Theme: The Poles **Driver:** Geography

The Big Question: Could a polar bear survive in the desert?

Reading for Pleasure Class Novel: Flat Stanley series by Jeff Brown



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WC 6.11.22	WC 13.11.22	WC 20.11.22	WC 27.11.22	WC 4.12.22	WC 11.12.22	WC 18.12.22
WC 6.11.22 Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing	WC 13.11.22 Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing	WC 20.11.22 Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis Poles Pol	WC 27.11.22 Unit: Instructions Supporting Text: The Great Explorer by Chris Judge CREAT EXPLORER WE Link: learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing about real events develop positive attitudes towards and stamina for writing by: writing for different purposes consider what they are going to write before beginning by planning what they are going to write about	WC 4.12.22 Unit: Instructions Supporting Text: The Great Explorer by Chris Judge GREAT EXPLORER WE Link: learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing about real events develop positive attitudes towards and stamina for writing by: writing for different purposes consider what they are going to write before beginning by planning what they are going to write	WC 11.12.22 Unit: Letter Supporting Text: The Great Explorer by Chris Judge GREAT EXPLORER WC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if. that, or because) and co-	WC 18.12.22 Unit: Letter Supporting Text: The Great Explorer by Chris Judge NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if. that, or because) and
what they are going to write about	what they are going to write about	what they are going to write about	going to write before beginning by planning what they are going to write about re-reading to check that their writing makes sense read aloud what they have written with appropriate intonation to make the meaning clear expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past	going to write before beginning by planning what	example, the blue butterfly] subordination (using when, if, that, or because) and coordination (using or, and, or but) develop positive attitudes towards and stamina for writing by: writing for different purposes re-reading to check that their writing makes sense consider what they are going to write before beginning by planning what	example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) develop positive attitudes towards and stamina for writing by: writing for different purposes re-reading to check that their writing makes sense consider what they are going to write before beginning by planning
if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	ordination (using or, and, or but) writing for different purposes	consistently including the progressive form Cross curricular: Geography- locational	form Cross curricular: Geography- locational	about Cross curricular: Geography- locational knowledge	what they are going to write about Cross curricular: Geography- locational knowledge
	Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different	Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, 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proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different	Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different willing for different willing for different willing for different willing and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Suporting Text: Poles Apart by Jeanne Willis and Jarvis Suporting Text: Poles Apart by Jeanne Willis and Jarvis Suporting Text: Poles Apart by Jeanne Willis and Jarvis Suporting Text: Poles Apart by Jeanne Willis and Jarvis Suporting Text: Poles Apart by Jeanne Willis and Jarvis	Supporting Text: Poles Apart by Jeanne Willis and Jarvis Poles Po	Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: Jearning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation constently including the progressive form subordination (using when, if, that, or because) and co-ordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: The Great Explorer by Chris Judge Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis Supporting Text: Poles Apart by Jeanne Willis and Jarvis NC Link: Jearning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with	Unit: Diary Entry Supporting Text: Poles Apart by Jeanne Willis and Jarvis PolES Po

