

# Termly Planning 2022-23



Autumn 2

**Year 1 Autumn 2 – Topic Map**

<b><u>Topic</u></b>  <b><u>YEAR 1</u></b>	Oswaldtwistle Mills and The Great Fire of London	<b><u>Significant Individuals</u></b>	Samuel Pepys John Evelyn James Hargreaves (Spinning Jenny)	<b><u>Key Reading Skills</u></b>	Discuss the main events and characters in stories Locate parts of the text that give specific information	<b><u>Oswaldtwistle/Career links</u></b>	What was happening in Oswaldtwistle 1666? Fire services Architecture
<b><u>Subject</u></b>	<b><u>Learning Objectives</u></b>			<b><u>Key Learning Opportunities</u></b>			
<b><u>English</u></b>	Stories with repetitive patterns (creating a narrative based on model text with innovation of character/s and setting Poems on a theme Range of non-fiction texts (creating an information book)			<b><u>See Lancashire booklets</u></b>			
<b><u>Maths</u></b>	Addition and subtraction within 10 Shape and Christmas investigations			<b><u>See WRM Scheme</u></b>			
<b><u>Science</u></b>	<b><u>Seasonal Change</u></b> Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.						
<b><u>RE</u></b>	<b><u>1.3 Christmas Gifts and Gift Bringers</u></b>						
<b><u>Geography (Less Focus)</u></b>	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (devise a simple map/key)			Map of London for cause and effect of the fire			
<b><u>History (More Focus)</u></b>	Learn about Changes in history (beyond living memory) Develop an understanding of chronology Find answers to questions Learn about events of the Great Fire of London Know how methods and materials have changed over time Remember cause and effect of the GFoL Empathise with the different feelings and emotions experienced Learn about St Paul's Cathedral and the GFoL Fire safety then and now Diaries of Pepys and Evelyn and sources of information			Make and answer questions using research Hot seat characters Newspaper reports – become a 1666 news reporter Building materials – buildings then and now Build a tudor model street and look at the effects of it burning Estate agents – tudor house property descriptions The start and spread of the fire and how they tried to tackle it Communication then and now (999 etc) How writing implements have changed over time How old the diaries actually are – write own diaries			
<b><u>Computing</u></b>	<b><u>Pictograms</u></b>			Representing data in a picture format Contribute to class pictograms			

		Use a pictogram to record results of an experiment
<u>Art</u> (less Focus)	Use drawing and imagination and communication to develop their ideas about St Paul's Cathedral Use tone, pattern, shape, form and line when making charcoal pictures,	Make a 3D model of St Paul's dome Journey back in time using charcoal pictures
<u>DT</u> (more focus)	Design and represent ideas for imaginative/fantasy buildings Select from a range of materials (including recycled and textiles) Use fastening techniques and tools to create 2D and 3D representations Explore how to make structures stronger, stiffer and more stable Compare and contrast our food with tudor/stuart food To use basic principles of healthy and varied diets To understand where food comes from To select from and use a range of equipment to perform practical tasks Explore and use simple mechanisms (wheels and axels)	Make a junk model cathedral Design and make fantasy buildings/Tudor buildings Make and compare two different types of bread Design and make a monument to symbolise the GFoL Design and make fire engines
<u>PE</u>	<b>Dance</b> – Seasons	Explore, remember, repeat and link actions with co-ordination Compose a short dance independently Be aware of expressive qualities Recognise how dance makes people feel Perform phrases that tell a story Link travel with stillness
<u>Music</u>	Rhythm in the way we walk Banana Rap	
<u>PSHE</u>	<b>Valuing Difference (SCARF)</b> Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	
<u>Spanish</u>	<u>N/A</u>	<u>N/A</u>

[Hamilton Trust link: The Great Fire of London](#)

