

Topic Map Class 1 Term 1/2 2023/24 -Chocolate				
(Please note that the objectives within the learning sequence are summary of learning within our mixed classes. for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)				
<p><u>Geography Sequence of Learning</u></p> <p>1)Recap where we live. Which country & continent. 2) Use atlases & world maps to locate and name the continents of the world. 3)Revise the seven continents of the world and locate and name the five oceans surrounding them. 4) Use maps and atlases to locate the equator. Discuss what the weather conditions might be like there and why. Name the North and South poles. 5))Discuss conditions of growth of cocoa trees Discuss which continents that they might grow in. Label on a world map.</p> <p><u>Assessment Activity</u> To label the seven continents and five oceans on a world map.</p>	<p><u>Computing Sequence of Learning</u></p> <p><u>Digital Literacy - Online safety</u></p> <ul style="list-style-type: none"> • To log in safely and understand why that is important. • To create an avatar and to understand what this is and how it is used. • To be able to create a picture and add their own name to it. • To start to understand the idea of 'ownership' of creative work. • To save work to the My Work area and understand that this is private space. • To learn how to find saved work in the Online Work area. • To learn about what the teacher has access to in Purple Mash. • To learn how to see messages left by the teacher on their work. • To learn how to search Purple Mash to find resources. <p><u>Computer Science - Maze Explorers</u></p> <ul style="list-style-type: none"> • To understand the functionality of the basic direction keys. • To be able to use the direction keys to complete the challenges successfully To understand how to create and debug a set of instructions (algorithm). • To use the additional direction keys as part of their algorithm. • To understand how to change and extend the algorithm list. • To create a longer algorithm for an activity <p><u>Information Technology - Questioning</u></p> <ul style="list-style-type: none"> • To show that the information provided on pictograms is of limited use beyond answering simple questions • To use yes/no questions to separate information • To construct a binary tree to separate different items. • Use 2Question (a binary tree) to answer questions • To use a database to answer more complex search questions. • To use the Search tool to find information. <p><u>Assessment</u> Pieces of work for each module saved in children's individual folders on Purple mash.</p>	<p><u>P.E. Sequence of Learning</u></p> <p><u>Balance - Static balance on one leg</u></p> <p>I can balance on one leg for 10 seconds on my left and right legs. I can balance on one leg for 30 seconds on my left and right legs. I can complete 5 mini squats on my left and right legs.</p> <p><u>Coordination - sending and receiving</u></p> <ol style="list-style-type: none"> 1. Roll large ball and collect the rebound. 2. Roll small ball and collect the rebound. 3. Throw large ball and catch the rebound with 2 hands. 4.Throw tennis ball, catch rebound with same hand after 1 bounce. 5. Throw tennis ball, catch rebound with same hand without a bounce. 6. Throw tennis ball, catch rebound with other hand after 1 bounce. <p><u>Agility - ball chasing</u></p> <ol style="list-style-type: none"> 1. Roll a ball, chase and collect it in balanced position facing opposite direction. 2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. 3.Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction 4. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction. <p><u>Gymnastics Travel</u></p> <ol style="list-style-type: none"> 1)Walk, march, jog, side step, skip and slide on the floor, 2)Walk, march, jog, side step, skip and slide with hand apparatus. 3)Walk, march, jog, side step, skip and slide on low apparatus. 4)Walk, march, jog, side step, skip and slide on large apparatus. <p><u>Balance</u></p> <ol style="list-style-type: none"> 1)To balance on 1 foot, stomach, side, bottom and feet, hands and feet and hands and 1 knee on the floor. 2)To balance on 1 foot, stomach, side, bottom and feet, hands and feet and hands and 1 knee with hand apparatus. 3)To balance on 1 foot, stomach, side, bottom and feet, hands and feet and hands and 1 knee on low apparatus. 4)To balance on 1 foot, stomach, side, bottom and feet, hands and feet and hands and 1 knee on large apparatus. <p><u>Assessment Activity</u> Term 1 To Throw and catch a ball and roll and collect a ball. Term 2 To create a gymnastic sequence including different ways of travelling and balancing.