



Subject	Learning
English Cross Curricular	Play Scripts – Nativity performance at the local church. Persuasive writing – winter holiday brochures and Christmas Fair stall posters. Newspaper reports – Christmas Fair.
Class Texts	Nativity play script
Mathematics Cross Curricular	Bar charts comparing the temperature of the Arctic and Antarctic over recent years. Discussion on climate change.
History	Taught in other half terms.
Geography	Taught in other half terms.
MFL	All about me Names of French food and drink I like....., I dislike....., Do you have.....? How to order food and drink in a restaurant.
Art	Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours. Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Experiment with different materials to create a range of effects and use these techniques in the completed piece of work. Explain what he/she likes or dislikes about their work.
RE	<b>Taught through and alongside a Nativity performance at the local church.</b> Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Harvest, Remembrance Sunday, Advent, Christmas, Lent, Easter, Ascension Day Pentecost. Investigate why and how people pray. Hear and talk about some famous prayers.
Science	<b>Forces and Magnets</b> (Forces between objects, magnetism on contact with other materials, poles) Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Working Scientifically	<b>Working Scientifically: Fair test – classifying materials as magnetic or not.</b> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.

	<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><b>Dance performance at Arthur Mellows Village College</b></p> <ul style="list-style-type: none"> <li>• To improvise freely, translating ideas from a stimulus into movements</li> <li>• To share and create phrases with a partner and in a small group</li> <li>• To repeat, remember and perform these phrases in a dance</li> <li>• To select and use the most appropriate skills, actions and ideas</li> <li>• To move and use actions with co-ordination and control</li> <li>• To explain how their work is similar and different from that of others</li> <li>• With adult support, to recognise how performances could be improved</li> </ul>
PE with Premier Sports	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• To use a greater number of their own ideas for movement in response to a task</li> <li>• To adapt sequences to suit different types of apparatus and their partner's ability</li> <li>• To explain how strength and suppleness affects performances</li> <li>• To compare and contrast gymnastic sequences, commenting on similarities and differences</li> <li>• To move and use actions with co-ordination and control</li> <li>• To explain how their work is similar and different from that of others</li> <li>• With help, to recognise how performances could be improved</li> </ul>
Computing	<p><b>Computing</b></p> <p><b>Coding – Basic Scratch Programming</b></p> <p>Design, write and debug programs that control or simulate virtual events. Use logical reasoning to explain how some simple algorithms work.</p> <p><b>E-safety – Pixl ESafety lessons</b></p> <p>The different ways to communicate with people online</p> <p>To understand different communication channels</p> <p>The positives and negatives of communication channels</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>Develop an understanding of formal written notation which includes crotchets and rests.</p>

	<p><b>Music express:</b></p> <p><b>In the past</b></p> <ul style="list-style-type: none"> <li>*Bransle dance steps</li> <li>*Bransle performance</li> </ul> <p><b>Food and drink</b></p> <ul style="list-style-type: none"> <li>*Banana band</li> <li>*Shortnin' players</li> </ul> <p>Trad children's song 'Bananas, bananas 60's musical (Oliver) 'Food, glorious food</p>
PSHE and RSE	<p>Seal activities including class discussions, circle time and drama. Getting On &amp; Falling Out <i>Respect for diversity, co-operation, social skills</i></p>
LORIC	<p>Communication</p> <p>Lesson 1: How to ask effective questions?</p> <p>Lesson 2: How to be an effective listener.</p>
DT	<p><b>Enterprise week</b></p> <p>Structures – Shell Structures - Exploring a variety of existing products, looking at how they could make their own container for the Christmas Fair Product. Design, create, evaluate</p> <p>Use a wider variety of ingredients and techniques to prepare and combine ingredients safely. Use knowledge of existing products to design his/her own functional product. Safely measure, mark out, cut, assemble and join with some accuracy. Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>
Sustainability	<p>Look at ingredients for Christmas Fair product and discuss where they come from and evaluate food wastage post project.</p>
British Values	<p><b>Nativity performance:</b></p> <p>An understanding that the freedom to hold other faiths and beliefs is protected in law. An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p>
SMSC	<p><b>Nativity performance:</b></p> <p>Christmas story, performing at the church. Discuss and reflect upon Christian beliefs</p>
Themed Weeks	<p><b>Enterprise week</b> – See DT section</p>
Learning Outside The Classroom	<p>Visit to the local church to practise and perform a Nativity play. Includes discussions and reflection about Christian beliefs and behaviour in a place of worship. Dance performance at Arthur Mellows.</p>