**Year 2 Autumn 2 – Topic Map**

<b><u>Topic</u></b>  <b><u>YEAR 2</u></b>	Magnificent mill towns	<b><u>Significant Individuals</u></b>	James Hargreaves Ethel Carnie Holdsworth	<b><u>Key Reading Skills</u></b>		<b><u>Oswaltdwistle/Career links</u></b>	Oswaltdwistle Mills Rhyddings Park
<b><u>Subject</u></b>	<b><u>Learning Objectives</u></b>			<b><u>Key Learning Opportunities</u></b>			
<b><u>English</u></b>	Traditional tales with a twist Cinderella/Prince Cinders A simple set of instructions Christmas Pencil Toppers Poetry ( by heart) Grinch			<b><u>See Lancashire booklets</u></b>			
<b><u>Maths</u></b>	Addition and subtraction (jottings, word problems, bar model) Shape			<b><u>See WRM Scheme</u></b>			
<b><u>Science</u></b>	<b><u>Animals</u></b> Animals survival and growth						
<b><u>RE</u></b>	<b><u>2.2 Christmas – Good News and News Bringers</u></b>						
<b><u>Geography</u></b>	Understand geographical similarities and differences through studying the Human and physical geography of a small area of the United Kingdom, Use aerial photographs and plan perspectives to recognise landmarks and			Use aerial photographs and maps to look at how Oswaltdwistle has changed. How has our school changed in the last 10 years?			
<b><u>History</u></b>	Learn about significant historical events, people and places in their own locality. Using timelines to learn about chronological order Develop an awareness of the past, use common words and phrases relating to the passing of time. Begin to understand chronological framework. Understand key features of events in British history Significant events in the local area			History of mill towns and mills in the Oswaltdwistle area. Oswaltdwistle then and now James Hargreaves and Oswaltdwistle Mills/Spinning Jenny <a href="https://www.twinkl.co.uk/resource/ks2-the-lancashire-cotton-industry-teaching-pack-t2-h-5778">https://www.twinkl.co.uk/resource/ks2-the-lancashire-cotton-industry-teaching-pack-t2-h-5778</a>			
<b><u>Computing</u></b>	<b><u>Spreadsheets</u></b>			Copying and pasting Adding amounts to a spreadsheet Creating a table Block graphs			

<u>Art</u>	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Chalk/Charcoal drawings of Mill towns (LS Lowry)
<u>DT</u>	Generate, develop, model and communicate their ideas through textiles Use a range of materials creatively to design and make products	Textiles <a href="https://www.twinkl.co.uk/resource/ks2-lets-talk-textiles-powerpoint-t2-t-1586">https://www.twinkl.co.uk/resource/ks2-lets-talk-textiles-powerpoint-t2-t-1586</a> Cross stitch a Christmas jumper <a href="https://www.twinkl.co.uk/resource/christmas-jumper-day-cross-stitch-activity-instructions-christmas-activities-textiles-sewing-t-d-1636634144">https://www.twinkl.co.uk/resource/christmas-jumper-day-cross-stitch-activity-instructions-christmas-activities-textiles-sewing-t-d-1636634144</a> <a href="https://www.twinkl.co.uk/resource/cross-stitch-sewing-video-tutorial-textiles-t-d-1636469714">https://www.twinkl.co.uk/resource/cross-stitch-sewing-video-tutorial-textiles-t-d-1636469714</a> Weaving <a href="https://www.twinkl.co.uk/resource/t-ad-155-paper-loom-instructions-activity-sheet">https://www.twinkl.co.uk/resource/t-ad-155-paper-loom-instructions-activity-sheet</a>
<u>PE</u>	<b>Dance</b> – Circus	
<u>Music</u>	Ho Ho Ho	
<u>PSHE</u>	<b>Valuing Difference</b> <u>What makes us who we are?</u> <u>How do we make others feel?</u> <u>My special people</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	
<u>Spanish</u>	N/A	N/A

[Hamilton Trust link](#): Local studies: Our school and area

**Year 3 Autumn 2 – Topic Map**

<p><u>Topic</u></p> <p><b>YEAR 3</b></p>	<p>Ancient Egypt</p>	<p><u>Significant Individuals</u></p>	<p>Tutankhamun Ramses Howard Carter Champollion Cleopatra</p>	<p><u>Key Reading Skills</u></p>	<p>Raise questions to deepen understanding Evaluate how information is organised Justify responses using the P+E prompt</p>	<p><u>Oswaldtsite/Career links</u></p>	<p>Archaeology in Rhyddings park (link to Howard Carter finds)</p>
<p><u>Subject</u></p>	<p><u>Learning Objectives</u></p>			<p><u>Key Learning Opportunities</u></p>			
<p><u>English</u></p>	<p>Fables (create a fable based on a structure) Poems with a structure (create a poem with a structure e.g. shape or calligram) Persuasion letters</p>			<p><b><u>See Lancashire booklets</u></b></p>			
<p><u>Maths</u></p>	<p>Addition and subtraction Multiplication and division</p>			<p><b><u>See WRM Scheme</u></b></p>			
<p><u>Science</u></p>	<p><b><u>Animals</u></b> Health and Nutrition</p>						
<p><u>RE</u></p>	<p><b><u>3.2 Christmas – God With us</u></b></p>			<p>History of Christmas – Changes in time</p>			
<p><u>Geography</u> (Less focus)</p>	<p>Locate the world’s countries, using maps and focussing on their environmental regions and key physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>			<p>Locate Egypt on a world map Learn about the river Nile and the impact it has on civilisation in Egypt.</p>			
<p><u>History</u> (More focus)</p>	<p>Know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; characteristic features of past non-European societies. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short and long-term timescales Understand the abstract term ‘civilisation’</p>			<p>Compare and contrast Ancient Egypt to Britain at the same time How the civilisation came to an end Learn about Egyptologists Champollion and Howard Carter Learn about archaeology and finds made by Egyptologists Learn about the mighty rulers of A, dynasties, battles and burials. Discover symbols and crowns Stage an Egyptian exhibition</p>			

