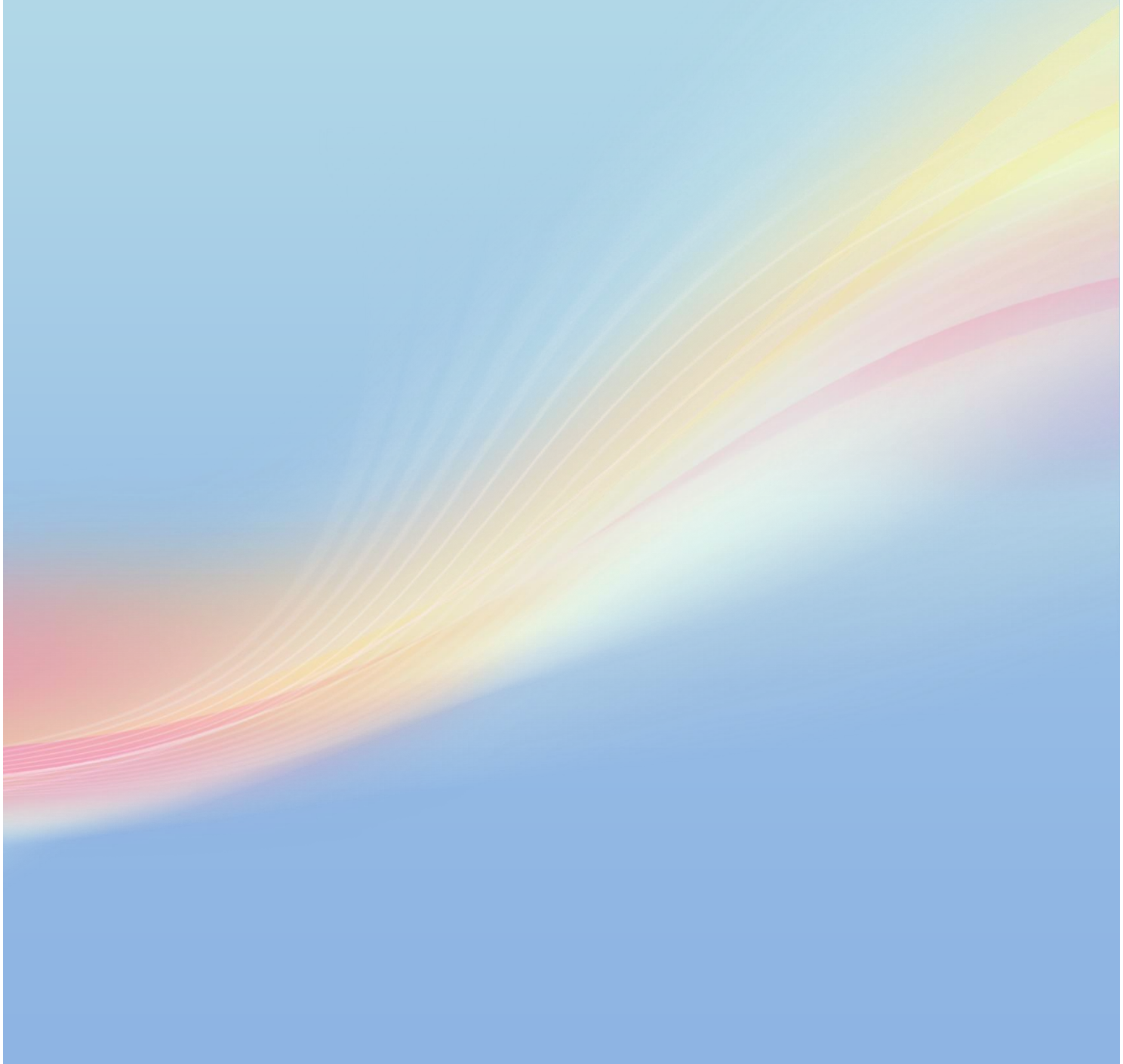


Curriculum Plan

Long term planning document



English

Year 1			
	Autumn	Spring	Summer
English Genres	<ul style="list-style-type: none"> Traditional tales Adventure Stories Non-chronological reports 	<ul style="list-style-type: none"> Superhero Stories Instructions Biographies 	<ul style="list-style-type: none"> Dinosaur Stories Recounts Myths and legends
Grammar	<ul style="list-style-type: none"> combining words to make sentences introduction to capital letters to start sentence and for names finger spaces full stops to demarcate sentences. nouns are a person a place or thing proper nouns adjectives to describe a noun verbs, action words expanded noun phrases proper nouns pronouns adjectives of colour and size plurals 's' and 'es' 	<ul style="list-style-type: none"> sequence words to form short narratives past tense verbs suffix 'ed' fronted adverbial, when/where openers. Eg, <i>In the sky, A long time ago</i> exclamation marks determiners 'a' and 'the' present tense verbs 's' and 'es' question marks imperative verbs (bossy words) verbs using suffix 'ing' understand prepositions of when. Eg, <i>after, before</i> 	<ul style="list-style-type: none"> to have auxiliary verbs eg, <i>has, had, having, will have</i> to be auxiliary verbs eg, <i>am, is, are, was, being, been, will be</i> conjunctions 'and' or 'but' comparative and superlative forms of 'er' and 'est' prepositions of where eg, <i>above, between, near</i> fronted adverbials of time eg, <i>first, then, next</i> rhyiming words alliteration recap any features which need extra
Year 2			
English Genres	<ul style="list-style-type: none"> Non-fiction - Persuasive letter Fiction - Adventure narrative Non-fiction - Instructions 	<ul style="list-style-type: none"> Fiction - Narrative - Stories with familiar setting Non-fiction - Biography Fiction - Traditional tale 	<ul style="list-style-type: none"> Non-fiction - Recount Fiction - Narrative Non-Fiction - Non-chronological report Poetry
Grammar	<ul style="list-style-type: none"> Proper nouns. Adverbs of manner to describe a verb. Conjunctions for subordination. <i>I can use capital letters, full stops, exclamation marks and question marks.</i> <i>Apostrophes for contraction.</i> 	<ul style="list-style-type: none"> Expanded noun phrases for description. Two adjectives before a noun. Adverbs to describe verbs. Commas in a list. Question marks. Alliteration Dialogue 	<ul style="list-style-type: none"> Prepositions First person using past tense. Adverbs of time. Expand after the noun. Conjunctions for coordination. Adverbs of manner. Descriptive verbs using the past tense. Dialogue to show when

