



Subject	Learning
English Cross Curricular	<p>Friendship (PSHE) – Croc and Bird</p> <p>Non-chronological reports – famous pirates/all about rocks and soils (link to science and Stibbington).</p> <p>Recount of Stibbington week.</p>
Class Texts	<p>The Pirate Cruncher</p> <p>The Croc and Bird</p>
Mathematics Cross Curricular	<p>Co-ordinates for pirate maps (find the treasure).</p> <p>Compass directions.</p> <p>Traffic survey – comparing Amberley Slope with Stibbington Village and A1.</p>
History	Taught in other half terms.
Geography	<p>Make more detailed fieldwork sketches/diagrams – treasure maps of the school.</p> <p>Use the 8 points of a compass – treasure maps of the school.</p> <p>Make plans and maps using symbols and keys – treasure maps of the school.</p> <p>Use fieldwork instruments e.g. camera, rain gauge – Stibbington Residential.</p>
MFL	<p>Colours follow YouTube pirate video.</p> <p>Numbers to 10 – songs and actions.</p>
Art	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Explain what he/she likes or dislikes about their work.</p> <p>To use sketchbook to produce a final piece of work.</p> <p>To use different grades of pencil.</p> <p>Drawing/sketching using crayons and pencils to create line, tone, texture and shade.</p>
RE	<p>Know that there is variety in Christianity by visiting at least two different churches and explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>Have an opportunity to talk with believers from the different churches.</p>
Science	<p>Rocks and soils – Stibbington Residential.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>
Working Scientifically	<p>Working Scientifically: Fair test – permeability of rocks.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>

	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings.</p>
PE	<p>Dance</p> <ul style="list-style-type: none"> • To create actions in response to a stimulus and move in unison with a partner. • To create actions to move in contact with a partner or interact with a partner. • To understand how dynamics affect the actions performed. • To be able to select and use actions to represent an idea. • To work with a partner to choose actions that relate to an idea. • To remember and repeat actions. • To choose actions which relate to the idea. • To use space and timing to make my work look interesting. • To choose poses which relate to the stimulus.
PE with Premier Sports	<p>Fitness</p> <ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To test and record baseline fitness scores. • To develop your sprinting technique. • To develop your speed. • To develop strength using my own body weight. • To complete actions to develop co-ordination. • To complete actions to develop agility. • To complete actions to develop balance. • To complete actions to develop stamina. • To re-test fitness scores and recognise improvement.
Computing	<p>Computing</p> <p>Discovery Coding 1</p> <p>Design, write and debug programs that control or simulate virtual events.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>E-safety – Pixl E-Safety lessons</p> <p>Understand what E-Safety means.</p> <p>Recognise when it is and is not safe online.</p> <p>Use technology responsibly and understand that communication online may be seen by others.</p> <p>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>
Music	<p>Recognise the pulse within the context of different sounds and listening music.</p> <p>Music Express: In the past.</p> <p>Bransle – dance steps and performance.</p> <p>Musical focus: Pitch and performance.</p>
PSHE and RSE	<p>Classroom rules Core Theme 3: Living In The Wider World Shared responsibilities</p>

	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws Pixl Online Safety Session 1</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns STIBBINGTON Friendships</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p>
LORIC	<p>Leadership</p> <p>Leadership session 1: To be able to lead small teams within a chosen and familiar context – Children have the opportunity to create their own (hypothetical) business, which they will organise and lead.</p> <p>Leadership session 2: To verbalise the expectations of leadership within a selected activity – Children use their business ideas to identify the key characteristics of their role as a leader.</p>
DT	Taught in other half terms.
Sustainability	<p>Stibbington residential:</p> <p>Eco time challenges – 3 x 30 min sessions – growing crops, waste recycling and monitoring power use.</p>
British Values	<p>Pirate behaviour is criminal: enable students to distinguish right from wrong and to respect the civil and criminal law of England;</p> <p>House captain and eco rep elections: Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>
SMSC	Stibbington residential – group work, getting to know our new classes, independence. Reflecting on appropriate behaviour in different situations, including future visits to Werrington Church for nativity performance.
Themed Weeks	
Learning Outside The Classroom	<p>Stibbington residential</p> <p>Introduction to map skills and Pirate's Treasure Trail at Stibbington Lakes nature reserve.</p> <p>Eco time challenges – 3 x 30 min sessions – growing crops, waste recycling and monitoring power use.</p> <p>Introduction to the importance of rocks, and quarry visit for fossil hunting and soil making. Appearance, texture, permeability, rock cooking, time tunnel and rock garden.</p> <p>Exploring Stibbington Village, to include photograph trail and exploratory activities</p>