

ICT

Bee Bots / Floor Turtles

Search Engines for  
Information / Designs

SCIENCE

What forces are we using?

- Playground Visit
  - Vehicles:
  - Space Rockets
  - Planes
  - Windmills

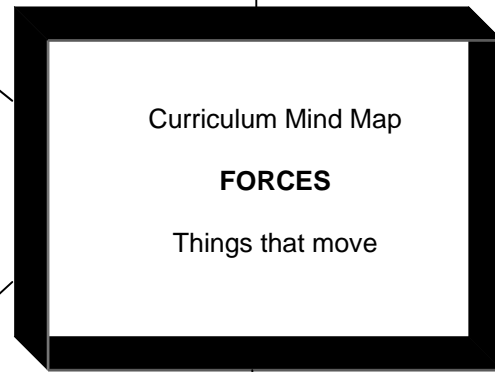
Push me and Pull You  
Projects and Data Handling

- Do surfaces matter?  
(Materials Link)

NUMERACY

Measuring – how far

Fruit and cars travel down ramps



GEOGRAPHY

Different Terrains

How do terrains affect travel in vehicles?

HISTORY

Vehicles in the past (non-fiction)

LITERACY

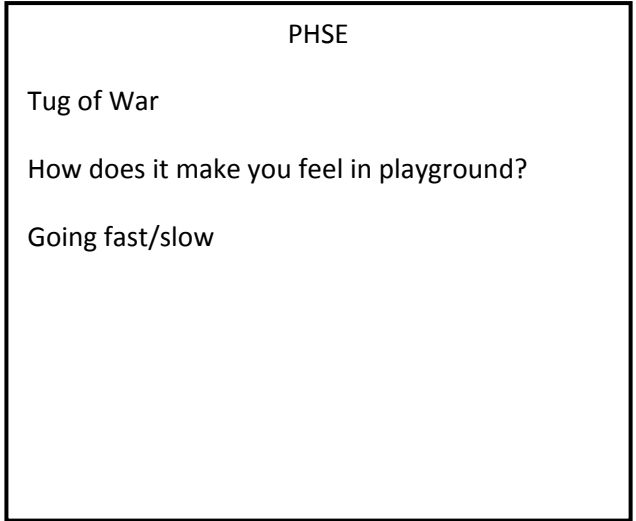
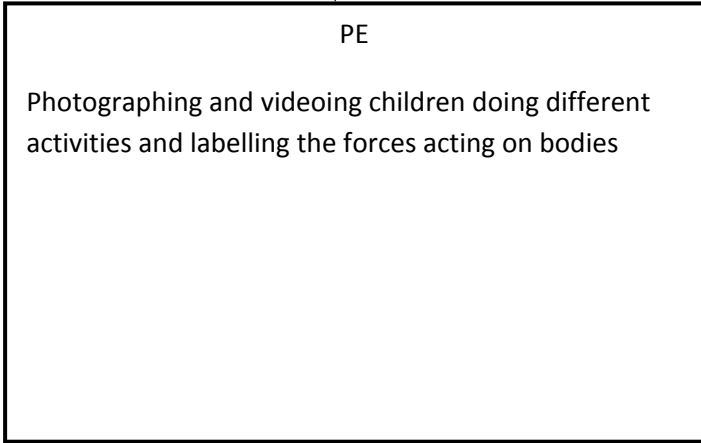
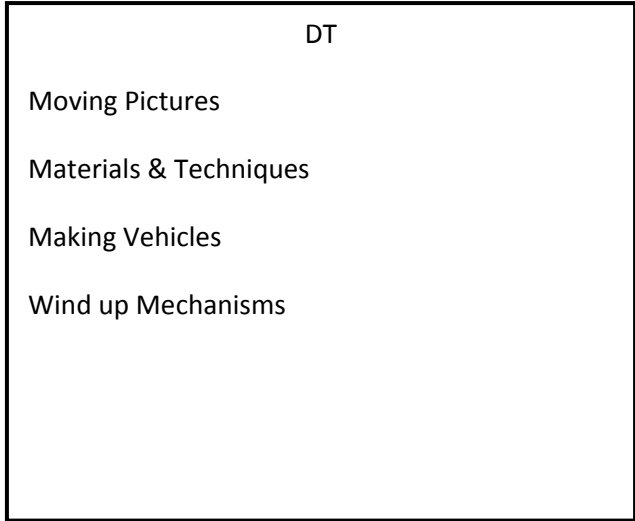
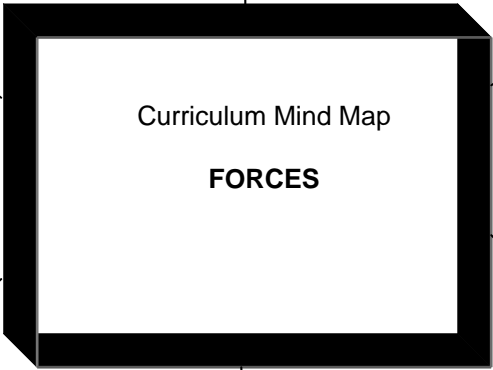
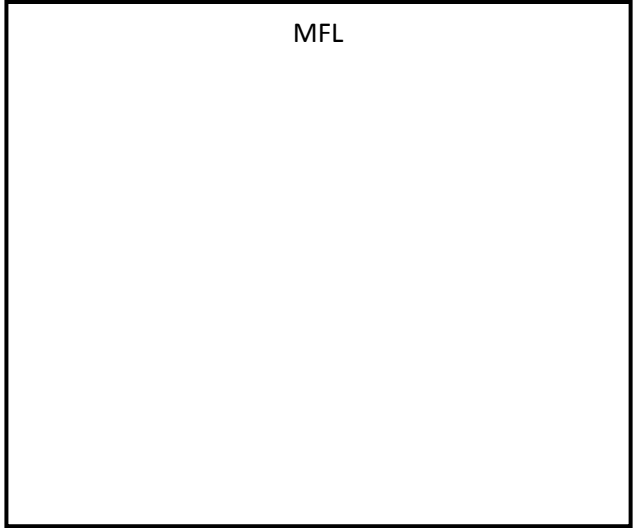
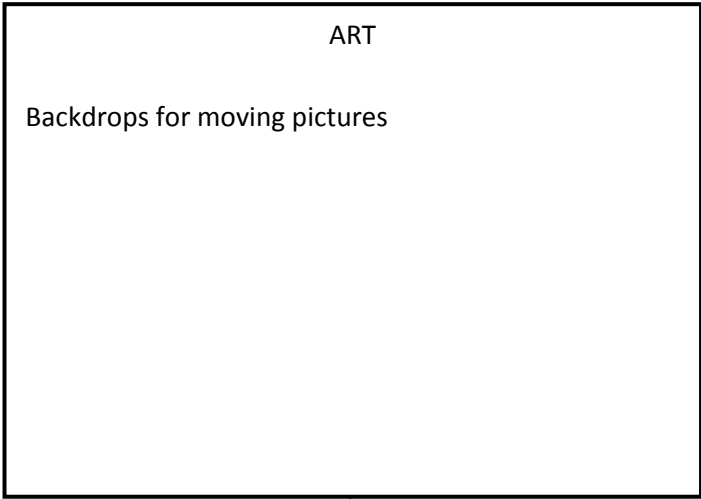
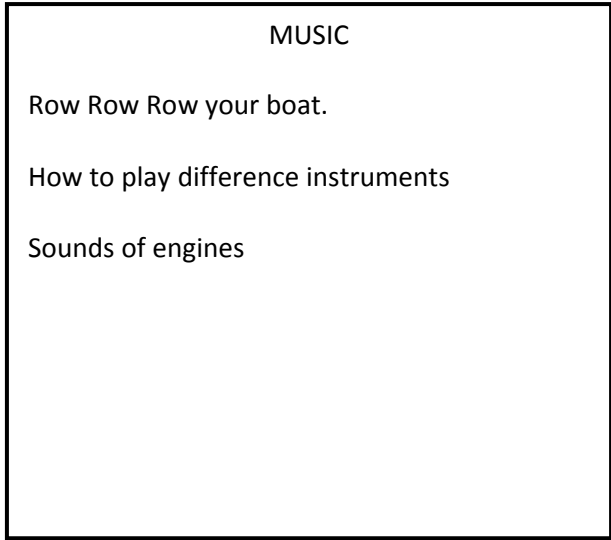
Force – what is the definition (Y2)