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	<ul style="list-style-type: none"> Adjectives of shape and character. Expanded noun phrases. Adverbials of time, place and manner (fronted). Conjunctions for coordination. Onomatopoeia to describe sound. Commas in a list. Imperative verbs. Numerical determiners. Conjunctions of time. 	<ul style="list-style-type: none"> Capital letters for proper nouns. Verbs correctly used in the past tense. Adverbs of time Apostrophes for contraction and singular possession. Adjectives of shape and character. Conjunctions for co-ordination. Prepositions 	<ul style="list-style-type: none"> a character is speaking. Fronted adverbials -ly. Verbs in the present tense. Conjunctions for subordination. Apostrophes to show singular possession.
Year 3			
English Genres	<ul style="list-style-type: none"> Narrative (setting description) Narrative (historical) Balanced argument 	<ul style="list-style-type: none"> Narrative (adventure) Explanation text Diary 	<ul style="list-style-type: none"> Narrative Myths Non-chronological report Narrative- Fantasy.
Grammar	<ul style="list-style-type: none"> Precise nouns Prepositions and adverbials of direction Expanded noun phrases Fronted adverbials of time, place and manner Subjective pronouns Coordinating conjunctions Linking adverbs 	<ul style="list-style-type: none"> Subordinating conjunctions Adjectives of sound and touch Auxiliary verb will to indicate future tense Numerical determiners Auxiliary verb have to form the present perfect tense Pronouns 	<ul style="list-style-type: none"> Apostrophes to mark singular and plural possession Objective pronouns Determiners a/an Coordinating conjunctions Direct speech using inverted commas Reporting verbs
Year 4			
English Genres	<ul style="list-style-type: none"> Adventure Narrative Biography Historical Narrative 	<ul style="list-style-type: none"> Letters of complaint Explanation text Setting Description 	<ul style="list-style-type: none"> Non chronological report Fantasy Narrative Discussion
Grammar	<ul style="list-style-type: none"> Proper nouns or pronouns. To use common irregular verb forms. Third person and possessive pronouns. Fronted adverbials of duration and punctuate with commas Possessive apostrophe with plural nouns. Adverbials of duration 	<ul style="list-style-type: none"> Placement of auxiliary verbs. Identify and use imperative verbs. Linking adverbs Non-finite clauses ending in -ing to add subordination to the sentence structure. Expanded noun phrases and prepositional phrases. Synonyms for precision to create shades of 	<ul style="list-style-type: none"> Identify and use third person correctly. Identify and use determiners. Stacking two fronted adverbials. Punctuate fronted adverbials with commas. Punctuate direct speech using inverted commas. Causal conjunctions (however, because, so, in order to...) To be able to use possessive determiners. Revise apostrophes for

