



**Class:** Jaguars

**Term:** Autumn 1

**Whole School ICB Theme:** Who We Are

**Year Group ICB Question:** What makes me, me?

**English Text/Stimulus:** Amazing Grace - Mary Hoffman

**Class Text:** Windrush Child - Benjamin Zephaniah

<p><b>1) Context and overview of learning intent</b></p>	<p>The historical Empire Windrush was a way for many people from the Caribbean to start a new life and find work here in London (and the United Kingdom). Many of the students in our school are children or grandchildren of parents/grandparents that have been raised in another country and have immigrated here to London. The people that travelled on the Windrush had a sense of belonging from where they were born but also a belonging to their new country. The children have the same sense of belonging to their parents/grandparents country and to London (The United Kingdom). The students will explore who they are and where they belong.</p>
<p><b>2) STICKY KNOWLEDGE</b></p> <p><b>10 facts all students will KNOW by the end of the learning theme</b></p>	<ol style="list-style-type: none"> <li>1. The Empire Windrush ship departed Trinidad and Tobago on the 20th of May, 1948 and arrived at Tilbury Docks in Essex on the 22nd of June 1948.</li> <li>2. 1,027 passengers travelled from the Caribbean and decided to come to the UK because they answered an advert to come to Britain where there were lots of different jobs including a labour shortage after World War II.</li> <li>3. In 1971, the government didn't keep a full record of the people arriving and some of the people were threatened that they would have to leave Britain (Recently, the government apologize because 18 members of the windrush generation were wrongly removed from Britain)</li> <li>4. Mary Seacole was a Jamaican nurse who faced unfairness and discrimination as a black woman when she tried to volunteer as a nurse during the Crimean War (1854-56).</li> <li>5. The British turned down Mary Seacole's offer of help but she decided to go to the Crimea independently. She set up a British Hotel near the frontline to provide comfort and supplies to the army. She rode nearly every day to the battle front to give out medicines and to nurse the injured and dying.</li> <li>6. Nelson Mandela (1918-2013) was the first black president of South Africa. He spent 27 years in prison for fighting for equality for both black and white people.</li> <li>7. Barack Obama was born in Hawaii on 4th August 1961. His father and mother are from Kenya and Kansas respectively. On 4th November 2008, he became the 44th American President - the first African-American president of the United States of America.</li> <li>8. A food chain shows how plants and animals get their energy, that a producer is an organism that makes its own food, a living thing that eats other plants and animals is called a consumer, a predator is an animal that eats other animals and the animals that predators eat are called prey.</li> <li>9. Humans have three main types of teeth which are incisors (incisors help you bite off and chew pieces of food), canines (these teeth are used for tearing and ripping food) and molars (hese help you crush and grind food).</li> <li>10. Digestion is the food we eat that is broken down into other substances that our bodies can use. And that the digestive system is a series of organs that break the food down so it can be absorbed into our bloodstream.</li> </ol>

**3) Main Focus/Area for Development for English**  
 e.g. to build cohesion  
 to write about real events

- To write about real events (Windrush).

**English**

Spoken Language

- I can listen to adults and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I speak audibly and fluently and with an increasing command of Standard English.

Reading

- To make links between stories that I read or listen to and my own or other people's experiences in other contexts.
- To ask questions to help me understand texts.
- To talk about how language, structure, and presentation add to a text's meaning.
- Ask questions to improve my understanding of a text.
- To talk about how a character or setting can be seen in different ways throughout a story, using evidence from the text.
- To predict what might happen from clues in the text and give reasons using evidence.

Handwriting

- I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Writing

- I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied/rich vocabulary and an increasing range of sentence structures.
- I can evaluate and edit by assessing the effectiveness of my own/others' writing suggesting improvement.

GPS

- The grammatical difference between plural and possessive –s.
- Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, I did instead of I done)
- Use of inverted commas and other punctuation to indicate direct speech.

SEND:

- I can listen to adults and respond appropriately to adults and my peers.
- I can continue to apply phonic knowledge and skills as the route to decode words.
- Predicting what might happen on the basis of what has been read so far
- I can form lower-case letters of the correct size relative to one another.
- Plan or saying out loud what I am going to write about.

