Inspiration/Theme: What do robots do to help us?	Curriculum Driver: PSHEE		Outcome of learning: Narrative, fact file about how robots work
Core texts/artefact/film	Provocations	Display outcomes	Topic specific speaking frames

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Core texts: "Mon Amie le Robot " *(Film)* http://www.literacyshed.com/mon-ami-le-robot.html Class Readers The Giraffe, The Pelly and Me. Reading Skills: • Express reasoned opinions about what is read and compare texts • Discuss the sequence of events and how items of information are related. • Discuss favourite word and phrases. • Check the text makes sense and self- correct. • Predict what might happen. • Make inferences about characters' thoughts and feelings based on what is read.	Hook/Super Starter A robot is roaming the grounds of our school. Trips/Visitors/Marvellous Middle Robot Demonstration at The Mead, Tuesday 22nd January 2019 Celebration/Fabulous Finish (week 6) RobARTs evening share for parents, Tuesday 12th February 5-5:30pm	Eric Joyner inspired artwork Innovated Mon Amie le Robot stories Robot Fact Files – How do robots work?	Language of deduction I think that… because… This happened…because I know this… *What do you think happened and how do you know that?* Language of evaluation I think….. because…. Next time I could…. I found …..hard/easy because…. I like…… because……

Topic Display	Book Corner	Home Learning
Key questions What is a material? What types of material are there? What material would be best for….? Why? How can materials be changed? What would you build a robot out of? why? Key images/artefacts Robot images, material and computing parts Pictures of Eric Joyner art Non-fiction robot texts Key vocabulary Squashing, bending, twisting and stretching. Flexible, rigid, transparent, opaque, waterproof.	Year 2 Author Focus throughout the year will be: Roald Dahl Key Texts Books and poems about robots and underwater worlds, non-fiction texts about robotics. The Robot and Bluebird The Three Little Aliens and the Big Bad Robot No Bot the Robot with no Bottom Key Questions What is a robot? How do we use robots? Can you find information about…? Story Basket Selection of bolts, screws, washers, other robot parts.	**Weekly Home Learning**: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. We will be setting a new Super Six Challenge in January, but if you want to get started early why not research robots we use in our home? You could draw an example in your Home Learning book and write a few sentences to explain what it does to help you. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record. Please use Hit the Button and Times Table Rock Stars to practise number bonds and times tables.

English	Maths	Science	PE
Key Learning: To publish a story inspired by the animation Mon Amie le Robot and write a set of instructions to maintain a robot. **Writing** • write narratives about personal experiences and those of others. • write for different purposes. • plan or say out loud what they are going to write. • Use sentences with different forms e.g. questions, statements, exclamations and commands. • use sub-ordination and co-ordination in their writing. • re-reading to check that their writing makes sense and make changes to improve. **Reading** • discussing the sequence of events in books and how items of information are related. • makes inference on the basis of what has been said or done.	**Key Learning:** To understand and apply multiplication and division. To find fractions of whole numbers and quantities. • Multiplication as equal groups • 2, 5, 10 times tables • Multiply and divide by 2,5 and 10 • Solve word problems • To understand commutative law • Investigate the links between the 2, 5 & 10 times tables • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • Use grouping as a way of dividing • Divide by sharing an amount • Recognise, find, name and write fractions of numbers and shapes. • Recognise, find, name and write fractions 1/3, ¼ , 2/4 and 3/4 of a length, shape, set of objects or quantity. • Write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½ .	**Key Learning:** To understand the suitability of materials and how we use them. • Working scientifically- perform simple tests. Use observations and ideas to suggest answers to questions. Record in tables (Maths curriculum link – data handling). • Identify and compare the suitability of a variety of everyday, materials for particular uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Find out about famous people or scientists who have developed useful materials.	**Key Learning:** Children will learn the key physical skills of tuck jump, running jump, small hurdle. Children will show consideration for each other by getting changed carefully so nothing gets lost. Children will take responsibility for their belongings and equipment. • Negotiate, dodge equipment and peers by varying speed and direction while demonstrating spatial awareness. • Confidently perform basic skills movements on the **green** FUNs cards. • Recognise similarities and differences in each other's performances.

Art	RE	Music	History
Key Learning: To create an imaginative painting in the style of Eric Joyner. • Sketchbook work involving texture and shape. • Create a mood board using the work of Eric Joyner. • Explore using different medias to create 2D textures. • Evaluate and improve our work.	**Key Learning:** Children will find meaning in stories learning about the concept of caring. • Consider the concept of caring for others and being cared for them-selves. • Think of our own experiences and being cared for.	**Key Learning:** Children will understand how melodies can combine low notes, high notes and repeated notes. • Identify changes in pitch. • Use hand movements to denote change. • Play simple pitched phrases on pitched percussion and accompany songs with repeated patterns. • Match notation to pitch changes. • Confidently perform simple pitched patterns. • Use hand movements to denote changes in pitch. • Sing songs about 'Robots'.	**Key Learning:** Understand how technology has changed within a lifetime. • Sequence a set of objects in chronological order and give reasons for their order. • Pose and answer questions.

Computing	PSHE	DT	MFL (Non statutory for KS1)
Key Learning: Children will produce their own digital 'Knock, Knock' joke and create a very simple moving game. • create and debug simple programs • predict the behaviour of simple programs • log on and log off a programme	Key Learning: As a team, the children will be working on a charity project or raise funds for a school project. • Team work and working in large teams. • Responsibility by taking on a particular area within the group task. • A greater understanding of money and where it comes from.		Key Learning: Children will be able to say and follow simple instructions in French. • Improve accuracy of intonation and pronunciation • Understand and respond to spoken language
Geography			
Key Learning: Understand there are four compass directions. • Use simple four point compass directions to describe the location of features and route on a map (Maths curriculum link – Geometry, direction and position).			