



This is me!

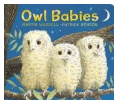
Nursery Autumn Term 1

During this topic children will look at their bodies and explore their emotions. They will have the opportunity to explore their growing sense of self and their place within their community. They will learn about each other and each others' families and develop an understanding that every person is unique and special. Children will also learn that everyone's thoughts and ideas are important and no one person is more or less important than another.

Key Questions

Who are you?
What makes you special?
How do you feel?
Where do we live?

Focus Book:



Physical Development

As a learner, the children will kick, throw and catch balls. They will build independently with a range of resources. They will walk, run, jump and climb and use stairs independently. Children will develop their gross motor skills through being active in the outdoor area.

Expressive Arts and Design

As a learner, the children will sing a range of songs and rhymes. They will explore their voices and create a range of sounds. They will be encouraged to paint with tools such as paintbrushes and rollers. The children will create self portraits with loose parts.

Communication and Language

As a learner, the children will be able to **listen** to others in one-to-one or small groups and **understand** and respond to instructions with more elements. They will begin to **speak** more extensively about things that are of particular importance to them.

Personal, Social and Emotional Development

As a learner, the children will become more aware of the similarities and differences between themselves and others in more detailed ways. They will be able to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others' feelings. They will begin to seek out companionship with adults and other children, sharing their experiences and play ideas.

Understanding Our World

As a learner, the children will use their senses to explore the world around them. They will use their senses to touch, smell, taste and feel a range of objects, talking about and describing them. The children will be encouraged to talk about past events such as birthdays they have celebrated or things they have done with their family. Children will celebrate and learn about Harvest Festival

Literacy

As a learner, children will talk about the stories they have read and use repeated words and phrases from familiar stories. They will take part in lots of rhyming and rhythmic activities and will listen to different sounds in the environment. They will be encouraged to draw freely in their play using a range of media and materials indoors and outdoors. They will be encouraged about the marks they make.

Outdoor Learning

As a learner, children will learn boundaries and safe play in the outdoor environment. They will explore and collect natural objects. Children will develop their bike and scooter skills. They will learn how to independently put on and taking off puddle suits, wellies and shoes.

Rights Respecting Schools

Article 1: Definition of a child
Article 2: No discrimination
Article 7: Name and Nationality
Article 8: Identity



Why are leaves crunchy?

Nursery Autumn Term 2



During this topic children will be encouraged to use their senses to explore the world around them. They will use the natural environment to inspire and support their learning.

Key Questions

Where do leaves come from?
Why do leaves fall down?
When is Autumn?

Focus Book:



Physical Development

As a learner, the children will kick, throw and catch balls. They will build independently with a range of resources. They will walk, run, jump and climb and use stairs independently. Children will develop their gross motor skills through being active in the outdoor area.

Expressive Arts and Design

As a learner, the children will sing a range of songs and rhymes. They will explore their voices and create a range of sounds. They will be encouraged to paint with tools such as paintbrushes and rollers. The children will create self portraits with loose parts.

Understanding Our World

As a learner, the children will use their senses to explore the world around them. They will use their senses to touch, smell, taste and feel a range of objects, talking about and describing them. The children will be encouraged to talk about past events such as birthdays they have celebrated or things they have done with their family. Children will celebrate and learn about Harvest Festival

Communication and Language Focus

I can **listen** to familiar stories from start to finish and answer questions about what I have heard.



I am beginning to **understand** why and how questions

I am starting to ask why things happen and sometimes think of my own explanation.

Personal, Social and Emotional Development

Children enjoy a sense of belonging through being involved in daily tasks.

We are developing an understanding that expectations vary depending on different events, social situations and changes in routine.

Daily opportunities are provided for playing alone, alongside and with others.

Rights Respecting Schools

Article 24: Health, Water, Food, Environment.

Article 31: Rest, Play, Culture, Arts



Who are you?

Reception Autumn 1

Overview- In this topic children will learn about themselves, their school and their local environment. They will develop relationships with their friends and their teachers. We will look for signs of Autumn and investigate seasonal changes.

Key Question?



Who are you?

How have you grown?

Where do you live?

Why do squirrels hide their nuts?

Rights Respecting Schools



A1 Definition of a child
A8 Identity
A15 Joining a group
A27 Safe home

Visits and Experiences

Studying ourselves and our families

Locality walk- houses

Walk in the woods

Seasonal changes- leaf prints

Curriculum Goals

I have settled into full time school

I have made friends

I can identify the signs of Autumn

Understanding Our World

Past and Present

Family and homes

Our school

Our local area (mapping)



Using our senses to explore Autumn

Festivals

Christianity

Harvest Festival

Music

Me!