	<ul style="list-style-type: none"> Subordinating conjunctions and subordinating clauses. Punctate direct speech. 	<ul style="list-style-type: none"> meaning Adjectives of taste and smell 	<ul style="list-style-type: none"> singular/plural possession Apostrophes for irregular possession
Year 5			
English Genres	<ul style="list-style-type: none"> Historical narrative Fantasy narrative Explanation 	<ul style="list-style-type: none"> Adventure narrative Non-chronological report Newspaper report 	<ul style="list-style-type: none"> Mystery narrative Balanced argument Playscript
Grammar	<ul style="list-style-type: none"> Relative clauses marked with commas Punctuating direct speech Demonstrative determiners Linking adverbs Modal verbs Fronted adverbials Expanded noun phrases Quantifying determiners Adverbs of when, where and how. 	<ul style="list-style-type: none"> Subordinating conjunctions Punctuating direct speech Non-finite clauses Adverbial clauses Parenthesis Bullet points Relative clauses Non-finite clauses Fronted adverbials Dashes, commas, brackets Question tags Adverbs of probability 	<ul style="list-style-type: none"> Adjectives of age, origin and material. Adverbs of probability Perfect form of verbs Adjective openers Coordinating conjunctions to make triple coordinated sentences. Relative clauses with omitted relative pronouns. Abstract nouns Collective nouns Modal verbs
Year 6			
English Genres	<ul style="list-style-type: none"> Biographies Historical narratives Chronological reports - newspaper reports 	<ul style="list-style-type: none"> Adventure narratives Persuasion texts Narrative focusing on setting and character 	<ul style="list-style-type: none"> Non-chronological texts - explanation texts. Narrative focusing on story openings. Balanced arguments.
Grammar	<ul style="list-style-type: none"> To use passive verbs to show the action happening to the object. To use subordinating conjunctions from previous years, plus 'in case,' 'once,' 'provided that,' 'since' and 'whereas. To be able to omit the relative pronoun in more informal writing. To be able to use the relative pronoun 'that' to introduce reported speech. To use indefinite pronouns to refer to a non-specific 	<ul style="list-style-type: none"> To be able to hide the agent when using the passive voice, creating ambiguity. To be able to use informal phrasal verbs to show informality when speaking. To be able to create the subjunctive mood to express an imaginary state. To be able to use adverbials in the correct order to fit a set pattern. To be able to use adjectives in the correct order to fit a set pattern. 	<ul style="list-style-type: none"> To be able to use adverbials in the correct order to fit a set pattern. To be able to use adverbs of degree to describe adjectives, verbs and adverbs. To be able to use adverbs of frequency to describe adjectives, verbs and adverbs. To be able to use embedded non-finite clauses correctly. To be able to use embedded adverbial/subordinate clauses correctly. To be able to use the linking adverbs from previous years, plus

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	<p>person, place or thing.</p>	<ul style="list-style-type: none"> To be able to use adverbials in the correct order to fit a set pattern. To be able to use compound adjectives, separated by a hyphen to avoid ambiguity. 	<p>'consequently,' 'furthermore,' 'instead,' 'nonetheless,' 'overall' and 'subsequently' to join sentences and within coordinated sentences.</p>
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Maths

