p> <p>Identify and group some dinosaurs.</p>		<p>handling equipment and tools safely</p>	<p>compose simple percussion music to introduce the stone age</p> <p>choose sounds for effect, perform as a group</p>	<p>Stone Age fact file</p> <p>To use the ipad to take photographs and manipulate them for a real purpose.</p>	
<p>HA – To collect and record information and express feelings within a sketchbook.</p> <p>To select, sort and arrange papers, fabrics and other materials</p> <p>To investigate different ways of layering and attaching.</p> <p>To use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects and textures of paint.</p> <p>To identify strengths and weaknesses in their own and others' artwork</p> <p>To independently mould and create objects using clay</p> <p>Explore and begin to show control using a range of tools</p>	<p>LA: Observe and identify the materials from which everyday objects are made.</p> <p>HA: Observe and describe a wide range of materials as 'rough', 'smooth', 'light', 'dark', etc.</p> <p>LA: Investigate how some materials have absolute properties: hard or soft, float or sink, or heavy or light.</p> <p>HA: Investigate a range of materials which have measurable ranges of properties: relative hardness, porosity, density, or softness (falling marble experiment).</p> <p>LA: Sort objects by their absolute properties ('these are hard, but these are soft').</p> <p>HA: Sort objects by the range of their properties (ordering by</p>	<p>HA –</p> <p>To be able to read a map with some independence.</p> <p>Choose useful information from maps, pictures, texts, and the internet</p> <p>Begin to use primary and secondary sources of information for evidence</p> <p>Investigate how decisions about places and environments affect the future quality of people's lives.</p> <p>Recognise how people can improve an environment or destroy it.</p> <p>Collect and record evidence</p> <p>To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion.</p>	<p>HA</p> <p>Be able to listen to and follow basic instructions independently</p> <p>Begin to know some simple warm up and cool down movements and activities</p> <p>Understand and use more advanced positional language eg right, left</p> <p>To be able to recognise symbols when they are used in a diagram/map/picture</p> <p>Transfer information from a picture map to reality,</p> <p>To demonstrate spatial awareness by placing objects accurately in relation to others</p>	<p>HA</p> <p>sing with a sense of awareness of pulse and control of rhythm</p> <p>Sing a melody accurately with awareness pitch begin to identify pitch as high, medium or low.</p> <p>Make a suggestion of how to improve my own work</p> <p>Make a suggestion of how to improve others' work</p> <p>Identify and control different ways percussion instruments make sounds.(Pupils explore shake, hit, scrape/ tuned and untuned instruments)</p> <p>Identify different instruments through listening</p>	<p>HA</p> <p>To use and recap basic computer skills to build on knowledge of saving , finding and using my own documents.</p> <p>Understanding the importance of Key words and word order while searching online, how this may create different outcomes for a final search effecting results.</p> <p>Create a simple reading list, or a bookmark tab</p> <p>Add and format an image for a</p>	<p>HA</p> <p>the story of Jesus' temptations and how his is recognised through Lent the meaning and practices of Lent</p> <p>to consider their own experiences of temptation and sacrifice</p> <p>the meaning of sacrifice and temptation</p> <p>the events of Holy Week and their significance</p> <p>how Holy Week is recognised by Christians</p> <p>to consider what they find interesting, puzzling, awe</p>

