



### Impact

#### By the end of this unit, children will...

*'From up here the Earth is beautiful, without borders or boundaries.'* Yuri Gagarin (Astronaut).

During this unit, children will make use of a variety of skills and resources, such as compasses, photographs and 3D mapping to develop their geographical knowledge. The children will explore maps of towns and cities as well as our local area and consider the importance of town planning. They will design and devise simple maps referring to key human features. In doing this, children will begin to discuss the concept of place and the idea of whether or not places are owned.

### Intent

It is our vision that the children of St. Mary's recognise that we all created as one global family rather than individuals separated by boundaries and borders. Throughout this unit, children will study the way in which maps are constructed and the makeup of towns and cities to help them begin to understand the layout of our shared home as a global family.

### Building the Kingdom

#### To who does a place belong?

#### Further questions to explore:

- Is where I come from important?
- What makes somewhere a great place to live?

#### Catholic Life Pledge:

Write and present to other classes about how to preserve habitats (Stewardship).

### Catholic Social Teaching

#### Solidarity & Distributive Justice

God created us as one global family called to support our brothers and sisters and, as such, it is our duty to ensure that everyone has access to their fair share of resources.

*'God created mankind to be one family.'*  
Pope Francis.



### Core Subjects

#### English

During this term, pupils will write:

**Main Text:** The day the crayons quit by Drew Daywalt.

- Fiction – reply letter to crayons from Duncan. Writing as one of the crayons – ‘A day in the life of \_\_\_\_ crayon.’
- Non-fiction – Instruction writing (how to make a finger puppet.)

**Spelling:** where ‘kn’ and ‘gn’ make the /n/ sound at the beginning of words, challenging words (list 6), where ‘wr’ makes the /r/ sound at the beginning of words, words ending in ‘le’, words ending in ‘el’.

**Skills focus:** Use apostrophes for contractions/Use command sentences

#### Maths

**Problem solving and efficient methods:**

- Use place value and number facts to solve problems.
- solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures ♣ applying their increasing knowledge of mental and written methods.
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

**Money:**

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money

### Foundation Subjects

#### History / Geography

**Map Makers:**

The children will find out why we use maps and how to read them, as well as having the opportunity to draw their own maps and plan perspectives.

- To be able to use compass points to navigate around a map.
- Use aerial photographs and plan perspectives to recognise/create landmarks
- Use simple fieldwork and observational skills to study the geography of their school and surroundings.
- To design a map, referring to key human features and symbols/keys.
- To create a 3D map using their town designs.

#### Art / Design technology

**Puppets (Design Technology):**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and information and communication technology.
- Select and use a wide range of textiles.

**Andy Goldsworthy (Art):**

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Work of a range of artists, craft makers and designers.
- Use a range of materials creatively to design and make products.

#### Music

Explain musical elements whilst singing/playing/listening such as Dynamics (loud/louder, quiet/quieter)

Understand that Crescendo means getting louder/Diminuendo means getting quieter.

Recognise changes in Tempo (fast/faster, slow/slower).

Sing/play in 2 parts.

Recognise  $\frac{3}{4}$  time.

#### Computing

**Creative Pictures & Making Music:**

Children can create a simple program that achieves a specific purpose. They can also identify and correct some errors.

Children can identify the parts of a program that respond to specific events and initiate specific actions.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are able to edit more complex digital data such as music compositions.



### Core Subjects

#### Science

##### Super Scientists:

The children will have the opportunity to learn about scientists and their discoveries while developing their own 'working scientifically' skills. This unit will extend their knowledge through a variety of fun, practical and informative activities, including investigating gravity, light, sound, medical science including reflexes and germs, as well as how to make a simple circuit.

##### Living in Habitats:

The children will learn about different habitats and all the animals and organisms living within them. They will explore the difference between living and non-living things, and then find out about habitats in familiar local areas, such as woodlands or ponds, before looking further afield from seashores to the Sahara!

#### Religious Education

##### Lent:

This unit is designed to develop children's knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time.

##### Holy Week:

This unit is designed to develop the children's knowledge and understanding of the events of Holy Week.

##### Easter:

This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season.

#### Oracy

Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground. Make connections between what has been said and their own and others' experiences. Recite pre-prepared material in front of an audience. Maintain suitable posture throughout a spoken contribution.

Natural use of body language and facial expressions. With support, identify a suitable question in response to a stimulus. Use stem sentences to link to others' ideas in group discussions, e.g. I agree with...

### Foundation Subjects

#### Physical Education

##### Ball Skills:

In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.

##### Athletics:

In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.

#### French

#### Musical Instruments

#### RSHE/PSHE

- Module 2 Unit 2, Session 2 (Treat others well...).
- Module 2, Unit 2, Session 3 (...and say sorry).
- Being with others assessment.
- Module 2, Unit 3 Safe or unsafe? Assessment
- Module 2, Unit 3, Session 1 (Being Safe).
- Module 2, Unit 3, Session 2 (Good secrets and Bad secrets).
- Module 2, Unit 3, Session 3 (Physical contact).