

Dahl Class Term 3 and 4 2019 - 2020

	Term 3 Living in the Wider World Environmental aspects	Term 4 Living in the Wider World Cultural aspects (Australia)
English	The Last Wolf / 10 Things I can do to help my world	The Snail and the Whale / The Storm Whale
Maths	AET Stage 1 and 2 7.Discovering equivalence 8.Reasoning with fractions 9.Solving number problems	White Rose Maths Hub planning
RE	Gospel: what is the good news that Jesus brings? Understanding Christianity By the end of this unit, pupils are expected to be able to: * Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. *Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. * Recognise that Jesus gives instructions to people about how to behave. * Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. * Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). * Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas	Salvation : Why does Easter matter to Christians? Understanding Christianity By the end of this unit, pupils are expected to be able to: *Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. *Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). *Recognise that Jesus gives instructions about how to behave. *Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. *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.
Science	Year 1 animals including humans Pupils should be taught to: * Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals * Identify and name a variety of common animals that are carnivores, herbivores and omnivores. * Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). * Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.	Plants – Year 2 •Observe and describe how seeds and bulbs grow into mature plants •Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
PSHE	Rights and Responsibilities * respecting the needs of ourselves and others * groups and communities that they belong too * looking after the local environment * where money comes from and what it is used for Health and well-being (Keeping Safe) * how to keep safe * household products, including medicines, can be dangerous if not used carefully *How to ask for help if you are worried *Privacy in different context * rules for keeping safe	Rights and Responsibilities * everyone is unique * how we are the same as other people * people who work in our community * how to get help, including emergency
Computing	Keeping safe *login on and keeping passwords safe *to know how to refine searches and share safety *using email respectfully. * use technology safely and respectfully, keeping personal information private; identify where to go for help and support	We are story teller's year 1 SOICT Using 2 create a story linked to English use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - use technology safely and respectfully

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History		History of an ancient civilisation: the Aborigines https://education.abc.net.au Dust echoes – animations of aboriginal traditional stories
Geography	Linked to locality and text - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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	Australia - name and locate the world's seven continents and five oceans - 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 - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - 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
Music	Ocarina Pupils should be taught to: - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically	Primary Music KS1; traditional tales (2 songs to learn linked to dreamtime) Pupils will be taught to: - listen with concentration and understanding to a range of high-quality live and recorded music - experiment with, create, select and combine sounds using the inter-related dimensions of music
Art and Design	Water colour painting Pupils will be taught to: - use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Aboriginal art linked to Dreamtime Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Design Tech		Designing and making minibeast homes
PE	Gymnastics Pupils will be taught to: - master basic movements including running and jumping as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Dance - perform dances using simple movement patterns.