

Oak Class, Terms 3 and 4, Cycle B

What is Wabi Sabi? How Wabi Sabi is Seend?	
Subject	Overview of skills, knowledge and activity
Literacy	<p>Reading and writing examples of:</p> <ul style="list-style-type: none"> • <i>Poetry – Haiku focus</i> • <i>Narrative – Traditional tales including from Japan and China</i> • <i>Non-chronological reports (linked to topic and books that we are reading)</i>
Maths	<p>Y1</p> <p>Term specific content:</p> <ul style="list-style-type: none"> • Number bonds for 8 and 9 (also derive subtraction facts) • Begin to work out number bonds for 20 • Double numbers up to double 10 • Add and take one digit numbers to and from two digit numbers • Name, recognise and know the properties of 3D shapes: cube, cuboid, cone, cylinder and sphere • Tell the time (o'clock and half past) on analogue and digital clocks • Know units of time eg days, minutes, hours • Place value (to 100) • Odd and even numbers <p>Reviewing and extending :</p> <ul style="list-style-type: none"> • Numeral formation • Counting reliably • Read and write numbers (in words and numbers) • Understand 0 as the empty set • Estimation • Describe position, direction and turns using common words (e.g. above, half turn, forward) • Money - recognise all coins and know their value • Money - make amounts in pence • Data – Venn diagrams <p>Y2</p> <p>Term specific content:</p> <ul style="list-style-type: none"> • Add and subtract two digit numbers • Find the difference between numbers by counting up from the smaller number • Find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$ of shapes and numbers • Know x2, x10 and x5 tables • Begin to count in 3's • Multiply and begin to divide • Recognise, name and describe properties of 3D shapes • Begin to tell the time to the quarter hour on analogue and digital clocks • Begin to find change • Tally charts, pictograms and block graphs <p>Reviewing and extending:</p> <ul style="list-style-type: none"> • Find inequalities (numbers that are <i>greater than</i> or <i>less than</i> other numbers) • Add or subtract 10 or 1 from and to numbers to 100 and beyond • Add and subtract multiples of 10 to and from numbers • Add or subtract near multiples of 10 e.g. 11, 12, 21 or 32 • Begin to add and subtract 2-digit numbers • Add several small numbers spotting pairs that make 10 or doubles • Know number bonds for 20 (deriving subtraction facts)

	<ul style="list-style-type: none"> • Begin to know number bonds for all the teens numbers (deriving subtraction facts) • Double numbers up to double 15 • Begin to add near doubles to 15 • Begin to add and subtract bridging 10 • Count in 2s, 5s and 10s from zero • 2D shape – recognise, name and sort 2D shapes and identify right angles • Measure – begin to measure using centimetres and metres • Position and direction – use the vocabulary of position and direction including right and left and half and quarter turns • Money – find totals of coins and use coins to make given amounts • Data – Venn and Carroll diagrams • Place value to at least 100 (order, compare, find numbers that come between)
<p>Science</p>	<p>Everyday materials</p> <ul style="list-style-type: none"> • What is this and what is it made out of? (object/material), basic materials (wood, metal, plastic, glass, rock, fabrics) • What materials have been used in the Wabi Sabi collages? • What other materials are there? • How would you describe this material? (properties – reflection focus, how to make a mirror?) • Can you find a material that is like it? (sort) • Focus on paper in depth (strength, qualities) • Recognise manmade and natural materials. What happens when we have finished with them? Do they rot? Rubbish and recycling. <p>And their uses :</p> <ul style="list-style-type: none"> • Papermaking (Japanese focus eg strength of fibres, thin or thick paper) • Uses of bamboo <p>Investigations:</p> <ul style="list-style-type: none"> • Solubility (What happens when materials are put in water? Do they colour it and make dyes and paints, flavour it as in TEA, disintegrate as in paper-making or dissolve? Are they still there if they dissolve? can we get them back?) <p>On-going:</p> <ul style="list-style-type: none"> • Weather record • Notice spring with particular focus on blossom on trees (Japanese Cherry Blossom Festival) • Signs of Spring in Seend
<p>Computing</p>	<ul style="list-style-type: none"> • E-Safety • Coding (algorithms and debugging) • Research topics (Japan, Wabi Sabi, Seend) • Control (use Beebots on iPads and Softease. Link to directions in mapping work and Robotics in Japan) • Art (RNA - create textured papers for use in collage)

