

Science

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify and name a variety of plants and animals in their habitats, including microhabitats.

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.

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.

History:

Know about the life of Christopher Columbus
Know how he has made a big difference to the world.

Geography

7 continents / 5 oceans



RSHE

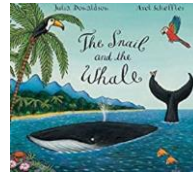
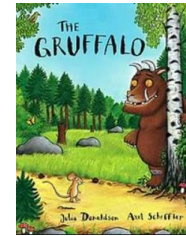
Friendly, able to make and keep friends. Caring, attentive to the needs of others and generous in their responses
Respectful of others, their uniqueness, their wants and their needs.

Honest, able to tell the difference between truth and lies.

English

Retell with changes / character description /
Setting description
Non-Chorological Report – Animals and
Habitats

The Gruffalo The Snail and the Whale



Hooks – Animal foot prints
(including Gruffalo) in the
classroom.

Trip to the woods/Castleshaw

PE -Gymnastics –
Traditional tales

DT

Animal homes for new creature
thinking about animal needs.



Computing Animation

Maths

(White Rose)

Place Value

Addition and Subtraction

Music

The Carnival of the Animals
Suite by Camille Saint-Saëns (Charanga)
Perform listen to review and evaluate
music across a range of historical periods,
genres, styles, and traditions
including the works of the
great composers and
musicians.



Science

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.



History

I can say where the Great Fire of London started.
I can say why the Great Fire of London started.
I can say why the fire spread so quickly.
I can say how the fire was put out.
I can explain how we know about the fire.
I can identify how the fire affected people's lives.



Sequence a set of events in chronological order and give reasons; Use a range of sources to describe differences between then and now; Recount main events from a significant time in history; Identify different ways the past is represented; Ask questions and find answers using sources such as artefacts/photographs based on simple observations; Ask and answer questions about the past; Compare 2 versions of a past event; Communicate ideas through speaking, writing, drawing, role play, ICT

Geography

Locate London on a map of the UK.
Identify streets and rivers on a Map of London.

RSHE

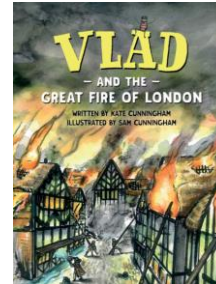
How diseases spread and can be controlled and the responsibility they have for their own health and that of others e.g. washing hands.
Respectful of their own bodies and character
Appreciative for blessings

That God is Father, Son and Holy Spirit
Study Scripture illustrating the importance of living in a community
Jesus' teaching on who is my neighbour.

English

Diary
Newspaper report

Vlad and the Great Fire of London



Hooks

Theatre company to visit school or visit to Fire Ground Rochdale.

PE -Dance
Gun powder plot



DT



Wheels and movement

Computing

Animation



Maths



(White Rose)
Measurement: Money.
Multiplication and division

Music -Nursery rhymes – Ring a Roses etc
Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations .

History

Significant historical events, people and places in their own locality.

I can say who Annie Kenney is and where she lived.

I know that Annie Kenney worked in the cotton mills when she was 10 years old.

I can say what a cotton mill is and why they were important in Oldham.

I can explain how Annie Kenney fought for equal rights for men and women.

I can say who Rosa Parks is and where she lived.

I can explain how Rosa Parks fought for equal rights for black and white people.



Geography

Identify features on a map of Oldham Town Centre.

Identify Human features. Know the 4 points of the compass. Collect data about Oldham Town Centre.

RSHE

Just and fair in their treatment of other people, locally, nationally and globally. People who serve others, locally, nationally and globally. Active in their commitment to bring about change

Grateful to others and to God.

Patient when they do not always get what they want.

English

Letters (written as if a suffragette.)

Newspaper Report of events

Art– Kevin
Haynes artist
from Oldham

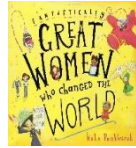


Computing

Word processing skills and internet searches.

Maths
(White Rose)
Number: Multiplication and
Division.
Statistics.

Suffragettes



Annie Kenny

Hooks –

Set up unfair situation in class
Trip to Oldham Exhibition

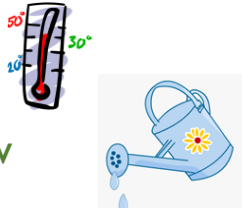
PE -Circuit
training



Music –use technology appropriately and have the opportunity to progress to the next level of musical excellence.