**Maths**

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- To recognise the place value of each digit in a four-digit number and use partitioning to decompose them (1,000s, 100s, 10s and 1s)
- Know that 10 hundred are equivalent to 1 thousand and that 1000 is 10 times the size of 100.
- To order and compare numbers beyond 1,000
- To identify, represent and estimate numbers using different representations
- To round any number to the nearest 10, 100 or 1,000
- To find 1,000 more or less than a given number
- To count in multiples of 6, 7, 9, 25 and 1,000
- To count backwards through 0 to include negative numbers
- To solve number and practical problems that involve all of the above and with increasingly large positive numbers
- To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

SEND:

- To count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward
- To recognise the place value of each digit in a two-digit number (10s, 1s)
- To identify, represent and estimate numbers using different representations, including the number line
- To compare and order numbers from 0 up to 100; use <, > and = signs
- To read and write numbers to at least 100 in numerals and in words
- To use place value and number facts to solve problems.
- To solve problems with addition and subtraction.
- To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
- To show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot
- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

**Big Question:**

**What makes me, me?**

**Inside Out Friday**

- Week 1 - Fri 3rd Sept – The Year of Change!
- Week 2 - Friday 10th Sept - Class based
- Week 3 - Friday 17th Sept - Forest School opening (class based).
- Week 4 - Fri 24th Sept - International Peace Day (Healthy Mind and Healthy Body)
- Week 5 - Fri 1st Oct - Taking letters to Parliament
- Week 6 - Fri 8th Oct - National Poetry Day
- Week 7 - Fri 15th Oct - Class-based - (Windrush day)
- Week 8 - Fri 22nd Oct - Dance to Welcome Little Amal

**SMSC**

*Including RE, RHE, Zones of Reflection (PATHS)*

- To participate in making and changing rules.
- To understand the language used to describe changes and feelings.
- To understand that the freedom to choose and hold other faiths and beliefs is protected in law
- To accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

## Science

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identifying producers, predators and prey

### SEND:

- To describe the function of two parts of the digestive system in humans.
- To identify two different types of teeth in humans.
- To construct and interpret a simple food chains, identifying producers, predators and prey .

## History

- To use evidence to build up a picture of a past event
- To choose relevant material to present a picture of one aspect of life in time past
- To ask a variety of questions
- To use the library, e-learning for research
- To begin to evaluate the usefulness of different sources
- To use a range of text books to inform historical knowledge.

## Computing

- Choose a secure password and username when I am using a website
- Talk about the ways I can protect myself and my friends from harm online.
- Report concerns to an adult or use the report button on a website.
- Understand what personal information is and if shared online can be seen by anyone.
- Talk about why I need to ask a trusted adult before downloading files and games from the internet.
- Follow the SMART objectives when using the internet.

### SEND:

- Understand what behaviour is acceptable and unacceptable online.
- Talk about what makes a secure password and why they are important.

## External Experiences

Including trips, visits, workshops

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## Outdoor Learning

- To develop interactions with the environment.
- To discuss and work with others in a group.
- To demonstrate an understanding of how to stay safe.

## PE

- To be exposed to a growing range of dance genres
- To recall the 6 basic dance actions and make reference to them in their dance work
- To develop a dance vocabulary
- To confidently improvise with a partner or on their own.
- To begin to create longer dance sequences in a larger group.
- To demonstrate precision and some control in response to stimuli.
- To begin to vary dynamics and develop actions and motifs.
- To demonstrate rhythm and spatial awareness.
- To use self evaluation to modify parts of a sequence
- To use simple dance vocabulary to compare and improve work.

## Music

- To sing and play musically, with increasing confidence and control
- Develop an understanding of musical composition, and how to organise and manipulate ideas within musical structures e.g. repeating a chorus or slowing down at the end of a song, for effect.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

## Art / DT

- To introduce different types of brushes for specific purposes.
- To mix colours effectively, knowing which primary colours make secondary.
- To colour mixing and matching; tint, tone, shade (match using colour charts).
- To use watercolour paint to produce washes for backgrounds, then to add detail.
- To experiment with creating mood with colour.
- To experiment with different effects and textures (e.g. blocking in colour, washes, thickened paint).
- Techniques –apply colour, using dotting, scratching, splashing to imitate an artist.
- Pointillism – control over dots, so tone and shading are evident.