

Keelman’s Way School

| Literacy   | Maths   | Science   | ICT  | Personal and social Development  |
|--|---|---|--|--|
| <p>Text types:<br/>Fiction:<br/>Bob's best friend ever.</p> <p>Poetry:<br/>Sailing out to space.</p> <p>Non-fiction:<br/>Space and the Solar System.</p> <p>Writing:</p> | <p><u>Counting and properties of Numbers</u><br/>Children will be counting rockets and planets.</p> <p><u>Shape and Space</u><br/>Children will be looking at the shape of the rocket and will be matching shapes to it.</p> <p><u>Making decisions and solving real life problems</u><br/>Children will be solving problems involving space.</p> | <p><i>(Eq-2.4b- Using Electricity)</i><br/>Students should experience, explore, and investigate, record and communicate what they discover and learn about:</p> <ul style="list-style-type: none"> <li>• Using electricity</li> <li>• Batteries and electricity</li> <li>• Making and testing circuits</li> <li>• Practical uses of electricity</li> <li>• Being safe around electricity</li> </ul> | <p><i>(Eq-2.2a-learning to control things)</i><br/>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Learn that a number of everyday devices can be controlled.</li> <li>• Use a variety of control devices.</li> <li>• Use a programmable robot.</li> </ul> | <p><i>(Eq-2.1a-Being aware of my abilities)</i><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>• Recognise their personal qualities and what makes them special.</li> <li>• Remember special occasions.</li> <li>• Recognise that others sometimes decide what is best for them.</li> </ul> |
| <b>Topic: Space and the Solar System</b>   |   |   |  |  |
| Humanities<br>( RE History Geography )   | Sensory Activities<br>Linked to other areas of the curriculum.  | Physical Education and Development  | Design Technology  | Creativity<br>(Art and Music)  |

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| <p><i>(Eq-2.4-Life in Ancient Greece)</i><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>• learn who the ancient Greeks were.</li> <li>• learn about what ancient Greek pupils did at school.</li> <li>• learn what happened at the theatre.</li> </ul> <p>R.E:<br/><i>(Eq-2.6.5- How can religion make a difference in people's lives?)</i></p> <ul style="list-style-type: none"> <li>• To know about the meaning of faith and belief.</li> <li>• To know that faith and/or belief can affect people's actions.</li> <li>• To know what having a religious faith means to believers.</li> <li>• To know how some people with a religious faith have made a difference.</li> </ul> |  | <p><i>(Eq-2.18-Going for gold)</i><br/><b>Acquiring and Developing Skills</b><br/>Develop and extend their range of athletic skills through travelling, running, jumping and throwing activities.</p> <p><b>Selecting and Applying Skills, Tactics and Compositional Ideas</b><br/>Experience different ways of throwing to suit the challenge with or without adult support</p> <p><b>Knowledge and Understanding of Fitness and Health</b><br/>Recognise with help changes that happen to their body when active.</p> <p><b>Evaluating and Improving Performance</b><br/>Observe their peers performing athletic skills such as running for speed, jumping for length.</p> | <p><i>(2.6.4-Controllable Vehicles)</i><br/>Pupils should:</p> <ul style="list-style-type: none"> <li>• Learn how motors, belts and pulleys can be used to control the speed and direction of a vehicle.</li> <li>• Learn how to use a framework to hold all the moving parts needed to control a vehicle.</li> <li>• Learn how to apply cladding and finishing techniques to complete a quality vehicle.</li> </ul> | <p><i>Music</i></p> <ul style="list-style-type: none"> <li>• To listen and respond to music through movement.</li> <li>• To learn song lyrics.</li> </ul> <p><i>Art</i></p> <ul style="list-style-type: none"> <li>• To produce a range of artwork with different visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space using a range of techniques and processes.</li> </ul> |
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