

Languages	Mathematics	Science & Technology
<p>What Matters?</p> <p>Expressing ourselves through languages is key to communication.</p>	<p>What Matters?</p> <p>The number system is used to represent and compare relationships between numbers and quantities.</p>	<p>What Matters?</p> <p>Being curious and searching for answers is essential to understanding and predicting phenomena. Design thinking and engineering offer technical and creative ways to meet society's needs and wants. The world around us is full of living things which depend on each other for survival. Computation is the foundation of our digital world</p>
<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>
<p><u>Expressing Ourselves</u></p> <ul style="list-style-type: none"> • Opportunities to use language effectively • Express viewpoints, knowledge and understanding • Build Relationships and interact with peers • Awareness of a range of languages to express themselves for different purposes. <p>*Spelling, grammar, reading and writing will still be taught through the topic but expressing ourselves will be the main focus.</p> <p>An Expressing Ourselves focus for Autumn term, Reading focus for Spring term and Writing focus for Summer term.</p> <p><u>Writing</u> Genres must be planned for and covered by all classes.</p>	<ul style="list-style-type: none"> • Read and interpret timelines • Read and interpret numbers • Recognising numbers in various media • Order of numbers • Understanding of four operations • Understanding the value of each digit • Understanding of the role of a decimal point • The role of 0 as a place holder • Key vocab: More than, less than, equal to • Number sentences using written number 	<ul style="list-style-type: none"> • Recognise impact on environment. • How the record data. • Different methods of displaying data. • Fair testing by controlling variables. • They are 24hours in a day, 365 days in a year, 28 days in a lunar month. Planets orbits. • The impact of technology past and present. • Correct conditions for a plant to grow. • How plants and animals are adapted to suit their environment. • That a plant and animal lifecycle is cyclical. • The role of different organs and systems in plants and animals. • Computational Coding/ Algorithmic Thinking
<p>Skills</p>	<p>Skills</p>	<p>Skills</p>
<ul style="list-style-type: none"> • Listening and understanding – making connections • Phonological awareness- speech • Oracy- expressive language- talking and play • Listening and understanding - collaborating and presenting information and ideas • To be able to adapt languages in a range of roles, genres, forms, media and styles. • Respond with understanding to communication – instruction and ask appropriate questions • Developing questioning skills 	<ul style="list-style-type: none"> • Counting forwards and backwards • Understanding of representation of a number (e.g., various ways of showing 5 – age, door number, 5 ducks, 2+3, concrete etc) • Demonstrate understanding of Addition • Demonstrate understanding of Subtraction • Demonstrate understanding of Multiplication • Demonstrate understanding of Division • Using place-value in a variety of contexts • Interpret number sentences • Write their own number sentence • Recognise patterns in number 	<ul style="list-style-type: none"> • Observing and communicating findings • Questioning – how things work, which method of enquiry, creating simple hypotheses. • Predicting – based on everyday experiences and science knowledge. • Recognising patterns • Drawing conclusions. • Evaluating methods and suggesting improvements • Designing - drawing, CAD, Annotating (labelling) • Using tools safely • Selecting suitable and combining materials • Growth, habitats and lifecycles. • Plant and animal adaptations/adaptability

		<ul style="list-style-type: none"> • Recognising what plants and animals need to survive and grow. • Identify and follow sequences, instructions and algorithms. • The use of digital devices.
Experiences	Experiences	Experiences
<ul style="list-style-type: none"> • Show engagement with rhymes and stories • Listen, respond, write and perform poetry/songs/plays/stories • Visitors – story tellers/theatre groups • Debates • Role play • Presentations – individual/collaborations • Outdoor learning • I.T. - puppet pals, IMovie, Chatterpix, Green screen • Hot seating • Scenarios 	<ul style="list-style-type: none"> • Concrete/visual – blocks, numicon, Cuisenaire rods, 1to1 items, place value cards, • Sand/water/tough trays activities • Board games: snakes & ladders, connect 4 • Numicon – gaps, close the gap • Feely bag select • Natural resources – outdoor learning • Whole school visit – e.g. Castle • Design and build a castle Lego/Duplo 	<ul style="list-style-type: none"> • Conduct experiments that involve timing a moving object. • Learning how to measure time in real life contexts. • Techniquet visit. • Starlab? • Design and make a product. • Growing plants. • Investigating habitats (ponds, woodland, Beach visit) • Investigating animal lifecycles. • Exploring plant and animal anatomy. • Outdoor Learning activities. • Plugged and Unplugged activities