School Community

Bader Values

Be Happy

Aim High

Determination

Excellence

Respect



Key Texts



Hooks and Flourishes

Starting school

Parents stay and play



What happens when you go to sleep?

Reception Autumn 2

Overview- In this topic children will learn about the differences between day and night. We find out about the importance of sleep and how this affects our well-being. We learn about nocturnal animals and how they navigate in the dark. We learn about the emergency services who work whilst we are asleep.

Key Question?



What happens when we go to sleep?
Why is sleep important?
Why are there stars in the sky at night?
Which animals come out at night? How do they find their way around?
Who helps us?

Rights Respecting Schools



A14 Freedom of thought and religion
A6 Life survival and development
A31 Rest, Play, Culture and Art

Visits and Experiences

Emergency Services - visitors
Fire Safety
Investigating Shadows
Diwali food and dancing

Curriculum Goals

I can name nocturnal animals and describe how they navigate in the dark.
I can retell a known story and talk about the characters.
I can describe ways to keep myself safe.

Understanding Our World



Dark and light
People who help us
Nocturnal animals
Seasonal Changes- Autumn into Winter
Festivals and Celebrations



Festivals

Diwali
Christmas

Music

My Stories



School Community

Remembrance Day
Bonfire night
Douglas Bader- Who is he?

Key Texts



Hooks and Flourishes

Visit to Danby Forest
Parents Stay and Play- Christmas



Toy Story

Year 1 Autumn Term

As an **Outdoor Learner**, children will learn some Victorian outdoor games.

As a **Historian**, children will discuss their favourite toys and begin to give reasons as to why. They will then compare this to favourite toys from older people in their families and discuss how they are similar or different. The children will look at a range of old toys from the Victorian period and then begin to give reasons why they might be different. The children will look at the materials of the toys and investigate how the materials have changed.

RRS Article 13: Sharing thoughts freely; Article 27: Food, clothing and a safe home; and Article 31: Rest, play, culture and art.

During this topic, children will discuss changes through time. They will have the opportunity to explore how toys have changed through time and begin to think of the reasons why. They will look at similarities and differences between old and new toys and the features that make a good toy.

As a **Geographer**, children will look at parks in their local area and what toys can be played with in the park. Children will also have the opportunity to visit a local park. Children will learn about Preston Park museum, somewhere local to our area.

As an **Artist**, children will explore the artist Eva Rothschild. They will learn and practise her techniques of sculpting and use this to be inspired to create a sculpture of a playground.

As a **Designer**, children will design and create their own textile finger puppet toys using different materials.

As a **Computer Technician**, children will bring a toy to life using Chatterpix and will create a podcast about their favourite toy.

As a **Musician**, children will explore how music can help them to make friends and how it can tell us stories from the past.

Hook

Children will bring in their favourite toy from home to share with other children.

Flourish

Children will make a cup and ball game with their parents and carers to enjoy playing.

As a **Writer**, children will retell the story of 'That Rabbit Belongs To Emily Brown' from Emily's point of view, write a new story about a child and their favourite toy and write a letter from Emily. Children will then write a story where somebody loses their favourite toy, create a 'Lost' poster for 'Dogger' and retell the story.

Class Texts

That Rabbit Belongs To Emily Brown
Dogger



London's Burning

Year 2 Autumn Term

During this topic, the children will learn about events beyond living memory that are significant nationally or globally, as well as studying the lives of significant individuals in the past. The main focus will be the Great Fire of London. They will learn what it was like to live at this time and how London changed after the fire.

As a **Historian**, the children will be looking at the Great Fire of London. They will study the lives of significant individuals such as Samuel Pepys, King Charles II and Thomas Farriner. They will compare firefighters today with those in past. They will compare different people's viewpoints of how the fire started. Children will explain what happened after the Great Fire of London.

As a **Designer**, children will explore and use mechanisms. They will create a moving picture, using sliders, wheels and levers, of how the fire spread across London.

As a **Geographer**, children will compare 1666 London to London today. They will look for similarities and differences. Children will use maps to identify where the Great Fire started and which landmarks would be affected then and which would be today.

As an **Artist**, children will explore patterns, texture and tone. Using frottage, they will create a piece of artwork of a house from 1666. They will learn how to use shading to create a 3D effect. They will also create silhouette pictures of the London skyline.

As a **Computer Technician**, the children will create a short stop motion animation of the story of the Great Fire of London. They will use AR and VR storytelling to create a recount of the day in the life a firefighter.

As a **Musician**, children will explore simple patterns and focus on dynamics and tempo. They will learn to sing and play 'London's Burning' learn how music teaches them about the past.