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<p>and media, fingers, hands, pens, paint and pencils</p> <p>To apply knowledge of primary and secondary colours to be able to create different colour paints from natural materials</p> <p>To explore the history of a form of art</p> <p>LA :To use ideas my teacher suggests to develop my work.</p> <p>To begin to choose and arrange papers and cards from a selection provided.</p> <p>To begin to explore layering papers and cards</p> <p>To Impress and apply simple decoration.</p> <p>Cut shapes using scissors and other modelling tools</p> <p>To explore and begin to show control using a range of tools and media, fingers, hands, pens, paint and pencils.</p> <p>To verbally give opinions on their own work on whether it represents their planned ideas, thoughts and feelings</p> <p>With support mould and create objects using clay</p>	<p>measurable softness, measurable porosity, etc.)</p> <p>LA: Identify the better material for use in different structures (e.g. paper or wooden bridges, plastic or paper parachutes).</p> <p>HA: Measure how some materials deform under forces; e.g. increasing mass on paper or wooden bridges, or paper under gravity; measure the deformation, and suggest the better material for the job.</p> <p>LA: Recall and recognise examples of a solid, liquid and gas.</p> <p>HA: Recognise and describe the properties of solids, liquids and gases.</p> <p>LA: Observe and describe changes when materials change state.</p> <p>HA: Observe and measure temperatures with a thermometer when materials change state.</p> <p>LA: Observe and group rocks with similar properties (e.g. rough, smooth, crystals, layers).</p> <p>HA: Observe and group rocks into igneous, sedimentary and metamorphic group based on their properties.</p>	<p>Explore trends and changes over time</p> <p>Offer some reasons for different versions of events</p> <p>Evaluate sources and make simple inferences.</p> <p>To know the names of different periods of history</p> <p>To explain how life changed in Britain during different periods of history.</p> <p>To explore the changes to the coastlines of Britain in relation to rocks/stone erosion</p> <p>LA - To be able to follow a map</p> <p>Draw simple features they observe in an area</p> <p>Investigate their surroundings</p> <p>Begin to collect and record evidence</p> <p>Use some terms about the passing of time correctly</p> <p>Recognise the distinction between past and present.</p> <p>To begin to know the names of different periods of history</p> <p>To begin to explain how life changed in Britain during different periods of history.</p> <p>To recognise that rocks erode and this changes the</p>	<p>Be able to listen to and respond appropriately to the opinions and ideas of other people</p> <p>Be able to make suggestions within a group to help solve problems</p> <p>Be able to transfer written information to complete a practical task</p> <p>LA Be able to listen to and follow basic instructions safely with support</p> <p>Be able to take part in a simple warm up and cool down by copying basic movements</p> <p>Understand and use basic positional language eg under on top</p> <p>Begin to recognise every day symbols</p> <p>Recognise key features from a picture map, eg, what it contains</p> <p>To attempt to place objects in relation to others with limited accuracy</p>	<p>Perform in a group and follow instructions that combine the musical elements, with confidence</p> <p>LA Sing as a group, broadly singing in time.</p> <p>Contribute to the creation of a class composition</p> <p>Independently identify and name some classroom instruments</p> <p>Describe different ways percussion instruments make sounds</p> <p>Perform in a group by following simple instructions with increasing confidence</p> <p>Share an opinion about the music we listen to and the songs we sing</p>	<p>slide, using crop, move and scale</p> <p>To be able to take an appropriate photograph, upload it to the computer and select said image independently.</p> <p>LA Create and use a folder for storing new work and retrieving information.</p> <p>Add new slides and new slide Layout - begin to understand the purpose of different layouts etc to combine text and image, text only etc.</p> <p>Begin to add and Format an Image. Looking at adding images to a slide. Add images from a file and the internet.</p> <p>Begin to give some opinions on my finished piece of work – how to improve and what is successful.</p>	<p>inspiring about the Story of Holy week.</p> <p>to consider their thoughts, feelings and beliefs relating to Holy Week</p> <p>that Jesus' death was a sacrifice</p> <p>LA To recognise, discuss and name Christian symbols relating to Easter (e.g. egg, crucifix)</p> <p>The significance/ symbolism of the Easter Garden and how Easter symbols are used in Christian practices</p> <p>Create their own symbol to reflect personal views, feelings, experiences of Easter/Spring. the meaning of crucifixion and resurrection</p> <p>That the death and resurrection of Jesus is important to Christians.</p> <p>To question the meaning of Christian and/or easter symbols</p>
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Scheme of Work – ENRICH

<p>To be able to create different colour paints from natural materials</p> <p>To recognise a form of art</p>	<p>LA: Make a fake fossil from plaster, observing how the fossil itself is rock.</p> <p>HA: Make a fake fossil, comparing the pressures required to make a 'good' fossil.</p> <p>LA: Identify animals from their fossils (e.g. feathers on a bird, scales on a fish).</p> <p>HA: Identify the fossils of unknown animals (e.g. trilobites).</p> <p>LA: Make a model of a dinosaur based on whether it is a carnivore or herbivore ('big teeth', 'claws', or 'small teeth' and 'armour').</p> <p>HA: Reconstruct a model of real carnivore and herbivore dinosaurs.</p>	<p>coastlines of Britain changed over time</p>	<p>Be able to listen to the opinions and ideas of other people</p> <p>Be able to attempt to solve simple problems by following advice given by others</p> <p>Be able to understand and follow simple written instructions with some support</p>		<p>Taking photos – to be able to take appropriate photographs for my project and select the image when uploaded by the teacher with support.</p>	<p>Holy communion and its symbolism/significance</p> <p>How Jesus is seen as the Son of God</p>
<p>Maths links - weights, measures, shapes, ordering numbers - Children count different types of rocks spotted in the school garden/school grounds/local park/woodland. Use the results to show a graph of the rock types they found. Discuss results as a class (most/least). - Collect info in a survey about favourite rock, create a graph on the IWB as a class Using cubes to measure the length/diameter of rocks. Find the longest and the shortest and order according to size. Weigh the rocks, finding the heaviest and lightest. Estimation.</p> <p>English Links: Labelling parts of a coastline. Writing a non fiction report on a Stone age. Read how to wash a woolly mammoth to the class. - Children to recount the story using story sequencing, Children to write their own version of the story for another prehistoric creature. Act out the story using role play masks or story cut outs. Make a class stone age or rock classification fact book</p>						