Oak Class, Terms 3 and 4, Cycle B

Geography	<p>Japan What do we know? What would we like to know?</p> <ul style="list-style-type: none"> • How can we find out? (in Geography, we use maps, globes, atlases, fieldtrips, photos, people, books, artefacts, videos, IT) • Find on Globe, World map • Which continent is it in? • What are the natural features (landscape) – island (like UK) • What is the weather like? • wildlife? • Human features? Cities – link to page in Wabi Sabi book • Culture: religions (Shinto, Buddhism), Art, homes, tea festival, paper making, festivals (cherry blossom), clothes (kimono), Samurai, Geisha girls, food (fish, rice), emperor, writing...respecting the environment eg children cleaning the schools, sand gardens <p>Seend (follow similar sequence as for Japan)</p> <ul style="list-style-type: none"> • What do we know? What would we like to know? • How can we find out? (in Geography, we use maps, globes, atlases, fieldtrips, photos, people, books, artefacts, videos, IT) • Investigate (find out) what the natural and human features are – look at aerial photos of Seend – what can we find out? Locate and explore Ordnance Survey map (copied and simplified) • Fieldtrip/s to find/ confirm what we have found out • Natural features and human features • Use of land (farming, recreation, transport, school, churchyard, homes and garden) • Types buildings (houses, services eg shop, PO, pubs, café-change, Church, Methodist chapel) (History – old and new) • Pleasant and unpleasant – relate to Wabi Sabi (imperfect) Simple or fancy, homely, warm, beautiful etc <p>Revise and keep working on:</p> <ul style="list-style-type: none"> • -Continents and oceans of the world • -Countries of the UK (Where do we live – Seend, Wiltshire, England, Britain, • -Know location of UK capital cities (London, Edinburgh, Cardiff, Belfast -cities page in Wabi Sabi Book) • -Seas around the UK (Irish, Channel, North)
History	<ul style="list-style-type: none"> • Recognise old and new (identify old and new buildings in Seend, how do we know or how could we find out?)
Art & DT	<ul style="list-style-type: none"> • Explore line, pattern and texture - straight lines are rare in nature (Wabi Sabi book), patterns in nature, texture (rubblings, creasing, paper types, inclusions, sketching, I.T.) Japanese Calligraphy (mark making, used as Art – artists who paint on big scale on floor) • Explore symmetry and reflection (imperfect) in nature • Collage -use above to create a collage in style of Wabi Sabi book • Imperfection and impermanence in Art (Wabi Sabi) – Japanese sand gardens, natural collage, flower arranging (very simple, with one bloom, becomes a focus in Japanese homes) • Explore paper and papermaking (Science / DT)

	<ul style="list-style-type: none"> • Silhouettes – depiction of day and night skies in Art and what is a silhouette • Clay pots – working in 3D (inspired by Wabi Sabi book) • Observe and evaluate Art (Possible Swindon Art Gallery Trip to look for Wabi Sabi in the pictures) Look at examples of Japanese Art and artists • Structures: Joining techniques, strengthening techniques, Make strong and stable models of buildings – a Wabi Sabi house or temple or tea room? A Seend building? Free Junk Modelling? Paper walls? • Make tea • Sand gardens
R.E.	<ul style="list-style-type: none"> • Gospel (What is the good news that Jesus brings?) • Salvation (Why does Easter Matter to Christians?) • Additional (Shinto, Buddhism – related to study of Japan)
P.E.	<ul style="list-style-type: none"> • Gym (turns, twists, rotation) • Games • Dance (Use Wabi Sabi book and Japanese music as stimulus (also respond to collage in Art – feelings and textures). How would we move on different textures? Tea ceremony – bowing, cupping hands blowing bamboo - and raking Japanese sand gardens. Calm and controlled movement showing respect for the environment. Possibly interpret some Haiku’s thru dance?
Music	<p>Taught predominantly through singing:</p> <ul style="list-style-type: none"> • Listen to Japanese music and look at types of instrument (particularly the bamboo flute called Shakuhachi) • Timbre, tempo and dynamics in response to stimulus – Wabi Sabi book • Singing – weather related songs
P.S.H.C.E	<ul style="list-style-type: none"> • Celebrating Differences • Safe and unsafe materials (Y1 and 2) e.g. cleaning fluids, unmarked materials, medicines/drugs • Mental wellbeing (mindfulness, <i>Wabi Sabi</i> philosophy and stilling / meditation, Japanese gardens and flower arranging as a focus in house)