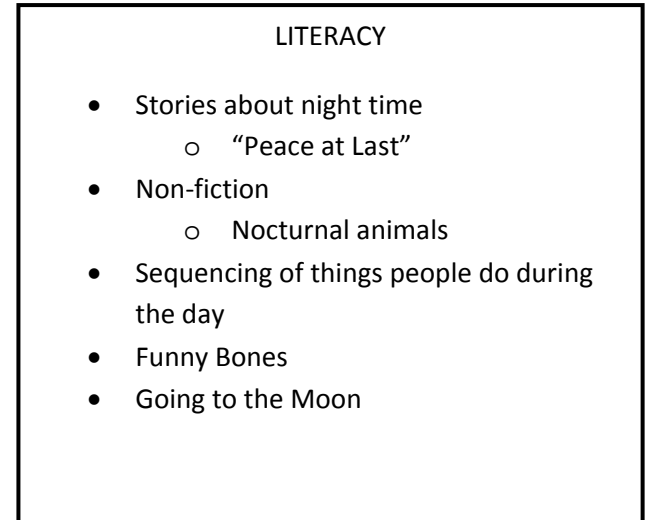
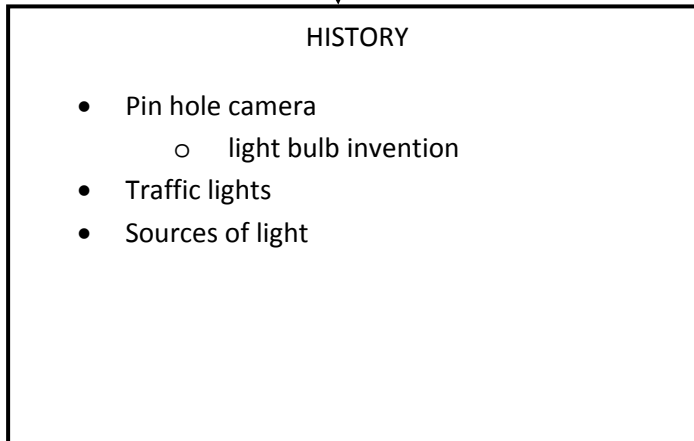
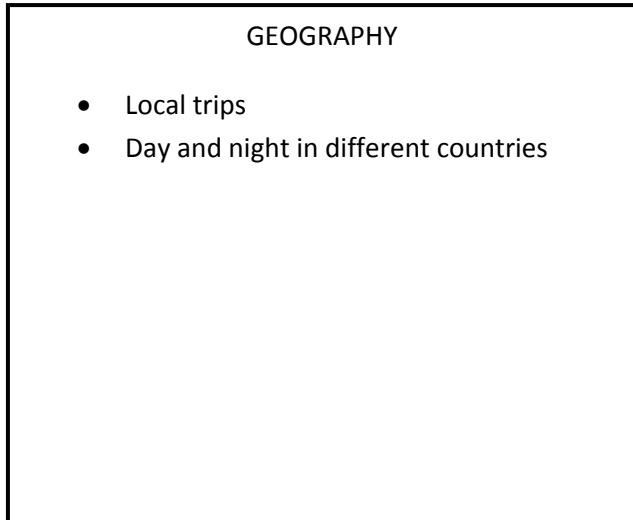
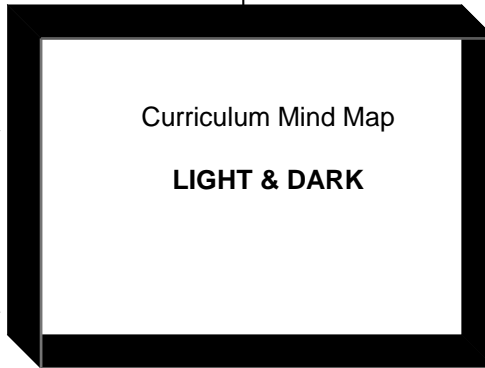
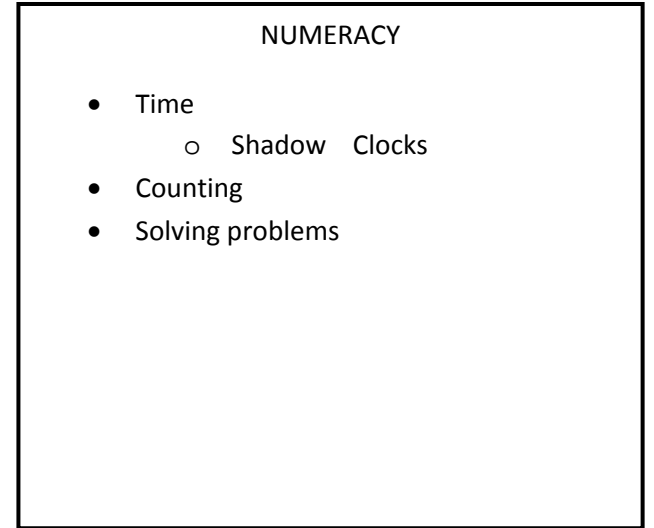
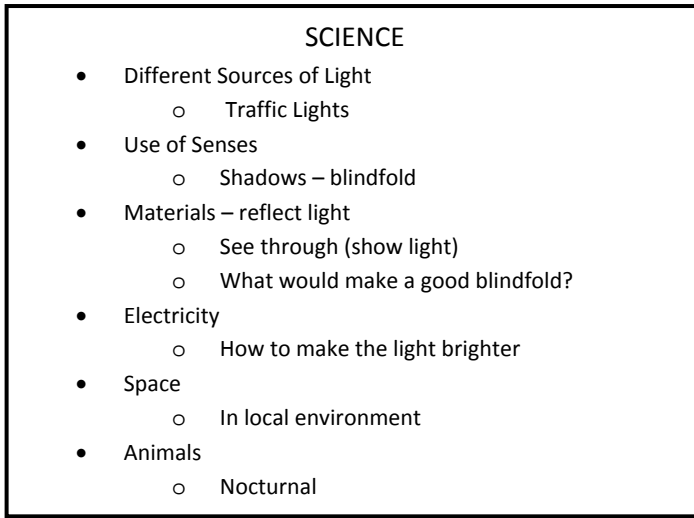
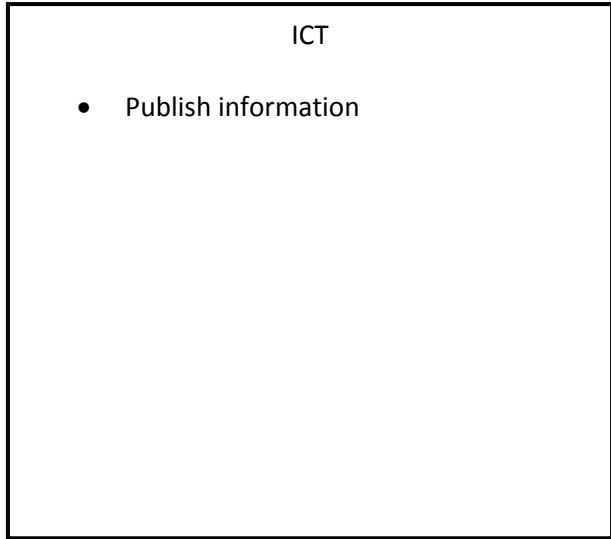
Information books – labelling

Non-fiction writing

Index etc.

Lifts





**ICT**

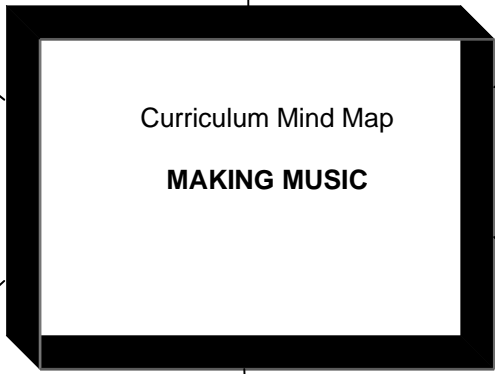
- Recording sounds – make into a quiz
- Music composer (2 simple)
- Data loggers – recording volume (decibels)
- Music in film

**SCIENCE**

- Sound – telephones – INVESTIGATE DIFF STRINGS/CUP
- #What materials make the best ear muffs – volume/pitch
- Classify and naming instruments – pluck, blow tap
- Key vocabulary

**NUMERACY**

Measuring distance – how far before you can't hear them.



