

<p>Topic Map Class 1 Term 3/42024/25 - Stones and Bones</p> <p>(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>				
<p>Geography Sequence of Learning ELG - UTW - People, culture and Communities.</p> <p>1) Look at planet earth on Google maps and zoom into the UK. What is the name of this country? What do we know about it? Watch BBC Bitesize video on the UK. Look at a map of the UK in an atlas and name the four countries and capital cities. label on a map.</p> <p>2) Look at a map of England. Recap the capital city and name other cities. Watch the BBC Bitesize video on England. Hunt for clues about England. Create a postcard from England.</p> <p>3) Look at a map of Scotland. Recap the capital city and name other cities. Watch the BBC Bitesize video on England. Hunt for clues about Scotland. Create a postcard from Scotland.</p> <p>4) Look at a map of Wales. Recap the capital city and name other cities. Watch the BBC Bitesize video on Wales. Hunt for clues about Wales. Create a postcard from Wales.</p> <p>5) Look at a map of Northern Ireland. Recap the capital city and name other cities. Watch the BBC Bitesize video on Northern Ireland. Hunt for clues about Northern Ireland. Create a postcard from Northern Ireland.</p> <p>Assessment Activity</p> <p>Music Sequence of Learning ELG - FAaD - Being Imaginative and Expressive Term 3 _ I wanna play in a band</p> <p>1) Listen and respond</p> <p>2) Learn to sing the song</p> <p>3) Play instruments with the song</p> <p>4) Composing and Improvising</p> <p>5) Perform the song</p> <p>Term 4 - Zootime</p> <p>1) Listen and respond</p> <p>2) Learn to sing the song</p> <p>3) Play instruments with the song</p> <p>4) Composing and Improvising</p> <p>5) Perform the song</p> <p>Assessment Activity</p> <p>Art Sequence of Learning ELG - PD - Fine Motor Skills ELG - EAaD - Creating with materials</p> <p>1) Look at work by Marela Zacarias and Charlie French. Share responses and sketch ideas in sketch books.</p> <p>2) To recognise primary colours and experiment with mixing colours. use tools to apply paint in abstract patterns. Add favourite pieces to sketch book.</p> <p>3) Look at art work of Vincent Van Gogh and Paul Cezanne and discuss the texture. make visual notes in sketch books.</p> <p>4) Use still life arrangements of brightly coloured objects to do continuous line drawings. Add acrylic paints using different tools to add texture.</p> <p>5) Share final pieces of work and say what we liked and what went well. Enjoy the work of others and share responses.</p> <p>Assessment Activity</p>	<p>Computing Sequence of Learning</p> <p>Digital Literacy - Technology Outside School</p> <p>1) To find and understand examples of where technology is used in the local community</p> <p>2) To record examples of technology outside school.</p> <p>Information Technology - Creating Pictures</p> <p>1) To explore 2Paint A Picture.. To look at the work of Impressionist artists and recreate them using the Impressionism template.</p> <p>2) To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template</p> <p>3) To look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p>4) To look at the work of William Morris and recreate it using the Patterns template.</p> <p>5) To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.</p> <p>Computer Science - Grouping and Sorting</p> <p>1) To begin to think logically about the steps of a process. 2) To sort items using a range of criteria.</p> <p>2) To sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>3) To bring together logical thinking and the use of technology.</p> <p>4) To introduce the term 'algorithm' to describe logically following a process.</p> <p>5) To consider how the order of instructions affects the result.</p> <p>Assessment Pieces of work from each block are saved in the pupil's folders on Purple Mash.</p> <p>History Sequence of Learning ELG - Understanding the World - Past and Present</p> <p>1) Why do we remember Mary Anning? Watch the BBC Bitesize video of Mary Anning. Discuss what she did that makes us remember her? (vocab - pioneer, artefact)</p> <p>2) What did Mary do in her life that was so special? Recap the events in Mary's life. Use a timeline to demonstrate how long ago these events happened and therefore why her achievements were significant. (vocab - a long time ago, century, timeline)</p> <p>3) What sort of person was Mary to succeed in a man's world? Discuss women's roles in society 200 years ago. Explain that Mary wasn't named in the discoveries because she was a woman. (Vocab - century, change, achievement)</p> <p>4) How do we know about Mary's achievements which happened so long ago? Look at the websites of the Lyme Regis Museum and the Natural History Museum to show where her findings are displayed. This shows how we know about her now. How did people in the past know about her? (Vocab - evidence, museum)</p> <p>5) Develop a timeline of Mary Anning's life and achievements.</p>	<p>P.E. Sequence of Learning ELG - PD - Gross Motor Skills Dynamic Balance - on a line</p> <p>1. Walk forwards with fluidity and minimum wobble</p> <p>2. Walk backwards with fluidity and minimum wobble.</p> <p>3. Walk fluidly, lifting knees to 90°.</p> <p>4. Walk fluidly, lifting heels to bottom.</p> <p>Static Balance - stance</p> <p>1. I can stand on a low beam with my feet shoulder width apart with the weight on the balls of my feet and hold my balance.</p> <p>2. I can stand on a low beam with my feet shoulder width apart with the weight on the balls of my feet and hold my balance for 10 seconds.</p> <p>Coordination - Ball skills</p> <p>1. Sit and roll a ball along the floor around body using 2 hands.</p> <p>2. Sit and roll a ball along the floor around body using 1 hand (right and left).