

**Spring Term 1**

<b>TOPIC</b>	China				
<b>Values (s)</b>	Ambition and compassion				
<b>Learning Links</b>	<b>Past</b> – What was it like in Ancient China? <b>Present</b> – How does life/culture in China compare to those in England? <b>Future</b> – What can we learn from Chinese culture? What will China look like in the future e.g. technology?	<b>Global Themes</b>	<b>Equality, diversity and Inclusion (EDI)</b>		
			Cultural differences Citizenship Environment		
<b>Opening Wow /Immersive classroom</b>	Chinese New Year WOW day Immersive classroom	<b>End of topic showcase (Sharing with parents)</b>	Chinese New Year crafts Double page spread Children’s facts Storytelling of The Magic Paintbrush		
<b>Trips/Visitors</b>	N/A				
<b>What do the children want to learn?</b>	<i>Why do they celebrate Chinese New Year?</i> <i>What do they wear?</i> <i>What types of food do they eat?</i> <i>How do they say the alphabet?</i>				
<b>English Text</b> Inc. Genre/Text Type	<b>Humanities (Geography &amp; History)</b>	<b>Creative (Art/DT/Music/Computing/PE)</b>	<b>Science</b>	<b>RE/PSHE/RSE</b>	<b>French</b>
Wishing Tale / Setting Description  The Magic Paintbrush  Instructional Writing: How to train a dragon?	<u>History</u> Not this term  <u>Geography</u> I know what I like and do not like about China compared to Wellingborough.  I can describe China using geographical words.  I know the key human features of China.  I know the key physical features of China  Confidently use observational skills to study the geography of Wellingborough and China, including key human and physical features using a range of methods.	<u>Art:</u> Not this term  <u>DT: Food technology</u> I know what tools and materials to use and can explain why I have chosen them. I can learn to use hand tools and kitchen equipment safely and appropriately. I can learn to follow simple hygiene procedures. I can talk about my design ideas and what I am making. I can explain where in the world different foods originate from. I can explain that all food comes from plants or animals and give examples of each. I understand that food has to be farmed, grown elsewhere (e.g. home) or caught. I can name and sort foods into the five groups in the Eatwell Guide. I understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why.	<u>Living things (Living things and their habitats)</u> understand that plants are living things know some of the characteristics of living things – movement, growth, excretion, reproduction, sensitivity know that all living things have certain needs understand that plants are living things know that plants are alive describe the differences between animals and plants	<u>Discovery RE - Islam</u> Theme – Prayer at Home Key Question - Does praying at regular intervals help a Muslim in his/her everyday life?  <u>PSHE: (Drug Education)</u> What substances might enter out bodies, how do they get there and what do they do? What are medicines and why and when do some people use them? When and why do people have an injection from a doctor or a nurse? Who is in charge of the medicine that I take? What different things can help me feel better if I feel poorly?	<u>French</u> Little Languages

		<p>I can use what I know about the Eatwell Guide to design and prepare dishes.          I can design a product for myself and others, following design criteria.          I can follow a simple plan or recipe.          I can begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives and juicers.          I can use a range of materials and components, including textiles and food ingredients.          With some guidance, I can measure and mark out materials and ingredients.          I can assemble, join and combine materials, components or ingredients.          I can cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups.          I can explore what materials/ingredients products are made from and discuss my ideas.          I can use the basic principles of a healthy and varied diet to prepare dishes.          I can use simple utensils and equipment to peel, cut, slice, squeeze, grate and chop safely.</p> <p><u>Music: CHARANGA</u></p> <table border="1" data-bbox="680 858 864 1129"> <tr> <td>3</td> </tr> <tr> <td>I Wanna Play in a Band</td> </tr> <tr> <td>Rock</td> </tr> <tr> <td>Playing together in a band</td> </tr> </table> <p><u>Computing – Online Safety</u>          Purple mash online safety unit  <u>EXPLORING TECHNOLOGY</u></p> <p><u>PE</u>          Hit Catch Run unit from the PE Hub</p>	3	I Wanna Play in a Band	Rock	Playing together in a band		<p>How can I keep safe with medicines and substances at home and at school?          What is persuasion and how does it feel to be persuaded?</p> <p><b>(Personal Safety)</b>          What could I do if a friend or someone in my family isn't kind to me?          Can I identify private body parts and say no to unwanted touch?</p> <p><u>RSE</u>          Not this term</p>	
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