**GEOGRAPHY**

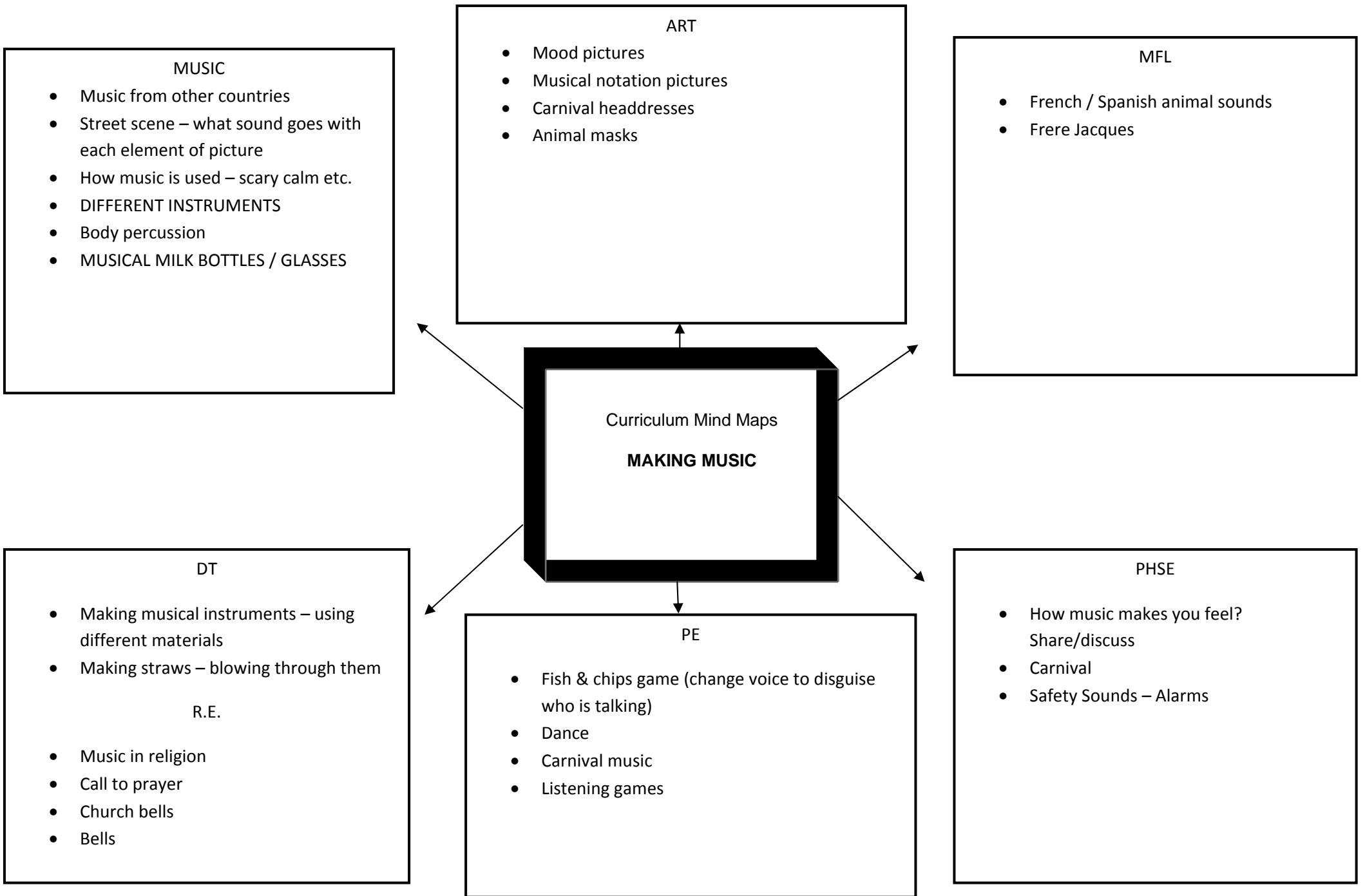
- Sound walk – Map where you can hear sounds
- Map where songs come from

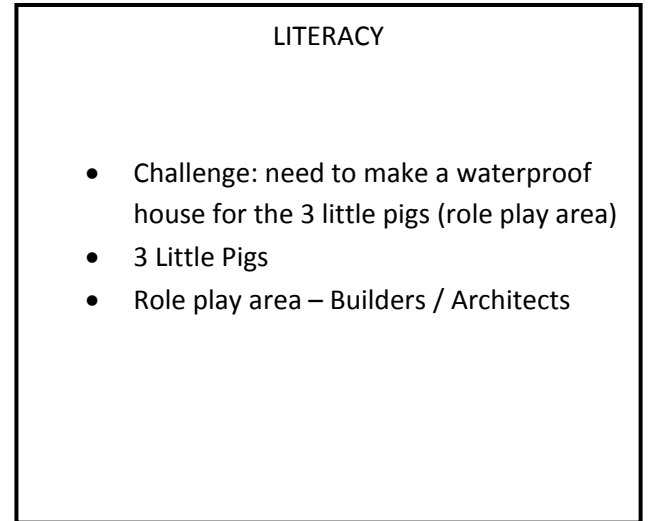
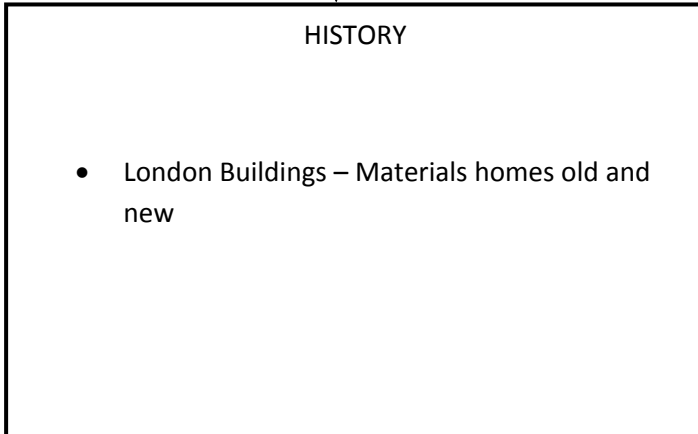
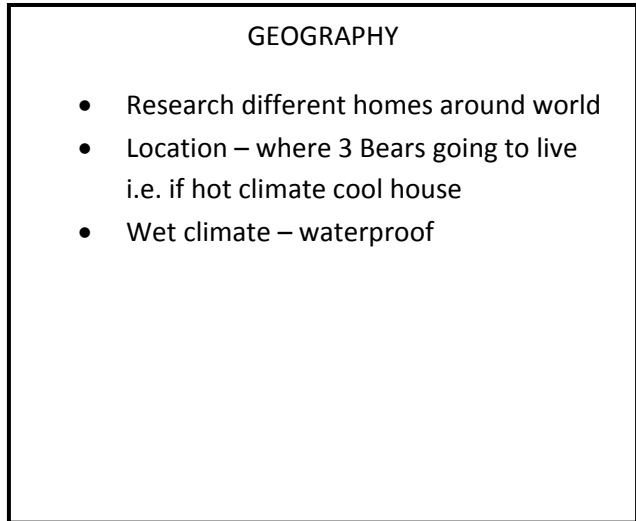
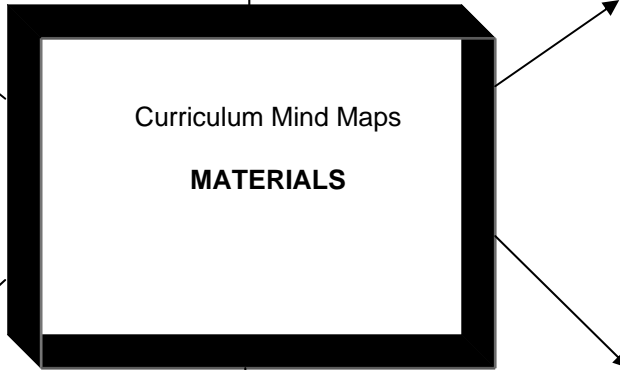
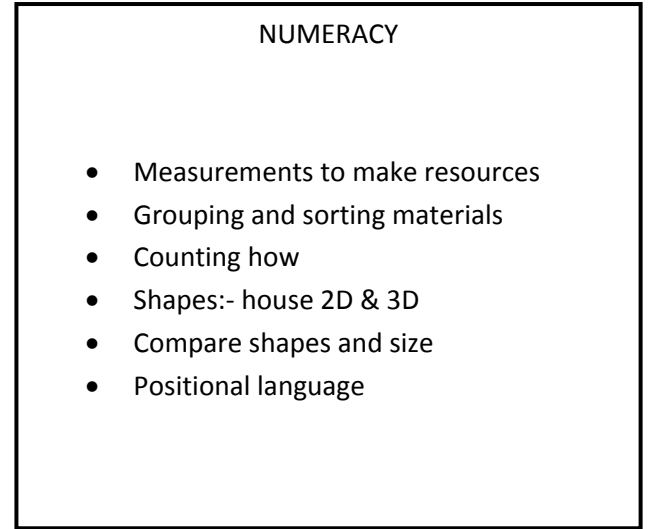
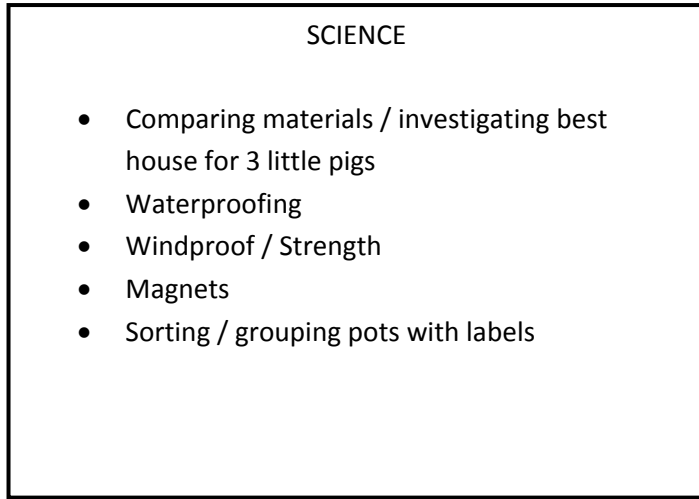
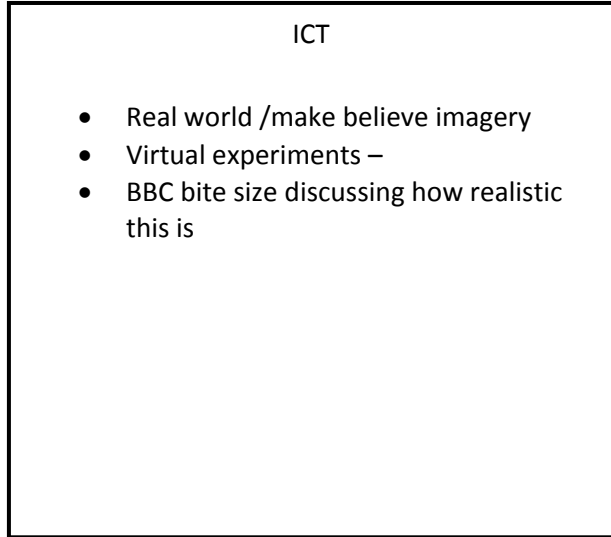
**HISTORY**

