

# Planning sheet-Cross-Curricular Themes- All About Me, including Senses (Autumn Term 1)

Theme:  
**All About Me,  
including Senses**

## Science

Pupils will be taught:

- identifying and classifying
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Drawing, identifying and labelling basic body parts and identifying which body part is associated with which sense. Comparing textures, sounds and smells.

- observe changes across the four seasons

Looking at nature to begin recognising seasonal changes.

## Computing

Pupils will be taught:

- 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 on the internet or other online technologies.
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs

Hector's world- keeping personal information safe  
Beebots- creating algorithms and debugging.

## History

Pupils will be taught:

- about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Louis Braille's timeline of his life and local walk to see how the environment has changed to support those who are visually impaired.

## Geography

Pupils will be taught:

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Local sensory walk to explore how human features have been designed to support visually impaired individuals.

## PE

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Games

Work co-operatively with a partner  
Develop control when throwing and catching  
Control a ball using feet

## DT

Pupils will be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria

Design make and evaluate a fruit salad.

## Art

Pupils will be taught:

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

COD of hands and faces.

Look at work of Picasso's faces for inspiration and replicate.

## Music

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.

To Identify different ways sounds can be made and changed  
Use and choose sounds confidently in response to a stimulus

**Voices Foundation:**  
Units 1, 2 and 3

## RE

**What Are God's Rules For Living?** What the 10 Commandments are. How these are God's rules for living and Christians (and Jews) believe them to be rules that they are commanded to follow. What the 10 Commandments teach about the nature of God. The unit asks the pupils to reflect on their own 'rules' for living together.

**What Is It Like To Live as a Jew?**

Jewish symbols (Star of David, The Torah, etc)  
Jewish Sabbath (Shabbat)  
The Jewish community  
Jewish place of worship (Synagogue,) Jewish Worship  
Comparisons between faiths

## RHE

•What is the same and different about us?

•Pupils will be taught:

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- to use the correct names for the main parts of the body, including external genitalia (penis, testicles, vulva); and that parts of bodies covered with underwear are private

Statements in red removed  
due to COVID risk  
assessment