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| **Magpies** |  | **Spring Term 2022** |
| **Magpies Theme: Robots and Superheroes Term: 3 & 4** | | |
| Our exciting learning theme will ignite our imaginations! | | |
| **As a class we will create a display of questions and areas the children would like to research during this topic.**  A person in a space suit  Description automatically generated with low confidence  As **scientists Year 3’s** will explore ‘Forces and Magnetism’. We will investigate how objects move on different surfaces and how the force of magnetism reacts to different materials and they attract and repel dependent on the magnets poles. **Year 2’s** will explore the power of the changing seasons.  These amazing natural powers will be applied to our story writing when writing about superheroes with different powers. | As **readers and writers** we will be reading and responding to our class book: The Iron Man by Ted Hughes.    We will use the characters and themes to create our own robot story. We will use non-fiction writing to write instructions of how to build the Iron Man.      We will enjoy a variety of stories with Robots and Superheroes as their main characters and use these to inspire our own writing.  We will be looking at a variety of comics as a genre of fiction to create our own superhero characters ready for any adventure! We will explore Superheroes who use electricity, extreme weathers and magnetism for their powers!  We will use non-fiction writing to record our design details, investigative work and evaluations of our science and technology projects.  As **historians** we will explore the lives of significant individuals in the past who have contributed to national and international achievements. These ‘Superheroes’ will include Mary Seacole and/or Florence Nightingale and Edith Cavell, which will coincide with ‘International Women’s Day in March 2022. | As **Computer Programmers** we will use Scratch to represent our learning in science and plan ideas for Robots and how they can complete different tasks.  A picture containing person, toy, feet  Description automatically generated  We will work with the Stem Works company to complete an ‘Introduction to Coding’ workshop.  This will introduce us to the fascinating world of robotics and highlight the many everyday devices that are computer controlled. |
| As **musicians** we will use the Kapow music resource to listen to a range of superhero music.  This unit will introduce us to pitch and tempo in a meaningful way. We will learn how to identify high and low notes and to compose a simple tune.  We will explore some different instruments, as well as investigate how tempo changes help to tell a story and make music more exciting | As **Artists** we will explore the illustrations for comics and ways of sketching characters in that style.  We will build sculptures of Robots and posters to advertise our comics and Superhero stories. We will also use persuasion in our artwork to design a Superhero to lead our energy saving work which we will present to the school. |
| As **design and technologists** we will design, make and evaluate robots for different purposes using recycled materials. |
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| **School Drivers** | | |
| **Wellbeing**  We will explore the benefits of the 5 Ways To Wellbeing during this year’s ‘Mental Health Week’ in February. This year’s theme is ‘Growing Together’ where we will be considering how we have grown, and how we can help others to grow.  For this year’s World Sleep Day on the 18th March we will learn about the links between sleep and mental health. We will investigate good sleep hygiene, as well as explore the different sleeping patterns in children and how it impacts on mood.  In our social and emotional development we will learn about how to keep safe online, through this year’s ‘Safer Internet Day’ on 8th February.  The theme for 2022 is All fun and games? We will explore respect and relationships online. | **Growth Mindset, Possibilities and Aspirations**  We will be using GHLL’s ‘Make Me A Superhero’ resource  to further develop our resilience. It will provide an innovative and exciting way to enable and encourage us to develop resilience.    It will help us to develop our positive inner coach, develop self-confidence and a pride in ‘being me’. The aim is to give us the skills to think before acting in order to create a virtuous circle in life. It will help to develop our confidence and resilience with raised aspirations and sense of self. | **Community**  As outward looking people, we will:  Present our findings linked to reducing waste to our families and community through leaflets, posters and presentations to be Superheroes improving our area..  A picture containing text  Description automatically generated |
| **Diversity including British Values**  We will use the Stonewall resources to tell us about LGBTQ+ issues. We will learn about the historical figure Catherine Duleep Singh making us think about what we can learn from her life.  We will recognise the ways we are the same as, and different to, other people. We will learn to value the different contributions that people and groups make to the community. We will think about diversity: what it means and the benefits of living in a diverse community. | **Eco and Environment**  We will look into recycling relating to previously taught materials unit, reduce, reuse, recycle and looking at packaging materials.  A picture containing text  Description automatically generated  The children will understand the importance of limiting our waste while also making choices as consumers as to what products we buy relating to packaging. | **Enterprise including Language**  A picture containing person, holding, hand  Description automatically generated  We will use our work on reducing waste to investigate whether it is cheaper to purchase products which have more eco-friendly packaging.  How can we make smart choices as a consumer to save money while also reducing waste? |

