

Autumn 1. Vehicle Text is The Whale. Geography focus.

**Geography skills and content**

- locate the world's countries, using maps to focus on Europe (including *France, Spain & Portugal*), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (especially rivers but noting hills/mountains, coasts in comparison), and land-use patterns; and understand how some of these aspects have changed over time- *Compare Cheshire & Devon*
- identify the position and significance of, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and revisit Equator, Northern Hemisphere, Southern Hemisphere
- use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

**Design and technology skills and content**

**Cooking and nutrition**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *including Italian tomato salad and Roly Poly Sandwich*
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**Design and technology skills and content**

Design, make and evaluate [all objectives]

Technical knowledge and understanding:

- understand and use mechanical systems in their products – pneumatic mechanism - *to design a Whale that opens and closes mouth*

**Science skills and content**

Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local area and wider environment.
- recognise that environments can change and that this can sometimes pose dangers to living things.

**Dr Seirian Sumner**

**Cross curricular links**

**Maths**

Measures – journey of the whale. Convert measures.

**Black History** – linked to Ruby Bridges

**Local area / environmental issues / Co Jo**

Over fishing

Co Jo- Keira Salak

**Field study / trip**

Blue planet aquarium

**Links to cultural Capital / British values**

Carnival of the animals - music

*KVA 1-2*

*BK Picnic in the park to learn about different families*

*BV – Democracy - a sound knowledge of how the UK is governed*

**Classic text**

Harvest poetry

Extracts from Moby Dick (class read)

**Other subjects**

**Computing:** Coding, online safety

**RE:** Chr: How do C live their lives as disciples?

**PE:** Games – hockey [CPD]

**PSHE:** Health and well-being

**MFL:** Where in the world speaks French? Numbers &

Alphabet , My Family and me

**Music:** N/A

Autumn 2. Vehicle text is The Journey. History focus

**History skills and content**  
 The Roman Empire and its impact on Britain

- 'Romanisation' of Britain: sites and the impact of technology, culture and beliefs, including early Christianity

A local history study - History week

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality including focusing on the impact trains have had on Crewe.

<p><b>Art and design skills and content</b>                  Roman Mosaics</p> <ul style="list-style-type: none"> <li>• To improve their mastery of art and design techniques (printing and 3D) <i>Roman mosaics</i></li> <li>• About great artists in history - Klee</li> </ul>	<p><b>Science skills and content</b>                  Sound</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Christian Doppler</b></p>
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<b>Cross curricular links</b>		
<p><b>Computing</b>                  Search technology</p> <p><b>Geography</b>  <i>OS MAPS Stand-alone map skills</i>                  Science - British birds (Revisit Y1 knowledge)</p>	<p><b>Local area / environmental issues/ Co Jo</b>                  Co Jo - Keira Salak                  Noise pollution                  Early migration of British Birds (Global Warming)</p>	<p><b>Field study / trip</b>                  Heritage Centre</p>

<p><b>Links to cultural Capital / British values / PSHE</b>                  Heritage Centre – local history museum (Crewe Railway)  <i>KiVa 3-4</i>  <i>BV – Democracy - a sound knowledge of how the UK is governed</i></p>	<p><b>Classic text</b>                  Remembrance day poems</p>	<p><b>Other subjects</b>  <b>Computing:</b> Online safety, spreadsheets  <b>RE:</b> Jud: What are the important events in a Jews life?  <b>PE:</b> Games – high 5 netball [CPD]  <b>PSHE:</b> Health and well-being  <b>MFL:</b> My Home, Colours  <b>Music:</b> Christmas production: pitch, timbre, tempo, dynamics</p>
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