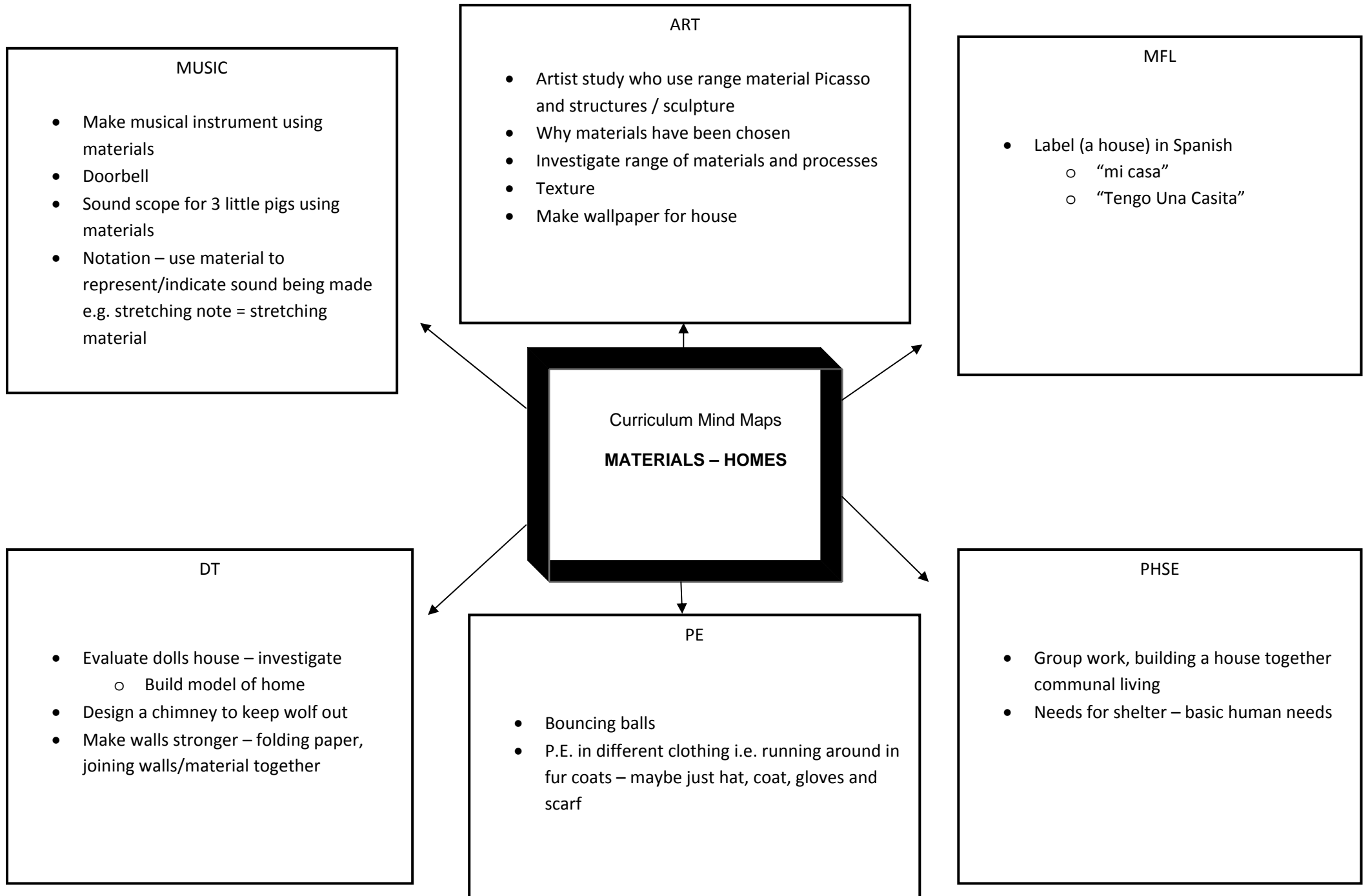
- Music from past – what decade?
- History of the drum

