

Year A 2021-2022

The Americas (Mayan civilisation, rainforest)

Learning Question: KS1&2: Who are the Americans?

Launch: Total emersion in American culture – music, pics, maps, history etc. Develop questions based on resources they can see and experience

Landing: Thanksgiving celebration

COP 26 1st-12th November Climate Change Conference Glasgow - KS2

" I am greatly honoured to be given the role of People’s Advocate. There could not be a more important moment that we should have international agreement. The epidemic has shown us how crucial it is to find agreement among nations if we are to solve such worldwide problems. But the problems that await us within the next 5 - 10 years are even greater. It is crucial that these meetings in Glasgow, COP26, have success, and that at last the nations will come together to solve the crippling problems that the world now faces." Sir David Attenborough

COP26 explained https://2nsbq1gn1r123zol93eyrccj-wpengine.netdna-ssl.com/wp-content/uploads/2021/06/COP26-Explained_.pd

WWF Our climate our future <https://321www.wwf.org.uk/get-involved/schools/cop26#resources>

Together for our planet schools pack <https://together-for-our-planet.ukcop26.org/schools-pack-get-inspired/>

Whole school community:

Global citizen award - Christian aid

Subject	What we <i>have</i> to cover	National Curriculum Programmes of study	Content Guidance
Science	<p>KS1 Living things and their habitats (Y2) Compare with less familiar habitat of rainforest</p> <p>& Seasonal Change (Summer to Autumn)</p>	<p>Working Scientifically: During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ♣ asking simple questions and recognising that they can be answered in different ways ♣ observing closely, using simple equipment ♣ performing simple tests ♣ identifying and classifying ♣ using their observations and ideas to suggest answers to questions ♣ gathering and recording data to help in answering questions <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ explore and compare the differences between things that are living, dead, and things that have never been alive 	<p>Living things and their Habitats:</p> <p>Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p> <p>They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a variety of plants and animals) and ‘micro-habitat’ (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.</p>

<p>Y3/4 plants Y3 (inc rainforest plants/flowers/trees) & Living things and their habitats Y4 (local habitat/ rainforest (frozen lands next yr)- deforestation</p>	<ul style="list-style-type: none"> ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other § identify and name a variety of plants and animals in their habitats, including microhabitats ♣ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. <p><i>Working scientifically During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></p> <ul style="list-style-type: none"> ♣ <i>asking relevant questions and using different types of scientific enquiries to answer them</i> ♣ <i>setting up simple practical enquiries, comparative and fair tests</i> ♣ <i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i> ♣ <i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i> ♣ <i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i> ♣ <i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i> ♣ <i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i> 	<p>Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: ‘Is a flame alive? Is a deciduous tree dead in winter?’ and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.</p> <p>Y3 and 4 Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.</p> <p>Note: Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.</p> <p>Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</p> <p>They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</p>
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	<p>Y5/6 living things and their habitats (Y5&6)</p>	<ul style="list-style-type: none"> ♣ <i>identifying differences, similarities or changes related to simple scientific ideas and processes</i> ♣ <i>using straightforward scientific evidence to answer questions or to support their findings.</i> <p>Plants Y3: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ♣ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant ♣ investigate the way in which water is transported within plants ♣ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically During years 5 and 6, <i>pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</i></p> <ul style="list-style-type: none"> ♣ <i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i> ♣ <i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i> ♣ <i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i> ♣ <i>using test results to make predictions to set up further comparative and fair tests</i> ♣ <i>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</i> ♣ <i>identifying scientific evidence that has been used to support or refute ideas or arguments.</i> 	<p>Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.</p>
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History	<p>KS1 Significant individuals: Was Christopher Columbus the first American? Rosa Parks, Martin Luther King</p> <p>KS2 Mayan civilisation – non European society that provides contrasts with British History Black history/ slave trade</p>	<p>KS1 The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>KS2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>

<p>Geog</p>	<p>KS1 develop locational knowledge and geographical skills Place Knowledge: Compare an area of South America with region of the UK</p> <p>KS2 locate North and South America on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Physical geography: climate zones, biomes and vegetation belts, Rainforest</p> <p>Compare a region of North or South America with a region of the UK</p>	<p>KS1 Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Locational knowledge Name and locate the world’s seven continents and five oceans.</p> <p>Geographical skills Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Locational knowledge locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p>	<p>Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Key Stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
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<p>RE</p>	<p>KS1 F4. Being special: where do we belong? Who am I? What does it mean to belong?</p> <p>KS1 - 1:3 Why does Christmas matter to Christians?</p> <p>KS2 Trinity/Incarnation How can following God bring freedom and justice?</p>	<p>F4: retell religious stories, making connections with personal experiences. ☑ share and record occasions when things have happened in their lives that made them feel special. ☑ recall simply what happens at a traditional Christian infant baptism and dedication. ☑ recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time</p> <p>OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>See – Leeds diocese – Unit F4</p> <p>See KS1: Incarnation – unit 1:3</p> <p>see UKS2 – unit2B:3</p>
<p>Computing (Cycle A) Online safety to be wonen throughout.</p>	<p>Y1/2 Technology around us (Computers and Networks) and Robot algorithms (Programming)</p> <p>Y3/4 Connecting Computers (Computers and Networks) and Programming Rapid Router (Programming)</p>	<p>EYFS ☐ I can recognise that a range of technology is used in places such as homes and schools</p> <p>Y1 ☐ I can recognise how others use technology outside of school</p> <p>Y2 ☐ I can use a range of input and output devices efficiently</p> <p>Y3 ☐ I can use more complicated input devices</p> <p>☐ I understand that the internet is a large network that enables computers to share information</p> <p>Y4 ☐ I understand that some computers on a network serve particular functions, such as controlling printers or sharing files</p>	<p>Y1/2</p> <p>☑ Children understand that they can share information online, eg. via email or the school learning platform.</p> <p>☑ Children understand that there is a right and wrong way to communicate and this may be different depending on who you are communicating with.</p> <p>☑ Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</p> <p>☑ Start to evaluate web sites by giving opinions about preferred or most useful sites.</p>

