



TOPIC TITLE: THE WHEELS ON THE BUS

# Time Travellers



ENTRY POINT

The entry point is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. For this unit we will set up an archaeological dig that the children can take part in.

HOME LEARNING

Please ensure you regularly read at home with your child. When reading:

- talk about the book before your child starts to read
- encourage your child to become more independent when selecting a strategy to tackle an unknown word
- encourage fluency

PARENT ENGAGEMENT

To enhance the topic and extend your child's learning please explore history with your child. Encourage them to look for the oldest thing they can find in your home. They could also look at reference books and the internet relating to class work.



| HISTORY  | ART AND DESIGN   | SCIENCE   | PSHE       | OTHER   |
|--|--|---|------------|---|
| <p>I know that a range of sources tell us about history</p> <p>I can become an arachnologist</p> <p>I can explore different objects from history</p> <p>I can explore historical events</p> <p>I can discuss events beyond living memory</p> <p>I can discuss changes within living memory</p> <p>I can explore the lives of significant individuals</p> | <p>I can record memories</p> <p>I can record experiences</p> <p>I use a range of materials to share ideas</p> <p>I use a range of materials to share experiences</p> | <p>Animals including humans</p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>I can describe and compare the structure of a variety of common animals</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> | <p>TBC</p> | <p>PE is taught by Sporting World and music following our specialist music teacher's sequences.</p> <p>History and art are the main topics of this unit. Geography and Design Technology will be explored in other units.</p> |



## LEARNING ACROSS THE CURRICULUM (BASIC SKILLS THAT NEED RIGOROUS AND SYSTEMATIC REAPPLICATION)

| ENGLISH   | MATHS  | E-SAFETY   | COMPUTING  |
|---|--|--|--|
| <p>See English medium term plan<br/>See writing in contexts below</p> <p><b>Key Skills:</b><br/>Be able to identify all phonemes and corresponding graphemes<br/>Be able to read fluently<br/>Be able to listen and respond to texts of all kinds in order to access ideas and information<br/>Be able to talk clearly and confidently about thoughts, opinions and ideas<br/>Be able to listen carefully to others<br/>Be able to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes<br/>Be able to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect</p> | <p>See Maths medium term plan</p> <p><b>Key Skills:</b><br/>Be able to use numbers to support calculation<br/>Be able to use measurements to support an understanding of scale<br/>Be able to talk about and interpret mathematical data<br/>Be able to use mathematics to justify and support decisions<br/>communicating using mathematical language, symbols and diagrams<br/>Be able to represent and model situations using mathematics</p> | <p>See long term planning grid</p> <p><b>Communication &amp; Networks</b><br/><br/>Use technology safely and respectfully<br/>Using the internet appropriately and treating other people using the internet how they would on the playground<br/>Keeping personal information private<br/>Demonstrating risks of sharing personal information.</p> | <p>See long term planning grid</p> <p><b>Algorithms<br/>Programming &amp; Development</b><br/><br/>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.<br/>Create and debug simple programs.</p> <p>Bee bots and roamer<br/>Create a set of instructions</p> |



# WRITING IN CONTEXT

Writing titles, contents, word banks

Arachnological fact file

Justifying why it is old or new

Labelling objects

Object information sheet

Museum invites/posters

Timelines of events

Timelines of memories

Historian fact file

Historian diary entry

Art reviews

Time capsule message

Evaluations