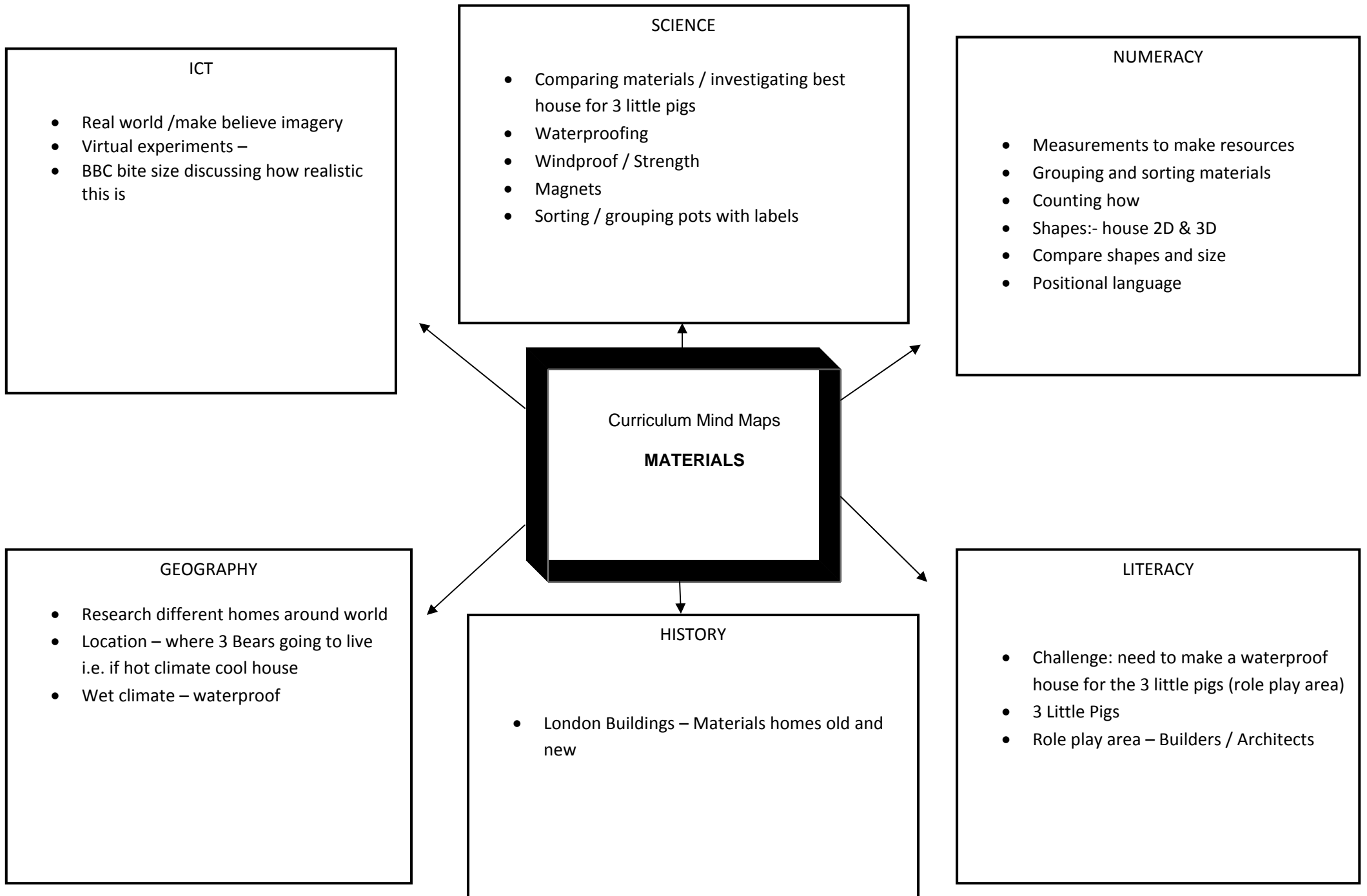
**LITERACY**

- Classical music – Carnival Animals / Peter and the Wolf
- Musicals – Lion King, Oliver, Wizard of Oz
- Sound Poetry – alliteration etc
- Key Vocab:
  - Phonics
  - Drama – Mirie
  - Instructions – How to make
- Sound Poems
- Non-fiction texts – Instruments
  - Instructions









**MUSIC**

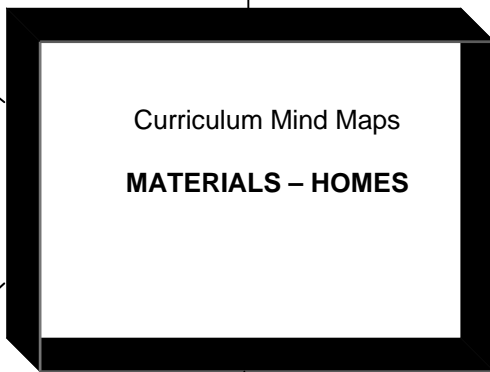
- Make musical instrument using materials
- Doorbell
- Sound scope for 3 little pigs using materials
- Notation – use material to represent/indicate sound being made e.g. stretching note = stretching material

**ART**

- Artist study who use range material Picasso and structures / sculpture
- Why materials have been chosen
- Investigate range of materials and processes
- Texture
- Make wallpaper for house

**MFL**

- Label (a house) in Spanish
  - “mi casa”
  - “Tengo Una Casita”



**DT**

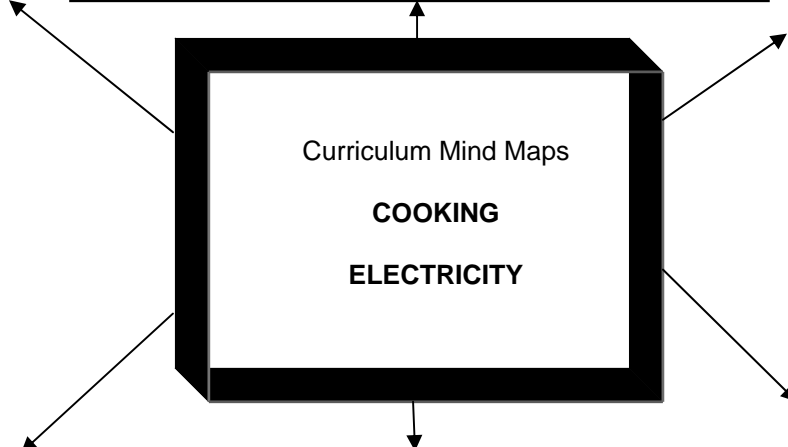
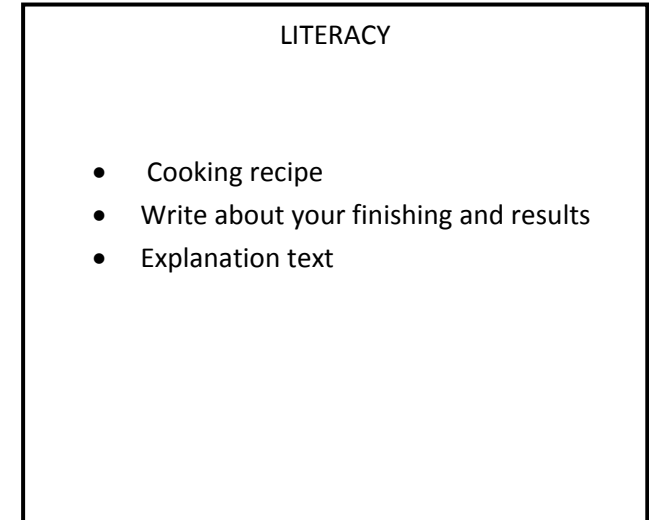
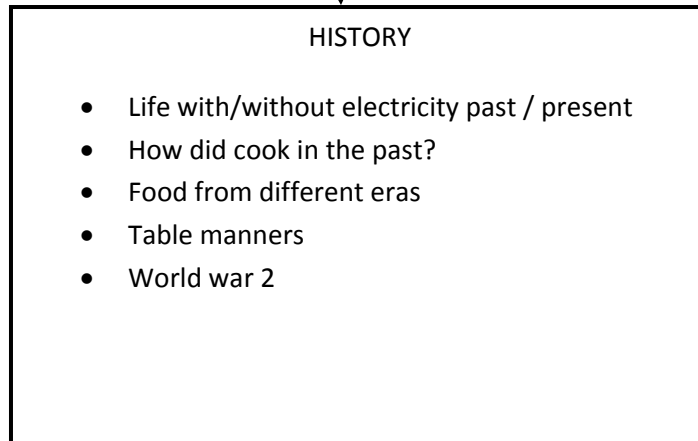
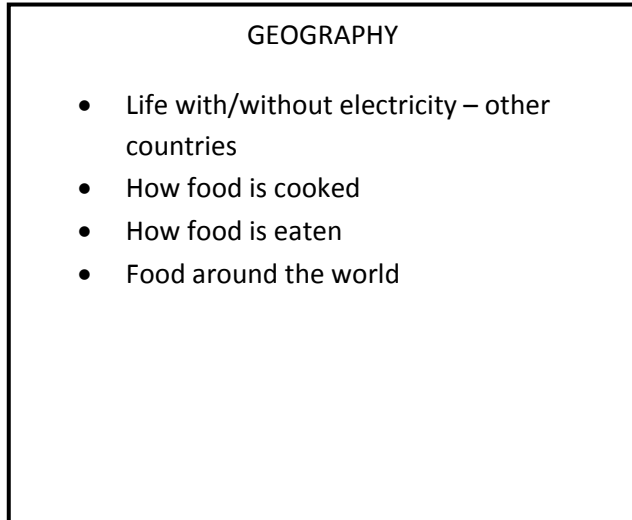
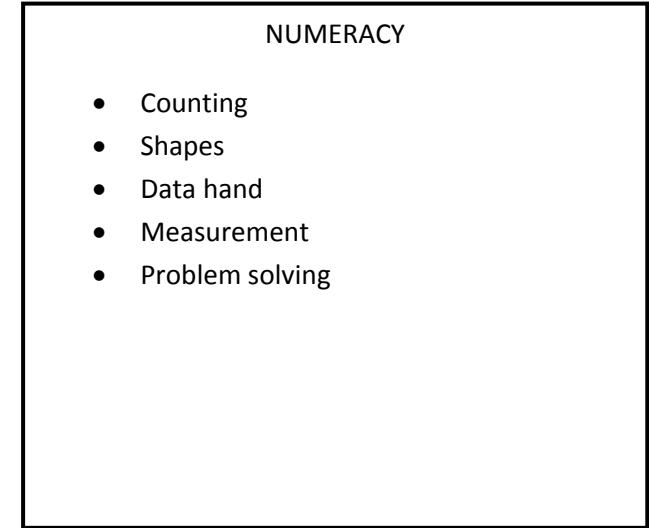
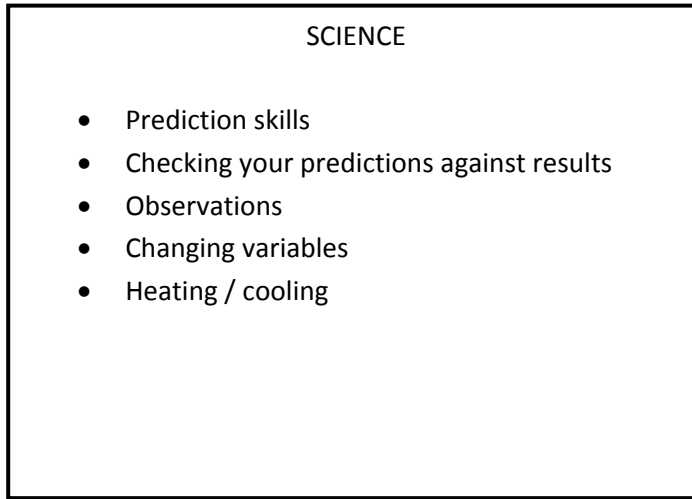
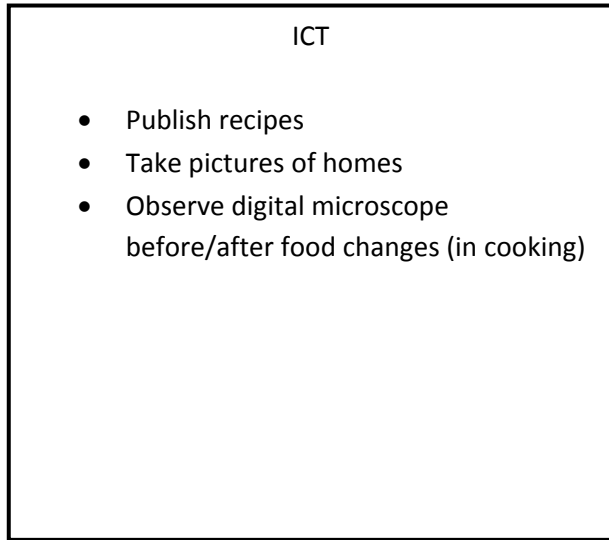
- Evaluate dolls house – investigate
  - Build model of home
- Design a chimney to keep wolf out
- Make walls stronger – folding paper, joining walls/material together

