



Key Question Week 1: Is life better if you share?

Key Text for Linked Learning: The First Slodge

Linked Learning: English and PDW

This week in English, the children will be reading the text 'The First Slodge'. They will be reading different parts of the text, practising their fluency. Following this, they will be focusing on sequencing events from the story and inferring the characters' feelings through their actions and words. Additionally, children will be answering comprehension questions about the text. In PDW, after reading 'The first Slodge', the children will consider the different feelings that Slodge experiences at different points in the story. They will then consider the different ways Slodge could react and which reaction would be the right choice. Additionally, the children will discuss the importance of sharing with each other and how we share the world with others who are different to us, e.g. the Slodge and the Snawk.

Maths: In Maths, the focus will be on sharing objects into equal groups using one-to-one correspondence. They need to do this using concrete manipulatives in different contexts, then move on to pictorial representations. The children will be introduced to the '÷' symbol. They will begin to see the link between division and multiplication. Children will divide by making equal groups. Additionally they need to do this using concrete manipulatives and pictorially in a variety of contexts. Building on from Year 1, children should be able to recognise odd and even numbers.

Science: The children will revise the use of everyday materials such as wood, metal, plastic, glass, brick, rock, paper and cardboard. The children will also be completing a retrieval quiz on materials and their properties from what they have learnt last term.

History: The children will be learning the history of the Race for Space between Russia and America.

Geography: The children will revisit the 7 continents and 5 oceans of the world.

Computing:

Music: Children will begin to recognise the basic style indicators of Rock music through the song 'I wanna be in a band'.

Art:

Design Technology: In DT, the children will be exploring existing space buggy's, discussing how they move and how they are suited to their purpose.

PDW: see above

R.E:

P.E: The focus in this week's PE session will be on travelling with a ball using different pathways and directions (football). The children will complete relay races travelling with the ball in a variety of different ways, including bouncing it and throwing and catching it. They will then work in pairs with one travelling with the ball and the other trying to get it off them, developing their ability to travel, dodge and get away from an opponent.

Mini Quiz: This week the children will be taking a spaced retrieval quiz which will cover topics learned last half term and in previous years.

Key Question Week 2: Was it a leap or a step?

Key Text for Linked Learning: Man on the Moon

Linked Learning: English and History

This week the children will be introduced to a new topic; all about space! Children will be using iPads and laptops to research the first man on the moon, Neil Armstrong. They will use QR codes to access Internet pages about this famous explorer and in pairs will compare these different sources of evidence. Children will write the most important facts about Neil Armstrong onto a spider chart. Additionally, they will then use this information to design and create their own fact sheets. They can use pictures printed from the Internet to complete their pieces of work. In English, the children will be introduced to a selection of biographies about famous people. They will be discussing if this type of text is fiction or non-fiction. The children will then explore the texts and infer information about the writer's life. They will also be looking at the different features a biography incorporates.

Maths: In maths, the children will be using their prior knowledge of grouping and sharing to divide by 2, 5 and 10. To begin with they will be using objects to divide then move onto pictorial representations and number sentences. They will then be applying this knowledge to solve worded problems.



Science: The children will revisit the suitability of everyday materials for everyday uses based on their properties.

History: see above

Geography: Following on from last week, children will revisit in more detail the seas surrounding the UK.

Computing: The children will begin to learn how to save their own documents.

Music: This week, children will compare two rock songs: We Will Rock You by Queen & I wanna be in a band.

Art: The children will revisit the features of abstract art created by Henri Matisse.

Design Technology: The children will be focusing on the movement of wheels and axles and understand how they work.

PDW: To understand what a relationship is and the different forms these can come in.

R.E:

P.E: Continuing to develop their ball control, children will move in a variety of directions with increasing speed, in PE this week. Children will begin to work in teams to get the ball to a different location around obstacles. This will encourage children to consider their positioning and placement when travelling with a ball.

Key Question Week 3: How would you travel on the moon?

Key Text for Linked Learning: Man on the Moon

Linked Learning: DT, English and History

This week the children will continue their journey into Space! In Design Technology, the children will be exploring mechanisms and movement so that they can create a buggy, which can travel on the moon. The children will be focusing on assembling wheels and axels to create functioning wheels for their space buggy. In English, children will continue to explore the text type- biographies- focussing on a different feature each day. They will be looking at writing in the third person and the past tense, writing events in chronological order and linking dates to them. They will also be exploring writing based on personal accounts. In History, the children will be revisiting their knowledge of timelines and relate this back to the first landing of the Moon.

