

<p>Topic Name – Splendid Skies</p> 	<p>Year Group - Year 1 Autumn 2 Topic Purpose Question – Why are the days shorter in the Autumn and longer in the Summer?</p>	<p>Curriculum Coverage Science Topic Purpose – Observe and talk about the changes in the weather and the season so this encourages curiosity and asking questions about what they notice. They should answer their own scientific enquiry by answering questions which should include observing changes over a period of time.</p>	<p>Class Novel: Fantastic Mr Fox Purpose- Reading a novel by a classic author to extend vocabulary.</p>
<p>Links to previous topics. EYFS Weather EYFS Winter Wonderland Links to future topics. Year 2 Explores Year 4 Misty Mountains Year 5 Stargazing Year 5 Amazon Rainforest.</p>	<p>Science Everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Activity: Absorbent material – representing the different speeds of rainfall.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Activity: Look at suitable materials for clothing in different seasons.</p> <p>Purpose question: Why do we choose certain clothing for different seasons?</p> <p>Seasonal changes Observe changes across the four seasons. Activity: Explore suitcases packed with clothes for different seasons. Match the suitcase to the season and suggest other things to include in each case.</p> <p>Observe and describe weather associated with the seasons and how day length varies. Activity: Discuss the rotation of earth and how it affects day length. Purpose Question: Why can I play outside in the summer till 7 but in the Winter I have to go straight home?</p> <p>Key Vocabulary: leg, arm, elbow, head, ear, nose, back, wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth, property, survival, light, temperature, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent brick, paper, fabrics, squashing, bending, twisting, stretching elastic, foil</p>	<p>History The lives of significant individuals in the past who have contributed to national and international achievements. Activity: Life of Sir Francis Beaufort – creator of the wind force scale. Key Vocabulary: Old, long time ago, sequence, invention, past, before, after, discovery. Purpose Question: How has this wind force scale impacted the world today?</p>	<p>Geography Locational Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Activity: Locating the poles Physical Features Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Activities: Weather watcher, Extreme weather, The equator. Skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key. Activity: Rainy days – Aerial Views. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Activity: Weather station.</p> <p>Key Vocabulary: Continent, Ocean, Climate., Equator, Environment, Key, Symbol, location, Atlas, Globe, North, East, South, West.</p>
<p>Engage Stage</p> <p>Take a nature’s treasures walk to search for seasonal signs. Ask children to make observations of trees, responding to questions such as ‘Can you see leaves? What colour are they?’ Investigate what the weather is like, looking upwards to the clouds to look at their shapes, sizes and colours. (Link back to Enchanted Forest).</p> <p>Collect items to talk about back in the classroom, such as buds, dried leaves, wildflowers, sticks, leaf litter, acorns, pine cones and other natural objects.</p>	<p>DT Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Activity: Plan and design shelter prototype, which will withstand all weather conditions. Select from and use a range of tools and equipment to perform practical tasks. Activity: Make a shelter prototype, which will withstand all weather conditions. Evaluate their ideas and products against the design criteria. Activity: Evaluate their shelter and then make a class full sized shelter using all of the positives from their own prototypes. Key Vocabulary: Investigating, planning, make, evaluate, purpose, ideas, design criteria, flexible, shape, texture, tear, fold, curl, recycled, paper, cut, fold, join, fix, structure, wall, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, structure, stronger, stiffer, join, strengthen, attach</p> <p>Purpose Question: What materials and structure would withstand any weather condition?</p>	<p>PE Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities. Gymnastics</p> <p>Participate in team games, developing simple tactics for attacking and defending. Invasion games.</p>	<p>Music Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p>Activities: Unit 4 Weather (Exploring Sounds) Unit 6: Seasons (Pitch)</p>

<p>Computing</p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Activities: See Computing planning. <p>Key Vocabulary: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure, safe, meet, accept, reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p>	<p>PSHE</p> <p>Celebrating differences</p> <p>The same as... What is bullying? Celebrating me Anti-Bullying Week</p> <p>Key Vocabulary: Similarity/similar, Same as, Bullying Bullying behaviour, Deliberate, On purpose, Unfair, Celebration, Difference, Special, Unique</p>	<p>RE</p> <p>Theme: Christmas</p> <p>Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p> <p>Disposition: Expressing Joy</p>	<p>Writing focus connected to topic</p> <p>Poetry (2 weeks) Chronological reports on the weather (3 Weeks) Letters to Santa (2 weeks)</p> <hr/> <p>Extended/linked reading</p> <div style="text-align: right;">  </div>
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