knowledge

knowledge

	<u>Launch:</u> Trip to Yorkshire Wi	ildlife Park WC 19 th Septembe	er.					
	Key Questions: Would a pola	ar bear survive in the desert?						
	Media/Visual Literacy: https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwx							
	-	-	-	eror-penguins/zm3ygwx				
	nttps://www.youtube.com/\	watch?v=rUyHdy4y_5E&scrlyb	orkr=ec1da90a					
	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, adverbial	Subject, predicate, stop, conjunctions, fronted adverbials, adverbial	
	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	clauses Little Wandle Scheme	clauses Little Wandle Scheme	
Reading	Little Wandle Scheme	Little Wallule Scheme	Little Wallule Scheme	Little Wallule Scheme	Little Wallule Scheme	Little Wallule Scheme	Little Wallule Scheme	
\dagger	Unit: Maths No Problem	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	Unit: White Rose Maths	
	Addition and subtraction	Addition and subtraction	Addition and subtraction	Addition and subtraction	Shape	Shape	Shape	
	NC Link: solve problems with addition and	NC Link: solve problems with addition and	NC Link: solve problems with addition and	NC Link: solve problems with addition and	NC Link: identify and describe the properties of 2-	NC Link: identify and describe the properties of	NC Link: identify and describe the properties of	
	subtraction:	subtraction:	subtraction:	subtraction:	D shapes, including the	2-D shapes, including the	2-D shapes, including the	
	using concrete objects and	using concrete objects and	using concrete objects and	using concrete objects and	number of sides and line	number of sides and line	number of sides and line	
	pictorial representations,	pictorial representations,	pictorial representations,	pictorial representations,	symmetry in a vertical line	symmetry in a vertical line	symmetry in a vertical line	
	including those involving	including those involving	including those involving	including those involving	identify and describe the	identify and describe the	identify and describe the	
	numbers, quantities and	numbers, quantities and	numbers, quantities and	numbers, quantities and	properties of 3-D shapes,	properties of 3-D shapes,	properties of 3-D shapes,	
	measures	measures	measures	measures	including the number of	including the number of	including the number of	
	applying their increasing	applying their increasing	applying their increasing	applying their increasing	edges, vertices and faces	edges, vertices and faces	edges, vertices and faces	
	knowledge of mental and	knowledge of mental and	knowledge of mental and	knowledge of mental and	identify 2-D shapes on the	identify 2-D shapes on the	identify 2-D shapes on the	
	written methods	written methods	written methods	written methods	surface of 3-D shapes, [for	surface of 3-D shapes, [for	surface of 3-D shapes, [for	
	recall and use addition and	recall and use addition and	recall and use addition and	recall and use addition and		example, a circle on a	example, a circle on a	
	subtraction facts to 20	subtraction facts to 20	subtraction facts to 20	subtraction facts to 20	example, a circle on a	cylinder and a triangle on a	' '	
					cylinder and a triangle on a	'	'	
	fluently, and derive and	fluently, and derive and	fluently, and derive and use	fluently, and derive and	pyramid]	pyramid]	pyramid]	
	use related facts up to 100 add and subtract numbers	use related facts up to 100 add and subtract numbers	related facts up to 100 add and subtract numbers	use related facts up to 100 add and subtract numbers	compare and sort common	compare and sort common	compare and sort common	
	using concrete objects,				2-D and 3-D shapes and	2-D and 3-D shapes and	2-D and 3-D shapes and	
	pictorial representations,	using concrete objects, pictorial representations,	using concrete objects,	using concrete objects,	everyday objects.	everyday objects.	everyday objects.	
	and mentally	and mentally	pictorial representations, and mentally	pictorial representations, and mentally				
	show that addition of 2	show that addition of 2	show that addition of 2	show that addition of 2				
	numbers can be done in	numbers can be done in	numbers can be done in any	numbers can be done in				
			order (commutative) and					
	any order (commutative)	any order (commutative)	subtraction of 1 number	any order (commutative)				
	and subtraction of 1	and subtraction of 1		and subtraction of 1				
	number from another	number from another	from another cannot	number from another				
	recognise and use the	cannot	recognise and use the	cannot				
	_	recognise and use the	inverse relationship	recognise and use the				
	inverse relationship	inverse relationship	between addition and	inverse relationship				
	between addition and	between addition and	subtraction and use this to	between addition and				
	subtraction and use this to	subtraction and use this to	check calculations and solve	subtraction and use this to				
	check calculations and	check calculations and	missing number problems	check calculations and				
	solve missing number	solve missing number		solve missing number				
- 1	problems	problems	I	problems	Ī	1	1	