Maths: This week in maths, children will be focusing on statistics. The children will be introduced to tally charts as a systematic method of recording data. The children will be building on their prior knowledge of counting in 5's in order to total together amounts and work out more or less differences. Children will then use tally charts to produce pictograms. They will build pictograms using concrete apparatus such as counters or cubes then move to drawing their own pictures.

Science: This week children will be investigating the materials needed to build a successful space buggy, thinking about the properties of the materials needed and what they will need to do in order to be purposeful.

History: see above

Geography: The children will revisit the four countries of the UK and their capital cities.

Computing: The children will begin to create their own document on 'paint' to produce their piece of artwork.

Music: The children will begin to incorporate their own body percussion/untuned instruments to accompany the song 'I wanna be in a band'.

Art: To begin to use a range of tools in a computer program to reproduce a style of art such as line, shape and colour.

Design Technology: see above

PDW: To understand how to keep safe when out and about in public places in my local area.

R.E:

P.E: Using their enhanced travel and positioning skills children will take part in small matches (no tackling) where children have to score goals by manoeuvring around a defender or passing to their team effectively.

Key Question Week 4: How would you travel on the moon?

Key Text for Linked Learning: Man on the Moon



Linked Learning: DT, English and History

This week the children are continuing their Space adventure and will be creating a design for their own space buggy. The children will be considering all of the different components that will be needed to make a successful space buggy and applying their knowledge of wheels and axels learnt last week. In English, the children will begin by planning their own biography on Neil Armstrong and they will make their own word bank. They will then use their plan to write their own biography, using all of the features they were introduced to last week. Finally, children will develop their confidence in rereading their work so that they can edit and improve it effectively. In History, the children will be sorting sources about the moon landing into primary and secondary sources

Maths: In maths, children will continue to look at pictograms and tally charts and interpret and answer questions about the data presented in both. Additionally children will draw pictograms where the symbols represent 2, 5 or 10 items. They will also need to interpret part of a symbol, for example, half of a symbol representing 10 will represent 5. Moving on from concrete to pictorial, children will build block diagrams using cubes and then move to drawing and interpreting block diagrams.

Science: The children will be investigating what happens to materials when force is applied such as squashing, bending, twisting, and stretching.

History: see above

Geography: Children will begin to look at landmarks across the UK. In their groups they will each research a different landmark and feedback what they have found to the class.

Computing: To use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer program to recreate an artistic style.

Music: This week the children will extend their knowledge of the rock genre of music by listening to ‘Rockin’ all over the world’ by Status Quo, and answering questions using the correct musical terminology.

Art: The children will continue to make and edit shapes to create a piece of art based on a piece previously studied by Henri Matisse.

Design Technology: see above

PDW: To continue to think about how to stay safe in familiar settings.

R.E:

P.E: (Bench ball). Children will participate in team games, developing simple tactics for attacking, with emphasis on working as a team and playing to peoples strengths. Children will have to travel safely and throw and catch with accuracy.

Key Question Week 5: What is granny’s secret?

Key Text for Linked Learning: Gangsta Granny

Linked Learning: English and Geography

This will be the first of two weeks with a focus on the David Walliams book, Gangsta Granny. In their reading lessons, the children will focus on developing fluency and accuracy and will identify key punctuation such as inverted commas and exclamation marks when reading. The children will also focus on the part of the story where Granny is plotting to steal the crown jewels, discussing the sequence of events. Additionally, the children will look closely at the words and phrases that the author uses to describe Granny and how these change as the book progresses to show different sides of Granny. As part of this, the children will be identifying descriptive techniques such as similes, adjectives and adverbs. In Geography, the children will be finding out about their local area. They will be introduced to human and physical features of an environment and will apply their understanding to their surrounding area. They will study a secondary source of an aerial photograph of their local area and will use it to create a map of the same area using appropriate symbols and a key.

Maths: This week, in maths, children will move on to learn about properties of shape. They will begin to understand that 2-D shapes are actually flat and the manipulatives they handle in class are representations of the shapes. Children will be encouraged to develop strategies for accurate counting of sides, such as marking each side as it has been counted. They will also need to understand that not all same-sided shapes look the same, such as irregular 2-D shapes.



Children will be introduced to the terms vertex and vertices. They will understand that a vertex is where two lines meet at a point.

Science: The children will be comparing, sorting and grouping a variety of materials and their properties.

History: The children will be examining the reliability of a variety of sources linking to the moon landing.

Geography: see above

Computing: The children will be retrieving documents previously saved on a computer.

