

**HISTORY**TO BUILD AN OVERVIEW OF WORLD HISTORY

Describe historical events.  
Describe significant people from the past.  
Recognise that there are reasons why people in the past acted as they did.

TO INVESTIGATE AND INTERPRET THE PAST

Observe or handle evidence to ask questions and find answers to questions about the past.  
Ask questions such as: What was it like for people? What happened? How long ago?

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Identify some of the different ways the past has been represented.

TO UNDERSTAND CHRONOLOGY

Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.  
Recount changes that have occurred in their own lives.

**GEOGRAPHY**TO COMMUNICATE GEOGRAPHICALLY

Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.

Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

JURASSIC FOREST: TOPIC STATEMENT

A study into what life was like over 60 million years ago. We will look at how the discoveries of Mary Anning proved that dinosaurs existed and suggest how they became extinct. We will explore living things and learn about which animals are endangered today.

POSSIBILITIES

What rights do living things have? What are our responsibilities in looking after living things?

ENQUIRY

(THAT LEADS US TO OUR 'GOLDEN THREADS' POWER, EXPLORATION AND DISCOVERY)

What is a dinosaur?

How do we know they existed?

What is extinction?

HOOK

Ernest Cook Trust Trip

WOW

Dinosaur Museum Packtype afternoon

SIGNIFICANT PERSON/EVENT/PLACE

Mary Anning/ Jurassic period

SUGGESTED VOCABULARY

- past
- present
- ancient
- artefact
- extinct
- Jurassic
- palaeontologist
- herbivore
- carnivore
- fossil

## LANGUAGES

**SPEAK CONFIDENTLY**

Understand a range of spoken phrases  
Understand standard language  
(sometimes asking for words or phrases to be repeated)

Answer simple questions and give basic information

Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns  
Identify countries and communities where the language is spoken

Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken

Show awareness of the social conventions when speaking to someone

Write short phrases used in everyday conversations correctly

## P.E

**GAMES**

Assess and develop the fundamental skills of running, jumping, throwing and catching  
Master basic movements including running, jumping, throwing and catching.  
Participate in team games developing simple tactics for attacking and defending.  
Use the terms opponent and team-mate

**DANCE**

Perform dances using simple movement patterns

## COMPUTING

**TO CONNECT**

Participate in class social media accounts.

Understand online risks and the age rules for sites.

**TO COMMUNICATE**

Use a range of applications and devices in order to communicate ideas, work and message.

## D.T

**INSPIRATION FROM DESIGN THROUGHOUT HISTORY**

Explore how products have been created.

**TO DESIGN, MAKE, EVALUATE AND IMPROVE**

Design products that have a clear purpose and an intended user

**TO MASTER PRACTICAL SKILLS TEXTILES**

Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).  
Shape textiles using templates.

Join textiles using running stitch.

**MECHANICS**

Create products using levers, wheels and winding mechanisms

## ART

**INSPIRATION FROM THE GREATS**

Use some of the ideas of artists studied to create pieces.

**DEVELOP IDEAS**

Respond to ideas and starting points.

**TO MASTER TECHNIQUES**

**DRAWING**  
Show pattern and texture by adding dots and lines.

**PAINTING**

Create colour wheels  
Mix primary colours to make secondary

**DIGITAL MEDIA**

Use a wide range of tools

**TEXTILES**

Join materials using glue and/or a stitch.

Use plaiting.

**SCULPTURE**

Use techniques such as rolling, cutting, moulding and carving.

Include lines and texture.

## MUSIC

**TO PERFORM (SINGING)**

Take part in singing, accurately following the melody  
Follow instructions on how and when to sing.  
Make and control long and short sounds, using voice

**TO COMPOSE**

Clap rhythms.

**TO DESCRIBE MUSIC**

Identify the beat of a tune.

## R.E

**GLOUCESTERSHIRE AGREED SYLLABUS SEE SUB.LEADER DIRECTION**

Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how people use stories, texts and teachings to guide their beliefs and actions.

Give examples of ways in which believers put their beliefs into action. Give a good reason for the views they have and the connections they make.  
Give clear, simple accounts of what stories and other texts mean to believers.

Think, talk and ask questions about whether the ideas they have been studying have something to say to them. Give examples of how stories show what people believe.

**CREATION/****INCARNATION**

## P.S.C.H.E

**CAMBRIDGESHIRE SCHEME SEE SUB.LEADER DIRECTION****YEAR 1**

Myself and relationships: Working together.  
Communication,  
Participation and Self-Awareness

Myself and my relationships: Friendships and difference  
My Relationships and Valuing difference

**YEAR 2**

Myself and relationships: My emotions. Emotional wellbeing

Myself and my relationships: Managing risk and change