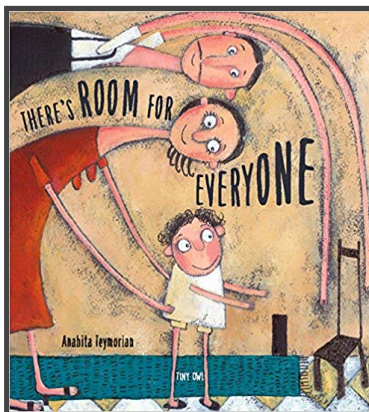


There's Room for Everyone



Term	Topic Name	Key Text / supporting texts	Key Focus	Key emotional, physical and social intent
Spring 2	There's Room for Everyone	There's Room for Everyone	PSHE	Tolerance and Peace Accepting similarities and differences Different types of families Growing from young to old

History/Geography/PSHE objectives coverage

Key Question	Ancillary Questions and content focus	PSHE Objectives	Learning outcome, taken from skills progression document
What is special about me?	<ul style="list-style-type: none"> - How have I changed since I was born? - How do needs change at different stages of life? - What makes a family? - Why is my family special? - What care is needed at different stages of life? 	<ul style="list-style-type: none"> - To learn about growing from young to old and that they are changing - To learn that everybody needs to be cared for, and ways to care for others - To learn about different types of family and how their home life is special 	<p>To identify ways in which they have changed since birth.</p> <p>To recognise the key stages in the human life cycle.</p> <p>To recognise that all living things start life as babies.</p> <p>To describe different types of families.</p> <p>To identify what is special and what is different about their home life</p> <p>To compare and contrast different types of care at different stages of life.</p> <p>To recall different ways families care for each other.</p>

English coverage

Text types	Key skills
<p>Note - as part of our curriculum catch up plan, all pupils will be taking part in a four week 'catch up' curriculum for English, focussing on different versions of the three Little Pigs. Normal English curriculum (linked to Themes) will continue in Summer 1)</p>	
Fiction - Wishing story - dialogue (speech bubbles)	<ul style="list-style-type: none"> To be able to use a list of 3 for description. To be able to use commas correctly to separate items in a list. To be able to use a range of different sentence types (commands, questions, exclamations and statements). To be able to use past and present tense correctly. To be able to use expanded noun phrases for description.
Non - Fiction - Instructions (wonderful world)	<ul style="list-style-type: none"> To be able to use adverbs for information. To be able to use imperative verbs (bossy verbs). To be able to use a range of different sentence types (commands, questions, exclamations and statements). To use a range of different sentence openers e.g. first, next, finally. To be able to use commas correctly to separate items in a list.

Science coverage

Topic	Key Question	Ancillary Questions	Objectives (working scientifically)
Observation over time - Plants and habitats. (Continued from previous Theme)			<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions

PSHE coverage (discrete - away from additional PSHE theme focus)

Topic	Objectives
Sex and Relationships	<ul style="list-style-type: none"> - To learn about growing from young to old and that they are changing - To learn that everybody needs to be cared for, and ways to care for others - To learn about different types of family and how their home life is special

Other subject coverage

Subject	Objectives	Learning opportunities
Art	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	To be able to use the sketching technique to draw portraits of themselves and others.
RE	<p>To learn to retell the Easter story and understand what Jesus' resurrection means for Christians.</p> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p>	The children will learn the resurrection story and why this is important to Christians. They will learn about the symbolism behind Easter traditions. They will also have a talk from a visitor to talk to them more about the Christian experience of Easter.
Computing	<p>We are Zoologists</p> <p>To sort and classify a group of items by answering questions.</p> <p>To collect data by using tick charts or tally charts.</p> <p>To use simple charting software to produce pictograms and other basic charts.</p>	<p>Cross curricular link to maths - data handling</p> <p>The children will collect data and store in a variety of different ways. The children will use different software to create bar charts, pictograms and tally charts on the computer.</p> <p>Exploring Google Earth, discovering how to add pins and information to different locations.</p>
PE	<p>Functional Movement - 6&7</p> <p>To develop strength when using a push or pull force against a partner.</p> <p>To vary the size of base and weight control during a squat. To link a squat with locomotor skills.</p> <p>Movement Concepts - 4</p> <p>To side-step rhythmically and continuously. To gallop in a variety of directions.</p> <p>Manipulative Skills - 4</p> <p>To run and kick a ball.</p> <p>To position body to strike a ball to a receiver.</p>	<p>Functional Movement - 6&7</p> <p>To develop strength when using a push or pull force against a partner.</p> <p>To vary the size of base and weight control during a squat. To link a squat with locomotor skills.</p> <p>Movement Concepts - 4</p> <p>To side-step rhythmically and continuously. To gallop in a variety of directions.</p> <p>Manipulative Skills - 4</p> <p>To run and kick a ball.</p> <p>To position body to strike a ball to a receiver.</p>
Music	<i>To use voices expressively.</i>	Children will learn and create chants and rhymes.