Music: This week the children will have the choice to compose an accompaniment to either of the rock songs we have already studied.

Art: The children will look at changing the shade of a colour for effect in existing pieces of art by Matisse.

Design Technology:

Children will select and experiment a variety of materials, such as axels and wheels to allow them to identify which is suitable for the job. Using this knowledge, they will design a buggy suitable for the moon and label all of the materials they will require. Children will then make their design using skills such as assembling and joining.

PDW: the children will learn about the parts of the body that are private and know what is appropriate and inappropriate using the pants rule to help them.

R.E:

P.E: (Benchball) Developing from their previous session children will enhance their defending skills whilst adding more rules and requirements before attacking. This will encourage children to plan their moves and work as a team.

Key Question Week 6: Would you send Gangsta granny to prison?

Key Text for Linked Learning: Gangsta Granny

Linked Learning: English and Geography

Continuing their learning of 'Gangsta Granny', the children will be writing a narrative in the past tense, to show what Granny did to get to the crown jewels. They will use their knowledge of descriptive techniques (similes, adjectives, adverbs) and interesting vocabulary from last week to create their own exciting narrative of Granny's journey. They will then use their editing skills to improve their writing before creating a final draft. Building on from their previous work in Geography, the children will use the Gangsta Granny book as their inspiration for finding out about the London area, looking again at the human and physical features. They will use both aerial photographs and plan views to find out more about the area, before using their knowledge to create their own map of London, choosing their own symbols to use and represent within a key. Using their maps of London from the previous week, the children will begin to follow Granny's route from her house to the Tower of London.

Maths: In maths, children will be using their knowledge of properties of shape to accurately create 2-D shapes. Children will use geoboards to make shapes with elastic bands and look carefully at the number of sides and vertices. Additionally children will be introduced to the concept of vertical lines of symmetry. They will be exposed to examples that are symmetrical and also examples that are not. The children will then move onto recognise and sort 2-D shapes including circle, square, triangle, rectangle, pentagon, hexagon and octagon using a range of different orientations. Finally children will use their knowledge of the properties of 2-D shapes to create patterns.

Science: This week the children will complete a retrieval quiz all about materials.

History: The children will be considering the impact of the moon landing on our lives today.

Geography: see above

Computing: This week children will editing and resaving their document using 'paint'.



Music: This week, the children will perform in groups any one of the rock songs we have studied over this topic, using a range of un-tuned instruments and body percussion.

Art: The children will evaluate their piece of digital artwork, thinking about how it links to Matisse's artwork.

Design Technology: This week, the children will evaluate their space buggy's by testing whether their wheels and axels work when moving their space buggy's across a surface.

PDW: Children will design a poster for other children to inform them how to stay safe using the pants rule.

R.E:

P.E: (Benchball) Playing to their strengths, children will hold a small group tournament in mixed teams. Children will evaluate their progress this term and talk about their confidence when travelling.

Key Question Week 7: Who told the tale?

Key Text for Linked Learning: Tinga Tales

Linked Learning: Art, DT, Music and History

This term the children will be exploring African culture and will begin by looking at and examining African art and craft, including African printing blocks. In English, the children will be exploring Tinga Tinga Tales and will be comparing the visual video to texts. In addition to this, they will be looking at the language used as well as the moral represented in each tale. Children will have lots of opportunity this week to explore African music. They will consider how the pieces are put together and each of the different musical features. Children will learn a traditional African call and response song (Kye Kye Kule) and have the chance to add their own actions. In History, the children will be learning about Africa in the past and the inequality that people faced.

Maths: In maths this week, children will continue their work on shape. They will use their knowledge of 2-D shapes to identify the shapes of faces on 3-D shapes. The children will identify and visualise 3-D shapes from 2-D representations. Children will use their knowledge of faces and curved surfaces to help them to identify edges on 3-D shapes. They will learn that an edge is where 2 faces meet or where a face and a curved surface meet. This week the children will also use their knowledge of edges to help them to identify vertices on 3-D shapes. They will use their knowledge of shape properties to sort 3-D shapes in different ways e.g. faces, shapes of faces, edges, vertices, if they roll, if they stack... The children will use their knowledge of the properties of 3-D shapes to create patterns.

Science: The children will understand that animals, including humans, have offspring and will looking at a range of examples which demonstrate this.

History: see above

Geography: The children should be able to locate Africa on a map and begin to identify some of the main landmarks in the region.

Computing: The children will discuss the different ways we can communicate with one another including technology.