	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'.</p> <p>Understand historical concepts such as continuity and change, similarity, difference and significance.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between economic, military and social history.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as peasantry.</p> <p>Understand the methods of historical enquiry.</p> <p>Understand historical concepts such as continuity and change, and significance, and use them to make connections and to create their own structured accounts.</p>	
<p><a href="#">Computing</a></p>	<p><b>Spreadsheets</b></p>	<p>Input information into a spreadsheet using cells</p> <p>Create pie charts</p> <p>Create bar graphs</p> <p>Use more than, less than and equals tools</p> <p>Introduce advanced mode of 2calculate</p> <p>Use co-ordinates</p>
<p><a href="#">Art</a></p>	<p>Improve their mastery of art and design techniques, including painting and drawing.</p> <p>Improve their mastery of art and design techniques including drawing, sculpture and painting with a range of materials.</p> <p>Find out about great architects in history.</p>	<p>Draw and paint ancient Egyptian style figures</p> <p>Portraits and wall paintings of gods and goddesses</p> <p>Hieroglyphics</p>
<p><a href="#">DT</a></p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components.</p> <p>Design purposeful, appealing products for themselves.</p> <p>Generate their ideas through talking and drawing.</p> <p>Select from and use a range of tools &amp; materials.</p> <p>Evaluate their products.</p> <p>Use a range of equipment to perform practical tasks.</p> <p>Use a range of materials.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Prepare and cook a variety of dishes.</p> <p>Understand where Ancient Egyptian food came from.</p> <p>Generate their ideas using annotated sketches and pattern pieces.</p> <p>Use a range of tools to perform practical tasks.</p> <p>Understand and use mechanical systems in their products.</p>	<p>Decorate your own 3D model of an AE decorated rock cut tomb</p> <p>Design and create your own AE board game</p> <p>Taste and make food from AE lifestyles</p>

	Generate, develop and model their ideas through discussion and annotated sketches. Evaluate their products and consider how to improve them.	
<a href="#">PE</a>	<b>Dance</b> - Travelling	Send a ball in striking and fielding games Receive a ball in a striking and fielding game Evaluate success Strike a ball in a striking and fielding game Use simple tactics in a striking and fielding game Evaluate tactics used in a striking and fielding game
<a href="#">Music</a>	Glockenspiel Stage 1	
<a href="#">PSHE</a>	<b>Valuing Difference</b> <u>Family and friends</u> <u>My community</u> <u>Respect and challenge</u> <u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u>	
<a href="#">Spanish</a>	Next unit after Me Presente	Next unit after Me Presente

[Hamilton Trust link: Ancient Egyptians](#)



**Year 4 Autumn 2 – Topic Map**

<u>Topic</u>  <b>YEAR 4</b>	Titanic	<u>Significant Individuals</u>	Margaret (Molly Brown) Captain Edward, John Smith Thomas Andrews	<u>Key Reading Skills</u>		<u>Oswaldtsite/Career links</u>	Modern ship builders
<u>Subject</u>	<u>Learning Objectives</u>			<u>Key Learning Opportunities</u>			
<u>English</u>	Fairy Tales (Innovated novels based on a model) Classic narrative poetry (learn and perform poems) Recount: Newspapers (create a newspaper report)			<b><u>See Lancashire booklets</u></b>			
<u>Maths</u>	Addition and subtraction Multiplication and division A			<b><u>See WRM Scheme</u></b>			
<u>Science</u>	<b><u>Sound</u></b> Identify how sounds are made, associating some of them with something vibrating <ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>						
<u>RE</u>	<b><u>4.2 Christmas – Light followed by Non-Christian Faith unit – Hanukkah</u></b>						
<u>Geography (Less focus)</u>	Learn about the Key human features of Britain (towns, cities, settlements etc.) Study human and physical geography of a region in the UK (Belfast) Use maps to locate and describe the features studied (longitude and latitude) Use 4 points of a compass with increasing accuracy			Where and how the Titanic was constructed (naming places and cities – longitude and latitude -hemisphere, arctic circle etc) The planned route			
<u>History (More focus)</u>	Develop a chronological knowledge of British history Know about changes over time (modern vessels to the Titanic)			Belfast ship yards – construction of the ship Roles/jobs on the titanic			

