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| <b>Seals</b>                                                                                   | <b>Year A4 2024 13 weeks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Key Question</b>                                                                            | <b><i>What is Swinford village like?</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Hook/Trip</b>                                                                               | Walk round local area, to make observations (fieldwork)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>English</b><br><b>JC genres of writing</b><br><b>Writing genres</b><br><br><b>Key books</b> | Phonics practice , SPAG practice<br><b>Story, information posters, persuasive letter, poetry, instructions, recount</b><br><br>Harry's home, Katie Morag, I'll go and come back, Belonging, The House that Jack built, In Every House in Every Street                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Maths</b><br><br><b>Key areas of learning</b>                                               | Yr 1 multiply & divide, fractions position & direction, PV, Money, Time<br>Yr 2 capacity, fractions, time, statistics, position & direction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Science</b>                                                                                 | <b>Living things and their habitats</b> - Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe changes across the 4 seasons - Summer Observe and describe the weather associated with that season. Performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording to help in answering questions |
| <b>Computing</b>                                                                               | <b>Unit 6 Programming B</b> understand the principles of programming; use logical reasoning to predict the behaviour of simple programs; use information technology to create and debug simple programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Design &amp; Tech.</b>                                                                      | <b>Food preparation</b> - preparing fruit and vegetables. use the basic principles of a healthy and varied diet to prepare dishes. understand where food comes from. To evaluate their ideas and products against design criteria. Fruit kebabs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Art &amp; Design</b>                                                                        | <b>Sculpture - Clay</b> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space; learn about artists, describing the differences and similarities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Geography</b>                                                                               | <b>Local study of Swinford &amp; School</b> - Understand geographical similarities and differences through studying the human and physical geography of their local area. Use fieldwork and observational skills. Use simple compass directions (NSEW). Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of the surrounding environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>History</b>        | <b>Local history</b> - Identify similarities and differences through studying how life in UK was different in the past. Use stories and sources of information to learn about events beyond living memory that are significant nationally. Learn about significant historical events, people and places in their own locality. History of our school - 150th birthday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Music</b>          | <b>Unit 6 - Twentieth century Music</b> - use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and un-tuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PE</b>             | Athletics, Striking, fielding, Cricket & games                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PSHE</b>           | <b>Health and Safer Lifestyles- Personal Safety</b> Be able to identify different feelings and tell others how they feel. Be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe. Know who they could talk with if they have a worry or need to ask for help. Be able to identify private parts of the body and say 'no' to unwanted touch. Know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. <b>HSL- Relationships and Sex Ed 2</b> Be able to recognise babies, children and adults of different ages and put them into age order. Understand that human babies grow inside their mothers. Be able to describe the main physical developments which take place in early childhood. Be able to describe some of the changes in responsibilities and expectations during early childhood. Understand a baby's basic needs. Understand how dependent a baby is on parents/carers to provide its basic needs.                                 |
| <b>Religious Ed.</b>  | <b>1.7 Who is Jewish and how do they live?</b> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations. Give examples of how stories are used in celebrations to remind Jews about what god is like. Give examples of how Jewish people celebrate and make links between stories and how people behave. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people and give reasons for their ideas. <b>1.9 How should we care for our world and for others and why does it matter?</b> Identify a story or text that says something about each person being unique and valuable. Give examples of key belief some people find in these stories. Give clear account of what Genesis 1 tells Christians and Jews about natural world. Give examples of how people show care for others and make links to the stories. Give examples of how Christians and Jews show care to natural world. Say why we might look after the natural world. Think, talk and ask questions about Natural world. |
| <b>Key Vocabulary</b> | alive, never alive, dead, habitat, suited, not suited, basic need, food chain, beach, animals, nocturnal, spiders, arachnids, sea weed, seagull, limpet, grey seal, coastal environment, energy. Genesis, creation, Psalm, inspired, golden rule, Tu B'Shevat and Tikkum Olam. Babies, grow, milk teeth, responsibility, independence, pulse, rhythms, compose, graphic notation, syllables, performance, timing, early warning signs, unwanted touch, names for body parts, private parts, Shema, Chanukah, Shabbat, Sukkot, Challah, star of David, Kosher, Mezuzah, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, factory, farm, house, office, port, harbour, shop, key, symbols. North, South, East, West, compass directions                                                                                                                                                                                                                                                                                            |