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> Place value (within 10) Addition and Subtraction (within 10) Shape Place Value (within 20) 	<ul style="list-style-type: none"> Addition and Subtraction (within 20) Place Value (within 50) Length and Height Weight and Volume 	<ul style="list-style-type: none"> Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time
Year 2			
	<ul style="list-style-type: none"> Place value Addition Subtraction Money 	<ul style="list-style-type: none"> Multiplication Division Properties of shape Fractions Statistics 	<ul style="list-style-type: none"> Length and Height Position and Direction Time Mass, Capacity and Temperature
Year 3			
	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division 	<ul style="list-style-type: none"> Multiplication and Division Measurement- Money Statistics Measurement: Length and Perimeter Fractions 	<ul style="list-style-type: none"> Fractions Measurement - Time Geometry - Properties of shapes Measurement - mass and capacity
Year 4			
	<ul style="list-style-type: none"> Place value Addition and subtraction Multiplication and division Area 	<ul style="list-style-type: none"> Fractions Decimals Time Measurement- money 	<ul style="list-style-type: none"> Perimeter Angles shape and symmetry position and direction statistics area and perimeter
Year 5			
	<ul style="list-style-type: none"> Place Value Addition and subtraction 	<ul style="list-style-type: none"> Multiplication and division Fractions 	<ul style="list-style-type: none"> Decimals Properties of shapes

	<ul style="list-style-type: none"> • Statistics • Multiplication and division • Area and perimeter 	<ul style="list-style-type: none"> • Decimals and percentages 	<ul style="list-style-type: none"> • Position and direction • Converting units of measure
Year 6			
	<ul style="list-style-type: none"> • Number - Place Value • Number - Addition, Subtraction, Multiplication and Division • Number: Fractions • Geometry: Position and Direction 	<ul style="list-style-type: none"> • Number: Decimals • Number: Percentages • Number: Algebra • Measurement: Converting Units • Number: Algebra • Measurement: Converting Units • Measurement: Perimeter, Area and Volume • Number: Ratio 	<ul style="list-style-type: none"> • Statistics • Geometry: Properties of Shape • Consolidation

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RE

	Autumn	Spring	Summer
Foundation 1&2			
	<ul style="list-style-type: none"> Myself Welcome Birthday 	<ul style="list-style-type: none"> Celebrating Gathering Growing 	<ul style="list-style-type: none"> Good News Friends Ourworld
Year 1			
	<ul style="list-style-type: none"> Families Belonging Waiting Other Faith - Judaism 	<ul style="list-style-type: none"> Special People Meals Change 	<ul style="list-style-type: none"> Holidays/Holy days Being Sorry Neighbours Other Faith - Islam, Hinduism or Sikhism
Year 2			
	<ul style="list-style-type: none"> Beginnings Signs and Symbols Preparations Other Faith - Judaism 	<ul style="list-style-type: none"> Books Thanksgiving Opportunities 	<ul style="list-style-type: none"> Spread the word Rules Treasures Other Faith - Islam, Hinduism or Sikhism
Year 3			
	<ul style="list-style-type: none"> Homes Promises Visitors Other Faith - Judaism 	<ul style="list-style-type: none"> Journeys Listening and sharing Giving all 	<ul style="list-style-type: none"> Energy Choices Special places Other Faith - Islam, Hinduism or Sikhism
Year 4			
	<ul style="list-style-type: none"> People Called Gift Other Faith - Judaism 	<ul style="list-style-type: none"> Community Giving and Receiving Self Discipline 	<ul style="list-style-type: none"> New life Building Bridges God's People Other Faith - Islam, Hinduism or Sikhism
Year 5			
	<ul style="list-style-type: none"> Ourselves Life Choices Hope Other Faith - Judaism 	<ul style="list-style-type: none"> Mission Memorial Sacrifice Sacrifice 	<ul style="list-style-type: none"> Transformation Freedom and Responsibility Other Faith - Islam, Hinduism or Sikhism
Year 6			
	<ul style="list-style-type: none"> Loving Vocation and Commitment Expectations Other Faith - Judaism 	<ul style="list-style-type: none"> Sources Unity Death and New Life 	<ul style="list-style-type: none"> Witnesses Healing Common Good Other Faith - Islam, Hinduism or Sikhism

New Topics (following Cornerstones Curriculum)

