

**UNIT TITLE: Blooming Brilliant Britain**

**Anticipated Weeks: 15**

DRIVERS		
Opportunities & Hook for Learning		
Broadening Horizons Dressing up/Theme days for each of the 4 UK countries	Spirituality Reflective Spaces Easter	Emotional Awareness Circle times

ENGAGE/HOOK:		
MATHS	ENGLISH	RE
Addition and subtraction within 20 <ul style="list-style-type: none"> <li>● Add by counting on</li> <li>● Find and make number bonds</li> <li>● Subtraction-not crossing 10</li> <li>● Subtraction-crossing 10</li> <li>● Related facts</li> <li>● Compare number sentences</li> </ul> Number and place value to 50 <ul style="list-style-type: none"> <li>● Number to 50</li> <li>● Tens and ones</li> <li>● Represent numbers to 50</li> <li>● One more one less</li> <li>● Compare objects within 50</li> <li>● Compare numbers within 50</li> <li>● Order numbers within 50</li> <li>● Count in 2s</li> <li>● Count in 5s</li> </ul> Length and height <ul style="list-style-type: none"> <li>● Compare length and height</li> <li>● Measure length-non standard</li> <li>● Measure length-standard units</li> </ul>	Stories: The Queen's Hat The Naughty Bus  Simple sentences Using the word "and" Use a question mark correctly Capital letters, finger spaces and full stops Speaking a sentence before writing Working more independently Introduce and use set 3 sounds  T4W the Queen's Hat Prefix un Ending ed and ing Using the word "and" Use a question mark correctly Use exclamation mark correctly Capital letters, finger spaces and full stops Speaking a sentence before writing	RE <u>Who is Jewish and how do they live?</u> Making sense of belief: · Recognise the words of the Shema as a Jewish prayer · Re-tell simply some stories used in Jewish celebrations (Sukkot) · Give examples of how the stories used in celebrations (Sukkot) remind Jews about what God is like. Understanding the impact: · Give examples of how Jewish people celebrate special times (Sukkot) · Make links between Jewish ideas of God found in the stories and how people live · Give an example of how some Jewish people might remember God in different ways (mezuzah). Making connections:

<p>Weight and volume</p> <ul style="list-style-type: none"> <li>● Introduce weight and mass</li> <li>● Measure mass</li> <li>● Compare mass</li> <li>● Introduce capacity and volume</li> <li>● Measure capacity</li> <li>● Compare capacity</li> </ul>		<ul style="list-style-type: none"> <li>· Ask some questions about what Jewish people celebrate and why</li> <li>· Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>· Give a good reason for their ideas about whether any of these things are good for them too.</li> </ul> <p><u>Why does Easter matter to Christians?</u></p> <ul style="list-style-type: none"> <li>● Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>● Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>● Recognise that Jesus gives instructions about how to behave.</li> <li>● Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>● Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</li> </ul>
<p style="text-align: center;">ICT</p> <p><u>Skills Showcase</u>  <b>Pupils will learn:</b>          -Use a computer to make a list          -Explain the benefits of making a list on the computer</p>	<p style="text-align: center;">SCIENCE</p> <p>· <i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p>	<p style="text-align: center;">ART</p> <p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.          Create and describe different tints and shades of one colour using paint.</p>

-Use a basic range of tools on graphics editing software to design a rocket

-Sequence instructions

-Follow instructions to build their model rocket

-Input data about their rockets into a table or spreadsheet

#### Programming (Beebots)

##### **Pupils will learn:**

-Recognise cause and effect when pressing buttons on a Bee-Bot.

-Discuss and demonstrate how the Bee-Bot works.

-Record video ensuring everyone is in the shot.

-Give a number of clear instructions in sequence.

-Program a Bee-Bot to reach a destination.

-Identify and correct mistakes in their programming.

*· identify and describe the basic structure of a variety of common flowering plants, including trees.*

What plants grow in brilliant Britain? How can we sort the plants?

(Identifying and classifying)

How does your British garden grow?

(research)

Do all flowers have the same amount of petals? (pattern seeking)

Do all apples have the same amount of seeds? (Pattern seeking)

Understand that tone refers to the lightness and darkness of something.

