






| Subject | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|------------------|--|--|---|--|---|--|
| History | | <p>Big Question: What was school life like in Great Dalby School in 1876, and how was it different to the school we come to today?</p> <p>Local History: Great Dalby Primary School</p> <p>NC: Significant historical events, people and places in their own locality.</p>  | | <p>Big Question: Big Question: What happened during the Great Fire of London, and how did it change the city?</p> <p>Fire of London</p> <p>NC: Events beyond living memory that are significant nationally or globally</p>  | | <p>Big Question: Who deserves to be remembered; Nellie Spindler or Florence Nightingale?</p> <p>Florence Nightingale and Nellie Spindler</p> <p>NC: The lives of significant individuals in the past who have contributed to national and international achievements</p>  |
| Geography | <p>Big Question: How can we create a map of our school to help us find different places?</p> <p>Spatial Sense</p> <p>NC: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</p> | | <p>Big Question: What are the British Isles, and what are some of the countries and special features that make them a unique and interesting place?</p> <p>The British Isles</p> <p>NC: Name, locate and identify characteristics of the 4 countries and capital cities of</p> | | <p>Big Question: What can we discover about the village of Mugurameno in Zambia and how is it different to Great Dalby?</p> <p>Africa: Contrasting Locality: Comparing Great Dalby to Mugurameno in Zambia,</p> <p>NC: Understand geographical similarities and differences through studying the</p> | |

continents and oceans studied at this key stage
Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
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
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



the United Kingdom and its surrounding seas
Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country



human and physical geography of a contrasting non-European country
- use basic geographical vocabulary



Science

Big Question: What are habitats, and how do different animals and plants adapt to live in different habitats?

Living Things and their Environments

NC:
Differences between living, dead and never been alive
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic

Big Question: How do plants grow from seeds, and what do they need to survive and thrive?







Plants








NC:
Observe and describe how seeds and bulbs grow to mature plants
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy



Big Question: What are materials and how can we use them?

Materials and Matter

NC:
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

| | | | | | | |
|-----|--|---|--|---|--|---|
| | | <p>needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none">• identify and name a variety of plants and animals in their  <p>habitats, including microhabitats.</p> | |  | | <p>Find out how the shapes of solid objects made from some materials can be changed by squashing,</p>  <p>bending, twisting and stretching</p> |
| Art | | <p>Big Question: What can we learn from Henri Rousseau's paintings, and how does he use colours, shapes, and imagination to create beautiful and exciting artwork?</p> <p>Topic: Living Things and their Environments</p> <p>Artist: Henri Rousseau</p> <p>Area: Painting, Sketchbooks and Knowledge</p> <p>Movement: Naive Art</p>  <p>Artwork: Surprised! 1891</p> | | <p>Big Question: How did the artist René Magritte use his imagination to create surreal paintings?</p> <p>Topic: Fire of London</p> <p>Artist: Rene Magritte</p> <p>Area: Painting Sketchbooks and Knowledge</p> <p>Movement: Surrealism</p>  <p>Artwork: Discovery of Fire 1935</p> | | <p>Big Question: How did artist Barbara Hepworth use her creativity and different materials to make beautiful artworks?</p> <p>Topic: Materials and Matter</p> <p>Artist Barbara Hepworth</p> <p>Area: 3D</p> <p>Sketchbooks and Knowledge</p> <p>Movement: Modernism</p>  <p>Artwork: The Family of Man</p> |

| | | | | | | |
|--|--|---|---|--|--|--|
| Design and Technology  | Big Question: How can we design and make our own special purse that is both useful and reflects our own unique style and creativity?  Textiles: Templates and Joining Techniques Product: Making a pouch | | Big Question: What different ingredients can we use to create a delicious and healthy salad, and how can we arrange them to make it look good?  Food: Preparing Fruit and Vegetables: Product; Design and make a salad using British vegetables | | Big Question: How can we make an African picture come to life and move, using our imagination and design skills?  Mechanisms Sliders and Levers Product: A moving picture using a slider and lever with an African animal. | |
| Personal, Social, Emotional and Health Education (PSHE)  | Rights, Rules and Responsibilities | My Emotions | Personal Safety | Identities and Diversity Diversity and Communities | My Body and Growing Up Relationship Education | Healthy Lifestyles Healthy Lifestyles |
| Music  | Rhythm Unit 3 | Pitch Unit 4 | Rhythm Unit 3 | Pitch Unit 4 | Rhythm Unit 3 | Pitch Unit 4 |
| Computing  | Computing systems and networks – IT around us | Creating media – Digital photography | Data and information – Grouping data | Data and information – Pictograms | Creating media - Digital music | Creating media – Digital writing |
| Religious Education (R.E) | Christianity Does God want Christians to look after the world? | Christianity What is Christmas? | Islam How special is Allah to Muslims? | Christianity What is Easter? How do people celebrate? | Islam How important is the prophet Muhammad to Muslims? (What makes people special? | Islam How does the Qur'an influence Muslims today? |

| | | | | | | |
|---|-------------------------------------|-------------------------------------|-------------------------------|-------------------------------|----------------------------------|--|
|  | | | | | | |
| Physical Education (P.E)  | Football Tag Rugby Gymnastics | Football Tag Rugby Gymnastics | Dance Hockey Basketball | Dance Hockey Basketball | Cricket Athletics Rounders | Cricket Athletics Rounders Swimming |