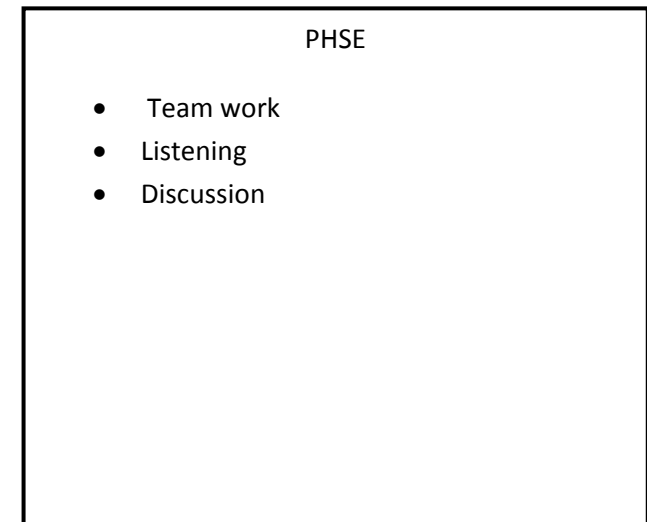
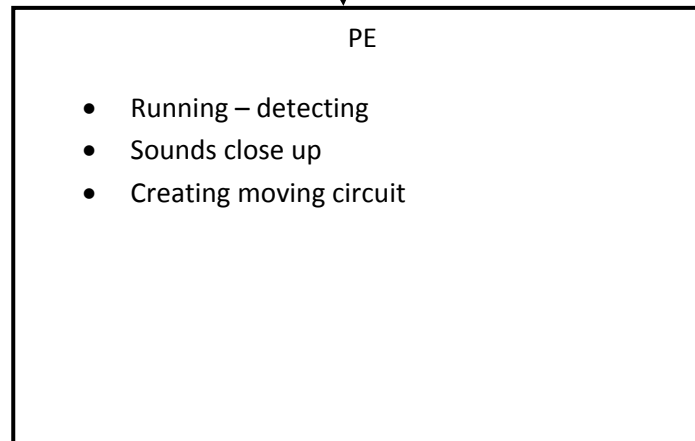
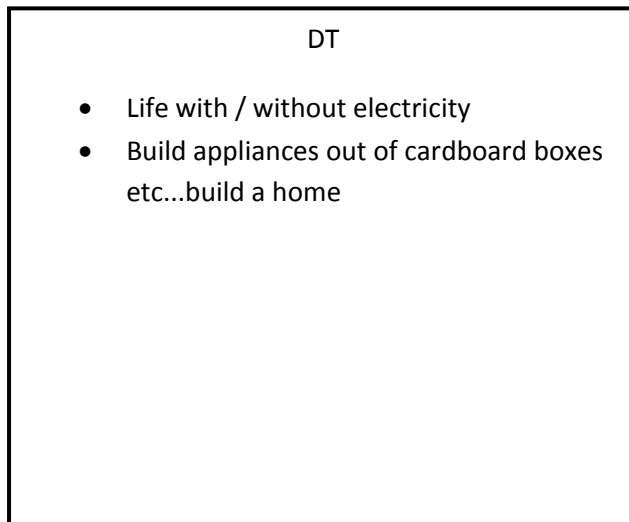
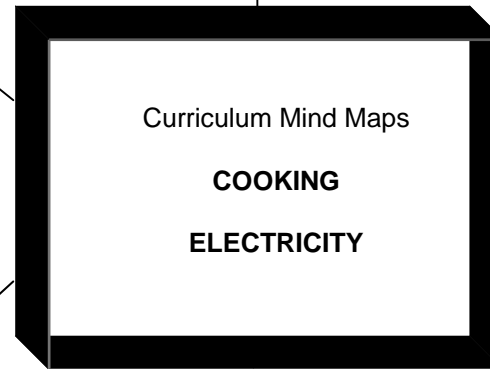
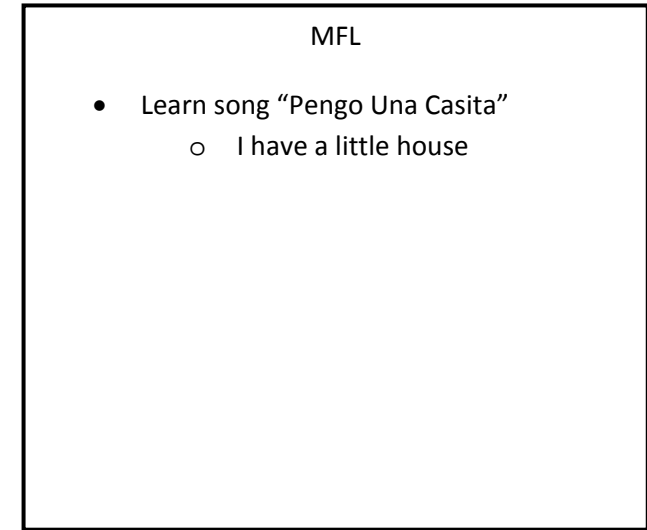
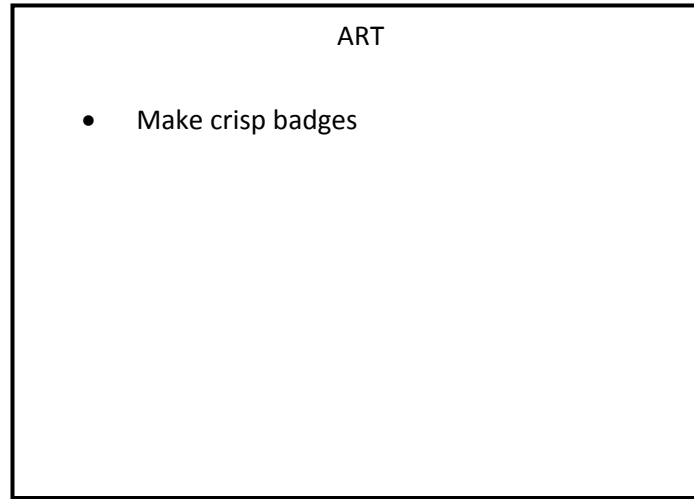
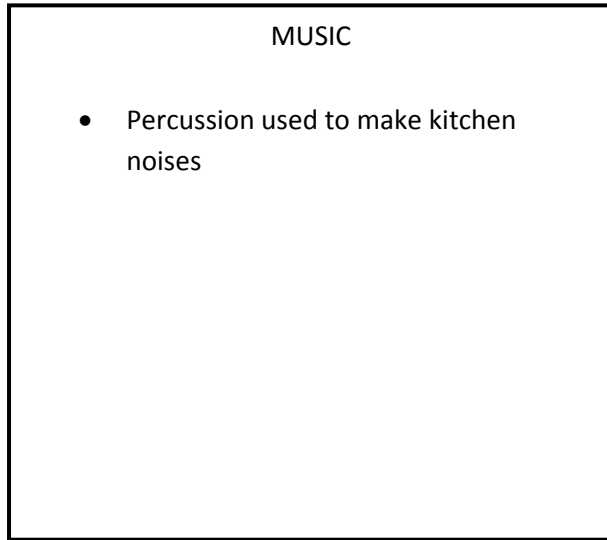
**PE**