Summer Term	How does food get to my plate?
PFA links	
<ul style="list-style-type: none"> Team work – use of team work during activities will give valuable skills for adulthood including, cooperation, speaking and listening skills, sharing and turn taking. 	

Scheme of Work – ENRICH

- Learning to be safe on and offline – Learning to be safe online will help students manage their lives as adults and vulnerability. Social media and communications which will be necessary for adulthood.
- Knowing the local area – Children will be given opportunities to learn about the local farmland. This will help them in adulthood when knowing educational places to visit. They will understand how to travel to different places.
- Walking short distances alone – Children will be given the opportunity, where appropriate, to build up their skills for independent travel to allow them to have more independence in adulthood.
- Cookery – Children will understand the health and safety involved with preparing food which will be useful in adulthood.
- Planting – Children will be able to plant their own vegetables to harvest which will help them to understand where food comes from which knowledge they can use in the future to support a healthy diet.
- Understanding diversity – Students will be able to develop skills that will help them be tolerant and understanding of the very diverse world we live in to help them become positive members of their community.
- Visit a restaurant to identify careers in catering

Planned Cultural Capital Opportunities

- Local garden centres
- Local farms
- British produced foods
- Using a garden for local produce
- Visit a restaurant that uses local produce

Planned Reading Opportunities

- Farmer Duck
- From Farm to Fork: Where Does My Food Come from?
- Owl Diaries: Trip to the Pumpkin Farm
- Farmyard Hullabaloo
- Farm Chase
- Noisy Farm

ART	DT	SCIENCE	HUMANITIES	PE	MUSIC	ICT	RE
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Scheme of Work – ENRICH

<p>To sketch and shade still life</p> <p>To design and make a clay farm animal</p> <p>To carve a piece of fruit into a 3d shape</p>	<p>To prepare a healthy snack</p> <p>To create a menu of a balanced diet</p>	<p>Recall and explain the seasons of a British year.</p> <p>Identify plants as distinct from animals and non-living things. Identify the parts of a plant.</p> <p>Recall the steps required to grow a plant.</p> <p>Recognise some ways in which plants store food as vegetables or fruit.</p> <p>Recall the main parts of a human digestive system.</p> <p>Suggest what foods are needed for a healthy and balanced diet.</p>	<p>Location of local farms</p> <p>Agriculture - what type of land is needed for different types of farming</p> <p>The history of farming - how has it evolved</p>	<p>Dance - to perform dances using a range of movement patterns in the context of traditional barn or line dancing farm dancing</p>	<p>Sing and perform 'food glorious food'</p> <p>Using fruit, vegetables and packaging (such as tins) as instruments</p>	<p>Multimedia/Digital Imaging</p> <p>Add text to graphics and use sound to communicate ideas</p>	<p>Religious Ceremonies/ The Meaning of Diversity</p> <p>consider their own experiences of ceremonies, and feelings towards these.</p> <p>How babies are welcomed into various faiths; Christianity, Hinduism, Sikhism</p> <p>Practices of Holy Communion</p> <p>Confirmation ceremonies (Christianity)</p>
<p>HA</p> <p>To use sketchbooks to collect and record visual information from different sources.</p> <p>To explore carving as a form of 3D art</p>	<p>To be able to name a selection of different types of food and their country of origin</p> <p>To describe and analyse a selection of fruit and vegetables</p>	<p>LA: Recall the seasons of the year, and their main observations (e.g. cold in winter, warm in summer).</p> <p>HA: Model how the Sun and Earth's positions create winter and summer in Britain.</p> <p>LA: Identify the root, stem, leaf, and flower from a real plant. Identify whether these</p>	<p>HA</p> <p>Order and sequence events</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past</p> <p>Use common words and phrases concerned with the passing of time correctly.</p>	<p>HA</p> <p>Begin to improvise with a partner to create a simple dance.</p> <p>Create motifs from different stimuli.</p> <p>Begin to compare and adapt movements and motifs to create a larger sequence.</p>	<p>HA</p> <p>join in a song through using my voice and signing</p> <p>sing a song as a group, broadly singing in time</p> <p>recognise and name percussion instruments</p>	<p>HA</p> <p>Develop basic editing skills including different presentational features (font size, colour and style)</p> <p>Select from different presentational features e.g. title,</p>	<p>The meaning of diversity</p> <p>The importance of diversity</p> <p>Various ways in which people are diverse within the north east.</p> <p>The meaning of identify</p>