	<p>Understand sources used to find information from the past</p> <p>Address and devise historical questions on change, cause, similarity, difference and significance</p> <p>Select and organise relevant historical information</p>	<p>The different class systems on board the ship – look at the interior of the ship (cross section)</p> <p>Timeline of events on April 14<sup>th</sup></p> <p>Survivor stories</p> <p>Carpathia ship (rescue) – compare to the Titanic</p> <p>Thomas Andrew</p> <p>SOURCES of evidence throughout</p>
<u>Computing</u>	<u>Spreadsheets</u>	<p>Use the formula wizard in advanced mode to add formulae and explore formatting a cell</p> <p>Timer and spin button</p> <p>Line graphs</p> <p>Budgeting</p> <p>Place value</p>
<u>Art</u> <u>(Less focus)</u>	<p>Improve mastery of art and design techniques</p> <p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Drawing glyphs</p> <p>Make a class hieroglyph stairway and design a class emblem</p> <p>Design, paint and make class Maya codex on 'tree bark'</p> <p>Draw every day scenes on a class mural</p> <p>Design and make a headdress for a Maya celebration</p>
<u>DT</u> <u>(More focus)</u>	<p>Use research and development to create design criteria</p> <p>Generate, develop, model and communicate ideas</p> <p>Select from, and use a wider range of tools and equipment to perform practical tasks</p> <p>Select from and use a wider range of materials and components</p>	<p>Build models of the Titanic to be used in Science (putting lights in)</p> <p>Design a flag for the unsinkable ship Titanic</p> <p>Role of a draughtsman – design a modern ship (possibly a cruise ship)</p> <p>Design a ticket and boarding pass for their cruise ship</p>
<u>PE</u>	<u>Dance</u> – Spain	<p>Use movement to communicate character</p> <p>Use simple choreographic principles to perform more complex dance phrases</p> <p>Describe, interpret and evaluate dances</p> <p>Describe warm up/cool down for dance</p> <p>Combine sequences for a final performance</p>
<u>Music</u>	Glockenspiel Stage 2	
<u>PSHE</u>	<p><u>Valuing Difference</u></p> <p>Can you sort it?</p> <p>Islands</p> <p>Friend or acquaintance?</p> <p>What would I do?</p> <p>The people we share our world with</p> <p>That is such a stereotype!</p>	
<u>Spanish</u>	Next unit after Me Presente	Next unit after Me Presente

**Year 5 Autumn 2 – Topic Map**

<u>Topic</u>  <b>YEAR 5</b>	Dinosaurs	<u>Significant Individuals</u>	Mary Anning William Buckland	<u>Key Reading Skills</u>	Infer characters feelings and thoughts Fact and opinion Metaphor, simile and imagery	<u>Oswaldtwisite/Career links</u>	Could organise a trip to Dinkley to look for fossils.
<u>Subject</u>	<u>Learning Objectives</u>			<u>Key Learning Opportunities</u>			
<u>English</u>	Stories with historical settings (presentation on reading, new chapter or scene linked to story) - Legends Persuasion			<b><u>See Lancashire booklets</u></b>			
<u>Maths</u>	Addition and subtraction word problems Multiplication and division A Fractions A			<b><u>See WRM Scheme</u></b>			
<u>Science</u>	<b><u>Material Changes:</u></b> Reversible and irreversible changes						
<u>RE</u>	<b><u>5.2 Christmas – Gospels of Matthew and Luke</u></b>						
<u>Geography (Less Focus)</u>	Describe and understand key aspects of physical geography Use maps and atlases with increasing confidence			Atlases now and then (Pangea) Distribution of dinosaur fossil findings			
<u>History (More Focus)</u>	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms			Fossils and how fossils are made Mary Anning and fossil hunting in the 18 <sup>th</sup> century William Buckland Fossil footprints and egg fossils Evolution of dinosaurs The ice age Mesozoic Era Key features of dinosaurs and adaptations for the environment Triassic, Jurassic and Cretaceous periods Climate, vegetation and living things			
<u>Computing</u>	<b><u>Spreadsheets</u></b>			Conversions of measurements			

