

What a Wonderful World



Successful learners

Areas of Learning

As Scientists we will be exploring the different animals and plants that Barnaby Bear discovers on his travels, looking at their different habitats and what they need to survive and grow. We will also be working as a scientist by observing the world around us and record our findings, by asking and answering questions and carrying out simple investigations.

As Geographers we will travel with Barnaby Bear to different places. We will ask and answer questions to find out what places are like and use geographical vocabulary to describe human and physical features of different locations.

As Artists we exploring the season of Autumn. We will be using paint to explore the colours of Autumn through mixing colours and using a range of painting techniques. We will be exploring artwork created by Andy Goldsworthy and creating our own Autumn art using natural resources.

As designers we will be exploring windmills looking at how they work and what they are used for. Using our knowledge to design and build our own windmill.

As Musicians we will be exploring the use of our voices and different instruments to make sounds.

As users of technology (ICT) we are making sure that we understand how to stay safe online. We will also be exploring paint and how to save our work correctly.

As Mathematicians we will be exploring and developing our understanding of number, place value and moving towards developing our addition and subtraction skills.

As Writers we will be reporting on the adventures of Barnaby Bear as we following him on his adventures including his first day at school, a visit to the park and farm. We will be developing our writing style and grammar as we write labels, lists and captions, a recount and a narrative.

In PHSE we will be exploring the importance of family and friends as well as looking at the importance of respecting ourselves and others.

Confident individuals

Challenge

We will work with increasing confidence and independence.

We will develop our sentences by saying them out loud and reading them through to check they make sense.

We will set an example for the younger children in the class.

Enrichment

We will walk to the park to explore our local environment. We will also observe a record seasonal information.

We will set up a weather station to help us explore the different weather.

We will design and create our own windmill.

We will explore Autumn through a range of art activities.

Responsible Citizens

Spiritual & Moral

We will have the opportunity to explore bible stories and develop their relationship with God.

Be exploring the value of friendship.

Communities

We will be learning about the world around us and how we can play a part in looking after it.

Science Threshold Concepts	Milestone 1
Work scientifically	<ol style="list-style-type: none"> 1. Ask simple questions. 2. Observe closely, using simple equipment. 3. Perform simple tests. 4. Identify and classify. 5. Use observations and ideas to suggest answers to questions. 6. Gather and record data to help in answering questions.
Understand plants	<ol style="list-style-type: none"> 1. Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.
Understand animals and humans	<ol style="list-style-type: none"> 1. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrate. 3. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).
Investigating living things	<ol style="list-style-type: none"> 1. Explore and compare the differences between things that are living, that are dead and that have never been alive. 2. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. 3. Identify and name a variety of plants and animals in their habitats, including micro habitats.
Materials	<ol style="list-style-type: none"> 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 3. Describe the simple physical properties of a variety of everyday materials. 5. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 6. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.
Geography Threshold Concepts	Milestone 1
Investigate places	<ol style="list-style-type: none"> 1. 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?). 2. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. 3. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. 4. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. 7. Name and locate the world's continents.
Investigate patterns	<ol style="list-style-type: none"> 1. 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. 2. 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.
Communicate geographically	<ol style="list-style-type: none"> 1. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 2. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.

Computing Threshold Concepts	Milestone 1
Online Safety/Paint Connect:	<ol style="list-style-type: none"> 1. Participate in class social media accounts. 2. Understand online risks and the ages rules for sites.
Communicate:	<ol style="list-style-type: none"> 1. Use a range of applications and devices in order to communicate ideas, work and messages.
Art Threshold Concepts	Milestone 1
Develop ideas	<ol style="list-style-type: none"> 1. Explore ideas and collect visual information. 2. Explore different methods and materials as ideas develop.
Master techniques: (Sculpture)	<ol style="list-style-type: none"> 2. Mix primary colours to make secondary colours. 3. Add white to make tints.
Master techniques: (Collage)	<ol style="list-style-type: none"> 1. Use a combination of materials that are cut, torn and glued. 2. Sort and arrange materials
Take inspiration from the greats	<ol style="list-style-type: none"> 1. Describe the work of notable artists. 2. Use some of the ideas of artists studied to create pictures.
Design Technology Threshold Concepts	Milestone 1
Master practical skills - Materials	<ol style="list-style-type: none"> 1. Cut materials safely using tools provided. 2. Measure and mark out to the nearest centimetre. 3. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). 4. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
Take inspiration from design throughout history	<ol style="list-style-type: none"> 1. Explore objects and designs to identify likes and dislikes of the designs. 3. Explore how products have been created.
Music Threshold Concepts	Milestone 1
Perform	<ol style="list-style-type: none"> 1. Take part in singing, accurately following the melody. 2. Follow instructions on how and when to sing or play an instrument. 3. Make and control long and short sounds, using voice and instruments. 4. Imitate changes in pitch.
Compose	<ol style="list-style-type: none"> 1. Create a sequence of long and short sounds. 2. Clap rhythms. 3. Create a mixture of different sounds (long and short, loud and quiet, high and low). 4. Choose sounds to create an effect. 5. Sequence sounds to create an overall effect. 6. Create short, musical patterns.

	7. Create short, rhythmic phrases
Describe music	1. Identify the beat of a tune. 2. Recognise changes in timbre, dynamics and pitch.
PE Threshold Concepts	Milestone 1
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Gymnastics	1. Copy and remember actions. 2. Move with some control and awareness of space. 3. Link two or more actions to make a sequence. 4. Show contrasts (such as small/tall, straight/curved and wide/narrow). 5. Travel by rolling forwards, backwards and sideways. 6. Hold a position whilst balancing on different points of the body. 7. Climb safely on equipment. 8. Stretch and curl to develop flexibility. 9. Jump in a variety of ways and land with increasing control and balance
Develop practical skills in order to participate, compete and lead a healthy lifestyle: Athletics	1. Use the terms 'opponent' and 'team-mate'. 2. Use rolling, hitting, running, jumping, catching and kicking skills in combination. 3. Lead others when appropriate.
PSHE Threshold Concepts	Milestone 1
Relationships - Families and Friendships	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

English	Mathematics
<ul style="list-style-type: none"> • Fiction and non-fiction • Labels, Lists and Captions • Recount • Stories with predictable phases. • Narratives 	Geometry – Positional Language Including Ordinal Numbers Numbers to Ten – Finding Patterns in Numbers (including subitising) Numbers to Ten – Counting and Comparison (more, less, fewer) Numbers to Ten – Estimating and Ordering Numbers to Ten – Regrouping the Whole Numbers to Ten – Part Whole Addition and Subtraction
Websites, books, resources 😊	
Barnaby Bear https://www.bbc.co.uk/bitesize/topics/z9grd2p/resources/1 All Are Welcome by Alexandra Penfold Voices in the Park by Anthony Browne Farmer Duck Martin Waddell	