



**Key Questions:** How do the Emergency Services protect us? How have they changed over time?

Visit from the police, Florence Nightingale Workshop

English Links: e.g. Class Novel / Cross-curricular Writing: Burglar Bill, Non-chronological report about the police, Harvest Poetry, Goldilocks (alternative version) and Funny Bones.

**Science**

**Content:** The human body, the importance of exercise and diet, classifying animals and their offspring and Autumnal changes.

**Skills: Working scientifically** – perform simple tests, gathering and recording data to help in answering questions, **Living things and their habitats** – Classify animals and identify their offspring. Identify parts of the human body and their associated senses, the importance of a healthy diet and exercise. **Seasonal change**- observe changes across the four seasons, observe and describe weather associated with the seasons.

**STEM workshop** (fingerprints)

**Assessment Notes:**

**Computing**

**Content:** Logging on to Chrome books, Purple Mash, TT Rockstars and Bug Club. Purple Mash (drawing and typing about the police) Times Table Rockstars/Hit the Button.

**Digital Literacy**

- Log into own user area on PurpleMash.
- Use age appropriate websites.
- Follow links to find the information that I require.
- Use a mouse to follow the appropriate buttons to navigate websites or saved information.
- Use my own login to access the school system
- Know what a password is, and why it needs to be kept private
- I understand that websites have a specific address
- Find relevant information to answer a specific questions by navigating different pages on a website.

**Assessment Notes:**

**Art**

**Content:** Create a sketchbook, look at Autumnal changes and record observations

**Art - Sculpture: DT - making**

- Use a range of materials creatively to make products
- Experiment with constructing and joining recycled and natural, manmade materials.  
DT
- Investigate ways to join materials
- To make out and accurately cut materials using scissors
- Suggest improvements and make next steps (Create and assemble a sketchbook of their chosen materials)

**Drawing**

- Experiment with a variety of media - pencil, charcoal, felt tips etc – create natural drawings of leaves and twigs
- Develop a range of techniques using line: - name match and draw lines/marks from observation (bold, thin, wavy straight) – take a pencil for a walk, respond to different music

**Painting and Printing**

- Identify primary colours by name
- Print with a range of hard and soft materials
- Design repetitive patterns (potato prints and finger painting of poppies.)

Know about a range of artists, craft makers & designers & make links to their own work.

**Assessment Notes:**

**PSHE**

**Content:** Living in the wider world (school rules), Co-operation (The Rule of Law, British Value).

**Skills:**

- Recognise that their behaviour can affect other people.
- Discuss how they can contribute to the life of the classroom and school.
- Help construct and agree to follow class or group rules.
- Understand how these rules help them.
- People and living things have rights and that everyone has the responsibility to protect those rights.
- Learn what improves and harms their local natural/built environments.
- Know about the special people who work in their community and can help them, including dialling 999.

**Assessment Notes:**

<p><b>History</b>  <b>Content:</b> How the Emergency Services have changed over time, Important People (Florence Nightingale and Mary Seacole).  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Pupils should use a wide vocabulary of everyday historical terms.</li> <li>• Pupils observe or handle sources of information to answer questions about the past on the basis of simple observations.</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>Geography</b>  <b>Content:</b> Map work (locating Crimea on a world map)  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world’s seven continents and five oceans.</li> <li>• 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.</li> </ul> <p><b>Assessment Notes:</b></p>	<p><b>PE</b>  <b>Content:</b> Throwing and Catching, Swimming  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Be able to throw and catch a ball accurately.</li> <li>• Kick a ball</li> <li>• Balance a ball on a bat.</li> <li>• Hit a ball with some accuracy with a racket or bat.</li> <li>• Throw a bean bag into a given target.</li> <li>• Dribble a ball in and out of a set of obstacles.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p><b>Assessment Notes:</b></p>
<p><b>Music</b>  <b>Content:</b> Harvest songs, So-Mi call and response, Che Che Kule, clapping patterns with cords and shakers, apple tree circle game.  <b>Skills:</b>  Elements of music-duration-exploring long and short sounds  Using body percussion, vocal sounds and a range of instruments.  Singing-autumn songs  Starting and stopping in movement and sound, using a range of cues, visual &amp; audible.  Pitch-responding to pitch in movement</p> <p><b>Assessment Notes:</b></p>	<p><b>Forest School</b>  <b>Content:</b> Autumn – Season of colour, leaf shades and shapes. Awareness of natural environment, forest exploration, respect nature- plants &amp; animals. Love our trees, recognise Oak, hug favourite tree. Search for and collect leaves, natural treasure. Apple tree harvest – pick, gather, take home apples</p> <p><b>Skills:</b> Getting organised, following forest rules, keeping safe, looking after each other, physical boundaries</p> <ul style="list-style-type: none"> <li>• Exploration of forest area with confidence</li> <li>• Provoke curiosity outdoors</li> <li>• Games - hide and seek, hidden treasures</li> </ul> <p><b>Assessment Notes</b></p>	