		Count tool Formulae including the advanced mode Text variables for calculations Planning an event
<a href="#">Art</a> (less focus)	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Record dinosaur footprints using drawing and plaster casts
<a href="#">DT</a> (More focus)	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.	Make your own fossil Reconstruct a dinosaur using clay Make a 3D dinosaur timeline Design your own dinosaur
<a href="#">PE</a>	<b>Dance</b> – Creepy Castles	Explore qualities of different characters Convey emotions, moods and feelings Show conflict using props Use ideas from written work to create a sequence Combine travel, turn, gesture and stillness to convey events and emotions Explore contrasting actions Create a sequence to retell a story/poem
<a href="#">Music</a>	Classroom Jazz 1	
<a href="#">PSHE</a>	<b>Valuing Difference</b> Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	
<a href="#">Spanish</a>	Next unit after Me Presente	

[Hamilton Trust link:](#) Dinosaurs and fossils

<u>Topic</u>  <u>YEAR 6</u>	Macbeth/ Scary Scots	<u>Significant Individuals</u>	Macbeth William Wallace Robert the Bruce Robert Burns	<u>Key Reading Skills</u>	Employ dramatic effect when reading Listen and respond to a range of fiction and poems Compare texts between time periods Prepare formal presentations based upon reading.	<u>Oswaldtwisle/Career links</u>	Accrington Pipe Band
<u>Subject</u>	<u>Learning Objectives</u>			<u>Key Learning Opportunities</u>			
<u>English</u>	Classic Fiction (Macbeth) Poems and song lyrics (Robert Burns)			<u>See Lancashire booklets</u>			
<u>Maths</u>	Fractions A Fractions B Converting Units			<u>See WRM Scheme</u>			
<u>Science</u>	<u>Light and astronomy – How light travels</u> Recognise that light appears to travel in straight lines <ul style="list-style-type: none"> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>						
<u>RE</u>	<u>6.2 Christmas – Advent</u>						
<u>Geography (less focus)</u>	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			Scottish landmarks Physical landmarks in Scotland Scottish trade links Sketch maps of key areas in Scotland			
<u>History</u>	Understand how the past is constructed from a range of sources			Who were the Celts/Scots?			

<a href="#">(More focus)</a>	<p>Use historically valid questions</p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study.</p> <p>Begin to understand changes in an aspect of social history from the Anglo-Saxon to today.</p> <p>Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts</p>	<p>Place key Scottish history events on a timeline</p> <p>Learn about Robert the Bruce</p> <p>Leisure time for Scottish children</p> <p>Warfare and battles in Scottish history</p> <p>Romans and Vikings in Scotland</p> <p>William Wallace and Robert the Bruce</p> <p>Jacobite uprisings</p> <p>Mary Queen of Scots</p> <p>Scottish parliament</p>
<a href="#">Computing</a>	<b>Spreadsheets</b>	<p>Exploring probability</p> <p>Use of spreadsheets in real life</p> <p>Use of a spreadsheet to plan spending</p> <p>Planning a school events</p>
<a href="#">Art (Less focus)</a>	<p>Use senses to analyse artist's work</p> <p>Produce creative work, exploring</p>	Linocut printing
<a href="#">DT (More focus)</a>	<p>To use research and develop design criteria to inform the design products that are fit for purpose</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>To evaluate own ideas and products</p>	
<a href="#">PE</a>	<b>Dance</b> – Cowboys and Indians	<p>Create gestures using a stimulus</p> <p>Develop and improve work</p> <p>Create a sequence to retell a story/poem</p> <p>Combine travel, turn, gesture and stillness to convey events and emotions</p> <p>Explore contrasting actions</p> <p>Learn a piece of group choreography</p>
<a href="#">Music</a>	Classroom Jazz 2	
<a href="#">PSHE</a>	<p><b>Valuing Difference</b></p> <p>OK to be different</p> <p>We have more in common than not</p> <p>Respecting differences</p> <p>Tolerance and respect for others</p> <p>Advertising friendships!</p> <p>Boys will be boys? - challenging gender stereotypes</p>	
<a href="#">Spanish</a>	See next unit after Me Presente	

[Hamilton Trust link:](#)