

Into the Woods

<p>SCIENCE</p> <p>Plants and Growth</p> <ul style="list-style-type: none"> -Naming and classifying plants, flowers and trees -Being able to identify living, and non living things -Be able to describe the life cycle of a plant and animal <p>Materials</p> <ul style="list-style-type: none"> -To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Living things</p> <p>Find out about and describe the basic needs of animals including humans for survival.</p>	<p>Geography</p> <p>Map making —keys (our school woodland) Our route around school woodland, routes of storybook characters)</p> <ul style="list-style-type: none"> - Plans of school grounds.. mark on the woodland and trees around our school. - -Identifying and describing the physical and human features of their local environment - -Compare natural areas to that in other countries. Woodlands/forests across the world. - Weather - 	<p>History</p> <ul style="list-style-type: none"> - Significant People in History linked with British Values and changes, impacts they have made -Researching and recalling information -Asking own questions and creating enquiry
<p>Art and design</p> <ul style="list-style-type: none"> -To comment on differences in others’ work and to suggest ways of improving their own work -To use pencils, pastels and charcoal in my drawings. To show patterns and textures in their drawings by adding dots and lines. They able to show different tones using coloured pencils -To make a variety of lines of different sizes, thickness and shapes 	<p>Design Technology</p> <ul style="list-style-type: none"> - Designing a coat for little red riding hood to wear- focus on materials and purpose - Creating designs and pitches for Little Reds new coat. - Needle work and threading, dyeing materials. - Moving pictures. - Foods for an alternative picnic basket. <p>Enterprise project- Designing and selling objects made from wood and natural materials.</p>	<p>Computing</p> <p>Unit 1: We are programmers</p> <ul style="list-style-type: none"> -To follow instructions to move around a course -To create a series of instructions to move their peers around a course -To create a sequence of instructions to control a programmable robot to carry out a pre-determined route to include direction, distance and turn (on screen or floor robot) <p>Unit 2: We are programmers</p>

<p>Collage characters and woodland using natural materials from our wood and other art materials.</p> <p>Artist links: Andy Warhol</p>		<ul style="list-style-type: none"> -To have a clear understanding of algorithms as sequences of instructions -To convert simple algorithms to programs -To predict what a simple will do -To navigate the Scratch programming environment -To create a background and sprite for animation -Change background after a specific time -To add inputs to control their sprite -To change position of sprite on screen
<p>French</p>	<p>Religious Education</p> <p>Jewish & Cristian views</p> <p>Early life of Jesus</p> <p>Advent</p> <p>Philosophy for children (P4C)</p>	<p>Music</p> <p>Charanga Musical Scheme of Work</p> <p>Unit One – Listen and appraise music</p> <ul style="list-style-type: none"> -Listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used -Begin to demonstrate an understanding of the differences between pulse, rhythm and pitch through games and activities. -Begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so <p>Unit Two – Babuska</p> <ul style="list-style-type: none"> - Prepare, practise and perform your Christmas production - Musical Activities -Vocal warm-ups - Learn to sing the songs <p>Perform/Share</p>

<p>Physical Education</p> <p>-Develop competence to excel in a broad range of physical activities-Are physically active for sustained periods of time</p> <p>-Lead healthy, active lives</p> <p>Autumn 1 Dance (indoor) Games unit 1, throwing and catching (outdoors)</p> <p>Autumn 2 Gym unit H (indoors) Games unit 1,throwing and catching (Outdoor)</p>	<p>Forest School</p> <p>Explore nature in habitats</p> <p>Identify plants and nature in local environment.</p> <p>Making shelters.</p>	<p>Stunning start: Forest school day Forest School: Den building and insect hotel/ minibeast mansions, Day camping, Fire making with marshmallows,</p> <p>Marvellous middle: Visitor to bring in animals and mini beasts from woodlands. RSPB possibly</p> <p>Fabulous finish: Enterprise of woodland creations.</p>
<p>PSHE Additional</p> <p>Care for our environment. Ways to improve our woodland—create homes for creatures. Litter pick including own safety Dangers—plants (DANSI)</p> <p>can name one way that my friend is different from me</p> <p>I can identify some ways in which my friend is different from me</p> <p>I can give a reason why my friend is special to me</p> <p>I can tell you why I value this difference about him/her</p> <p>I can compare myself with a friend and describe the similarities and differences between us</p> <p>I can express how I feel about our similarities and differences</p>		