	<p>Y5/6 Communication (Computers and Networks) and Scratch (Programming)</p>	<p><u>Y5</u> <input type="checkbox"/> I can use the internet to allow me to share data with another person</p> <p><u>Y6</u> <input type="checkbox"/> I understand how computers are able to communicate and share information</p> <p><input type="checkbox"/> I can use and combine services on the internet to share information</p>	<p><input type="checkbox"/> Know how to return to the home page of a teacher directed website.</p> <p><input checked="" type="checkbox"/> Create a stamp to make patterns and designs</p> <p><input checked="" type="checkbox"/> Describe to others their use of a paint package and their reason for choice of tools</p> <p><input checked="" type="checkbox"/> Develop greater control over the digital stills or video camera</p> <p><input checked="" type="checkbox"/> Begin to discuss the quality of their image and make decisions (eg. delete a blurred / bad image)</p> <p><input type="checkbox"/> Begin to select and edit and change images</p> <p><input type="checkbox"/> Begin to change or enhance photographs and pictures (crop, re-colour)</p> <p><input type="checkbox"/> Create a sequence of still images which together form a short-animated sequence</p> <p><u>Y3/4</u></p> <p><input type="checkbox"/> Use a range of online communication tools, such as email, forums and polls.</p> <p><input type="checkbox"/> Be able to discern when an email should or should not be opened.</p> <p><input type="checkbox"/> Be able to explain the process of accessing online material and how uploading/downloading works</p> <p><input type="checkbox"/> Develop understanding of connectivity through a network</p> <p><input type="checkbox"/> Discuss and explain how a device accesses a printer or the internet</p> <p><input type="checkbox"/> Identify and sort input devices relating to information sharing</p> <p><u>Y5/6</u></p> <p><input type="checkbox"/> Decide which online communication tool is the most appropriate to use for a particular purpose, eg. email, discussion forums, podcast, or multi-user documents on Teams</p> <p><input type="checkbox"/> Organise, refine and present information for a specific audience</p> <p><input type="checkbox"/> Create a range of hyperlinks to produce a non-linear presentation</p> <p><input type="checkbox"/> Through peer assessment and self-evaluation, make suitable improvements</p>
DT	<p>Design and make a rainforest reading corner in the classroom/ school</p>	<p>Work collaboratively to use a wide range of tools and equipment to design, develop make and evaluate their rainforest</p> <p>KS1 Can they incorporate mechanisms to make things move?</p> <p>KS2 can they use their knowledge of electrical systems or computing to programme and control their products?</p>	
Music	<p>Music of South America</p> <p>Deep south, jazz and blues</p>	<p>KS1: Focus on singing, improvising and composing using untuned instruments</p>	<p>KS2: Music service to provide 1 hour's music per week learning an instrument (TBC)</p>

			Collective worship to cover music appreciation – LW to forwards plan.
Art and Design	KS1: 'Autumn' (Y2 Unit 1) KS2: 'Down in the Jungle' – rainforest, animals and camouflage.		
French	KS1 Greetings/introductions Numbers to 10 Christmas KS2 Les monstres Les Portraits		
PSHE/RSE	Myself and my relationships Plus Being an active citizen (KS2 only)		
Opening up horizons	Alumni project – Display in School – out on facebook to gather information from alumni – where are they now?		
Courageous advocacy	Saving the rainforests – Eco Team – See CLPE planning		
Whole child	Following on from looking at significant individuals, children consider their own identity, acceptance and diversity within our 4 schools as well as beyond. Link to KS2 English text.		
Intentional questioning	Link to COP 26 - do we believe everything that we are told?		

English texts - see list available on teams

EYFS:

This is not my hat – Jon Klassen

KS1:

Leaf – Sandra Diekmann

The Invisible Child – Tove Jansson

Bear -

KS2:

The Miraculous Journey of Edward Tulane – Kate Dicamillo

Holes – Louis Sachar