
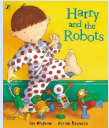








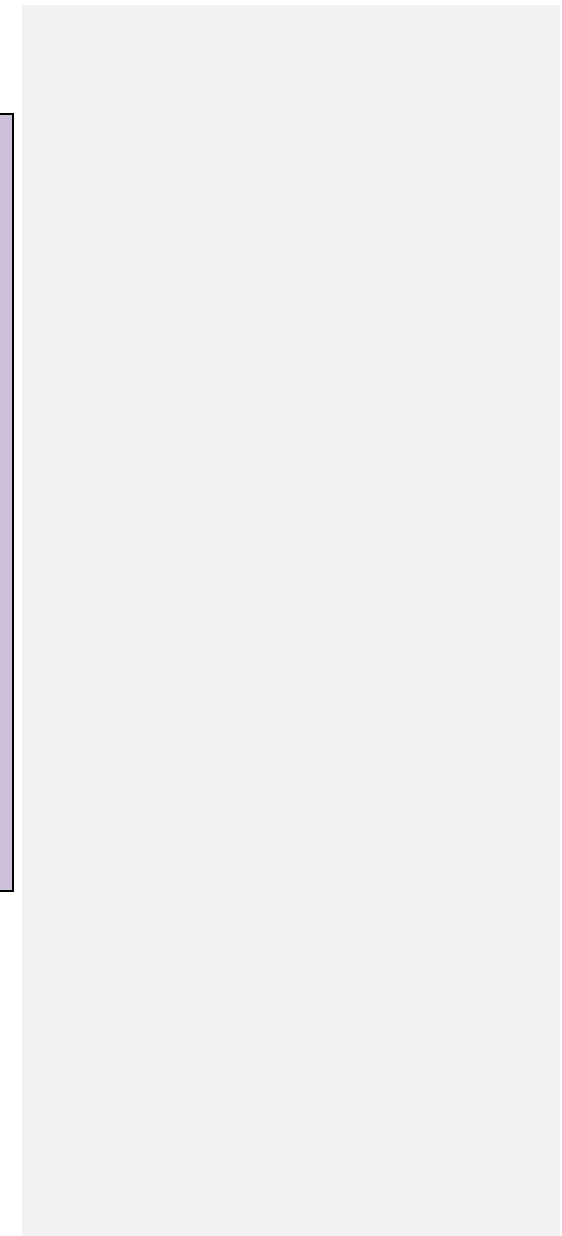

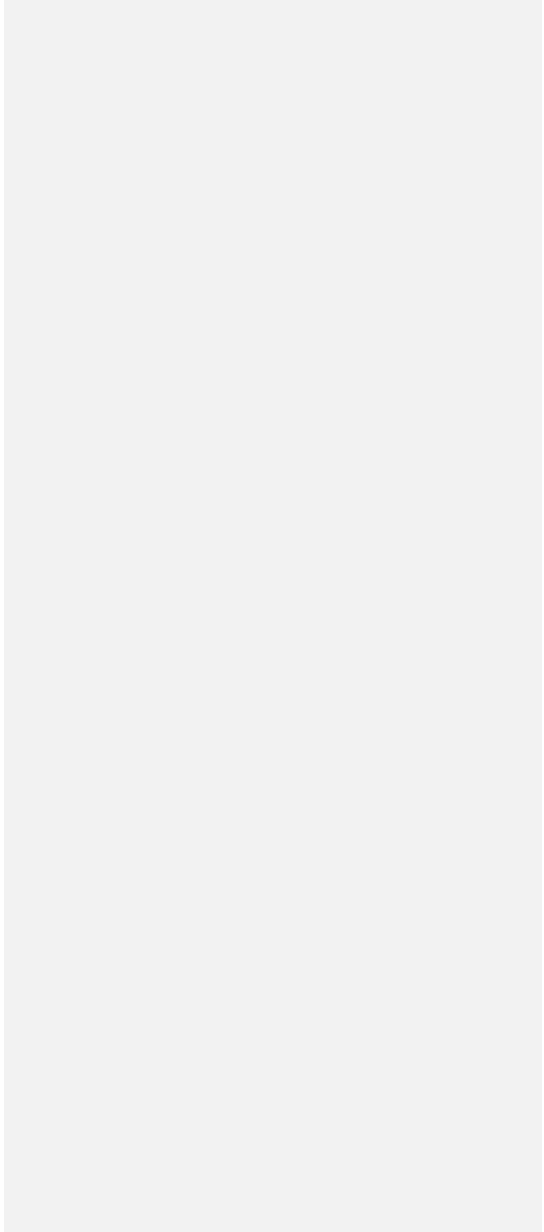


Our Theme	Our Learning	Aspects of the 2014 National Curriculum areas we cover	Questions we may ask and answer	Books we may read together	Outdoor Learning Opportunities we can enjoy
<p>Spring Term 2021</p> <p>Robots</p> <p>This is a field of knowledge that incorporates fun and creativity simultaneously.</p> <p>As AI becomes more prevalent in our lives, a little programming</p>	<p>As scientists we will Investigate</p>  <p>As historians we will dig deep into</p>	<p>EYFS Electricity in my home - Jill Murphy 'Owl who was afraid of the Dark' - story. Facts: Sources of light</p> <p>KS1 Materials Sorting robots - recycling - link to magnets? Robots used for sorting materials.</p> <p>KS2 Electricity, mechanical force, light, states of matter</p> <p>EYFS Life without electricity</p> <p>KS1 Changes over time - Research influential innovators over time linked to technology/robots. Garrett Morgan (first black</p>	<p>Where is the light in my house coming from?</p> <p>What are the things around me made from?</p> <p>How are these materials different and why do they need to be?</p> <p>What happens to these materials when I don't need them anymore?</p> <p>Who discovered electricity and what is it?</p> <p>What is a 'state of matter'? Can they change? How?</p> <p>What would I do if I couldn't turn a light on?</p> <p>How did people communicate without mobile phones or the internet? Could I manage?</p>	<p>Harry and the Robots</p>  <p>Wall-E</p> <p>The Wild Robot</p> 	<p>Maths as part of mapping - direction and positional language</p> <p>Music in nature</p>  <p>Forces through Forest Schools and playground equipment</p> <p>Outdoor drama</p>

<p>knowledge will help our children understand how AI works.</p> <p>Developing technological literacy builds preparedness for technological changes now and in the future.</p> 	<p>As geographers we will map and discover</p>	<p>man to lead innovation in designing our traffic lights) Using sources of information - primary, secondary, tertiary Creating timelines - the development of robots</p> <p>KS2 Events in British history – since the Industrial Revolution 28/1/1807 - London becomes the first city in the world to be lit by gas lights (link to Science).</p> <p>EYFS Visit a post box. Learn about journey of a letter - robot sorting Map of my route</p> <p>KS1 Using robots to explore the surface of another planet.