Scheme of Work – ENRICH

<p>To use pinch/ slab/ coil techniques effectively.</p> <p>To independently choose materials and tools to draw and design.</p> <p>To use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>To use a selection of art skills and materials suggested by the teacher to create an independent piece of art.</p> <p>LA</p> <p>To look and talk about what they have produced, describing simple techniques and media used</p>	<p>using sensory vocabulary</p> <p>To recall and apply the 'get ready to cook' steps.</p> <p>To make a healthy snack using demonstrated skills such as peeling, chopping, grating</p> <p>To understand the nutritional value of a product.</p> <p>To understand dietary needs and alternative ingredients.</p> <p>To research where ingredients come from</p> <p>To be able to select and use basic equipment to prepare ingredients safely.</p> <p>select and arrange ingredients to</p>	<p>parts are above or below ground.</p> <p>HA: Identify the root, stem, leaf, flower, and veins from a real plant. Suggest the purpose of each.</p> <p>LA: Recall the main steps (placement and spacing of seeds, watering, etc.) of planting and growing a seed.</p> <p>HA: Recall the steps of planting and growing a seed, suggest why each step is required (access to sunlight, water and ground nutrients).</p> <p>LA: Investigate how changing one variable (e.g. amount of water) may affect a plant's growth.</p> <p>HA: Investigate, as a matrix, how two variables may affect a plant's growth.</p> <p>LA: Dissect and observe various vegetables and fruit, suggesting how each may look, smell and taste.</p> <p>HA: Dissect and observe various vegetables and fruit, classifying each as one or the other. Suggest why vegetables and</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times</p> <p>Recognise some basic reasons why people in the past acted as they did.</p> <p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Consider why things may change over time.</p> <p>Use a variety of historical terms and concepts</p> <p>Identify towns and cities in Britain.</p> <p>Identify why some sites be more suitable for farming</p> <p>Use a junior atlas to find information Using the contents and index.</p> <p>Identify different locations on map of UK.</p> <p>Use maps sites on internet (google)</p> <p>To identify significant places. for agriculture</p>	<p>Use simple dance vocabulary to compare and improve work.</p> <p>To combine and perform movement phrases to represent facts about farm life</p> <p>To compose and perform movement sequences with expression.</p> <p>To link and combine movement phrases</p> <p>To perform a dance with precision and control.</p> <p>To compose longer dance sequences for a performance and use a range of dance vocabulary to describe and improve work.</p> <p>LA</p> <p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p>	<p>play an instrument to make a sound.</p> <p>begin to improvise a melody using 2/3 given notes</p> <p>contribute to the creation of a class composition</p> <p>begin to compose a melody using wider range (5) notes</p> <p>perform a rhythm to a given pulse</p> <p>Perform long and short, high and low, loud and soft sounds in response to symbols</p> <p>begin to read traditional notation using words to help me</p> <p>perform in a group and follow instructions that combine the musical elements.</p> <p>Begin to talk about a performance</p> <p>share an opinion about a topic</p> <p>LA</p>	<p>paragraph, label etc.</p> <p>Use appropriate editing tools to improve and correct their work</p> <p>Make use of graphics, graphic animations and sound to enhance their work</p> <p>Talk about their use of graphics and sound and how it may enhance or change the mood and atmosphere of their presentation and make changes where appropriate</p> <p>Choose different layouts and templates for different purposes</p> <p>LA</p> <p>Use keyboard spacebar, backspace, shift, enter, to provide text on screen that</p>	<p>To consider their own identify (e.g. religion, gender, values, talents)</p> <p>Positive and negative responses to diversity</p> <p>Positive and negative ways of expressing identify</p> <p>Recognise the importance of food in different religions</p> <p>To understand what food is sacred</p>
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Scheme of Work – ENRICH