	Autumn	Spring	Summer
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Nursery			
	<ul style="list-style-type: none"> Exploring Autumn 	<ul style="list-style-type: none"> Shadows and reflections 	<ul style="list-style-type: none"> Sunshine and flowers
	<ul style="list-style-type: none"> Sparkle and shine 	<ul style="list-style-type: none"> Winter Wonderland 	<ul style="list-style-type: none"> Let's explore it
F2 Owls			
	<ul style="list-style-type: none"> Once upon a time Starry night 	<ul style="list-style-type: none"> Dangerous dinosaurs Puddles and rainbows 	<ul style="list-style-type: none"> Big wide world Splash
Year 1			
	<ul style="list-style-type: none"> Bright Lights, Big City Moon Zoom 	<ul style="list-style-type: none"> Superheroes 	<ul style="list-style-type: none"> Dinosaur Planet Rio De Vida
Year 2			
	<ul style="list-style-type: none"> Castles, Kings and Queens 	<ul style="list-style-type: none"> Street Detectives Land Ahoy! 	<ul style="list-style-type: none"> Coastline Wriggle and Crawl
Year 3			
	<ul style="list-style-type: none"> Flow Tribal Tales 	<ul style="list-style-type: none"> Tribal Tales Tremors 	<ul style="list-style-type: none"> Gods and Mortals 1066
Year 4			
	<ul style="list-style-type: none"> Blue Abyss. I am Warrior. 	<ul style="list-style-type: none"> Road Trip USA. 	<ul style="list-style-type: none"> Traders and Raiders. Misty Mountain Sierra
Year 5			
	<ul style="list-style-type: none"> Off with her head. Alchemy Island 	<ul style="list-style-type: none"> Pharaohs. 	<ul style="list-style-type: none"> Peasants, Princess and Petulance. Allotment.
Year 6			
	<ul style="list-style-type: none"> Revolution Frozen Kingdom 	<ul style="list-style-type: none"> A Child's War 	<ul style="list-style-type: none"> Hola Mexico ID

Science

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> Properties of materials Everyday materials 	<ul style="list-style-type: none"> Human Body Plants 	<ul style="list-style-type: none"> Animals Seasonal Changes
Year 2			
	<ul style="list-style-type: none"> Living things and their habitats Materials 	<ul style="list-style-type: none"> Materials Plants 	<ul style="list-style-type: none"> Animals including humans
Year 3			
	<ul style="list-style-type: none"> Plants Light 	<ul style="list-style-type: none"> Rocks Forces and 	<ul style="list-style-type: none"> Animals including humans

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		Magnets	
Year 4			
	<ul style="list-style-type: none"> Living things and habitats Animals including humans - Digestion and teeth 	<ul style="list-style-type: none"> Electricity Sound 	<ul style="list-style-type: none"> Animals including humans - food chains States of matter
Year 5			
	<ul style="list-style-type: none"> Animals, including humans Properties and changes of materials 	<ul style="list-style-type: none"> Properties and changes of materials Forces 	<ul style="list-style-type: none"> Earth and Space Living things and their habitats
Year 6			
	<p>Electricity</p> <p>Living Things and Their Habitats</p>	<p>Light</p>	<p>Animals including Humans</p> <p>Evolution and Inheritance</p>

PSHE and Keeping Safe

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> Statement to Live by Exploring what it is like to be in a new environment 	<ul style="list-style-type: none"> Statement to Live by Understand fitting in and how we fit into different groups. How do we see the place in which we live? 	<ul style="list-style-type: none"> Statement to Live by Respect my friends
Year 2			
	<ul style="list-style-type: none"> Statement to Live by How do we see the place in which we live? Exploring what it is like to be in a new environment 	<ul style="list-style-type: none"> Statement to Live by Understand fitting in and how we fit into different groups. 	<ul style="list-style-type: none"> Statement to Live by Explore the way people think and feel about where they live Respect my community Respect my world
Year 3			
	<ul style="list-style-type: none"> Statement to Live 	<ul style="list-style-type: none"> Statement to Live 	<ul style="list-style-type: none"> Statement to Live