</p> <p>KS2 Human geography: Land use, impact of machines on the landscape</p>	<p>How do I create a timeline?</p> <p>Have robots made our lives better?</p> <p>If I could create a robot to improve our lives or planet, what would it do?</p> <p>Where does my letter go once I have posted it?</p> <p>What can be seen from the air but not the ground?</p>  <p>What would I change about how humans use the planet?</p>	<p>The Way things Work</p>  <p>Iron Man</p> <p>Iron Woman</p> <p>Ted Hughes</p> 	 <p>Visit to a sorting office</p> <p>Robotics workshop</p> <p>Visit / set up a recycling centre?</p> 
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	<p>As artists and designers we will create</p> 	<p>EYFS Design a robot that might help me in my house</p> <p>KS1 Design a robot for a specific use Evaluate existing products (robots). To create a robot picture - link to recycling</p> <p>KS2 Generate, model and communicate ideas. (DT) Design purposeful, appealing and functional products.</p>	<p>What can I learn from the things around me?</p> <p>What inspires my art?</p> <p>What is good about my design and what can I improve on?</p> <p>Can I program a toy and why is that useful?</p> <p>Where are robots replacing jobs?</p> <p>Is an instrument a machine?</p> <p>How did the industrial revolution change music?</p> <p>What might Jewish people learn from the Story of Moses?</p>		
	<p>As theologians we will examine</p>	<p>KS1 What is right or wrong? Good Samaritan Story of Moses</p> <p>KS2 What is the Trinity? How have Christians contributed to society and culture? (Charles Darwin, Queen Elizabeth (I & II), Joan of Arc, Susan B. Anthony (anti-slavery and pro-women's rights activist), Leonardo da Vinci,</p>			



		Rosa Parks, and so many more!)			
	As computer scientists we will programme	<p>EYFS Beebots – coding</p>  <p>KS1 Beebots, lightbots Understand what algorithms are. Create a debug simple program</p> <p>KS2 using programmable technology such as Spheros</p>			

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	<p>As musicians we will explore, compose and perform</p>	<p>EYFS Learning about beat and rhythm. The Grand old Duke of York</p> <p>KS1 Use Charanga, unit on 'How does music make the world a better place? percussion, untuned instruments, rhythms - link to machines/industry. Chitty Chitty Bang Bang - listening/ watching a brass orchestra performing.</p> <p>KS2 compose music linked to machines/Industrial Revolution, link to 2012 Olympics opening ceremony. Use Charanga unit: How does music make our world better?</p>			
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