<p>To explore using a variety of malleable media such as clay,</p> <p>To manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>To explore creating sculpture using a variety of objects e.g. recycled, natural and manmade materials</p> <p>To control the types of marks made with the range of media.</p> <p>To paint on different surfaces with a range of media work</p>	<p>create a healthy plate</p> <p>To be able to · suggest ideas for basic design criteria.</p> <p>To be able to · follow their design and apply the food preparation skills they have learned</p> <p>To compare the healthiness of a homemade product with a manufactured product. Present findings within a group.</p> <p>To evaluate packaging materials and the effect on the environment.</p> <p>To be able to follow a recipe</p>	<p>fruit are used (as food sources or ways to spread seeds).</p> <p>LA: Model a human digestive system, including only the mouth, stomach and intestines.</p> <p>HA: Model a human digestive system, including the mouth, teeth, the oesophagus, stomach, intestines and rectum.</p> <p>LA: Identify some foods as 'healthy' or 'unhealthy', suggesting how also the amount of a food affects your health.</p> <p>HA: Identify the food group to which common foods belong, suggesting the use of each to the human body.</p>	<p>To use geographical terms and words.(Linked to their work.</p> <p>To select useful information from maps, atlases,pictures, texts, the internet and their own observations when answering geography questions.</p> <p>Compare how items from shops were delivered in the past compared to the present</p> <p>How were items packaged and transported from farms in the past compared to present</p> <p>Compare rural features and identify differences between country and coastal towns</p> <p>LA</p> <p>With support order and sequence events</p> <p>Begin to recognise that their own lives are similar and / or different from the lives of people in the past</p> <p>Begin to use common words and phrases concerned with the passing of time correctly.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Begin to identify similarities and differences between ways of life at different times</p>	<p>Begin to improvise independently to create a simple dance.</p>	<p>join in a song through using my voice and signing</p> <p>sing a melody at my own pitch.</p> <p>copy a melody sung to me</p> <p>respond physically to music through gestures and signs</p> <p>recall and remember short songs with prompting from an adult</p> <p>take part in a group finding the pulse of shorter songs/pieces of music</p> <p>Play instruments to make a sound.</p> <p>handle instruments in the correct way</p> <p>recognise and name more percussion instruments</p> <p>begin to set up and pack instruments away with care</p> <p>find sources of sound in the classroom</p> <p>begin to name more</p>	<p>is clear and error free</p> <p>Select or create appropriate images to illustrate cross-curricular work</p> <p>Begin to select or record a sound to add to their work</p> <p>Add text to photographs, graphics (images) and sound e.g. captions, labelling and simple sentences</p> <p>Use pre-defined layouts or templates for presentations or published work (labels, books, stories etc)</p> <p>Begin to explain why their choices have been made</p>	
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Scheme of Work – ENRICH

<p>To demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, pen, chalk</p> <p>To begin to have increased control when shading</p> <p>To create different shades and tones when using a pencil</p>			<p>Recognise some basic reasons why people in the past acted as they did.</p> <p>With support use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p> <p>Consider why things may change over time.</p> <p>With support recognise how items delivered to shops is different from the past</p> <p>Know how items are packaged and transported from farms</p> <p>Begin to identify different locations on map of UK.</p> <p>Begin to identify towns and cities in Britain.</p> <p>Identify why some sites would be more suitable for farming</p> <p>Use maps sites on internet (google) to identify significant places for agriculture</p> <p>Begin to read a map of the UK to locate its countries, capital cities and surrounding seas.</p> <p>Use an Infant atlas to locate places in the UK with support.</p>		<p>classroom instruments</p> <p>begin to perform long and short, high and low, loud and soft sounds in response to symbols with more confidence</p> <p>perform in a group by following simple instructions</p> <p>start and finish together with my group</p> <p>respond to gestures of when to start and stop</p> <p>say if I like a sound or not</p>		
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Scheme of Work – ENRICH

			<p>To be able to understand what is meant by human and physical features.</p> <p>Identify and describe what places are like in the UK.</p> <p>Identify and describe where places are in the UK</p> <p>They can answer questions about places, using maps, pictures, photographs and/or text they are given</p>				
<p>Maths links - measuring ingredients, distance and area, money (food sales and restaurants), fractions (division of land)</p> <p>English Links - Instructions, writing a recipe, writing a menu, advertising selling products, speaking and listening</p>							