

Autumn 1: Who Are We?

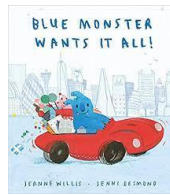
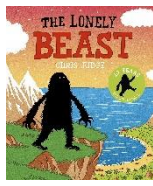
Driver: Science

Outcome: What Do I Need and What Do I Want?

Core Text:

The Lonely Beast

Blue Monster Wants It All



Writing Genres:

Description: Setting

Description: Character

Key Vocabulary

Baby, toddler, teenager, adult, wants, needs, water, air, food, exercise, hygiene, five food groups

Subjects:	Learning Objectives:	Activities
<p>Science:</p> <p>Animals Including Humans</p>	<p>I can notice that animals, including humans, have offspring which grow into adults.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Compare which animal groups have a lot in common with us based on our basic needs.</p> <p>Which offspring belongs to which animal?</p> <p>Study bears and their basic needs- what wants do we desire?</p> <p>How much food and drink do I have over a week?</p> <p>What food do you need in a healthy diet and why? Compare this with other animal groups?</p>
<p>Art:</p>	<p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions</p> <p>Experiment with tones using pencils, chalk or charcoal</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use</p> <p>Give reasons for his/her preferences when looking at art/craft or design work</p>	<p>Children can bring in something they want and need and do observational drawings to incorporate different wants and needs- link to basic survival needs</p>
<p>Geography:</p> <p>Mapping</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>Use and make simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Make a map of school to home or school to South Bermondsey station (local area fieldwork) Create a map of our local community</p> <p>Local Walk: identify other places in our local community. Describe their location and route as we walk.</p> <p>Explore roads and train links in local area</p> <p>Make a 3d map (home in the centre), select 3 places in your community that make you feel calm, happy and excited. Include these on map. Link places together.</p> <p>Use digimaps for aerial photographs</p>
<p>Computing</p>	<p>Creating media – Making music</p>	<p>Design a piece of music that resembles our individual selves</p> <p>Add a QR code to All about me books</p>
<p>PSHE:</p> <p>About My Body Growing And Changing</p>	<p>Learn about parts of the body and how it works</p> <p>Learn about the physical similarities and differences between biological males and females</p> <p>Be able to name parts of the body (including external genitalia)</p> <p>Learn more about what happens when things grow</p> <p>Be able to describe some elements of the growth cycle</p>	<p>Create: All About Me Book</p>

Exhibition: Invite parents to view all about me books and maps

Trip ideas: Local walks to South Bermondsey station (mapping) to Old kent Road

To be taught in a block and evidenced through floor books



RE: Sacred Texts: Islam: What is the Qu'ran?