Jnit: Animals including numans Lesson: Can I match a variety of adult animals to their offspring? NC Link: notice that animals, including humans, have offspring which grow nto adults	Unit: Animals including humans Lesson: In what ways do different animals reproduce? NC Link: notice that animals, including humans, have offspring which grow into adults	Unit: Animals including humans Lesson: How do humans grow as they get older? NC Link: notice that animals, including humans, have offspring which grow into adults Cross curricular: PSHE-Changing me	Unit: Animals including humans Lesson: What do animals including humans, need to survive? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Unit: Animals including humans Lesson: How does the environment effect an animal's survival? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Unit: Animals including humans Lesson: What is a healthy, balanced diet? NC Link: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Unit: Animals including humans Lesson: Why is exercise important to keep our bodies healthy? NC Link: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	
Lesson: Can I match a variety of adult animals to their offspring? NC Link: notice that animals, including humans, have offspring which grow	Lesson: In what ways do different animals reproduce? NC Link: notice that animals, including humans, have offspring which grow	Lesson: How do humans grow as they get older? NC Link: notice that animals, including humans, have offspring which grow into adults Cross curricular: PSHE-	Lesson: What do animals including humans, need to survive? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food	Lesson: How does the environment effect an animal's survival? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food and	Lesson: What is a healthy, balanced diet? NC Link: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Lesson: Why is exercise important to keep our bodies healthy? NC Link: describe the importance for humans of exercise, eating the right amounts of different types	
variety of adult animals to cheir offspring? NC Link: notice that animals, including humans, have offspring which grow	different animals reproduce? NC Link: notice that animals, including humans, have offspring which grow	grow as they get older? NC Link: notice that animals, including humans, have offspring which grow into adults Cross curricular: PSHE-	including humans, need to survive? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food	environment effect an animal's survival? NC Link: find out about and describe the basic needs of animals, including humans, for survival (water, food and	NC Link: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	important to keep our bodies healthy? NC Link: describe the importance for humans of exercise, eating the right amounts of different types	
animals, including humans, nave offspring which grow	animals, including humans, have offspring which grow	including humans, have offspring which grow into adults Cross curricular: PSHE-	describe the basic needs of animals, including humans, for survival (water, food	describe the basic needs of animals, including humans, for survival (water, food and	importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	importance for humans of exercise, eating the right amounts of different types	
l						of food, and Hygierie.	
Teach Computing: Creating Media- Digital Chotography Lesson: Taking photos NC Link: use technology Curposefully to create, Corganise, store, Corganise, store, Corganise and retrieve Cligital content Crecognise common uses of Corporation technology Coeyond school	Teach Computing: Creating Media- Digital photography Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art	Teach Computing: Creating Media- Digital photography Lesson: What makes a good photograph? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art	Teach Computing: Creating Media- Digital photography Lesson: Lighting NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art	Teach Computing: Creating Media- Digital photography Lesson: Effects NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art	Teach Computing: Creating Media- Digital photography Lesson: Is it real? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school	Applying learning	
ou or ma dig	C Link: use technology arposefully to create, ganise, store, anipulate and retrieve gital content cognise common uses of formation technology by ond school	portrait? NC Link: use technology purposefully to create, ganise, store, anipulate and retrieve gital content cognise common uses of formation technology eyond school Cross curricular: Art	Lesson: Landscape or portrait? Lesson: Landscape or portrait? NC Link: use technology purposefully to create, ganise, store, anipulate and retrieve gital content cognise common uses of formation technology beyond school Cross curricular: Art Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art	Lesson: Taking photos Lesson: Landscape or portrait? NC Link: use technology purposefully to create, anipulate and retrieve gital content cognise common uses of formation technology eyond school NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Description NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Cross curricular: Art	Lesson: Landscape or portrait? Description: Use technology purposefully to create, granise, store, anipulate and retrieve gital content cognise common uses of formation technology pyond school Description: Use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Description: De	Lesson: Landscape or portrait? NC Link: use technology purposefully to create, ganise, store, anipulate and retrieve digital content cognise common uses of formation technology pyrond school Cross curricular: Art Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Lesson: Lighting NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Lesson: Lighting NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Lesson: Lighting NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Cross curricular: Art	Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, annipulate and retrieve gital content cognise common uses of formation technology purpod school Cross curricular: Art Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Lesson: Landscape or portrait? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Lesson: Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Lesson: Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Lesson: Is it real? NC Link: use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school Cross curricular: Art Cross curricular: Art

