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BRAVE NEW WORLD – OVERVIEW								
	Imagine if... we could explore the animals of the world				**Imagine if**... we could travel the world (vehicles)			
WEEK	ONE (3 days) 4.9.24	TWO 9.9.24	THREE 16.9.24	FOUR 23.9.24	FIVE 30.9.24 World Space Week	SIX 7.10.24	SEVEN 14.10.24	EIGHT 21.10.24 (4 days)
Thinking like an author…	Writing phase 3 words Intro to phoneme mats	Red Hen	Red Hen	Billy Goats Gruff	Billy Goats Gruff	Red Riding Hood	Red Riding Hood	Red Riding Hood
Thinking like a biologist...		Can you identify and name these animals? R: Animals, labels, books Q: Can you name these animals? What do you know about these animals? Can you draw the animals?	Can you identify and describe characteristics of mammals? R: Animals, photos, books, magnifying glasses, paper for labelling. Large paper for display. Glue. Q: Can you label parts of these animals? Can you create a class display?	How do we identify and compare birds and reptiles?	How do we identify and compare fish and amphibian?	Can you dentify and name a variety of common animals that are carnivores, herbivores and omnivores? R: Animals and photos. herbivore, carnivore and omnivore labels. Q: Which animals are herbivores, carnivores and omnivores?	What data can I collect about animals to answer questions?	Can you show your knowledge of animals? R: Picture of animal on A4 paper. Labels, glue, writing resources, books, maps. Q: What do you know about these animals?
Thinking like a computer programmer...	Can I follow and create instructions using pictures?	Can I say why it is important to be precise when building an algorithm? R: Masking tape (add this to new world between structures as a route for beebot to follow). Beebot. Beebot instruction cards.	Can I program a person like a computer?	Can I program a beebot to move?	Can I debug a beebot?	Can I program a sequence to make a beebot move? Build a new world with bricks and then programme BeeBots to explore them.		
Thinking like a engineer...					**Prior Knowledge Check** **Evaluate existing Products**	**Design** Explain the product development process, design, make, evaluate. Introduce the design sheet and something that		

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					What kinds of objects have wheels? Explore and evaluate a range of wheeled products such as toys and everyday objects. Through questioning, direct observations of number, size, position and fixing of wheels. Observe wheels and axles in immediate surroundings. Make labelled observational drawings if relevant. Introduce vocabulary, wheel, axle, axle holder, chassis **How are wheels attached?** Using model, show the different ways to attach wheels (fixed axle and free) Introduce idea of axle holder for non fixed-axle vehicles.	should be completed before anything is built. Children to use design sheet to draw and annotate a sketch of a moving object. This should include a purpose and a proposed user. **Make** Children to work from design sheet to build moving object. Children should have access to resources: Wheels, dowel rods, straws, cardboard **Evaluate** Learn how to reflect on the process and whether the object is suitable for purpose. Class discussion on success of projects. **What went well?** **What did you have to change?**		
Thinking like an artist...	Which pencils to use for drawings	Introduce watercolour? How to clean paintbrushes	Introduce regular paint How to mix paint colours How to wash paint palates			Introduce chalk pastels How to blend		
Thinking like a historian... **Significant individuals**		**Who was Christopher Columbus?**	**What was the impact of Columbus' discoveries?**	**Who were the Montgolfier brothers?** **Historical significance**	**What was the significance of the Montgolfier brothers?**	**Who were the Wright brothers?** **Historical significance**	**What was the impact of the Wright brothers' invention?**	**Need:** **Review of the key information from this unit of work.**

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		Historical significance Children will learn about the identity of Christopher Columbus, his nationality, and the reasons behind his voyages to the Americas. *Christopher Columbus was a **sailor**. His first voyage nearly ended in disaster as his ship was attacked and set on fire by pirates. Columbus only survived by swimming to land.* *He became famous as the explorer who found new lands called **'The Americas'**. But actually, many people already lived there. He found the Americas by accident. He was actually looking for a new way to get to China and India.*	**Cause and consequence** Children will gain knowledge about the effects of Columbus's voyages on Europe and the indigenous populations of the Americas, focusing on the concept of 'exploration and discovery'. *Columbus' voyages led to the 'Columbian Exchange', where goods, ideas, and diseases were exchanged between the Old World (The Americas) and the New World (Europe).*	Children will learn who the Montgolfier Brothers were, their nationality, and their contribution to the invention of the hot air balloon, highlighting the theme 'civilisation'. *The brothers lived in France.* *The brothers realised that heated air collected inside a lightweight paper or fabric bag would cause the bag to rise.*	**Cause and consequence** Children will understand the significance of the hot air balloon in terms of technological advances and how it impacted society and the concept of travel. *The brothers shared the balloon experiment for King Louis XVI, with a sheep, rooster, and duck as the balloon's passengers.*	Children will learn about the Wright Brothers, their nationalities, and their role in the development of the first successful airplane, focusing on the key concept of 'discovery'.	**Cause and consequence** Children will explore how the invention of the airplane changed travel, impacted society globally, and contributed to future technological advancements in the theme of 'civilisation'. **Mini Assessment** BBC Bitesize quizzes	**Neat:** **How can we compare the achievements of all individuals learned about?** **Continuity and change** Children will consolidate their understanding of Columbus, the Montgolfier Brothers, and the Wright Brothers, comparing their achievements and their impacts on world history.
PSHE **Roles of different people; families; being cared for**		Who do we have in our families?	Who do we have in our families that care for us? Look around Amina and Muhammed's home. Who do you think cares for Amina?	How do people in our families care for us?	What makes people a family? Discuss diffent types of families. E.g single parents; same sex parents...	Watch video of Muhammed talking. Who looks after Amina in her family?	What does Amina worry about / ask questions about? Who can you talk to if something worries you in your family?	
RE			Christianity- The Creation Story Can you retell the Christian Creation	Christianity- The Creation Story Can you retell the Christian Creation		Christianity Does God want Christians tolook after the world?		

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			story? Explore how this influences how Christians behave towards nature and the environment.	story? Explore how this influences how Christians behave towards nature and the environment.		Does the world belong to God? Should people take care of the world?		
Thinking like a musician…		Sing songs in a round – Row Row Row your boat	Sing songs in a round – Row Row Row your boat	Sing songs in a round – I like the flowers	Sing songs in a round – I like the flowers	Sing songs in a round	Sing songs in a round	Sing songs in a round
PE		Real PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
Maths Thinking like a mathematician …		Place Value within 10 (to include Money, Measures)	Place Value within 10 (to include Money, Measures)	Place Value within 10 (to include Money, Measures)	Place Value within 10 (to include Money, Measures)	Place Value within 10 (to include Money, Measures)	Addition and Subtraction within 10 (to include Money, Measures)	Addition and Subtraction within 10 (to include Money, Measures)
Guided Reading	Assessment of individual levels.	Assessment of individual levels.						
Spelling and Handwriting	Assessment of L/R hand Phonics	Assessment of L/R hand Phonics						