</p> <p>3. Sit and roll a ball down legs and around upper body using 2 hands.</p> <p>4. Stand and roll a ball up and down legs and round upper body using 2 hands.</p> <p>5. Sit and roll a ball up and down legs and round upper body using 1 hand.</p> <p>6. Stand and roll a ball up and down legs and round upper body using 1 hand.</p> <p>balance - counter balance with a partner</p> <p>1. Sit holding hands with toes touching, lean in together then apart.</p> <p>2. Sit holding 1 hand with toes touching, lean in together then apart.</p> <p>3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p>4. Hold on and, with a long base, lean back, hold balance and then move back together.</p> <p>5. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.</p> <p>Gymnastics Flight</p> <p>To perform 1 foot to 1 foot (same), 2 feet to 2 feet, straight and tuck jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>2. To perform foot to 2 feet, star, straight 180° and tuck 180° jumps on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>Rotation</p> <p>1. To perform pencil, dish and arch rolls and spin on the bottom on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>2. To perform egg tuck roll and rock 'n' roll to feet and patter turn on the floor, with hand apparatus, on low apparatus and on large apparatus.</p> <p>Assessment ActivityReipes</p>	<p>PSHE Sequence of Learning Keeping Myself Safe</p> <p>1. Know age-appropriate ways to stay safe online.</p> <p>2. Name adults in their lives and those in their community who keep them safe.</p> <p>3. Understand that medicines can sometimes make people feel better when they're ill;</p> <p>4. Explain simple issues of safety and responsibility about medicines and their use.</p> <p>5. Understand and learn the PANTS rules;</p> <p>6. Name and know which parts should be private;</p> <p>7. Explain the difference between appropriate and inappropriate touch;</p> <p>8. Understand that they have the right to say "no" to unwanted touch;</p> <p>9. Start thinking about who they trust and who they can ask for help.</p> <p>10. Identify situations in which they would feel safe or unsafe;</p> <p>11. Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>12. Identify safe secrets (including surprises) and unsafe secrets;</p> <p>13. Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Rights and Respect</p> <p>1. Talk about how they can make an impact on the natural world.</p> <p>2. Recognise coins and other items relating to money.</p> <p>Identify the uses of money.</p> <p>3. Recognise that different notes and coins have different monetary value;</p> <p>3. Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>4. Understand that people have choices about what they do with their money;</p> <p>5. Know that money can be saved for a use at a future time;</p> <p>6. Explain how they might feel when they spend money on different things.</p> <p>7. identify special people in the school and community who can help to keep them safe;</p> <p>8. Know how to ask for help.</p> <p>9. know Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p>10. Know That sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>Assessment Activity</p> <p>DT Sequence of Learning ELG - FAaD - Being Imaginative and Expressive</p> <p>1) Look at examples of moving dinosaur pictures.</p> <p>2) Make a prototype.</p> <p>3) Sketch ideas for their own moving picture.</p> <p>4) Make picture.</p> <p>5) Evaluate their design.</p> <p>Assessment Activity</p>	<p>Science Sequence of Learning ELG - UTW - The natural world Term 5</p> <p>1) Put out some toy animals and ask the children to sort them into groups. Discuss why they put them into their groups, look at characteristics of each group and name them.</p> <p>2) Recap the different groups of animals and name them. Complete sorting sheet.</p> <p>3) Discuss the terms carnivore, herbivore and omnivore. What do they mean? watch BBC Bitesize video. Look at plastic animals and sort them into groups according to what they eat. Complete sorting sheet.</p> <p>4) Use a soft toy animal and discuss the names of the parts of its body. Use post it notes to label them. Give each group a different animal to label with post it notes. Compare labels - do they all have the same body parts?</p> <p>5) Watch BBC Bitesize video on food chains. Use picture cards to make animal food chains.</p> <p>Assessment Activity</p> <p>R.E. Sequence of Learning - Term 3 ELG - UTW - People, culture and Communities. Jesus as a friend</p> <p>1) Discuss what makes a good friend.</p> <p>2) Share bible stories which teach friendship.</p> <p>3) Talk about when Jesus may have found it easy or difficult to show friendship.</p> <p>4) Friendship bracelets.</p> <p>Assessment Activity Writing about how Jesus showed friendship.</p> <p>R.E. Sequence of Learning - Term 4 Easter - Palm Sunday</p> <p>1) Role play a visit from a special person.</p> <p>2) Read the Easter Story.</p> <p>3) Sequence the Easter Story, focusing on Palm Sunday.</p> <p>4) Draw a special person.</p> <p>Assessment Activity Draw a picture of someone you admire/respect i.e. someone you would welcome in a big way if they visited.</p>
<p>English Writing to entertain</p> <p>Poetry based on 'Apes to zebras' poetry anthology.</p> <p>Narrative based on Billy and the Beast by Nadia Shireen</p> <p>Character Descriptions based on Monstersaurus by Clare Freedman and Ben Court</p> <p>Writing to inform</p> <p>Fact sheets on Mary Anning</p> <p>Advertisements - based on Monstersaurus by Clare Freedman and Ben Court</p> <p>recipes based on Billy and the Beast by Nadia Shireen</p>		<p>Maths</p> <p>Addition and subtraction - Y1 and Y2</p> <p>Multiplication and division - Y2</p> <p>Money</p> <p>Measurement - weight and volume</p>		