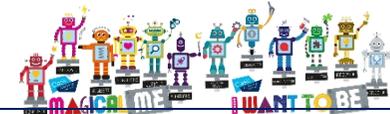


Year Group	Term	Theme	Theme Title	No.of weeks	Trip	Parental Engagement
4	Sum2	Community	Community	6	Little owl farm	Listening workshop
Launch		Explore		Energise		Celebrate
Diversity day surrounding religion and Malala Yousafzai		Use books to explore different themes throughout the community topic (religion, diversity and families).		Speak to Tipton community links		Create a book about our community to send and share to Tipton Green Primary School

Physical wellbeing	Art	Design and technology	ICT	Geography	Citezenship	Drama	History
<p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p> <p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW25 Identify the range of jobs carried out by the people they know</p>	<p>Ar49 Drawing Explore relationships between line, tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper & media</p> <p>Ar52 Printing Explore resist printing including marbling and silkscreen</p> <p>Ar59 Drawing Make informed choices in drawing including use of paper and media</p>	<p>Dt28 Use research to inform their design</p> <p>Dt31 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional diagrams and prototypes</p> <p>Dt30 Evaluate work, adapting and improving through the views of others to improve their work</p>	<p>Ict21 Verify the accuracy and reliability of the information found, distinguishing between fact and opinion</p> <p>Ict22 Use key words to search for and select appropriate information from the internet and other digital sources</p> <p>Ict25 Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Ict26 Use ICT to exchange ideas and collaborate with others remotely</p>	<p>Ge33 Ask and respond to geographical questions and offer their own ideas</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>	<p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people's actions on others and the environment</p> <p>Ci12 Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci16 Make decisions, giving consideration to the impact they may have on others</p>	<p>Dr27 Communicate their work as part of a group, learning lines and sharing the different functions needed to present the play e.g. making and using props effectively, creating sound effects or operating simple lighting effects</p> <p>Dr29 Adopt, sustain and develop a range of roles for different purposes using a range of dramatic conventions</p>	<p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved</p>

Day 1 Diversity Day	Day 2 Local Community	Day 3 Contrasting Community India
<p>Outcome: Who am I- writing opportunity Knowledge Grab : Double bubble map</p> <p>Section 1: Sketching techniques Skills: Ar49 Drawing Explore relationships between line, tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper & media Ar59 Drawing Make informed choices in drawing including use of paper and media Ar52 Printing Explore resist printing including marbling and silkscreen</p> <p>Character focus: Ambitious</p> <p>Timing: 1.5 hours</p> <p>Section 2: Families PW44 Empathise with another viewpoint PW45 Form and maintain appropriate relationships with a range of different people Character focus: Empathetic, Curious Timing: 30 mins Knowledge grab: Double bubble map</p> <p>Section 3: Story and exploring diversity (religion focus) PW44 Empathise with another viewpoint PW45 Form and maintain appropriate relationships with a range of different people PW32 Talk about their views on issues that affect themselves and their class</p> <p>Character focus: Empathetic Timing: 15 mins</p> <p>Section 4: Malala Yousafzai</p>	<p>Outcome: Academy services Knowledge Grab : N/A</p> <p>Section 1: What is the oasis hub for? How can it be improved? Skills: C12 Recognise the importance of local organisations in providing for the needs of the local community Ci14 Reflect on the impact of people’s actions on others and the environment Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally Ci15 Work co-operatively, showing fairness and consideration to others Ci16 Make decisions, giving consideration to the impact they may have on others Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge40 Describe, compare and offer reasons for their views Dt28 Use research to inform their design Dt31 Communicate design ideas in different ways e.g. discussion, annotated sketches, cross-sectional diagrams and prototypes Character focus: Enthusiastic, Collaborator, Communicator, Ambitious Timing: 10:30 – 1:30 Knowledge grab:</p> <p>Section 2: Create a book for Tipton Green Junior School Skills: PW25 Identify the range of jobs carried out by the people they know Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved Dt30 Evaluate work, adapting and improving through the views of others to improve their work Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK</p>	<p>Outcome: Knowledge Grab : Tree map</p> <p>Section 1: Explore Oasis Community learning Skills: Ci8 Show awareness of issues affecting communities and groups Character focus: Curious Timing: 1h</p> <p>Section 2: Exploring India Skills: Ict21 Verify the accuracy and reliability of the information found, distinguishing between fact and opinion Ict22 Use key words to search for and select appropriate information from the internet and other digital sources Character focus: Enthusiastic Timing: 2h Knowledge grab: Tree map</p> <p>Section 3: Compare and contrast India and the UK Skills: Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living things Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales Ge38 Use appropriate geographical vocabulary in communicating findings Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data Ge42 Use secondary sources of information and ICT as part of investigations</p>



<p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people’s actions on others and the environment</p> <p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Character focus: Communicator</p> <p>Timing: 45 mins</p>	<p>Ar56 Drawing Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</p> <p>Ict26 Use ICT to exchange ideas and collaborate with others remotelyGG</p> <p>Character focus: Communicator</p> <p>Timing: Rest of Day</p>	<p>Character focus: Reflector</p> <p>Timing: 2h</p>
<p>Character Robots See above</p>	<p>Character Robots: See above</p>	<p>Character Robots: See above</p>

<p>Day 4 Year group switch</p>	<p>Day 5/6 Coverage Mop Up</p>
<p>Outcome: Working with other year group to present knowledge</p> <p>Knowledge Grab: Bubble map</p> <p>Section 1: Create/complete children’s presentations for year 1</p> <p>Skills:</p> <p>Skills:</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge39 Employ a wider range of field work techniques and instruments to collect and analyse a range of data</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p> <p>Ict21 Verify the accuracy and reliability of the information found, distinguishing between fact and opinion</p> <p>Ict22 Use key words to search for and select appropriate information from the internet and other digital sources</p>	<p>Day not needed due to objectives being achieved.</p>



<p>Ict25 Use a variety of ICT tools to create, refine and present work in a variety of ways</p> <p>Ict26 Use ICT to exchange ideas and collaborate with others remotely</p> <p>Ict29 Use editing skills for visual effects</p> <p>Character focus: collaborator, communicator</p> <p>Timing: 2.5hr</p> <p>Knowledge grab: Bubble map</p> <p>Section 2: Present and listen to year 1's presentations</p> <p>Skills:</p> <p>Ge33 Ask and respond to geographical questions and offer their own ideas</p> <p>Dr27 Communicate their work as part of a group, learning lines and sharing the different functions needed to present the play e.g. making and using props effectively, creating sound effects or operating simple lighting effects</p> <p>Dr29 Adopt, sustain and develop a range of roles for different purposes using a range of dramatic conventions</p> <p>Character focus: Collaborator, Enthusiastic, communicator.</p> <p>Timing: 1:45 – 2:30pm</p>	
<p>Character Robots: See above</p>	