As a **Writer**, children will write a narrative based on a hero saving London from the fire.

Class texts

Toby and the Great Fire of London by Margaret Nash and Jane Cope.

Traction Man by Mini Grey
Paddington London's Story Treasury

Right Respecting Articles:

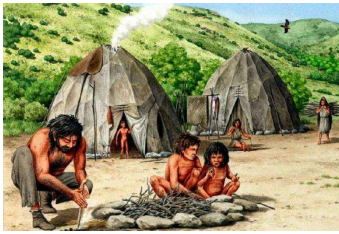
Article 6: Life, survival and development

Article 13: Sharing thoughts freely

Article 27: Food, clothing and a safe home

Hooks, Flourishes & Outdoor Learning

Children will begin their topic by finding a fire investigation scene. They will participate in a workshop led by Durham University about The Great Fire of London. They will finish their topic with an afternoon to share their learning and some activities with parents and carers.



Time Team: Stone Age to Iron Age

Year 3 Autumn Term

During this topic, children will walk through time between the Stone Age, Bronze Age and Iron Age. They will learn all about what it was like to live in this time period, and how we have discovered this through evidence. They will explore prehistoric settlements, and what it was like to be a prehistoric artist. Children will use technology to bring the Stone Age to life, and discover how music tells us stories from the past.

As a **Historian**, children will learn how Britain has changed since the beginning of the Stone Age and know the main differences between the Stone, Bronze and Iron Ages. They will learn about the culture, leisure activities, homes and clothes of people from this time period and understand that a timeline can be split up into BC and AD.

As a **Designer**, children will be designing, making and evaluating their own mechanical poster of Stone Age Tales: The Great Monster.

As a **Geographer**, pupils will look at how the landscape of Britain has changed since Neolithic times. Children will explore prehistoric settlements like Skara Brae and discuss the physical and human features of Britain's prehistoric landscape.

As an **Artist**, children will learn about prehistoric art, experimenting with charcoal, berries, leaves, homemade paints and more. Children will get a sense of what it was like to create art thousands of years ago and why these pieces were created.

As a **Computer Technician**, children will create their own podcast, writing and recording a script and editing sound effects.

As a **Writer**, children will write a non-chronological report detailing animals of the Stone Age. They will also explore the clothing and aspects of events from the past, and write descriptions of these.
Class Texts: Stone Age Tales by Terry Deary - The Great Cave, The Great Storm and The Great Monster.

As a **Musician**, pupils will be developing notation skills, exploring how music brings us together, and enjoying improvisation, learning how music tells us stories about the past.

RRS

Articles:
6 - Life survival and development
13 - Sharing thoughts freely
24 - Health, water and food
27 - Food, clothing and a safe home
31 - Rest, play, culture and art

Hooks, Flourishes & Outdoor Learning

Children will explore the Stone Age to the Iron Age with an interactive visit to Summerhill, where they will take part in a Stone Age orienteering challenge, and experience what it was like to build shelters and cook food. They will take part in a Stone Age Day at school, where they can dress up as a person from the Stone Age and reenacted stories from the past outdoors. The children had the opportunity to take part in lots of exciting activities through the day.



Marvellous Mayans

Year 4 Autumn Term

During this topic, children will be transported back in time to Central America and discover the ancient civilisation of the Mayans. They will explore the achievements and influences on the Western World.

As a **Geographer**, children will identify North and South America on the globe and will discover Central America. They will locate ancient Mayan cities and what their modern names are and learn about how they used the land.

As a **Computer Technician**, children will create digital posters by combining digital objects, text and images imported from the web and their camera roll. They will understand computer networks and how the Internet works, using this knowledge to create their own green screen video with animated backgrounds.

RRS Links:

Article 6 - Life, Survival and Development, Article 17 - Access to Information, Article 13 - Sharing Thoughts Freely, Article 31 - Rest, Play, Culture and Arts

As a **Historian**, children will discover who the Mayans were and learn about the hierarchy, lifestyle and beliefs of the Mayan people.

The fashion choices including headdress will be investigated and what this symbolised in society.

Children will learn how their knowledge of mathematics and astronomy helped create the Mayan calendar and the number system.

As a **Designer**, children will be designing, making and evaluating their own Christmas light using electrical systems.

Hooks, Flourishes & Outdoor Learning:

Children will be introduced to the Ancient Mayans by designing headdresses that symbolise status in Mayan society followed by a parade. Children will get the opportunity to try Mayan foods and drinks that were significant to the crops that they grew. The ancient ball game Pok-a-tok will be studied and children will take part in a tournament to celebrate the end of their learning on this topic.

