

# 2017/18 Autumn term – Dungeons and Dragons

Y1/2

Maths	See Maths planning
English	See English planning
Humanities <i>Dungeons, dragons and castles</i>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Understand geographical similarities and differences through studying human and physical geography.</li> <li>Use basic geographical vocabulary to refer to key physical and human features.</li> <li>Use aerial photographs to recognise landmarks, devise a simple map, use and construct basic symbols in a key.</li> <li>Events beyond living memory</li> <li>Significant historical events (Bayeaux Tapestry)</li> </ul>
Science <i>Everyday Materials</i>	<ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and card for particular uses.</li> <li>Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching. (Y2)</li> </ul>
Art/Design and Technology <i>Building castles, dragons, gargoyles, crowns and shields.</i>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>Design purposeful, appealing products based on design criteria.</li> <li>Select from and use a wide range of materials and components.</li> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>
RE/PSHE <i>What does God mean to Christians and Jews?</i>	<ul style="list-style-type: none"> <li>Recognise some different symbols and actions, appreciating some similarities between communities.(A3)</li> <li>Identify what belonging to a community might make.(B1)</li> <li>Notice and respond sensitively to some similarities between different religions. (B3)</li> <li>Explore questions about belonging, meaning and truth – express own ideas and opinions (C1)</li> <li>Find out about and respond with ideas to examples of co-operation between people who are different. (C2) <b>From revised Cumbria Agreed Syllabus for Religious Education 2017</b></li> </ul>
Computing	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact.</li> <li>Create and debug simple programs</li> <li>Understand what algorithms are.</li> </ul>
PE - fundamentals	<ul style="list-style-type: none"> <li>Master basic movement including running, jumping, throwing and catching as well as developing balance, agility and co-ordination.</li> </ul>
Music	<ul style="list-style-type: none"> <li>Use voice expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and detuned instruments musically.</li> </ul>