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| Class: Young Oaks | | Curriculum Driver: Geography | | Curriculum Theme: What on earth is a climate zone? | | British values: Tolerance | | Term: Spring 1 | |
| L | | E | | A | | P | | | |
| Sequence of Learning | | | | | | | | | |
| Subject | Intent and links to previous learning | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Outcome/Composite |
| Geography Where in the world? Climate zones | INTENT: Pupils now begin to learn about world biomes; the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones); PREVIOUS LEARNING: Y2: Continents and Oceans. Y1: Hot and Cold countries in relation to the equator. | Why does a place's location in the world affect its climate?  | What on earth is a climate zone?  | How is the climate of the UK different from that in the tropics?   | How does the climate vary around the world?   | What is the weather like on a typical day for places in different climate zones?   | What is special about each climate zone?  Field work: Eden trip   | | Children should understand the difference between biomes and climate (desert biome focus and arid, tropical, temperate, climate zones) and how these affect a location's climate. |
| Science Forces and magnets | INTENT: Children will learn how to identify how magnets work and what materials will affect the magnetic force. PREVIOUS LEARNING: | To be able to compare how things move on different surfaces  How does a coin move across a variety of materials (gather and record results)  | To understand that some forces need contact between 2 objects, but magnetic forces can act at a distance | To be able to observe how magnets attract some materials and not others Observe  | To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.  What materials will the magnet attract? - observe closely  | To be able to describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other depending on which poles are facing. Predict  | TAPS: Testing the strength of magnets Which magnet is strongest? - make a prediction   | | Children will be able to identify how magnets work and what materials will affect the magnetic force. |

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| Computing | <p>Sequencing sounds</p> <p>INTENT: use motion, sound and event blocks to create our own programs, featuring sequences.</p> <p>PREVIOUS LEARNING: programming in scratch junior</p> | To be able to identify the objects in a Scratch project. | To be able to create movement for more than one sprite, by designing a code. | To be able to create a sequence of connected commands. | To be able to experiment with the importance of the order of the sequence. | To design and create their own sprite using a sequence of commands. | To be able to create music to go alongside a sprite character. | | Children will use their knowledge of the programme 'Scratch' to produce a representation of a piano. |
| Art | <p>Painting</p> <p>INTENT: Explore how artists use paint to create different colours, textures, tints and shades.</p> <p>PREVIOUS LEARNING:</p> | <p>Introduce Henry Matisse</p> <p>LF: to be able to explore an artist's work.</p> <p>A4 page in a sketchbook showcasing her work. Mark making using artists' own work.</p> | To be able to develop my colour mixing skills, naming and using primary and secondary colours. | To be able to use a range of brush stroke techniques to create varied texture. | To be able to use white and black paint to create different shades, tints and dilutions. | To be able to use colour mixing, shades and tints to create a painting in the style of Henry Matisse. | . | | Pupils develop their techniques, including their control and their use of materials to create a painted and stitched landscape using acrylic paint and thread. |
| Music | <p>Standard written music notation</p> <p>INTENT:</p> <p>PREVIOUS LEARNING:</p> | To be able to understand that 'Standard Written Notation' is a way of writing music for other people to read and play | To be able to name and recognise the one beat note: crotchet: Be able to draw it, and find it in written music. | To be able to make patterns of one- beat notes in a bar of 4, (initially not on the stave). Know how to clap simple rhythms made up of crotchets, and crotchet rests. | To be able to make longer patterns of crotchets and crotchet rests. Be able to work as a team to play/clap rhythms together. | To be able to create more than one pattern and play them at the same time as others to create layers of rhythm. | To be able to use percussion instruments and standard notation to compose. Know how to play together by counting in and following the music. | To be able to record performances, share successes and critically evaluate compositions. | Children will be able to compose a layered rhythm of beats and rests, recording it using standard notation on a stave and perform in groups. |
| RE | <p>What does it mean to be Hindu in Britain today?</p> <p>INTENT: Children understand how the Hindu faith is followed and celebrated in Britain</p> <p>PREVIOUS LEARNING: What do Hindu's believe God is like (Autumn 2)</p> | <p>What is Hindu Dharma?</p> <p>To be able to identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p>  | <p>How do Hindus show their faith when they're together?</p> <p>To be able to describe how Hindus show their faith in bhajans at the mandir in Britain</p>  | <p>What are the Hindu duties?</p> <p>To be able to make links between the concept of dharma and the idea of having duties through exploring the story of King Yudhishtira and the dog.</p>  | <p>Who are the Hindu role models ?</p> <p>To understand the characters in the story of Ramayana are role models for Hindus (represents dharma winning over adharm)</p>  | <p>How any why do Hindus celebrate Diwali today in Britain?</p> <p>To be able to identify some different ways in which Hindus celebrate their faith in this festival in Britain compared to in India</p>  | <p>What is it like to be a Hindu in Britain today?</p> <p>To understand where are Hindus in Britain and why they decide to settle here</p>  | | Children will be able to share and express understanding of Hinduism in Britain and how they celebrate their religion in their daily lives. |
| RHSE | <p>Responsibilities and boundaries</p> <p>Children will be able to use their knowledge from Autumn 1 of Personal Space to scaffold their learning for boundaries in this unit.</p> | To be able to explain what responsible means and to explain why it is important to act | To be able to describe our own and others' responsibilities. | To be able to describe what personal space is and to explain our responsibility towards maintaining | To be able to recognise and explain what to do and how to get help if our personal space feels crowded. | To be able to describe the responsibilities we have to care for and help others | To be able to describe what empathy is and why it is an important way to show care. | | Children will be able to share their knowledge in school and in wider society of how to improve or support respectful relationships. |

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