				Unit: TEXTURE	Unit: TEXTURE	Unit: TEXTURE		
				Lesson: Theory	<u>Lesson: Practise</u>	Lesson: Apply		
				How does Jackson Pollock	Can I use texture?	Can I apply texture to a final		
				use texture?	currase texture:	piece?		
				use texture:		piece:		
				NC Link: to use a range of	NC Link: to use a range of	NC Link:		
				materials creatively to	materials creatively to	to use a range of materials		
	Ξ.			design and make products	design and make products	creatively to design and		
	Design			about the work of a range of	to use drawing, painting	make products		
	De			artists, craft makers and	and sculpture to develop	to develop a wide range of		
	જ			designers, describing the	and share their ideas,	art and design techniques in		
	Art			differences and similarities	experiences and	using colour, pattern,		
	,			between different practices	imagination.	texture, line, shape, form		
				and disciplines, and making	inagination.	and space.		
				links to their own work.	Cross curricular: DT and	and space.		
				links to their own work.		Construction of the state of		
					Science- Materials	Cross curricular: DT and		
				Respect		Science- Materials		
				Respect	Library			
					Liberty	(⊗ ₁)		
						Liberty		
-		Unit: Mechanisms	Unit: Mechanisms			Responsibility		
		Offic. Mechanisms	Offic. Mechanisms					
		Lanana Mala	Lanana Frankrata					
		<u>Lesson: Make</u>	<u>Lesson: Evaluate</u>					
		Can I complete my vehicle?	How successful was my					
			Arctic vehicle?					
		NC Link: select from and						
	_	use a range of tools and	NC Link: evaluate their					
	echnology	equipment to perform	ideas and products against					
	اور	practical tasks [for	design criteria					
	chi	example, cutting, shaping,	S					
	Te	joining and finishing]	Cross curricular: English					
	જ	select from and use a wide	Cross curricular. English					
	igu	range of materials and						
	Design	_						
		components, including						
		construction materials,	Resilience					
		textiles and ingredients,						
		according to their						
		characteristics						
		Liberty						
		Responsibility						

						Unit: The Arctic	Unit: The Arctic	Unit: The Arctic	
						Lesson: Human and physical geography	Lesson: Place knowledge	Lesson: Place knowledge	
						Are there any cities and	What animals live in the Arctic?	How is an Arctic town different to a city in the	
						towns in the Arctic circle?		UK?	
						NC Link: use basic	NC Link: use basic geographical vocabulary to	NC Link: understand	
2	•					geographical vocabulary to	refer to: key physical	geographical similarities	
y da crao	2					refer to: key human features, including: city,	features, including: beach, cliff, coast, forest, hill,	and differences through studying the human and	
و	3					town, village, factory, farm,	mountain, sea, ocean, river,	physical geography of a	
						house, office, port, harbour and shop	soil, valley, vegetation, season and weather	small area of the United Kingdom, and of a small	
								area in a contrasting non-	
						Respect	Cross curricular: Science- Living things and their	European country	
							habitats		
							I I I I I I I I I I I I I I I I I I I		
			<u>Unit: Inuit</u>	<u>Unit: Inuit</u>	<u>Unit: Inuit</u>				
			Lesson: Life and death	Lesson: Significant people	Lesson: Consequence and				
				and impact	legacy				
			How are life and death celebrated in Inuit	Who is Ernest Shackleton?	How did Ernest Shackleton				
			communities?		effect the future?				
			NC Link: the lives of	NC Link: the lives of significant individuals in the	NC Link: the lives of				
			significant individuals in	past who have contributed	significant individuals in				
History	A		the past who have contributed to national	to national and international achievements.	the past who have contributed to national and				
i i			and international	defice effects.	international				
			achievements.		achievements.				
			Cross curricular: PSHE-						
			Celebrating Difference	Respect Liberty	Respect				
					Respect				
			Rule of Law						
			Respect						
		<u>Charanga Unit:</u> Playing in an Orchestra	Charanga Unit: Playing in an Orchestra	Charanga Unit: Playing in an Orchestra	Charanga Unit: Playing in an Orchestra	Charanga Unit: Playing in an Orchestra	Charanga Unit: Playing in an Orchestra		
N. Sign	2	Sparkle in the sun	Sparkle in the sun	Listen	Listen	The orchestra song	Assessment checkpoint		
2		8			A	R			
		Respect	Respect	Respect	Réspect	Respect			

