

Subject	Learning
English Cross Curricular	<ul style="list-style-type: none"> • Newspaper reports about sea pollution (link to text) • Information texts – sea creatures (Cross-curricular) • Persuasive Writing – Littering, including effect on wildlife and sea pollution (cross-curricular).
Class Texts	This morning I met a whale by Michael Morpurgo
Mathematics Cross Curricular	<ul style="list-style-type: none"> • Using Carroll diagrams to classify sea animals. • Finding fractions of different sea creatures in a picture. • Sea level nrch activity – negative numbers. • RE - Know the significance of the BC/AD dating system, while understanding that this is not applicable to all faiths or in all contexts
History	To be taught Autumn 2
Geography	<ul style="list-style-type: none"> • Understand the effect of landscape features on the development of a locality. • Describe how people have been affected by changes in the environment. <p>Look at a range of habitats and their geographical locations around the world. Seaside towns, cliff erosion, oil rigs, docks etc. Consider how pollution affects habitats around the world.</p>
MFL	<ul style="list-style-type: none"> • Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard (Bonjour, Ca Va?, Ca va bien) children act out meeting with each other. • Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. • Ask and answer a range of questions on different topic areas. • Write words and short phrases from memory.
Art	<ul style="list-style-type: none"> • Print on fabrics using tie-dyes or batik. <p>Children to design under the sea creature in their sketch books on session 1. Using fabric and dye create under water scenes. – Ken Done.</p>
RE	<p>What are the main internal and external features of some Christian places of worship and what purpose do they serve?</p> <ul style="list-style-type: none"> • 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). • Have an opportunity to talk with believers from the different churches. <p>Visit to local church identifying key features.</p>
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things.
Working Scientifically	Build questions about animals' habitats around the school. Collect data about mini-beasts in the school habitat using appropriate scientific equipment; gather, record, classify and present data.
PE	<p>Netball</p> <ul style="list-style-type: none"> • To throw and catch accurately • To keep possession of the ball • To move to find a space when they are not in possession during a game

	<ul style="list-style-type: none"> • To vary tactics and adapt skills according to what is happening • Apply skills and tactics in combination with a partner or as part of a group/team • A range of ball skills applied through team games (netball, football, basketball) including rules for games and how physical activity affects the body.
PE with Premier Sports	<p>Football</p> <ul style="list-style-type: none"> • To pass a ball with accuracy and control • To explain how their work is similar and different from that of others • To make up their own small sided games • Apply skills and tactics in combination with a partner or as part of a group/team • A range of ball skills applied through team games (netball, football, basketball) including rules for games and how physical activity affects the body. • Comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance
Computing	<p>Taught by HLTA (PPA Cover)</p> <p>E-safety</p> <ul style="list-style-type: none"> • Use technology responsibly and understand that communication online may be seen by others. • 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>Introduction to E-safety through a range of scenarios in which children might find themselves in and how they will deal with these. Understanding the importance of not sharing personal information online. Discuss how to stay safe using online games and apps.</p> <p>Programming (SCRATCH)</p> <ul style="list-style-type: none"> • Decompose programs into smaller parts. • Use logical reasoning to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software, systems and content that accomplish given goals. <p>Introduction to programming through SCRATCH. Make an avatar and program it so that they create a game.</p>
Music	<p>Music Express – Recycling – Musical focus Structure.</p> <ul style="list-style-type: none"> • Confidently recognise a range of musical instruments (percussion and orchestral) and the different sounds they make • Listen to and recall sounds with increasing aural memory. <p>Main focus to be cross curricular through Arts week.</p>
PSHE and RSE	<p>SEAL theme – New Beginnings</p> <ul style="list-style-type: none"> • Identify stress and stressful situations • Identify basic 'coping strategies' for dealing with difficult emotions • Understand the importance of mental health • Identify ways to make himself/herself happy and share happiness
LORIC	<p>Leadership - sessions 1 and 2 will be taught in Year 3.</p> <p>Leadership session 3: To develop the ability to listen to each member of the team and respond positively to suggestions from others – Children identify roles for different members of their team in a hypothetical business, based on their team’s ideas.</p> <p>Leadership session 4: To be a coach/in a mentor role with another pupil – Children will talk to other members of their team (in the context of the business) to ascertain whether they need assistance to help them do their job effectively.</p>
DT	Mouldable Materials

	<p>Consider the effect of plastic on the environment, look at a range of musical instruments and design their own junk instruments to use in a performance.</p> <ul style="list-style-type: none"> • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience • Create designs using exploded diagrams • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.
Sustainability	<p>Consider how we have an impact on the oceans – look at plastic pollution around the world.</p> <p>How are we global citizens? – Global warming and the impact on habitats, animals and humans.</p>
British Values	<p>Democracy - distinguishing responsible behaviour and irresponsible behaviour and the impact on environment. Realising that your actions have consequences.</p> <p>Understanding and respecting by voting for school councillors and eco representatives.</p>
SMSC	<p>Spiritual development:</p> <ul style="list-style-type: none"> • beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feelings and values • willingness to reflect on their experiences. <p>Moral development:</p> <ul style="list-style-type: none"> • understanding of the consequences of their actions <p>Social development:</p> <ul style="list-style-type: none"> • interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural development:</p> <ul style="list-style-type: none"> • interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
Themed Weeks/Days	<p>Arts Week – linked to Take One Picture ‘Men of the docks by George Bellows’</p> <p>Judaism Day</p> <ul style="list-style-type: none"> • Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. • Express views about why belonging to a faith community is valuable in their own lives.
Learning Outside The Classroom	<p>Visit to Werrington Church – identify key features within the church and their purpose. Children sketch parts of the church. Look at the gravestones around the churchyard.</p> <p>Habitat hunts around the school.</p>