Mix secondary colours and make different shades to create simple tone in their work. Chose and justify appropriate colours to reflect a theme and purpose.

Draw around a cup using various media: pencil, ballpoint, crayon. Overlap the circles like a venn diagram. Fill each shape with different drawing media, and try mixing some media – ie charcoal and chalk/oil pastel. Blend with cotton buds. Use reds, white and blues to represent the UK.

Create and describe different tints and shades of one colour using paint.

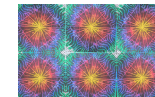
Understand that tone refers to the lightness and darkness of something.



Look at the work of Cezanne, and talk about tone of the fruit. Draw and paint using shades of secondary colours. Use British apples for observational drawing.

Create abstract compositions using various shapes. Identify and describe which shapes they have used.

Make rubbings.



Styrofoam pattern printing using abstract shapes to make handbag patterns for the Queen.

## HISTORY

### How did the Great Fire of London change the city?

- To say that the Great Fire of London was more than 300 years ago and lasted for 5 days.
- To describe the houses in London.
- To describe how the fire started.
- To retell the events of the Fire of London.
- To talk about artefacts that tell us about the Great Fire of London.

### How has your street changed?

We will understand how life has changed from generation to generation.

Which buildings are the same as they were 100 years ago

- I can recognise the difference between past and present in my own and the lives of others
- I have an awareness of the past and can use words relating to the passing of time

## GEOGRAPHY

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Study aspects of the human and physical geography of London.
- Heaton, Bradford, Shipley, London
- Key terms: city, town, village, house, and shop
- Identify seasonal and daily weather patterns in the United Kingdom.
- Key terms: forest, hill, sea, ocean, river, soil, season, weather
- Use simple compass directions (NSEW) and locational and directional language to describe the location of features and routes on a map.
- Use maps, atlases and globes to identify the United Kingdom, its countries and its seas.

## PHSE

### Safety and the changing body

#### **Pupils will learn:**

- Know a number of adults in school
- Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult.
- Understand ways to keep safe and not get lost and know the steps to take if they do get lost.
- Know the number for the emergency services and their own address.
- Understand that some types of physical contact are never acceptable.
- Know what can go into or onto the body and when they should check with an adult.
- Understand that there are hazards in houses and know how to avoid them.
- Understand and name jobs that people do to help keep us safe.

### Citizenship

#### **Pupils will learn**

- Explain why the class and school rules are important.
- Discuss the different needs of a range of pets.
- Describe some of the needs of babies and young children.
- Recognise some similarities and differences between themselves and others.
- Identify some groups which they belong to.
- Recognise that different individuals belong to different groups.
- Explain why voting is a fair way to make a decision involving a lot of people.

MUSIC	DT	PE
<p>Singing</p> <ul style="list-style-type: none"> <li>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> </ul> <p>Performing-Boomwhackers</p> <ul style="list-style-type: none"> <li>Play instruments showing an awareness of other.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>Reflect on music and say how it makes people feel, act and move.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>Create a sequence of long and short sounds with help, including clapping longer rhythms.</li> </ul> <p>Composer/Musician focus British composers: Benjamin Britten – Young Person’s Guide to the Orchestra Vaughan Williams, Handel, Elgar Charanga Spring 2: Round and Round</p>	<p><b>Skills:</b> <b>Small Make:</b> <b>Big Make:</b></p> <ul style="list-style-type: none"> <li>Make lego constructions using instructions</li> <li>Cooking traditional dishes from different countries; welsh rarebit, Scottish shortbread, sandwiches and scones, Irish Stew.</li> <li>Linking to art – sew and decorate a handbag or hat of the queen</li> <li>Chopping and peeling fruit independently</li> </ul>	<p>Gymnastics and multi-sports</p>

<p><b>Outdoor Learning Opportunities</b>  <b>Exploring plants and trees</b>  <b>Great Fire of London burning houses activity</b></p>
<p><b>Big Projects / Home learning Projects</b>  <b>Research in each country of the UK</b>  <b>Cooking for each country (DT)</b>  <b>Great fire of London history houses and set fire to them</b>  <b>Bolling Hall school trip</b></p>