



<p><b>Topic Name – Seasons</b>  <b>Disposition Developing Contemplation:</b> Being Curious and Valuing Knowledge.</p>	<p><b>Curriculum Coverage Science</b>  <b>Topic Purpose –</b> 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</p>	<p><b>Year Group - Year 1 Spring 2</b>  <b>Topic Purpose Question –</b> Why are the days shorter in the Autumn and longer in the Summer?</p>	<p><b>Class Novel: Fantastic Mr Fox</b>  <b>Purpose-</b> Reading a novel by a classic author to extend vocabulary.</p>
<p><b>Links to previous topics.</b>  EYFS Weather</p> <p><b>Links to future topics.</b>  Year 1 To the Moon and Back  Year 2 Explores  Year 4 Mountain and Rivers  Year 5 Space  Year 5 Amazon Rainforest</p>	<p><b>Science</b>  <b>Seasonal changes</b>  Pupils should observe and talk about changes in the weather and the seasons. Pupils might work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p><b>Observe changes across the four seasons.</b>  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><b>History</b>  Events beyond living memory that are significant nationally and globally  The Great Fire of London.  Ongoing through the whole term</p> <ol style="list-style-type: none"> <li>How can we work out why the Great Fire started?</li> <li>What actually happened during the Great Fire and how can we know for sure 350 years later?</li> <li>Why did the Great Fire burn down so many buildings?</li> <li>Could more have been done to stop the Fire?</li> <li>How did people manage to live through the Great Fire?</li> </ol>	<p><b>Geography</b>  <b>Physical Features</b>  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.</p> <p>Activities:  Lesson One: Weather watcher (Curriculum Maestro)  Lesson Two: Extreme weather (Curriculum Maestro)  Lesson Three: The equator (Curriculum Maestro)</p>
<p><b>Engage Stage</b></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. <a href="#">(Link back to Woodlands).</a></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><b>Observe and describe weather associated with the seasons and how day length varies.</b>  Activity: Discuss the rotation of earth and how it affects day length.  <b>Purpose Question: Why can I play outside in the summer till 7 but in the Winter I have to go straight in the house?</b></p> <p><b>Everyday materials</b>  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.  <b>Purpose question: Why do we choose certain clothing for different seasons?</b></p> <p><b>Key Vocabulary: weather, season, autumn, winter, summer, spring, change, seasonal</b></p>	<p><b>Key Vocabulary: A long time ago, Source, Evidence, Historical event, Diary, Pitch/Tar, Thatch, Flammable, Pudding Lane, Samuel Pepys</b></p>	<p><b>Locational</b>  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.  Lesson Four: Locating the Poles (Curriculum Maestro)</p> <p><b>Key Vocabulary: Climate., Equator, Environment, Atlas, Globe, Poles, Season, Weather</b></p>
<p><b>DT</b>  <b>Structure –</b> Free-standing windmill – see Kapow planning.</p> <p>Making a windmill with some set design criteria.</p> <p><b>Skill: Free standing robust shelter.</b></p> <p><b>Key Vocabulary: Client, Design, Evaluation, Net, Stable, Strong, Test, Weak, Windmill</b></p>	<p><b>Computing</b>  <b>Data and information – grouping data</b>  Use technology purposefully to create, organise, store, manipulate, and retrieve digital content  Use technology safely and respectfully</p> <p>To identify some attributes of an object  To collect simple data  To show that collected data can be counted  To describe the properties of an object  To choose an attribute to group objects by  To group objects to answer questions  To explain that objects can be grouped by similarities (attribute)  To describe a group of objects</p> <p><b>Key Vocabulary: Object, label, group, search, image property, value, data set.</b></p>	<p><b>PE</b>  <b>Games (Attack, Defend, Shoot) – Teacher Led (PE Hub planning)</b>  To hit and defend a target.  To roll and slide balls and beanbags.  To shoot to gain points.  Introduce attacking and defending skills.  To work with a partner to score points.</p> <p><b>Key vocabulary: Attack, catch, defend, over-arm, play, against, over-arm, under-arm, roll, send, receive.</b></p> <p><b>Gymnastics – Sport’s Coach Led</b>  To mount and dismount a bench safely.  Move across the bench at different levels and in different ways.  To balance in a bench.  Start use the different apparatus safely using the correct technique to mount and dismount.</p>	<p><b>Music</b>  <b>Music is delivered during PPA by Junior Jam</b>  Singing  Lite Level 1</p>
<p><b>Extended/linked reading</b></p>	<p><b>PSHE</b>  <b>Healthy Me.</b>  Being Healthy  Clean and Healthy  Road Safety  Good Health Week</p> <p><b>Key Vocabulary: Healthy, Unhealthy, Balanced, Exercise, Sleep, Healthy, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Safety, Green Cross Code, Eye, Ears, Look, Listen, Wait.</b></p>	<p><b>RE</b>  Theme: Easter - Palm Sunday</p> <p><b>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b></p> <p>Religion: Christianity</p> <p>Disposition: Being thankful</p>	

