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| **Magpies** | | **Secret plans and clever tricks** | **Autumn Term 2022** |
| **Areas of learning linked to the theme** | | | |
| Our journey will be full of imagination as we immerse ourselves in the fantasy world of Roald Dahl... | | | |
| A picture containing text, plant, leaf  Description automatically generated  As **readers** we will be looking at several stories written by the popular author **Roald Dahl.**  As **Literacy students** we will be exploring the books in detail through our topic writing. We will be looking at the descriptions of the characters and the settings, and how to use inventive language to add humour to our texts.  We will be developing all aspects of our speaking and listening skills by collecting new and interesting words for our Vocabulary Tree and talking about the stories we read together each day.  **Class book:** We will be using **The Minpins**, Roald Dahl's story of a heroic boy called Billy who meets tiny tree-dwelling people called the Minpins, who live in fear of being gobbled up by a fearsome monster.  As **Geographers** we will explore the countries that make up the United Kingdom and how each country has traditions and individual identities.    We will look at the many other cultures that make up our rich and varied communities. | As **writers** we will explore the text through drama to inspire us to write across a range of genres.  A picture containing linedrawing  Description automatically generated  We will immerse ourselves in the setting of our forest. We will use this incredible setting as inspiration for our study of **The Minpins** and link the setting to the book and characters. We will let our imaginations run wild when creating our own giants in a forest Setting – where the emphasis will be on ‘good/ evil’ and ‘big/small’. | | As **ICT experts** we will use coding and control programmes, to guide Billy, from The Minpins, around the woods.  We will develop our understanding of what information technology (IT) is and will begin to identify examples. Explore where in the wider world it is used, how it improves our world and the importance of using it responsibly when researching the world of Roald Dahl. |
| As **Scientists** the Year 2 children will investigate materials, identifying, naming, describing and comparing a variety of materials. They will then look at ways different materials can be changed and which materials are best suited to different uses. The Year 3 children will be exploring forces and magnets investigating how objects move on different surfaces, how some objects need contact to be moved while others don’t and developing their understanding of magnetic poles and how they react with different materials.  As **Musicians** we will explore British songs and sounds. Using the Kapow programme, we will be creating sounds to represent three contrasting landscapes: seaside, countryside and city. | | As **Design Technologists** we will design and make models and fabric items based on the books of Roald Dahl.    We will construct model roly poly birds, Growing Grandmas, fairground rides and character puppets all sourced from stories from our literacy program. |
| As **Artists** we will investigate the possibilities of a range of techniques to produce images based upon stories by our chosen author.    As illustrators we will try to reproduce the style of Quentin Blake. |
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| **School Drivers** | | | |
| **Wellbeing**  We will use the book ‘The Colour Monster’ to create a class display. This ‘check-in’ display will allow the children to express their feelings during the school day.    We will also explore how to **manage feelings** and the importance of asking for help.  Through the Jigsaw programme we will be focusing on **‘Being me in my world.’** Inthis unit we will be exploring our hopes and fears for the year, as well as setting personal goals and exploring our self-identity and worth. | | **Growth Mindset, Possibilities and Aspirations**  In our social and emotional development we will:  Think about the consequences of our own actions as we explore good and bad characters in stories.  We will be re-capping the **Secrets of Success**, and how they can help us with achieving success in our daily lives.  We will learn about the **structure of the brain** and how, with effort, practice and perseverance, we really can ‘grow’ our brains and learn new things. | **Community**    As outward looking people, we will continue to find new and original ideas to **share our work**.  This will include through the school website, and interactive story performances.  We will be inviting our parents and carers to school to watch a presentation showcasing our learning from this term’s theme.  **Enterprise including Language**  We will continue to re-establish a **learning partner** culture within the classroom where children cooperatively discuss, answer questions, learn from each other and offer peer feedback.  We will engage with regular ‘Picture News’ materials to learn about current world events and to support them in using their oracy skills to discuss thought-provoking questions linked to topical issues. |
| **Diversity including British Values**  Through the Jigsaw programme, we will learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make our classroom a safe and fair place.  We will learn about the need for rules and how these relate to rights and responsibilities. We will explore choices and consequences, working collaboratively and seeing things from other people’s points of view. | | **Eco and Environment**  We will look at woodlands and forests in the United Kingdom, and how we can protect and preserve the habitats of wildlife that lives there. |
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| **Essentials for learning &life** | | **Areas of Learning. Milestone Skills** |
| **Using Communication: Secrets of success** | **Science, Geography and 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 | **Human Geography: Investigate places**   * Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. * Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. * Ask and answer geographical questions about the physical and human characteristics of a location. * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.   **Human Geography: Investigate patterns**   * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.   **Music**  **Perform:**   * Take part in singing, accurately following the melody. * Follow instructions on how and when to sing or play an instrument. * Make and control long and short sounds, using voice and instruments. * Imitate changes in pitch. * Sing from memory with accurate pitch. * Sing in tune. * Maintain a simple part within a group. * Pronounce words within a song clearly. * Show control of voice. * Play notes on an instrument with care so that they are clear. * Perform with control and awareness of others.   **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. | |

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| **Design and Technology**  **Mechanics**   * Create products using levers, wheels and winding mechanisms. * Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).   **Materials**   * Cut materials safely using tools provided. * Measure and mark out to the nearest centimetre. * Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). * Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). * Cut materials accurately and safely by selecting appropriate tools. * Measure and mark out to the nearest millimetre. * Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). * Select appropriate joining techniques.   **Art**  **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.  • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others.  **Drawing**   * Draw lines of different sizes and thickness. * Colour (own work) neatly following the lines. * Show pattern and texture by adding dots and lines. * Show different tones by using coloured pencils. * Use different hardness of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to use a rubber to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone and texture. | | **ICT**  **Online**  **• Understand online risks and the age rules for sites.**  **• Understand that comments made online that are hurtful or offensive are the same as bullying.**  **• Understand how online services work.**  **Use a range of applications and devices in order to communicate ideas, work and messages.**  **Coding**  **Control motion by specifying the number of steps to travel, direction and turn.**  **• Use specified screen coordinates to control movement.**  **Add text strings, show and hide objects and change the features of an object.**  **• Set the appearance of objects and create sequences of changes.**  **Science**  **Scientific enquiry**   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 relevant questions.  • set up simple, practical enquiries and comparative and fair tests.  Make accurate measurements using standard units, using a range of equipment, e.g. Thermometers and data loggers.  • gather, record, classify and present data in a variety of ways to help in answering questions.  • record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.  **Year 2’s – investigating materials**  • distinguish between an object and the material from which it is made.  • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  • describe the simple physical properties of a variety of everyday materials.  • compare and group together a variety of everyday materials on the basis of their simple physical properties.  • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.  **Year 3’s – forces and magnets**  • 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. | |