

	Autumn 2023	Spring 2024	Summer 2024	
Topic / Title	Amazing Africa	Hot and Cold	Our Land	
Area of study	Geography focus	History focus	Science focus	
Christian / British values	Tolerance Generosity Compassion	Democracy Courage Forgiveness	Respect Friendship Respect	
Extra-curricular enhancements	<p>Visit to the Lakes Wildlife Park supported our learning about Africa and classification of animals in Science.</p> <p>Author visit – Molly Arbuthnot talked to us about being an author and how to develop characters.</p> <p>Library bus visit.</p> <p>Remembrance tour and workshop at Carlisle Cathedral.</p> <p>Talk by Peter Nutsford about his work and travels in Africa.</p>	<p>Library bus visit.</p> <p>Theatre trip to see The Little Princess – live performance and adaptation of classic literature.</p> <p>We hosted a Triad day with a DT theme – the children used lots of DT skills to prepare their own lunches.</p> <p>Wellbeing Week -</p> <p>Visit from Temon Farm for Februdairy.</p> <p>Visit to Carlisle Auction and Pioneer to understand the farm to fork process.</p> <p>First Aid session for children.</p> <p>Visit from the Blood Bikes volunteers.</p>	<p>Visit to the Ghudwara Sikh temple in Newcastle, Hancock Museum</p> <p>Library bus visit.</p> <p>Pyjamadrama road safety session.</p> <p>Mental Health Week live lesson.</p> <p>Swimming fun session.</p> <p>Talkin Adventures day – outdoor adventurous activities.</p> <p>Triad day with PE focus – swimming and Trampolining.</p>	
Art / Design Technology	<p>Developing our skills to create our own tribal art and safari pictures. We will explore work created by other artists, to help us with our own ideas for creations. We will use harvest as a theme for developing our drawing and painting skills.</p>	<p>Exploring a range of techniques when using clay and exploring the different tools we can use with clay. Developing skills in printing with items and shape, making links to our learning in maths. We will use hot places as inspiration for making masks and weaving, looking at work from other artists who have used places for inspiration in their work.</p> <p>Exploring mechanisms and design to make our own tribal masks. We will plan what we want to make through talking, drawing and templates. We will make our products by selecting tools and materials that are best</p>	<p>Exploring a range of techniques to produce artwork for our county show. Including painting, collage and junk modelling.</p>	

		suited to our design. Then we will evaluate what we made.		
ICT	To learn more about emerging technology, we will learn how to use Scratch, using skills to create an animal. We will also learn how to use Jit 5 to create a digital painting.	Barefoot unplugged resources will be used to develop computational thinking and algorithms, using the units Boats Ahoy and Summer Fun. Children will also develop their mouse and keyboard skills through typing and drawing using the computer and tablets.	We will use technology to support our learning across all curriculum subject areas. We will learn how to use new apps to identify plants in our local environment and use a range of technology to make observations and measurements.	
English reading	As readers, we will improve our skills through increasing our phonics knowledge and segmenting and blending words. We will read books aloud accurately within guided reading and have group discussions about what we have read. We will also read texts linked to our topic, to help us to learn more about Africa. Texts include; *Lila and the secret of rain *Mama Miti *Fabulous Frankie *All the animals were sleeping *Gorilla *The Rainbow Bear	Whole class and smaller group story sessions happen frequently throughout the day, so that children are exposed to a range of texts at a level beyond that at which they can read independently. Children will be encouraged to discuss and make links to their own experiences. Through guided reading sessions, children will discuss the features of a range of texts, make inferences and predictions. New vocabulary will be highlighted and developed in a range of ways. Texts include; *The Great Explorer *Penguin Huddle *Antarctica – A continent of wonder	Whole class and smaller group story sessions happen frequently throughout the day, so that children are exposed to a range of texts at a level beyond that at which they can read independently. Children will be encouraged to discuss and make links to their own experiences. Through guided reading sessions, children will discuss the features of a range of texts, make inferences and predictions. New vocabulary will be highlighted and developed in a range of ways. Texts will include; *Jack and the Beanstalk *The Enormous Turnip *The Princess and the Pea *Goldilocks and the Three Bears	
English writing	We will work on basic skills such as handwriting and think about the skills needed for fiction and non-fiction writing including lists and captions, letters, diaries and stories linked to the texts we have read.	Children will learn and use the correct letter formation through phonic sessions, discrete handwriting sessions and fine-motor activities in provision. A weekly spelling session will cover spelling rules and children will have up to 10 spellings to learn each week. Dictation forms part of phonics sessions and is used in English lessons to practice GPCs and common exceptions words taught so far.	Children will learn and use the correct letter formation through phonic sessions, discrete handwriting sessions and fine-motor activities in provision. A weekly spelling session will cover spelling rules and children will have up to 10 spellings to learn each week. Dictation forms part of phonics sessions and is used in English lessons to practice GPCs and common exceptions words taught so far. Grammar terminology will be taught discretely and modelled in shared and guided writing. Children will highlight grammar used when discussing their writing.	