</p>	<p><u>PSHE Sequence of Learning</u></p> <p><u>Me and my relationships</u></p> <ol style="list-style-type: none"> 1)Identify special people in our lives. 2)Identify who can help us if we're sad, worried or scared. 3)Identify a range of feelings 4)Recognising that our bodies and feelings can be hurt. 5)Understand and describe strategies for dealing with bullying. 6)Identify the difference between bullying and teasing. <p><u>Valuing Difference</u></p> <ol style="list-style-type: none"> 1)To recognise the similarities and differences between their home and those of others. 2)To talk about what makes their home feel special and safe. 3)To identify people who are special to us. 4) To recognise the qualities that make a person special to us. 5)To recognise and explain how how a person's behaviour can affect other people. <p><u>Assessment Activity</u> Create an anti bullying poster</p>	<p><u>Science Sequence of Learning</u></p> <p><u>Living things and their habitats</u></p> <ol style="list-style-type: none"> 1)Explore and compare the differences between things that are living, dead, and things that have never been alive 2)Look at habitats within the school grounds e.g. the different trees and identify the species that live there. 3)Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 4)To identify the habitat of the cocoa tree and animals that depend on it. <p><u>Assessment Activity</u> Produce a double page spread on a habitat and the life within it.</p>
<p><u>Music Sequence of Learning</u></p> <p>My Musical Heartbeat</p> <ol style="list-style-type: none"> 1) Listen to the beat. 2)Improvise the beat. 3)Find the beat in a song. 4)Learn the song. 5)Perform the song. <p>Dance, Sing and Play</p> <ol style="list-style-type: none"> 1)Listen to the song and identify rhythmic and melodic patterns. 2)Learn to sing the song. 3)Play instruments to accompany the song. <p><u>Assessment Activity</u> To perform a song to an audience.</p>			<p><u>DT Sequence of Learning</u></p> <ol style="list-style-type: none"> 1)Look at examples of chocolate bars. Discuss different flavours, ingredients and types of chocolate. 2)Design chocolate bar, listing ingredients and choosing a name and packaging. 3)Make the chocolate bar. 4)Evaluate the chocolate bar. <p><u>Assessment Activity</u> Produce a chocolate bar.</p>	<p><u>History</u></p> <ol style="list-style-type: none"> 1)Have a discussion about how long ago chocolate was invented. Relate it to other periods of history we have studied e.g before/after Ernest Shackleton travelled across Antarctica. Before/after the Roman era. 2)Find out about the Mayan people who first discovered the cacao beans. 3)Find out about explorers who took cacao beans back to other continents. 4)Find out about the development of the first chocolate bar by J.S. Fry and sons. 5)Find out about the development of chocolate bars by the Cadbury brothers. <p><u>Assessment Activity</u> To create a time line of chocolate development</p>
<p><u>Art Sequence of Learning</u></p> <ol style="list-style-type: none"> 1)Look at portraits by Frida Kahlo and discuss our feelings about them. 2)Find out about Frida Kahlo's life and her inspiration to become an artist. 3)Visit from a local artist to help us learn how to draw a self portrait. 4) Use sketch books to experiment with ideas. 5) Create a self portrait in the style of Frida Kahlo. <p><u>Assessment Activity</u> To create a self portrait.</p>			<p><u>R.E. Sequence of Learning - Term 1</u></p> <p><u>Creation Story</u></p> <ol style="list-style-type: none"> 1) Creating something special. 2)Scavenger hunt linked to Creation. 3) Ordering the Creation story. 4) Creation story artwork. <p><u>Assessment Activity</u> Retelling the story of Creation by making a story wheel.</p>	<p><u>R.E. Sequence of Learning - Term 2</u></p> <p><u>Christmas</u></p> <ol style="list-style-type: none"> 1) Looking at special gifts for baby Jesus. 2) The Christmas Story. 3) Retelling the Christmas Story. 4) Creating gift tags for a new baby. <p><u>Assessment Activity</u> Ordering and retelling the Christmas Story.</p>
<p><u>English</u></p> <p><u>Writing to entertain</u></p> <p>Stories based on 'There's a Rang Tang in my Bedroom' by James Sellick</p> <p>Poetry based on 'Chocolate Cake' by Michael Rosen</p> <p>Descriptions of characters from Charlie and the Chocolate Factory</p> <p><u>Writing to inform</u></p> <p>Writing instructions for making a chocolate bar</p> <p>Fact sheets about the cacao tree.</p>	<p><u>Maths</u></p> <p>Place Value</p> <p>Addition and Subtraction</p> <p>Money</p> <p>2D and 3D shape</p>			

