

<b>Turtles</b>	<b>Year B / Autumn 1 2024</b>
<b>Key Question</b>	<b><i>What can we learn from the past about Chocolate?</i></b>
<b>Hook/Trip</b>	Chocolate Tasting, Cadbury's world trip
<b>English</b> <b>JC genres of writing</b> <b>Writing genres</b> <b>Key books</b>	<b>Non-chronological report, recount, poetry, letters</b> Myths; non-chronological reports Charlie and the Chocolate Factory; Midas Touch
<b>Maths</b> <b>Key areas of learning</b>	Number and place value; addition; subtraction; problem solving; times tables
<b>Science</b> <b>Scientific Knowledge</b>	<b>Animals including Humans</b> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; identify that humans and some other animals have skeletons and muscles for support, protection and movement; describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that animals including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get their nutrition from what they eat.
<b>Working Scientifically</b>	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; identifying differences, similarities or changes related to simple scientific ideas and processes; asking relevant questions and using different types of scientific enquiries to answer them.
<b>Design and Technology</b>	<b>Designing Packaging for chocolate Bars CAD</b> -generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; understand how key events and individuals in design and technology have helped shape the world; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Technical Knowledge - apply their understanding of computing to program, monitor and control their products.
<b>Geography</b>	

<b>History</b>	<b>Aztecs:</b> Embark on an early civilisation study; exploring similarities and differences. Gain an understanding of abstract terms such as "empire, Civilisation, parliament and peasantry". Understand historical concepts, make connections, analyse trends and create their own structured accounts, including written narratives and analyses. Understand how we learn about the past including how evidence is used and why we get contrasting arguments and interpretations.
<b>Languages</b>	<b>Spanish - Phonics 1 and 2, I am learning... Animals</b> ( see KO for more details)
<b>Computing</b>	<b>Unit 1 Technology around us (Y3 and Y4),</b> pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world; understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content;
<b>Music</b>	<b>Unit 1 Pulse</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. Learn to play the recorder - WCIT
<b>PE</b>	SAQ, Team work, Bleep Test, Circuits
<b>PSHE</b>	<b>Rights, Rules and Responsibilities, Healthy Lifestyles</b> Respect for the self and others and the importance of responsible behaviours and actions. How to maintain physical, mental and emotional health and wellbeing. Where money comes from, keeping it safe and the importance of managing it effectively.
<b>Religious Ed.</b>	L2.7 What do Hindus believe that God is like? Identify some Hindu deities and say how they help Hindus describe God. Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Offer informed suggestions about what Hindu murtis express about God. Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship. Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas

**Key Vocabulary**

Skeleton; support; protection; bones (some names); vertebrate; contract; relax; contraction; movement; joint; muscle; nutrition; vitamins; minerals; fat; protein; carbohydrate; water; diet; balanced; digestion; stomach; small intestines; large intestines; saliva; molars; canines; incisors; carnivore; herbivore; omnivore; food; chain; sun; producer; prey; predator; add; more; extra; increase; gain; plus; sum; subtract; less; take-away; difference; minus; whole; part; group; addition; subtraction; total; altogether; more; less; more than; less than; similar; different; nearly; almost; combine; separate; digit; number; place; value; ones; tens; hundreds; thousands; ten; thousands; decimals; tenths; hundredths; multiply; times tables. Hindus, deities, Ganesh, Home Shrines, Diwali