Expressive Arts	Humanities	Health and Wellbeing
<p>What Matters?</p> <p>Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.</p> <p>Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.</p> <p>Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.</p>	<p>What Matters?</p> <p>Enquiry, exploration, and investigation inspire curiosity about the world, its past, present, and future.</p> <p>Events and human experiences are complex, and are perceived, interpreted, and represented in different ways.</p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions.</p>	<p>What Matters?</p> <p>Developing physical health and well-being has lifelong benefits.</p> <p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Healthy relationships are fundamental to our well-being.</p>
<p>Knowledge</p>	<p>Knowledge</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> • Learning about the historical element of Expressive Arts. • Curiously predicting the futuristic possibilities of Expressive Arts. • Learning about key figures in specific periods of time. • Discussing specific elements of Music. For example, Tempo, pitch, timbre. • Reflection of the creative process in Welsh – Gwelais i... • Respond to the needs of the community and create an expressive arts project that will enhance and support the wider network of Porthcawl. • Performance for Christmas. 	<ul style="list-style-type: none"> • Read and interpret a timeline. • Construct timeline. • Read and interpret a life cycle • Construct a life cycle. • Knowledge of Wales now and then • Formulate discussion based on known facts. • Comparing society through time or place. • Support structure of society • Experience and reflect on the natural world • Knowledge of direction • Compass points and using a compass 	<ul style="list-style-type: none"> • Importance of healthy eating and exercise/ self-care • Effect of positive mindset • Demonstrate appropriate self-control in different situation • Understand the positive effect that sport has on social interaction • Understanding the need/benefit for positive role models • Understanding of risk
<p>Skills</p>	<p>Skills</p>	<p>Skills</p>
<ul style="list-style-type: none"> • Researching and developing understanding of creative evolution. • Discussing and predicting possibilities of societal change. • Researching and discussing important figures in Expressive Arts. • Reflecting on the creative process and ways forward in English & Welsh. • Collaboration, independent skills to create a project. (Performance, final piece) • Oracy and written skills. • Shape, pattern, counting, proportion skills through Music and Art. • Directions & Movements – Drama & Dance. 	<ul style="list-style-type: none"> • Debate/Discussion • Researching- using both technology and books • Use of green screen and other technology • Ability to compare • Map reading • Presentation- oral and as a team. • Conducting case studies- hypothesise and conclusion • Creating enquiries • Compass reading • Estimation 	<ul style="list-style-type: none"> • Express emotion with control • Show understanding of the effect of healthy eating and exercise • Evaluate theirs and other’s actions • Respect other’s achievements • Demonstrate resilience • Evaluate how they can improve their performance • Understand what it takes to be a positive role mode (how they act/conduct themselves/ attitude towards others – families/peers/community) • Risk assessment of sporting/gardening environments

<ul style="list-style-type: none"> • Use of DCF – Garageband, Greenscreen. • Independent and peer reflection. 		
Experiences	Experiences	Experiences
<ul style="list-style-type: none"> • Elvis Festival. • Watching performances, listening to songs, finding pieces of art and creating dances. • Researching artists such as Dali, Rhiannon Art, Helen Elliot, Mondrian, Surat and • Responding and reviewing Expressive Arts content. <p>Responding in Welsh</p> <ul style="list-style-type: none"> • Nursery/Reception - Dyma (Here is....) • Colour – Palliw • Year 1/2 – Dw l’n hoffi (I like...) achos.... • Year 3 & 4 – Dw l’n gallu gweld (I can see...) & hoffi.... • Year 5 & 6 – Gwelais i.... • Five Senses – Pimp synhwyrâu 	<ul style="list-style-type: none"> • Museum visit- be able to research and experience different times. • Castle visit- difference in Wales now and then. • Community visit (Old/young)- start of life towards the end, experiences and differences. • Church visit- be able to experience different religious beliefs. • Pantomime (Jack and the beanstalk) • Farm visit- understand life processes. 	<ul style="list-style-type: none"> • Sorting healthy/non healthy foods • Growing/plating - to donate bocs bwyd • Creating healthy lunch • Participate team sport activities • Participate in team board games • Create their own game sport/game • Create their own fair rules within a game/sport - trial in PE and adapt accordingly • Looking at how rules have evolved in sport • Evaluate how sports have evolved and impact that this has had on performance • Interact with positive roles models in the community • Older students interacting with younger students within the school

TOPIC: **Once Upon a Time**

TERM: **Autumn 2022**