	<u>Unit:</u> Dance	Unit: Dance	Unit: Dance	Unit: Invasion Games	Unit: Invasion Games	Unit: Invasion Games	
				(Team games)	(Team games)	(Team games)	
	NC Link: perform dances	NC Link: perform dances	NC Link: perform dances				
	using simple movement	using simple movement	using simple movement	NC Link: participate in	NC Link: participate in team	NC Link: participate in team	
	patterns.	patterns.	patterns.	team games, developing	games, developing simple	games, developing simple	
		•		simple tactics for attacking	tactics for attacking and	tactics for attacking and	
PE	Cross curricular: Maths	Cross curricular: Maths	Cross curricular: Maths and	and defending.	defending.	defending.	
	and music- beat	and music- beat	music- beat		S S		
	1.5	- T	(2) F				
				Resilience Respect	Resilience Respect	Resilience Respect	
	Resilience	Resilience	Resilience	Respect	Respect	Respect	
	Unit: Light and Dark	Unit: Light and Dark	Unit: Light and Dark	Unit: Light and Dark	Unit: Light and Dark	Unit: Light and Dark	
	3 11 1	<u> </u>					
	Lesson: Can I explain what	Lesson: Can I explain why	<u>Lesson:</u> Can I explain why	<u>Lesson:</u> Can I explain why	Lesson: Can I explain why	Lesson: Can I explain why	
	Advent is?	light can be important at	the story of Rama and Sita	light can be important at	the story of Hanukkah can	light can be important at	
		Christmas?	can be important to Hindus?	Diwali?	be important to Jews?	Hanukkah?	
	Cross curricular: PSHE- CD						
퓚		Cross curricular: PSHE- CD	Cross curricular: PSHE- CD	Cross curricular: PSHE- CD	Cross curricular: PSHE- CD	Cross curricular: PSHE- CD	
_							
	Respect						
	Respect	Respect		Respect	Respect		
		Respect	Responsibility	Respect	Respect	Responsibility	
						Interview of the second	
	Jigsaw Unit: Celebrating	Jigsaw Unit: Celebrating	Jigsaw Unit: Celebrating	Jigsaw Unit: Celebrating	Jigsaw Unit: Celebrating	Jigsaw Unit: Celebrating	
	Difference	Difference	Difference	Difference	Difference	Difference	
	Lesson: Assumptions and	Lesson: Understanding	Lesson: Standing up for self	Lesson: Making new	Lesson: Gender diversity	Lesson: Celebrating	
	stereotypes about gender	bullying	and others	friends		difference and remaining	
						<u>friends</u>	
					I know what gender		
	I know what a	I understand what	Llunavy havy to maget to	I can identify ways	diversity means.		
	stereotype is and some	bullying is and how	I know how to react to	to make new		I can recognise	
PSHE	assumptions.	to act.	different situations.	friendships.		differences and	
چ					Tolerance	understand that these	
					Respect	are okay.	
	Cross curricular: Science		Beillaco B. S. C.				
		Resilience		Resilience	Respect		
			Liberty			Respect	
	Respect	Tolerance	Respect	Respect		Respect	
	Respect	Respect					
		Respect	Respect				
			I	I	I	<u> </u>	