	<p>by</p> <ul style="list-style-type: none"> • Explore different features of their identity • Moving from seeing ourselves just as individuals, to seeing that we are also part of a group with things in common and things that are different. • Exploring the local, national and global scales of where we live 	<p>by</p> <ul style="list-style-type: none"> • Understand how we see others and how others see us. • Are we always happy with who we are? Can we change our identities? • To see our place (the local) from a global perspective. • How would we choose to represent the place where we live? 	<p>by</p> <ul style="list-style-type: none"> • Explore how two communities are connected, and the different route ways and pathways they share. • Develop an understanding of diversity and overcoming prejudice.
Year 4			
	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Discover the connections between themselves. • What has made me who I am? • Explore who we are and how do we combine all information to tell us who we are together? • Think about the places that determine who we are. • How do we interact with our local place? • The different views that we may each have of where we live, and the relationship between identity and place. 	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Think about the ways in which we visually represent our own groups and learn about other groups. • Explore the ways that people support and help us in different parts of our lives. • Explore the hidden or unwritten rules that help us all to live together. 	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Explore where place names come from, and what meaning
Year 5			
	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Thinking about what their place means to them and how it should be represented to others. • Explore the nature of our local place and how we live 	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Explore the way people think and feel about where they live • Understand active citizenship and encourage them that it is worth taking action to 	<p>Statement to Live by</p> <ul style="list-style-type: none"> • Explore how we tell who somebody is. • Ways in which we visually represent ourselves and learn about other groups. • What are the

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	<p>together.</p>	<p>make a difference.</p> <ul style="list-style-type: none"> • How can we support and include newcomers? • To think critically about how we all live together. 	<p>things we value most about where we live?</p> <ul style="list-style-type: none"> • Develop an understanding of our place in the world and to begin to raise awareness of issues which may lead to extremism
Year 6			
	<ul style="list-style-type: none"> • Statement to Live by • Exploring what it is like to be in a new environment • To think about how we all live together, and should respect each other's' rights. • To understand the concept of freedom and slavery. 	<ul style="list-style-type: none"> • Statement to Live by • Can we tell who people are and what they are like from their appearances? • Identify what information is important when describing yourself to someone else. • Understand who are British people and what we are like. • Does our age make a difference to who we are, and how we see the world? • Explore how where we live is represented in the local media To understand how all people are different and equal • To recognise and appreciate diversity and equality • Develop an understanding of our place in the world and to begin to raise awareness of issues which may lead to extremism 	<ul style="list-style-type: none"> • Statement to Live by • Think about the places that are important to them. Contributes to their understanding of multiple identities. • Think about the relationship between the Internet and their sense of community.

Innovate and Express Guidelines

The Topic Curriculum taught at St. Joseph's has four distinct components. When beginning a topic, we **Engage** pupils with either a trip or memorable experience.

Afterwards, our Curriculum supports pupils to **Develop** their knowledge and understanding of the topic. Here, they will learn about key dates, locations, events and people.

Next, the children are provided with the opportunity to **Innovate**. Here, they will apply their learning from the Engage and Develop sections of topics. Tasks therefore do not cover new learning.

Each Innovate week consists of the following format:

- Launch of Innovate to include stimuli to be shared with children and included in books;
- Children to plan their innovate task using a board template. This may be sent as homework before Innovate week;
- Children complete Innovate tasks collaboratively;
- Evaluation of their Innovate task will be completed at the start of Express week.

Teachers will ensure that there is a balance of the kinds of activities used for Innovate challenges from the list below:

- ❖ Practical/creative tasks (annotated or labelled)
- ❖ D.T./Model
- ❖ Written
- ❖ Gallery/Museum exhibition
- ❖ Role play/drama/debate
- ❖ Computing

At the end of each topic, pupils will **Express** their learning as they are now experts. This will be a planned activity covering a range of audiences over the year. The range of audiences should be:

- ❖ External visitor linked to your topic
- ❖ Another Class
- ❖ Parents
- ❖ Member of the Senior Leadership Team (SLT)
- ❖ Governor

The following information provides details of what the Topic Curriculum looks like in each year group across the school.

Year 1

Term	Enrichment Activity	Innovate	Express
Autumn 1	Royal afternoon tea	Create a map of	Express to parents- with

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Bright Lights, Big City	party, invited by the Queen.	London with different landmarks for people to visit.	photographs and children taking their maps home.
Autumn 2 Moon Zoom	Trying space food and making planet paintings.	DT/Model: Model Planets	Express to another class.
Spring 1 and Spring 2 Superheroes	Super hero dress-up day.	Computing: Stop-frame animation of a super hero.	Express to governors to show their animations.
Summer 1 Dinosaur planet	Dino hunt to follow maps and find examples of dinosaur treasures.	Create and design a Dinosaur information lever book.	Present power points to SLT.
Summer 2 Rio de Vida	Samba dance/party in the hall.	Create a carnival celebration including masks and music.	Express to SLT to join the carnival celebrations.

