



Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
History		<p>Big Question: What was school life like in Great Dalby School in 1876, and how was it different to the school we come to today?</p> <p>Local History: Great Dalby Primary School</p> <p>NC: Significant historical events, people and places in their own locality.</p> 		<p>Big Question: Big Question: What happened during the Great Fire of London, and how did it change the city?</p> <p>Fire of London</p> <p>NC: Events beyond living memory that are significant nationally or globally</p> 		<p>Big Question: Who deserves to be remembered; Nellie Spindler or Florence Nightingale?</p> <p>Florence Nightingale and Nellie Spindler</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements</p> 
Geography	<p>Big Question: How can we create a map of our school to help us find different places?</p> <p>Spatial Sense</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries,</p>		<p>Big Question: What are the British Isles, and what are some of the countries and special features that make them a unique and interesting place?</p> <p>The British Isles</p> <p>NC:</p>		<p>Big Question: What can we discover about the village of Mugurameno in Zambia and how is it different to Great Dalby?</p> <p>Africa: Contrasting Locality: Comparing Great Dalby to Mugurameno in Zambia,</p> <p>NC:</p>	

	<p>as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> 		<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> 		<p>Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country - use basic geographical vocabulary</p> 	
<p>Science</p>		<p>Big Question: What are habitats, and how do different animals and plants adapt to live in different habitats?</p> <p>Living Things and their Environments</p> <p>NC: Differences between living, dead and never been alive Identify that most living things live in habitats to which they are suited and describe how different</p>		<p>Big Question: How do plants grow from seeds, and what do they need to survive and thrive?</p> <p>Plants</p> <p>NC: Observe and describe how seeds and bulbs grow to mature plants</p>		<p>Big Question: What are materials and how can we use them?</p> <p>Materials and Matter</p> <p>NC: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>

		<p>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 microhabitats.</p> 		<p>Find out and describe how plants need water, light and a suitable temperature to</p>  <p>grow and stay healthy</p>		<p>Find out how the shapes of solid objects made from some materials can be</p>  <p>changed by squashing, bending, twisting and stretching</p>
<p>Art</p>		<p>Big Question: What can we learn from Henri Rousseau's paintings, and how does he use colours, shapes, and imagination to create beautiful and exciting artwork?</p> <p>Topic: Living Things and their Environments Artist: Henri Rousseau Area: Painting, Sketchbooks and Knowledge Movement: Naive Art</p>  <p>Artwork: Surprised! 1891</p>		<p>Big Question: How did the artist René Magritte use his imagination to create surreal paintings?</p> <p>Topic: Fire of London Artist: Rene Magritte Area: Painting Sketchbooks and Knowledge Movement: Surrealism</p>  <p>Artwork: Discovery of Fire 1935</p>		<p>Big Question: How did artist Barbara Hepworth use her creativity and different materials to make beautiful artworks?</p> <p>Topic: Materials and Matter Artist Barbara Hepworth Area: 3D Sketchbooks and Knowledge Movement: Modernism</p>  <p>Artwork: The Family of Man</p>
<p>Design and Technology</p>	<p>Big Question: How can we design and make our own special purse that is both useful and reflects our own unique style and creativity?</p>		<p>Big Question: What different ingredients can we use to create a delicious and healthy salad, and how can we arrange them to make it look good?</p>		<p>Big Question: How can we make an African picture come to life and move, using our imagination and design skills?</p>	

	 <p>Textiles: Templates and Joining Techniques Product: Making a pouch</p>		 <p>Food: Preparing Fruit and Vegetables: Product; Design and make a salad using British vegetables</p>		 <p>Mechanisms Sliders and Levers Product: A moving picture using a slider and lever with an African animal.</p>	
<p>Personal, Social, Emotional and Health Education (PSHE)</p> 	<p>Rights, Rules and Responsibilities</p>	<p>My Emotions</p>	<p>Personal Safety</p>	<p>Identities and Diversity Diversity and Communities</p>	<p>My Body and Growing Up Relationship Education</p>	<p>Healthy Lifestyles Healthy Lifestyles</p>
<p>Music</p> 	<p>Rhythm Unit 3</p>	<p>Pitch Unit 4</p>	<p>Rhythm Unit 3</p>	<p>Pitch Unit 4</p>	<p>Rhythm Unit 3</p>	<p>Pitch Unit 4</p>
<p>Computing</p> 	<p>Computing systems and networks – IT around us</p>	<p>Creating media – Digital photography</p>	<p>Data and information – Grouping data</p>	<p>Data and information – Pictograms</p>	<p>Creating media - Digital music</p>	<p>Creating media – Digital writing</p>
<p>Religious Education (R.E)</p> 	<p>Christianity Does God want Christians to look after the world?</p>	<p>Christianity What is Christmas?</p>	<p>Islam How special is Allah to Muslims?</p>	<p>Christianity What is Easter? How do people celebrate?</p>	<p>Islam How important is the prophet Muhammad to Muslims? (What makes people special?)</p>	<p>Islam How does the Qur'an influence Muslims today?</p>
<p>Physical Education (P.E)</p>	<p>Football Tag Rugby Gymnastics</p>	<p>Football Tag Rugby Gymnastics</p>	<p>Dance Hockey Basketball</p>	<p>Dance Hockey Basketball</p>	<p>Cricket Athletics Rounders</p>	<p>Cricket Athletics Rounders</p>



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Swimming