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| **Essentials for learning & life** | | **Areas of Learning. Milestone Skills: Milestone 1 Milestone 2** |
| **Using Communication: Secrets of success** | | **History, Music, ICT, Art and D&T** |
| **Learning and thinking skills**  Develop and promote personal, social, emotional and thinking skills to empower learning within the following ‘Secrets of Success.’  **To be curious**   * Ask questions * Look for patterns and connections * Think of possible reasons * Researches * Ponders – what if? * Is creative   **To concentrate**   * Manages distraction * Breaks things down into smaller steps * Focusses on one thing at a time * Plans and thinks things through. * Works hard   **To be resilient**   * Uses a growth mindset * Does not worry if it goes wrong * Learns from their mistakes * Is excited to try new things * Pushes themselves and doesn’t give up.   **To co-operate**   * Listens to others * Explains things to help others * Is kind when you disagree * Is tolerant * Works together   **To improve**   * Keeps reviewing their learning * Tries to be better than last time * Does not compare themselves to anybody else * Listens to feedback | | **. Science**  **Work Scientifically**  Ask simple questions.  Observe closely, using simple equipment.  Perform simple tests.  Identify and classify.  Use observations and ideas to suggest answers to questions.  Gather and record data to help in answering questions.  Ask re Ask relevant questions.  Set up simple, practical enquiries and comparative and fair tests.  Gather, record, classify and present data in a variety of ways to help in answering questions.  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.  **Seasonal Changes– Year 2**  observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies.  **Forces and magnets– Year 3**  compare how things move on different surfaces  notice that some forces need contact between two objects, but magnetic forces can act at a distance  observe how magnets attract or repel each other and attract some materials and not others  compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  describe magnets as having two poles  predict whether two magnets will attract or repel each other, depending on which poles are facing.  **History**  **Build an overview of world history**  **Describe significant people from the past**  **Recognise that there are reasons why people in the past acted as they did.**  Describe significant people from the past.  Recognise that there are reasons why people in the past acted as they did. |
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| **Areas of learning. Milestone skills. Milestone 1 Milestone 2** | |
| **Design and Technology**  **Materials**  **Cut materials safely using tools provided.**  **Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).**  **Demonstrate a range of cutting and joining techniques**  **Cut materials accurately and safely by selecting appropriate tools.**  **.**  **Design, make, evaluate and improve**  **Design products that have a clear purpose and an intended user.**  **Make products, refining the design as work progresses.**  **Design with purpose by identifying opportunities to design.**  **Make products by working efficiently (such as by carefully selecting materials).**  **Art**  **Develop ideas**  Respond to ideas and starting points.  Collect information, sketches and resources.  Adapt and refine ideas as they progress.  Explore ideas in a variety of ways.  **Take inspiration from the greats**  Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.  **Drawing**  Draw lines of different sizes and thickness.  Colour neatly following the lines  Show different tones.  Sketch lightly (no need to use a rubber to correct mistakes). | **Music**  **Compose:**  **Create a sequence of long and short sounds**  **Create a mixture of different sounds (long and short, loud and quiet, high and low)**  **Choose sounds to create an effect.**  **Use sound to create abstract effects.**  **Create repeated patterns with a range of instruments.**  **Describe music:**  Identify the beat of a tune.  Recognise changes in timbre, dynamics and pitch.  Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.  Evaluate music using musical vocabulary to identify areas of likes and dislikes.  Understand layers of sounds and discuss their effect on mood and feelings.  **ICT**  **Coding**  **Control motion by specifying the number of steps to travel, direction and turn.**  **Add text strings, show and hide objects and change the features of an object.**  **Control when drawings appear and set the pen colour, size and shape.**  **Specify user inputs (such as clicks) to control events.**  **Use specified screen coordinates to control movement.**  **Set the appearance of objects and create sequences of changes.**  **Control the shade of pens.**  **Specify conditions to trigger events.**  **Connect**  **Understand online risks and the age rules for sites.**  **Give examples of the risks posed by online communications.**  **Understand that comments made online that are hurtful or offensive are the same as bullying.**  **Communicate**  **Use a range of applications and devices in order to communicate ideas, work and messages.**  **Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.** |