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Geography	<p>As geographers, we will learn about the continents, seas and oceans, linking this to our topic.</p> <p>We will use maps to identify places, use compass directions and create our own maps. We will understand the geographical similarities and differences of our local area, through studying the human and physical geography and comparing this with Kenya, in Africa.</p>	<p>Children will begin keeping a record of the daily weather patterns in our locality. They will understand where the hot and cold places are in the world, in relation to the Equator, North and South Poles.</p> <p>They will use maps, atlases and globes to locate where we live, in relation to the hot and cold places.</p> <p>Children will make links to their learning in history and maths, to use compass directions and locational and directional language, to describe the location of features and routes on a map.</p>	<p>We will develop our geography skills and fieldwork in our local environment. We will make visits to local farmland to make firsthand observations of land use in our area. We will use existing maps and aerial photographs to recognise features and patterns and also to identify human and physical geography features.</p> <p>We will use our observations and map studies to make our own maps.</p>
History	<p>As historians, we shall learn about Nelson Mandela and Ibn Battuta; thinking about their achievements linked to Africa and the world. We will learn about some of the significant changes that have happened within the history of Africa and compare these to changes within our own living memory. We will ask questions and find answers, using a range of sources.</p>	<p>We will find out about the significant events of the sinking of the Titanic. We will find out why Robert Falcon Scott and Roald Amundsen were significant and why we remember them today. We will find out what happened in the race across Antarctica.</p> <p>We will create timelines to place people and events in chronological order and compare this with previous learning about different explorers in different periods of time and places.</p> <p>As historians we will look at different sources of information, using them to ask and answer questions about events and ways of life.</p>	<p>We will find out about the changes in farming in our immediate locality. We will look at the development of machinery to help farming life, and look specifically at the design and development of the threshing machine, seed drill and plough. We will learn about Jethro Tull and find out about how his developments of agricultural implements helped farming processes.</p>

<p>Maths</p>	<p>As mathematicians, we will use the Abacus scheme and NCETM to develop our understanding of number, place value, addition and subtraction. We will apply our maths learning to real life situations. We will work on independence within maths through problem solving activities and think about how we can apply maths within other areas of the curriculum such as thinking about properties of shape within design technology and sorting in science.</p>	<p>Number and place value – we will be embedding a thorough understanding of place value and properties of numbers to 100. Addition and subtraction – we will use mathematical symbols to in mathematical statements, representing number bonds, addition and subtraction facts to 20. Multiplication and division – we will use concrete objects and pictorial representations to solve one-step problems. Fractions – we will recognise, find and name a half and a quarter. Measurement – we will compare and describe the measurements of different things in a practical way. Properties of shape – we will recognise and name a range of shapes. Position and direction – we will describe position, direction and movement, linking to our work in geography and PE.</p>	<p>Number and place value – we will be embedding a thorough understanding of place value and properties of numbers to 100. Addition and subtraction – we will use mathematical symbols to in mathematical statements, representing number bonds, addition and subtraction facts to 20. Multiplication and division – we will use concrete objects and pictorial representations to solve one-step problems. Fractions – we will recognise, find and name a half and a quarter. Measurement – we will compare and describe the measurements of different things in a practical way. Properties of shape – we will recognise and name a range of shapes. Position and direction – we will describe position, direction and movement, linking to our work in geography and PE.</p>	
<p>RE</p>	<p>Through out learning in RE, we will explore the answers to some big questions, such as; What do stories from the Bible teach us about Jesus? What can we learn from the stories Jesus told? What are we thankful for? We will be preparing for Harvest; by thinking about what it means to be thankful and how we demonstrate this.</p>	<p>We will explore the Big Questions; ‘Why is Jesus special?’ ‘What is baptism?’ Why is it important to Christians?’ We will explore the feeling of belonging and the symbolism of the water and candle in the baptism ceremony.</p>	<p>We will explore the Big Questions; ‘Why is prayer important?’ ‘Why is a church special to Christians?’ ‘What makes a place holy?’ We will explore the feelings of places of worship to different religious followers and what makes them special.</p>	
<p>Science</p>	<p>As scientists, we will identify, name and group a range of animals and understand how humans are animals. We will look at the structure of a variety of animals and what the basic needs are</p>	<p><u>British Science Week</u> <u>Seasonal Changes</u> We will make observations as we move from winter to spring, including of the weather and how day length varies.</p>	<p><u>Seasonal Changes</u> We will make observations as we move from spring to summer, including of the weather and how day length varies. <u>Plants</u></p>	

	<p>for survival. We will study different habitats by exploring the world around us and how these support animal survival.</p> <p>We will distinguish between the object and the material from which it is made. We will identify and name a range of materials, describing their properties and grouping according to their properties.</p>	<p><u>Animals including humans</u></p> <p>We will identify and name common animals related to the places of study in geography; hot and cold places. We will describe and compare the structure of these animals. We will learn about the basic needs for survival of these animals, linking to their habitats.</p> <p><u>Living things and their habitats</u></p> <p>We will learn how living things are suited to their habitats, including micro habitats and describe how these provide the basic needs for animals and plants.</p> <p>We will describe how animals obtain food from plants and other animals, understanding a simple food chain, and identify and name different sources of food. Children will be taught to use a range of practical scientific methods, processes and skills in their scientific enquiries.</p>	<p>We will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>We will be able to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>We will make observations of how seeds and blubs grow into mature plants. We will investigate the things that plants need to grow and stay healthy.</p> <p>Children will be taught to use a range of practical scientific methods, processes and skills in their scientific enquiries.</p>	
PE	Weekly sessions with PE coach including Curling and hockey. Active playtimes with bike time. Regular walks around our local area linked to other curricular areas.	Weekly sessions with PE coach including Curling, bench ball, badminton. Active playtimes with bike time. Regular walks around our local area linked to other curricular areas.	2 x week of swimming lessons 2 x weekly sessions with PE coach including athletics, golf, Triad day – trampolining Fun day at Haltwhistle Pool Talkin Tarn adventure day	