Year 2

Topic	Engage	Innovate	Express
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Autumn Castles, Kings and Queens	Castle life - dress up day	Design a fortress	Sales pitch - Convince SLT to buy their castle to protect their kingdom
Spring 1 Street Detectives	Walk around the local area artwork houses for display	Design own town	Present what we have found out about our local area to Year 2 at St Joseph's Shirebrook
Spring 2 Land Ahoy!	Pirate day!	Create how to be a pirate pack	Pirate application day. Children present their applications to SB. Who will get the job?
Summer 1 Coastline	Visit to the beach (covid permitted)	Design coastal town	Create a beach poster and present to another class. Who likes to be beside the seaside?
Summer 2 Wriggle and Crawl	Minibeast hunt	Create animation of the lifecycle of a butterfly	Bug Ball - presentation on website for parents

Year 3

Term	Enrichment Activity	Innovate	Express
Autumn 1 Flow	Abstract water colours, research on world famous rivers	Recreate a river's journey and record	Upload to school website
Autumn 2 Tribal Tales	Cave art, diary of a Stone Age child, Stonehenge - recreate using pastels	Debate - which Age is the best?	Governors
Spring Tremors	Rock hunt - survey the local area looking for different types of rock	Volcanic eruption	Key Stage 2 class
Summer 1 Gods & Mortals	Dress up as a Greek God or Goddess Locate Greece	Recreate Pandora's box	Key Stage 1 class

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<p><i>Summer 2</i></p> <p>1066</p>	<p><i>Castle visit</i></p>	<p><i>Recreate a castle</i></p>	<p><i>Member of SLT</i></p>

Year 4

<i>Term</i>	<i>Enrichment Activity</i>	<i>Innovate</i>	<i>Express</i>
<p><i>Autumn 1</i></p> <p><i>Blue Abyss</i></p>	<p><i>Delve into the Abyss with some ocean themed games looking at life in the ocean. Classroom set as a shipwreck and fish placed around to draw.</i></p>	<p><i>Research and create a model of a bioluminescent animal. Design, create and paint as part of an art exhibition.</i></p>	<p><i>Set up art instillation in the hall and invite Y6 to look around and evaluate.</i></p>
<p><i>Autumn 2</i></p> <p><i>I am Warrior</i></p>	<p><i>On the field split class into 2 and play capture the flag to emphasis the significance of invasion. Create Roman coins</i></p>	<p><i>Complete gladiator style challenges to emphasis the fitness of gladiators. Create shields with emblems on and produce a battle speech.</i></p>	<p><i>Express to Y3 and Y3 vote who they would be the most fearful of.</i></p>
<p><i>Spring</i></p> <p><i>Road Trip USA</i></p>	<p><i>Orienteering around the school field looking for tickets to different states in the USA to complete a road trip to.</i></p>	<p><i>Create a speech as part of a tribe leader expressing the importance of your tribe and its culture and why you should be chief.</i></p>	<p><i>Express to Mrs Broad and ask her to vote for her tribe leaders.</i></p>
<p><i>Summer 1</i></p> <p><i>Traders and Raiders</i></p>	<p><i>Creating boats that can carry invaders. Test on the water.</i></p>	<p><i>Create authentic Anglo-Saxon crafts. Design, make and price.</i></p>	<p><i>Express to parents via an online catalogue. Parents to fill in feedback forms of the designs they like the best.</i></p>
<p><i>Summer 2</i></p> <p><i>Misty Mountain Sierra</i></p>	<p><i>In groups create a volcano model and write about what they have witnessed.</i></p>	<p><i>Create PowerPoint presentation in small groups about Mountains using the</i></p>	<p><i>Express to the class their PowerPoints.</i></p>

knowledge they have acquired in this topic.