As a **Writer**, the children will research and write non-chronological reports about Mayan gods and fact files about Chichen Itza. Children will also create instructions on how to play the ancient Mayan game of Pok-a-tok.

Class Texts: The Firework Maker's Daughter and The Lion, The Witch and The Wardrobe.

As an **Artist**, children will develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul Cézanne and learning about the role of a 'curator'

As a **Musician**, children will explore how music can bring us together and how it will connect us with our past.



The Raging Romans

Year 5 Autumn Term

This topic will transport children back in time to when the Roman Empire conquered Britain. The children will delve into the history of the Roman Empire and the impact it had on Celtic Britain. Children will discover the Romanisation of Britain and the new technology and way of life that the Romans introduced. They will be able to experience life as a Roman soldier and they will learn about significant people such as Boudica and the resistance she led.

As a **Historian**, children will be able to discuss the chronology of the Roman invasion of Britain and piece together the timeline of the Roman Empire. They will reenact battles between the Celts and the Romans and look at the importance of Boudica's rebellion. Children will have the opportunity to make comparisons between Celtic warriors and Roman soldiers. They will also sequence the events leading up to the battle of Colchester.

As a **Computer Technician**, children will use animation to interview a significant Roman person, using multiple videos edited together to create an interview. They will create interactive displays, enhancing digital photos and images to make their own interactive AR poster detailing some important Roman news.

As a **Writer**, children will write a newspaper report on Boudica's rebellion. They will write letters from the point of view of a Roman soldier. They will also explain why the Romans decided to invade Britain and whether the Roman Empire made positive or negative changes to the history of Britain.

As an **Artist**, pupils will explore formal elements of art and look at the architecture of Roman buildings such as Roman bath houses. They will experiment with observational drawing and Monoprinting to create Roman Shields.

Rights Respecting School Links

Article 6 - Life, survival and development.
Article 7- Identity.
Article 27 - Food, clothing and a safe home.
Article 38 - Protection in war.

As a **Musician**, pupils will be exploring how music brings us together and how it connects us to our past. They will explore music from the Roman Empire.

As a **Geographer**, pupils will build upon their locational knowledge and identify the key areas in the Roman Empire and Roman Britain. Children will discover the purpose of Ancient Rome.

Hooks and flourishes & Outdoor Learning

Children will visit a historic Roman fort as their hook. The final flourish will allow children to demonstrate their knowledge of Roman battles and military expertise. Children will re-create a Roman Battle using their shields.

As a **Designer**, children will be designing, making and evaluating their own structure of Hadrian's wall and a creating a map of the Roman invasion using programming.

As a **Mathematician**, children will enhance their knowledge of Roman numerals.



Up the Chimneys

This topic will transport children back to the time when Queen Victoria reigned called the Victorian era. She was Queen from 1837 to 1901 and this topic will focus on the many things that happened in Britain during this time.

As a **Geographer**, children will discover the landscape changes that occurred as a result of the industrial revolution. They will describe the impact humans have had on the environment and how levels of pollution have changed over time.

As a **Computer Technician**, children will make a 3D animated cartoon by placing characters in a scene, adding emotions and recording them speaking and interacting with other characters.

They will create their own interactive VR experience, making a 360 image with a series of embedded videos linked to their learning from this term.

As a **Historian**, children will learn about Queen Victoria and the changes in Britain that occurred during her reign. The industrial revolution will be studied and how it impacted Britain considering both positive and negative effects on the country and on people's lives. Children will learn about major inventions that took place during this era and the impact they had. In addition, children will learn about what life was like for children and what statutory schooling involved and how it differs from modern day.

RRS

Article 3 - Best interests of the child
Article 20 - Children without families
Article 27 - Food, clothing and a safe home
Article 32 - Protection from harmful work

As a **Designer**, children will be designing, making and evaluating a Victorian carousel ride using mechanical systems.

As an **Musician**, children will explore how music brings us together and how music connects us with our past. They will explore music from the Victorian era.

As a **Writer**, children will write recounts and letters from the perspectives of children living in this era. A narrative will be written, which will be set during Victorian times and a non-chronological report about Queen Victoria.

Class texts: The Spiderwick Chronicles

As an **Artist**, children will explore useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages. Children will learn about new photography artists, to gain a new perspective on the way artists look at the people and objects around them, capturing and presenting images in different ways. Comparisons will be made to photography in the Victorian era.

Hooks, Flourishes & Outdoor Learning

Children will experience what life was like for children during Victorian school day and get the opportunity to visit Preston Park Museum. Parents will be invited into school to showcase their learning.