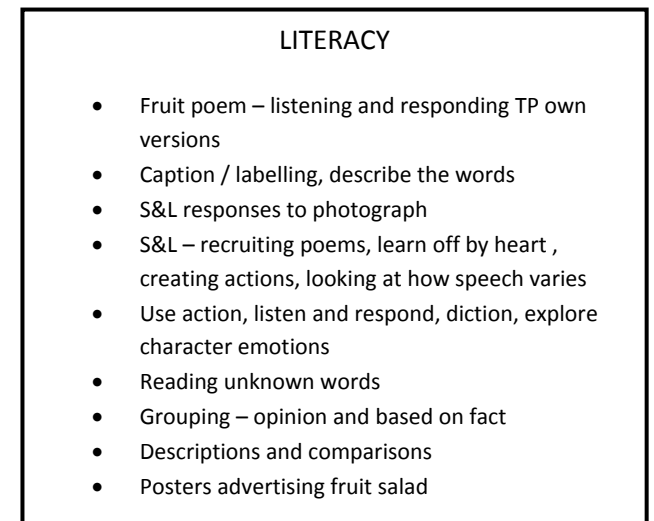
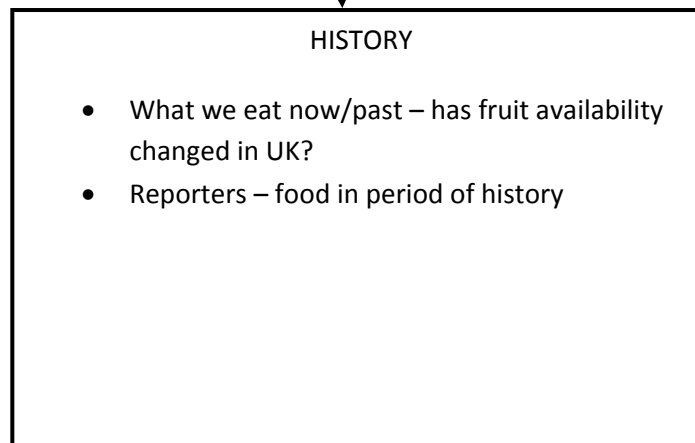
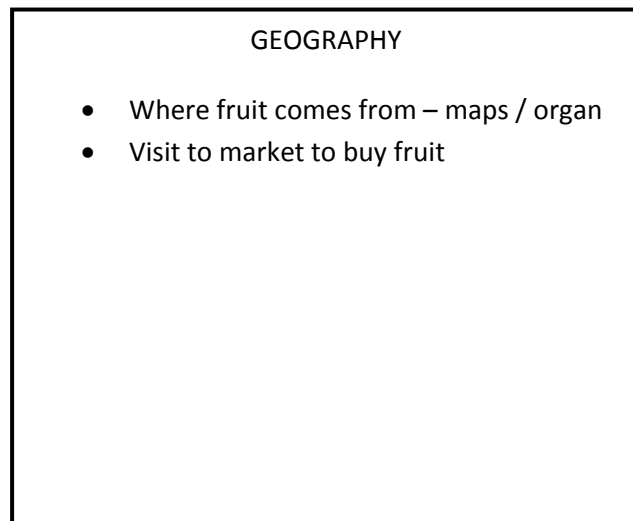
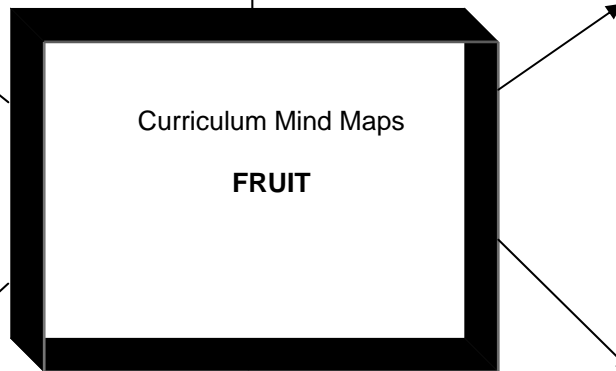
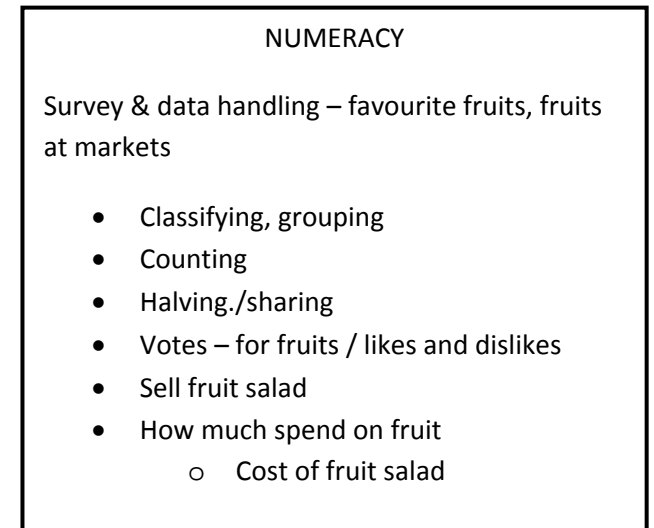
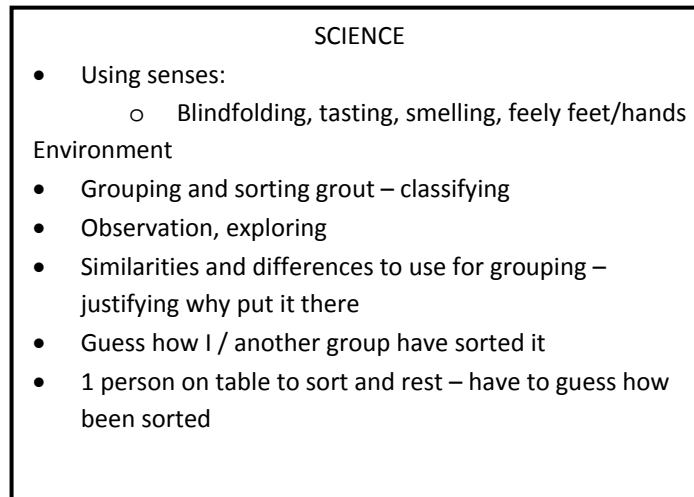
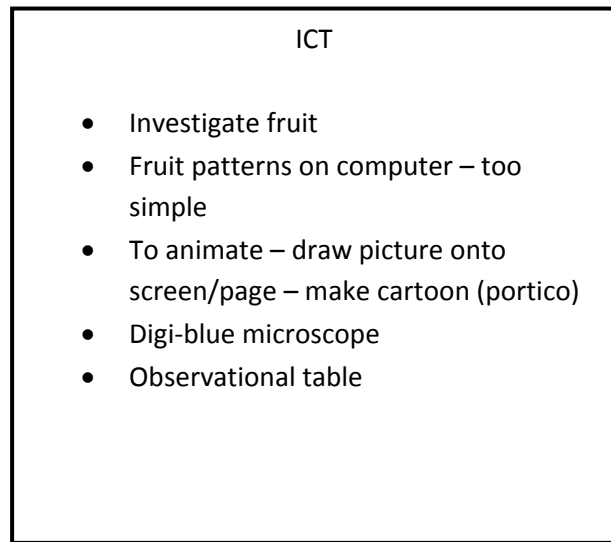
- Bouncing balls
- P.E. in different clothing i.e. running around in fur coats – maybe just hat, coat, gloves and scarf

