Launch: train tracks with images around the school.	
Week 1 Tuesday 5th February E-safety and British Values (parent engagement)	

	Literacy and Maths	Connected Learning
1-2	**As Readers**, we will be analysing All Aboard the Discovery Express. **As Writers**, we will be publishing a descriptive paragraph with imagery **In Applied Writing** we will be publishing a set of instructions of how to build a bridge. **As Mathematicians**, we will be exploring: Graphs **In our Maths Missions,** we will investigate the materials required to build a bridge.	**As Design Technologists,** we will question: *'How are bridges made?'* **To demonstrate our learning,** we will use materials to practise drilling, screwing, gluing and nailing materials to make products (such as wheeled vehicles). We will need to: **Construct a bridge.**
Week 4 Enrichment: British Railway Museum (York)		
Week 4 World Maths day and World Book day (parent engagement)		
3-4	**As Readers**, we will be analysing the text All Aboard the Discovery Express. **As Writers**, we will be publishing a diary page *The day I went on …* **In Applied Writing** we will be publishing questionnaire for parents to complete on the engagement days. **As Mathematicians**, we will be exploring: Solving Word problems Review 9 **In our Maths Missions,** we will create a survey for the parents to compete about the enjoyment of maths and books.	**To earn our Purple Passport,** we will question *'What makes me Purple?'* **Collaboration and reflection** We will need to: • be Proud, Unique, Reflective, Positive, Loving and Empowered. • Show the British values of rule of law, individual liberty, mutual respect, tolerance, tolerance of different faiths and beliefs and democracy • Demonstrate the Building Learning Powers skills of collaboration and resilience **To demonstrate our learning**, we will produce our own Purple passport with features from all the values.
5-6	**As Readers**, we will be analysing the text All Aboard the Discovery Express. **As Writers**, we will be publishing a recount of the trip to British Railway Museum **In Applied Writing** we will be publishing the day Isambard Kingdom Brunnel build. **As Mathematicians**, we will be exploring: Money **In our Maths Missions,** we will word problems related to building bridges, tunnels and railways by Brunnel.	**As Historians,** we will question: *'Who is Isambard Kingdom Brunnel?'* We will need to: • Describe historical events. • Describe significant people from the past. • Describe significant people from the past. **To demonstrate our learning,** create a visual timeline.
Hook build a bridge using different resources – challenge spaghetti and marshmallows /plastic cups		

7-8	**As Readers**, we will be analysing Listen, My Bridge is so Cool. **As Writers**, we will be publishing a story based on the traditional tale *The three Billy Goats Gruff* **In Applied Writing** we will be publishing our own song. **As Mathematicians**, we will be exploring: 2D and 3D shapes **In our Maths Missions,** we will create notation of a song using shapes.	**As Musicians,** we will question: *'What is rock?'* *Charanga- I wanna Rock* We will need to: - to take part in singing, accurately following the melody - identify the beat of a tune - to create short musical patterns **To demonstrate our learning,** we will create our own Rock Band.
9-10	**As Readers**, we will be analysing Listen, My Bridge is so Cool. **As Writers**, we will be publishing a nonsense poem based on the troll's bridge. **In Applied Writing** we will be publishing a paragraph describing a piece of Monet art. **As Mathematicians**, we will be exploring: 3D shape Fractions **In our Maths Missions,** we will create colour wheels using fractions and primary colours.	**As Artists,** we will question: **'What can we learn from the art of Monet?'** We will need to: - Use thin and thick brushes - Mix primary colours to secondary colours - Add white to colours to make tints and black to colours to make tones. **To demonstrate our learning,** we will produce a painting based on waterlily by Monet.
11-12	**As Readers**, we will be analysing Listen, My Bridge is so Cool. **As Writers**, we will be publishing information. **In Applied Writing** we will be publishing an imaginary setting using figurative language. **As Mathematicians**, we will be exploring: Fractions **In our Maths Missions,** we will coordinate a timetable for the train journey.	**As Geographers,** we will question: *'Where will this track take us?'* We will need to: - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). **To demonstrate our learning**, we will produce a collaborative train track journey around the UK.

End of Unit Celebration perform the song **What is rock?**

We will also be learning these skills…	
As Athletes, we will answer the questions: *'games, gym, athletics dance'* We will need to: - Use the terms 'opponent' and 'team-mate'. - Use rolling, hitting, running, jumping, catching and kicking skills in combination. - Develop tactics. - Lead others when appropriate. **To demonstrate our learning,** we will play a traditional team game 'Rounders'. We will need to:	**As Athletes,** we will answer the questions: *'games, gym, athletics dance'* We will need to: • Athletic activities are combined with games in Years 1 and 2. **To demonstrate our learning,** we will develop skills and techniques linked to Olympic sports We will need to: • Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence.

• Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. **To demonstrate our learning,** we will perform a sequence of moves linked to transport.	• Choose movements to communicate a mood, feeling or idea. **To demonstrate our learning,** we will perform a dance routine linked to transport.
As Theologists, we will answer the question: *'What do Hindus believe?* *'Why does Easter matter to Christians?''* We will need to: Learn about wise words and values and beliefs • Describe some of the main festivals, celebrations and teachings of a religion. • Name and explain the meaning of some religious symbols • Ask questions about puzzling aspects of life • Identify how one has to make choices in life • Recognise name and describe some religious artefacts, places and practices **To demonstrate our learning,** we will create a class wonder book of our questions, discussions and findings.	**As Scientists,** we will investigate: Add science topic - **'What is it made from?'** We will need to: • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. **To demonstrate our learning,** we will be making a tent in teams. Add science topic - – **'How does it move?'** We will need to: • Notice and describe how things move, using simple comparisons such as faster and slower. • Compare how different things move. **To demonstrate our learning,** we will investigate and creating a fair test of vehicles.
As tolerant and respectful citizens, we will learn about the British Values of: • Rule of Law, • Individual liberty, • Mutual respect, • Tolerance of different faiths and beliefs • Democracy.	**As computer programmers,** we will answer the question: *'How can I guide a roamer/sprite (scratch) to visit specific locations?'* We will need to: • Control motion by specifying the number of steps to travel, direction and turn. • Add text strings, show and hide objects and change the features of an object. • Select sounds and control when they are heard, their duration and volume. • Control when drawings appear and set the pen colour, size and shape. • Specify user inputs (such as clicks) to control events. • Specify the nature of events (such as a single event or a loop). • Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?). **To demonstrate our learning,** we will guide a roamer or sprite (scratch) from one place to another.