



SOUTH DARLEY C.E. PRIMARY SCHOOL THEME OVERVIEW

Travel and Transport (KS1)

Finding out about how the way we travel has changed the people live over time. Looking at some of the new technological discoveries that made these developments possible and how exciting travel can be.



Living as Children of Light:
Our ‘Shine’ Curriculum

School Trips:
19th May Crich Tramway
Museum

Key Vocabulary

Moral dilemma for discussion:

Is more travel a good idea?

History	Geography	Art	DT	Science	Literacy
Find out about the life of George Stephenson and his impact on local developments and national ones. Learn about the only journey of Titanic, the ship that couldn't sink, and the human failings that led to this disaster. Why weren't more people saved? What safety features/ procedures ensure that modern journeys are safer? Look at the development of classic cars through time and create a timeline of them. Find out about the life of Carl Benz. Find out about the journeys taken by Neil Armstrong and Amelia Earhart. Compare their lives and note similarities and differences. Consider the range of available sources for finding out about them and say which we think are more/ less reliable and why.		Find out about the work of Jackson Pollock and abstract expressionism: print using toys with wheels to create our own abstract pieces. Learn about creating a watercolour wash and experiment with doing so in different colours. Mix watercolours to produce a fading blue wash and then add a silhouette to show Titanic sailing across the Moon. Collage onto paper plate rings to create porthole pictures to show what was inside the different cabins of Titanic	Find out about the importance of the invention of the wheel and how wheels work attached to axels. Look at the difference in wheels for different vehicles according to their purpose eg pick-up trucks or police cars. Design and create our vehicles using DT and junk modelling equipment. Evaluate them and say how close they came to our design brief. What worked/ didn't? What would improve them?	<p>Growing Things:</p> <p>Go outside to the school garden to look at plants. (Exploring) ☑ Year 1 – Identify plants, label them and sketch. Year 2 Make a map of the garden plot, identifying the plants and predicting what they will turn into when they are fully grown. ☑ In groups, prepare tubs and plant chitted potatoes. Label the tubs and predict what will happen. ☑ Year 1 Look at the different types of potato and talk about any similarities and differences. Year 2 - Consider what do we need to do, as a team, to encourage our potato to grow and produce lots of potatoes. ☑ Design and set up a garden centre in the classroom. Plant a bean in a jar and seeds in a bag and keep them in the classroom garden centre (Observing Over Time). ☑ Year 1 - Share what they know about what beans need to grow. Year 2 - Start a record of the bean's growth and predict the outcome. ☑ Plant cress seeds on cotton in an eggshell or small container. ☑ Year 1 Place one egg shell with cress in a cupboard and talk about what might happen to the cress and its growth (Exploring over time, pattern seeking). Year 2 Start a record of the cress growth and predict how long it will take for the cress to grow long enough to eat (Problem solving). ☑ Understand that there are differences between the bean grown in the classroom and the one grown in the cupboard. (Exploring over time, pattern seeking Make a bean out of craft and junk materials ☑ Year 1 - Begin to talk about the various functions of the parts of the plant and their importance. Year 2 - Begin to explain why those differences have occurred ☑ Understand the differences between the cress grown in the classroom and that left in the cupboard. Boil eggs and butter sandwiches and make egg and cress sandwiches. Year 1 - Observe the cress growth and comment on their observations. Year 2 -Be able to talk about what the seed has produced and how the cress plant grew.</p> <p>Food Chans:</p> <p>☑ Role play the interdependence of a food chain and consider what part each plays in its survival. Explore the school grounds, looking for examples of food chains (Exploring). ☑ Year 1 - Observe parts of food chains in the school grounds. Year 2 -discuss what would happen in the rest of the food chain ☑ Explore the school grounds, looking for examples of food chains (living things eating leaves, for example). ☑ Year 1 – Make simple local food chain. Year 2 – challenge them to create food chains found in other places. ☑ Explore the differences between things that are living, dead, and things that have never been alive. Discuss the key features of things that are living, as opposed to dead. (Exploring, pattern seeking) ☑ Year 1 Categorise specimens according to their features. Year 2 Categorise and label the specimens according to their features. ☑ Create shoebox dioramas for plastic animal toys or laminated images of living things. Annotate the dioramas with researched information. (Exploring, researching ,analysing secondary sources). ☑ Year 1 - Understand that habitats can be small and local but also very extensive. Year 2 - Consider what makes each creature perfectly adapted to their habitat and imagine what would happen if living things wandered into other habitats (lion in the ocean, e.g.) .</p>	<p>Fiction: Fairy stories, classic contemporary fiction</p> <p>Key Texts - <i>Hansel and Gretel</i> by Anthony Browne <i>Rapunzel</i> by Sarah Gibb <i>The Sand Horse</i> by Ann Turnbull and Michael Foreman <i>Jo Jo The Melon Donkey</i> by Michael Morpurgo</p> <p>Non-fiction: Letters, Information texts</p> <p>Key texts –<i>Dear Zoo</i> by Rod Campbell <i>Dear Greenpeace</i> by Simon James <i>Yucky Worms</i> by Vivian French (optional) <i>A variety of books on Minibeasts</i></p> <p>Poetry: Poems on a theme ‘The Sea’, traditional poems by A.A. Milne</p> <p>Key Text – ‘<i>Where the forest meets the sea</i>’ by Jeannie Baker <i>Poems by Celia Warren</i> <i>Winnie the Pooh, When we were very young, Now we are six</i> All by A.A. Milne</p>

Maths	Music	Computing	PSHE	PE	RE
<p>White Rose Maths Units:</p> <p>Y1* Multiplication and division</p> <ul style="list-style-type: none">• Number fractions• Place value (within 100)• Money• Time <p>Y2</p> <ul style="list-style-type: none">• Time• Statistics• Position and direction	<p>Charanga Units:</p> <p>‘Zootime’- activities focussed on Joanna Mangona’ reggae song for children.</p>	<p>Animate with shapes:</p> <p>Children will learn the basic skills of stop frame animation and produce a simple animated movie.</p>	<p>Derbyshire PSHE Matters Units:</p> <p>Changes</p> <p>Including thinking about loss and how to manage the bog feelings that this can create.</p>	Track and field	Who is a Muslim and what do they believe?