

<b>TOPIC</b>	My Five Senses		<b>Driver subject(s)</b>	Science, History
<b>Values (s)</b>	Ambition			
<b>Learning Links</b>	<p><b>Past</b> – History of braille. How it was invented from Louise Braille and why we use it.</p> <p><b>Present</b> – How the invention of technology helps people who cannot use all of their senses.</p> <p><b>Future</b> – How might technology change in the future to help people who do not have access to all five senses?</p>	<p><b>Global Themes</b></p> <p><b>EDI</b></p>	<p>Environment – How is the environment adapted to assist sensory impairments?</p> <p>Citizenship – Being aware of others in society and treating everyone equally.</p>	
<b>Opening Wow /Immersive classroom</b>	<p>Senses Explorers – Variety of activities that children can explore using their senses.</p> <p>Visit to the woods</p>	<p><b>End of topic showcase (Sharing with parents)</b></p>	<p>Send home story map to showcase the story. Come and See – showcase braille, share DT projects and story puppets.</p>	
<b>Trips/Visitors</b>	<p>Hearing impaired visitor Visit to woods</p>			
<b>What do the children want to learn?</b>	<p>History of Louise Braille How we use our five senses? What are the parts of the human body we can see? <i>How do we taste things? Why do we all have different taste buds?</i></p>			
<b>English Text</b> Inc. Genre/Text Type	<b>Humanities (Geography &amp; History)</b>	<b>Creative (Art/DT/Music/Computing/PE)</b>	Science	RE/PSHE/RSE
<p>Little Red Riding Hood</p> <p>Non Fiction</p> <p>Traditional Tale – Warning Tale</p>	<p>Use words and phrases like: old, new and a long time ago to compare inventions of equipment to support the visually impaired.</p> <p>Recognise that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Begin to observe and use pictures, photographs and artefacts to find out about the invention of Braille.</p>	<p><b>Computing</b> I can keep my login information safe. (1.1 and most units)</p> <p><b>DT (Textiles)</b> I know how to use pictures and words to make a simple plan before making. I can begin to use hand tools and kitchen equipment safely and appropriately. I can explain how to use scissors correctly. I can talk about pre-existing products, saying what is good or bad about them.</p>	<p><b>The Animal Kingdom (Animals including humans)</b> Name the parts of the external human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth lips etc.)</p> <p>Describe what we use these body parts for or what they do Discuss some basic ways of staying healthy – eating</p>	<p><b>RE SACRE</b> (Discovery RE Scheme): Christianity The Creation Story <i>Does God want Christians to look after the world?</i></p> <ul style="list-style-type: none"> <li>Know and be able to retell the Christian Creation Story</li> <li>Understand how the Creation Story influences how Christians behave towards nature and the environment.</li> </ul> <p><b>PSHCE – Covered through RSE Objectives</b></p>

	<p>Talk, write and/or draw about Louie Braille and the invention of Braille. Begin to use drama/role play to communicate their knowledge about the invention of Braille. Name a famous person from the past and explain why they are famous: Louis Braille and the invention of Braille.</p>	<p>I can describe simple features of the materials I am using. I can design appealing products for a particular user based on simple design criteria. I can work in some relevant contexts, for example imaginary, story-based, home, school and the wider environment. I can select from a range of materials, textiles and components. I can use simple materials and components, including textiles and food ingredients. I can cut, shape and join fabric to make a simple product. With help, I can use a basic running stitch. While working, I can start to identify strengths and possible changes I might make to refine my existing design.</p> <p><b>EXPLORING MUSIC</b> Charanga Autumn 1 Unit – Hey You!</p> <p>I can speak, sing and chant. I know how to make different sounds with my voice. I know how to follow instructions about when to sing.</p> <p><b>PE</b> Gymnastics I use words such as rolling, travelling, balancing, climbing</p> <p>I can identify risks of working on and around apparatus</p> <p>I can transfer and move small equipment. I can move through and under apparatus. I can copy and repeat actions.</p>	<p>well, exercising, keeping clean</p> <p>Know the basic animal classes (humans).</p> <p>Name the main body parts that characterise of different animal classes (mammal focus).</p> <p>Describe the diet of some of the common British animals they have been studying (humans/carnivores, omnivores and herbivores). Sort and group different kinds of animals Compare the diet of these animals with the human diet Use a number of sources to find out about a common animal Make notes in order to include relevant key facts in a report about an animal</p>	<p><b>RSE</b> Do I understand simple ways to help my school feel like a safe, happy place? How can I get to know the people in my class? How do I feel when I am doing something new? How can I help someone feel welcome in class? What helps me manage in new situations? Who can help me at home and at school? I can say what is special about me and about other people in my class. I can talk about how to welcome new people to my class. I can say how the way I behave can change how others feel. I can say some classroom rules and why they are important. I can take turns, share and listen to others.</p>
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