Science

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Observe and describe how seeds and bulbs grow into mature plants.

Notice that animals, including humans, have offspring which grow into adults.

RSHE

The characteristics of positive and negative relationships.

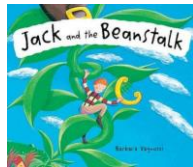
Forgiving, able to say sorry and not hold grudges against those who have hurt them.

That saying sorry is important and can help mend broken friendships.

To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online.

English

Instructions
Narrative with twist



Jack and the
Beanstalk

Trust Me, Jack's
Beanstalk Stinks



Hooks –

Growing plants

Community Garden at Holy Family

PE

Throwing and catching

Art

Flowers (Georgia
O'Keefe)



Computing

Online safety
Chromebooks

Maths

(White Rose)

Measurement, Shape and
Fractions.



Music – **The Four Seasons by Vivaldi** Perform listen to review and evaluate music across a range of historical periods, genres, styles, and traditions including the works of the great composers and musicians. (Charanga)

Geography

I know the main differences between a place in England and that of a small place in a non-European country.
I can say what the advantages and disadvantages are.
I know basic compass directions and can say where Africa is in relation to the UK.
I can use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, plain
I can use key human features including: city, town, village, factory, farm, house, office, port, harbour, shop.
Revisit the advantages and disadvantages of living where we do.
Introduce village in Africa. Locate Africa on a map, globe.
Locate Africa on the world map. Revisit the equator and discuss the impact of location of Africa on the climate.
Compass points N E S W.
Look at the similarities and differences –introduce key vocab to identify human and physical features.

Science

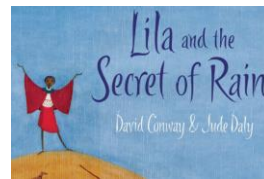
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

RSHE

Jesus cared for others That we should love other people in the same way Jesus loves us
Ways of expressing gratitude to God
Courteous, learning to say please and thank you.
To identify special people (e.g. family, carers, friends) and what makes them special
There are different family structures and these should be respected
Families should be a place of love, security and stability.
The importance of spending time with your family

English

Narrative with change
Poem - African animals / Weather
(books about rain)



Lila and the Secret of Rain

Bringing the Rain to Kapiti Plain



Hooks

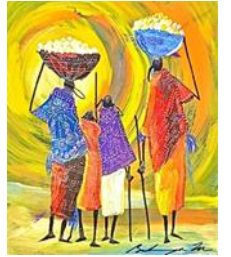
African drummers / dancers
Parent from Africa if possible

PE - Invasion games

Art

Colour and Shapes

(Martin Bulinya)



Computing

Coding

Maths
(White Rose)

Money,
Multiplication and division

African Music

Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity instrument.



Science –

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of animals including humans, for survival (water, food, air)

Geography



I can use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

I can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop, lighthouse

I can make a representation of a real place using agreed class symbols

I can use a simple recording of how they feel about a place

Field trip to the seaside.

Take photos and annotate.

Use a compass to identify North.

Make a simple representation of the area visited locating key human and physical features.

Devise class symbols to represent key features.

I can say what I liked and didn't like about a place.

RSHE

That they belong to various communities such as home, school, parish, the wider local community and the global community

That their behaviour has an impact on the communities to which they belong

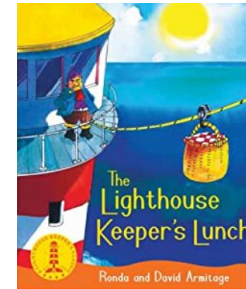
That people and other living things have needs and that they have responsibilities to meet them;

About what harms and improves the world in which they live

English

Postcards
Recount of trip

Light House Keeper Lunch



Hooks

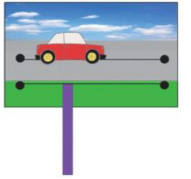
Trip to the beach

PE
Multi-skills-



DT

Moving pictures
(Sliders /levers)



Computing

Loops and programming

Maths

(White Rose)
Investigations

Music - Perform, understand and explore how music is created, produced and communicated. Have the opportunity to progress to the next level of excellence.