Music: see above

Art: see above

Design Technology: see above

PDW: The children will read the book 'The Great Big Book of Families'. They will create their own family trees and be able to recognise the similarities and differences between families and respect these.

R.E:

P.E: In P.E. this week, the children will explore African dance and music with focus on tone, pitch and dynamics. They will learn an African dance routine before having time to choreograph their own short routine using the moves they have learnt.

Mini Quiz: This week the children will be taking a spaced retrieval quiz which will cover topics learned last half term and in previous years.



Key Question Week 8: Who roams the plains?

Key Text for Linked Learning: Tinga Tales

Linked Learning: Art, DT, Music and History

In English, children will begin the week by reading a range of character descriptions and settings based on The Tinga Tales. They will look at developing their written grammar to improve their sentences, such as using more complex sentence structures and they will also be looking at using more interesting vocabulary such as adjectives and adverbs. This will aid them in writing their own character and setting descriptions towards the end of the week. In music, the children will be finding the pulse in a piece of African song, 'Hands, feet, heart'. In History, the children will begin to understand what life was like for children in South Africa in the past and how this compares to their own lives. Additionally, in Art and Dt, children will begin to explore the textures, patterns and style of traditional African art.

Maths: In maths this week, children will exploring fractions. The children will understand the concept of a whole as being one object or one quantity. They will explore making and recognising equal and unequal parts. They will also understand that halving is splitting a whole into two equal parts. They will be introduced to the notation $\frac{1}{2}$ for the first time and will use this alongside sentence stems and 'half' or 'halves'. They will be introduced to the language of numerator, denominator and what these represent. The children will then be finding halves and quarters of numbers and amounts.

Science: Children will continue to learn that animals including humans have offspring and that these grow into adults.

History: see above

Geography: Children will continue to research African landmarks in their groups and share their research with the class.

Computing: The children will be discussing the purpose of emails and will begin to look at the features of an email.

Music: see above

Art: see above

Design Technology: see above

PDW: Children will recognise that we live in a diverse world and can celebrate the differences between their families and others including religion, cultural differences and appearance.

R.E:

P.E: In P.E. this week, the children will begin by watching videos on how African animals move. They will then practise re-enacting these movements through dance. Towards the end of the week, the children will integrate drums to their dance and they will explore different rhythm and beats.

Key Question Week 9: Does your skin have a pattern?

Key Text for Linked Learning: Tinga Tales

Linked Learning: Art, DT, Music and History

This week, children will be exploring African art related to the Tinga Tinga Tales. They will be looking at pattern and colour and will be investigating impressionist art by Edward Saidi, focussing on the bright, bold colours and simplistic designs that were all inspired by his African surroundings. Additionally, they will analyse the meanings behind one of his pieces of work. In English, children will be planning their own Tinga Tale incorporating a character and setting description, based on last week's learning, as well as a problem and a resolution. They will focus on using expanded noun phrases, correct punctuation and editing and improving in their work. In Music this week, the children will be using tuned instruments (glockenspiels) to accompany an African song, 'Hands, feet, heart'. In History, children will be introduced to the significant figure of Nelson Mandela and will learn facts about his life. They will also revisit their knowledge of time lines by creating a timeline of his life.

Maths: In maths this week, children will continue to look at fractions. Children will apply their understanding of fractions to finding thirds. They will continue to use the language of 'whole' and 'equal parts' and understand that one third is equal to one part out



of three equal parts. They will then move on to understand the concept of a unit fraction by recognising it as one equal part of a whole. They will link this to their understanding of recognising and finding thirds, quarters and halves. They will then move onto to looking at non unit fractions such $\frac{2}{3}$ or $\frac{3}{4}$.

Science: Children will understand the basic needs of all animals including humans for survival such as water, food and air.

History: see above

Geography: Children will be introduced to the country of Tanzania and will begin to compare weather patterns with our local area.

Computing: The children will continue to look at the features of an email such as an email address, subject, message and attachments.

Music: see above

Art: see above

Design Technology: see above

PDW: The children will make comparisons between themselves and children who live in Tanzania thinking about what is the same and what is different.

R.E:

P.E: In P.E. this week, the children will explore African dance and how the music effects the mood. They will create a series of freeze frames to suit the mood and music. Children will focus on creating big, sharp movements to emphasis the mood of the music.

Key Question Week 10: Who destroyed the habitat?