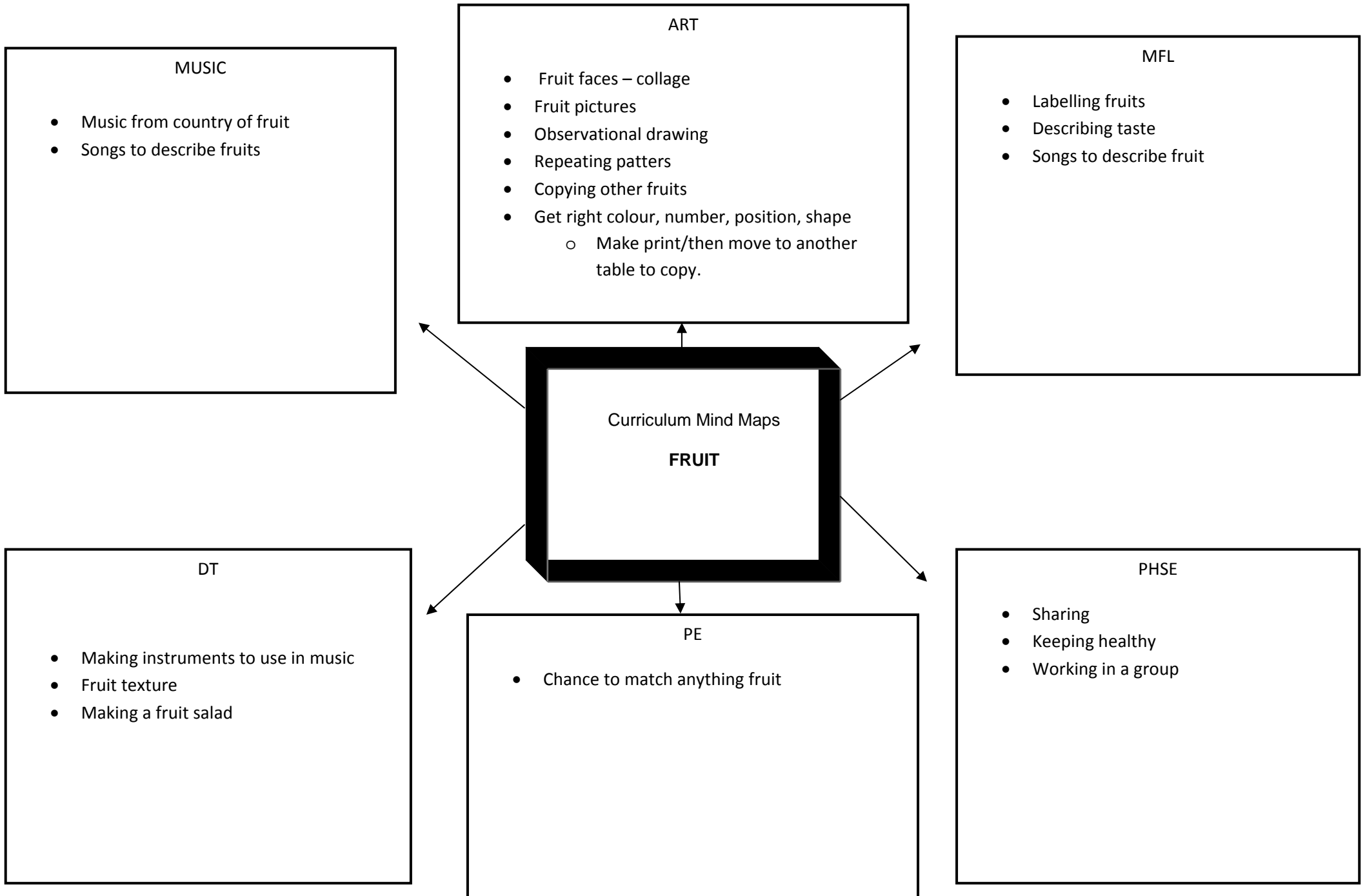
**PHSE**

- Group work, building a house together communal living
- Needs for shelter – basic human needs









### ICT

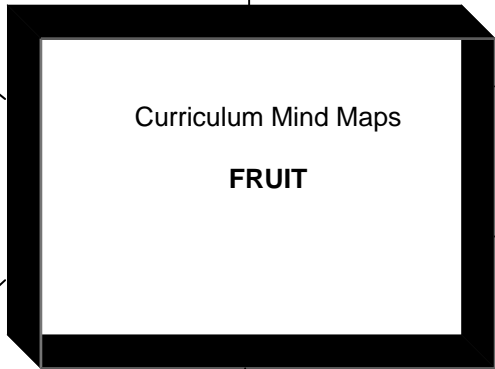
- Gather information from a variety of sources
- Enter and store information in a variety of forms
- Use digital camera to make own version of Handa's surprise
- Use microphones to record – guess what fruit I am?
- Use microphones to look at fruit
- Set up for easy access – observation table

### SCIENCE

- SC1 – explore using the senses of sight, hearing, smell, touch and taste
- Make and record observations
- Ask questions – what will happen if...?
- Use first-hand experience and simple information sources to answer questions
- Make simple comparisons
  - Taking exercise and eating the right types of food to keep healthy
- SC2 – group living things according to observable similarities and differences
- Recognise that seeds grow into flowering plants. Plants need light and water to grow
- Communicate what happened in a variety of ways
  - Smells/taste test
  - Classify the fruit
  - Make a citrus battery
  - Rolling fruit down a ramp
  - How far will they roll?
  - Will they roll in a straight line?
  - What surface helps us to stop the fruit rolling?

### NUMERACY

- Count reliably up to 20 objects
- Read and write numbers to 20 and then 100
- Order a set of numbers and position them on a number line
- Recognise simple patterns and relationships and make predictions about them
- Understanding measure – estimate and weigh objects
- Data handling – pictograms – favourite fruit
- Money – fruit and veg store



### GEOGRAPHY

- Recognise how places are linked to other places in the world.
- Identify and describe where places are
- Identify and describe what places are like
- Use globes and maps
- On globes, locate countries where fruit comes from

### HISTORY

- To ask and answer questions about the past.
- What fruit did their parents eat when they were growing up.
- During the war, people grew their own veg. etc.
- Roman banquet?

### LITERACY

**Listening**

- Sustain concentration, make relevant comments, listen to other's reactions, identify and respond to sound patterns in language. Listen to recordings reading aloud and reciting

**Reading**

- Link sound and letter patterns, exploring rhyme and other sound patterns. Learn, recite and act out stories and poems. Identify patterns of rhythm, rhyme, and sounds in poems and their effects. Respond imaginatively in different ways to what they have read – writing poems based on the one they have read.

**Writing**

- Assemble and develop ideas on paper. Use adventurous and wide ranging vocabulary. Put their ideas into sentences. Instructions for smoothing . Describing fruit – adjectives/fact/opinion. Retell Handa's Surprise / Human Caterpillar

