

YEAR 1/2	CYCLE A	BLOCK 5
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	HA3: Shakespeare /	
	<ul style="list-style-type: none"> know and understand how people's lives have shaped this nation and how Britain has influenced the wider world events beyond living memory that are significant nationally or globally study the lives of significant individuals in the past who have contributed to national and international achievements. gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local and history; between cultural and social history. 	Visit the Shakespeare centre → Determine in which period of history Shakespeare lived → Study Shakespeare's birthplace and school life → investigate Shakespeare's family → research Shakespeare's career → study a Shakespeare play → research Tudor apprentice and the Plague
Phase 2	CA6: animated stories / GA5: Stratford (locational)	
	<ul style="list-style-type: none"> evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems be responsible, competent, confident and creative users of information and communication technology. use technology purposefully to create, organise, store, manipulate and retrieve digital content name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	Complete Unit 1.6 animated stories → create an animated story of Shakespeare's life. Identify where Stratford is located in relation to the UK and nearby cities → label maps with key cities and towns and routes → Plan a route, including modes of transport, to Stratford.
Phase 3	GA5: Stratford (place)	
	<ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of Stratford and the key human and physical features of its surrounding environment. Use basic geographical vocabulary: river, town, farm, house, shop, theatre 	Visit Stratford → Learn about the town and surrounding geographical features of Stratford → investigate commerce, cultural and geographical features → identify river, town, farm, house, shop, theatre Plot own created town map for Stratford
Phase 4	SCA6: Everyday materials	
	<ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. performing simple tests to explore questions, for example: 'What is the best material to keep things dry? ...for blocking the wind? ... for letting in light? identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. 	Explain that the children are going to make a model of the Globe and that in order to make informed decisions they need to investigate which materials to use and why. Consider uses of a theatre: what features are needed e.g. waterproof roof, windproof walls → Identify and name a range of materials → experiment with materials for properties → identify materials that could be used for parts of a theatre e.g. seating, light, costumes →

Phase 5	DTA3: Creating structures (Globe)	
	<ul style="list-style-type: none"> • explore and evaluate a range of existing products • Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an interactive process of designing and making. • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • build structures, exploring how they can be made stronger, stiffer and more stable 	<p>Create a model of the globe theatre→ design the model with material properties in mind for keep the audience dry and warm. → design staging with appropriate light and acoustics → investigate shapes and investigate similar designs in the round – build construction using recognised techniques to strengthen and stabiise.</p>