Key Text for Linked Learning: Newspaper article

Linked Learning: English, Geography, History, Art and DT

Children will be continuing their work on Africa this week. In Geography, the children will compare human and physical similarities and differences between their local area in the UK and a small area in Africa. In English, children will begin the week by reading a newspaper report about the destruction of an African habitat. They will explore the language used and answer questions by scanning the text carefully. Children will complete the week looking at the features of newspaper reports in a little more detail, such as headlines, facts and quotes and will 'have a go' at writing these themselves. Following on from last week in History, children will investigate the role of Nelson Mandela in bringing equality to the people of South Africa. In Art and DT, children will be using ICT to develop a design for their printing block taking inspiration from traditional African patterns.

Maths: In maths this week, children will continue their learning of fractions. They will explore the equivalence of two quarters and one half of the same whole and understand that they are the same. The children will use their understanding of quarters to find three quarters of a quantity. Using their knowledge of halves, thirds and quarters, the children count in fractions from any number up to 10. They will begin to understand that fractions can be larger than one whole.

Science: Children will be describing the importance of hygiene for humans and what this includes.

History: see above

Geography: see above

Computing: The children will write their own email using the features previously learnt.

Music: This week, the children will be exploring rhythm and improvising their own short rhythmic patterns.

Art: see above

Design Technology: see above



PDW: Children will understand that there are laws to protect their rights and there are consequences if the law is broken.

R.E:

P.E: In P.E. this week, the children will begin to think about how they can link the freeze frames that they created last week to create a short dance sequence. They will consider how African animals move and use this to link their freeze frames.

Key Question Week 11: What has happened to the Maasai tribe?

Key Text for Linked Learning: Newspaper article

Linked Learning: Geography, English, Art and DT

This week the children will study the Maasai tribe and in Geography will compare daily life in Africa with that in the UK. In English, children will recap the features of newspaper reports. They will use the knowledge learnt about the Maasai tribe in geography to create a headline story for a newspaper. To help prepare them for this, the children will work in groups to plan a story and will then record this as a news report on the iPad. After presenting their newspaper report in writing, children will self-assess their work. In Art and DT, the children will be creating their own African printing blocks using their designs from last week.

Maths: Children will spend the week learning about length and height. Children will begin by measuring to the nearest centimetre using a ruler or tape measure. They will then begin to measure larger objects using metres. They will think about whether it is better to measure items in centimetres or metres and discuss the reasons why. They will compare lengths of objects using comparison language and symbols. They will use language such as longer than, shorter than, taller than, longest, shortest and tallest. They will move on to ordering more than two lengths from shortest to longest and vice versa.

Science: Children will be describing the importance of exercise for humans and what this includes.

History: The children will be introduced to Rosa Parks, another significant figure who brought about equality to her country.

Geography: see above

Computing: This week the children will open an email and reply to it.

Music: This week the children will compose an accompaniment to either an African song we have already studied.

Art: see above

Design Technology: see above

PDW: Children will begin to understand what a democracy is and the part Nelson Mandela played in improving the democracy of Africa.

R.E:

P.E: In P.E., the focus this week will be on self and peer evaluation and making improvements. Children will begin by watching back their short sequences from last week. They will discuss as a team any improvements they can make before making these improvements and creating a 'final piece'.

Key Question Week 12: What animal am I?

Key Text for Linked Learning: African poetry

Linked Learning: Geography, English, Art and DT



Building on from previous weeks, children will be exploring their local surrounding area and comparing this with a parallel city in Africa. Children will examine aerial photos to illustrate the difference between urban and rural landscapes. In English, children will begin by exploring African poetry, looking at language and rhyme. In groups, they will practise reciting their favourite poem and will then perform it to the rest of the class. Children will then move on to creating their own African animal riddles, incorporating lots of expanded noun phrases and different types of punctuation. After creating their printing block last week, children will use these to print onto fabric, recreating traditional African patterns in Art and DT.

Maths: This week in maths we will be consolidating our learning in maths, recapping the units we have covered so far.

Science: Children will be describing the importance of eating the right amounts of different types of food for humans.

History: Using their prior knowledge, children will create a fact-file about either Rosa Parks or Nelson Mandela and should be able to identify what made them famous.

Geography: see above

Computing: This week the children will be learning how to add an attachment to their email.

Music: This week, the children will perform in groups any one of the African songs we have studied over this topic, using a range of tuned instruments and body percussion.

Art: see above

Design Technology: see above

PDW: The children will continue to look at what democracy is and look at how this works in the UK.

R.E:

P.E: In P.E. this week, the children will be performing their final routines this week. They will begin by performing to another group. The other group will suggest improvements and support them to make them. Once each group has had time to listen to advice and feedback and make their improvements.