Year 5 Curriculum Guidelines 2020-21

Term	Enrichment Activity	Innovate	Express
Autumn 1	Tudor Rose water colours.	<p>Court case between Anne Boleyn and Henry VIII.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Questions to ask of the opposing side. • Think about key evidence - what will you need to plead your case? • Write a plea, for or against. • Create an invitation to the court hearing. • Opening speeches, court case, results. • Write up the results. 	Invite SLT to court case.
Autumn 2	<p>Throughout this topic we will go on a magical journey to Alchemy Island. Along the way we will be looking at the mysterious landscape and unravelling riddles. We will learn all about gold and the ancient art of alchemy.</p> <p>Create a transmutation alchemy circle using lollipop sticks to go onto display.</p>	<p>You have been chosen to make a board game for people travelling through Alchemy Island. Use your knowledge of states of matter as well as grid references and compass points to create your game.</p> <p>Children to work in small groups to decide how to approach this task.</p> <p>Design and make the game along with any game pieces required.</p>	Express to Year 1
Spring	<p>Painting hieroglyphics</p> <p>Shadow mummification.</p>	<p>Letter asking pupils to help prepare bodies for the journey to the afterlife.</p> <p>Using their knowledge of this, pupils will be asked to:</p> <ul style="list-style-type: none"> • Research how organs are removed and where they are stored. • Research, plan and make Canopic jar and evaluate. • Research and design a death mask. • Create and evaluate the death mask. 	<p>Museum via zoom.</p> <p>Invite parents to our Ancient Egyptian museum exhibition.</p>
Summer	Meet Pestilence (a	Medieval grave found in London.	Express to SLT.

Curriculum Plan

1	hooded and shady character spoiled with foul-smelling boils and revolting sores) and hear his tragic tale of death and destruction. Encourage children to listen carefully, asking questions to find out who, where, what and why. Pestilence could also have a pet rat by his side and a range of artefacts to show, including medicinal herbs and a cross. Encourage children to probe the meaning of these.	You are part of a team of scientists who are investigating the discovery.	
Summer 2	Set up class allotment area in the garden. Plant variety of seeds.	Design posters for a Farmer's Market. Observation drawings of veg grow during topic.	Zoom call, children to share learning with parents.

Year 6

Term	Enrichment Activity	Innovate	Express
Autumn 1	Are you listening? What is 27 plus 45? Come on, faster now. We haven't got all day. Find out about super strict schools by travelling back in time to a Victorian classroom. Make sure that you're on your best behaviour though, as punishments are unquestionably terrible. Full steam ahead to the Victorian age!	Write a speech to encourage people to join the Suffragette movement.	Present a selection of speeches to Mrs Broad.
Autumn 2	All aboard the Titanic! Queue up and receive your ticket to board -	Plan a rescue mission to save stranded travellers from aboard the Titanic.	Ask class teachers to vote on the most effective plan from a random selection.

	<p>will it be first or third class? Report to the correct section of the ship and prepare to either travel in style or be subjected to an unpleasant journey.</p>		
Spring 1	<p>A siren sounds, a building crumbles, a Spitfire zooms overhead. Take cover. It's 1939 and Britain is at war.</p>	Plan an end of war street party celebration!	Invite parents to join us in the party.
Spring 2	<p>Deep down in the Anderson shelter, learn why child evacuees must make the long journey from their homes and families into unknown territory.</p> <p>Wear a label around your neck, pack your shoebox of belongings and get ready to try a delicious diet of fruit cake and corned beef!</p>		
Summer 1	<p>Welcome to Mexico. Get ready to explore this unique country, from its towering temples and stunning geography to its pulsing rhythms and fun festivals.</p> <p>Take part in a traditional Mexican festival - festival tunes included!</p>	Plan and cook a delicious Mexican menu!	Share tasty Mexican dishes with younger children from KSI.
Summer 2	<p>Who do you think you are? Are you an extrovert or an introvert, a singleton, a twin or even a triplet? Let's discover what makes you you. From your fingerprints and footprints, to your genes and DNA, everything is unique to you. So why do you look like Mum or Dad, or even Auntie Rose?</p> <p>Create a self-portrait which celebrates all of your uniqueness.</p>	Create a piece of artwork which represents you, your interests, your key characteristics and best traits.	Take part in a giant game of 'Guess Who?' - governor to come and take part.