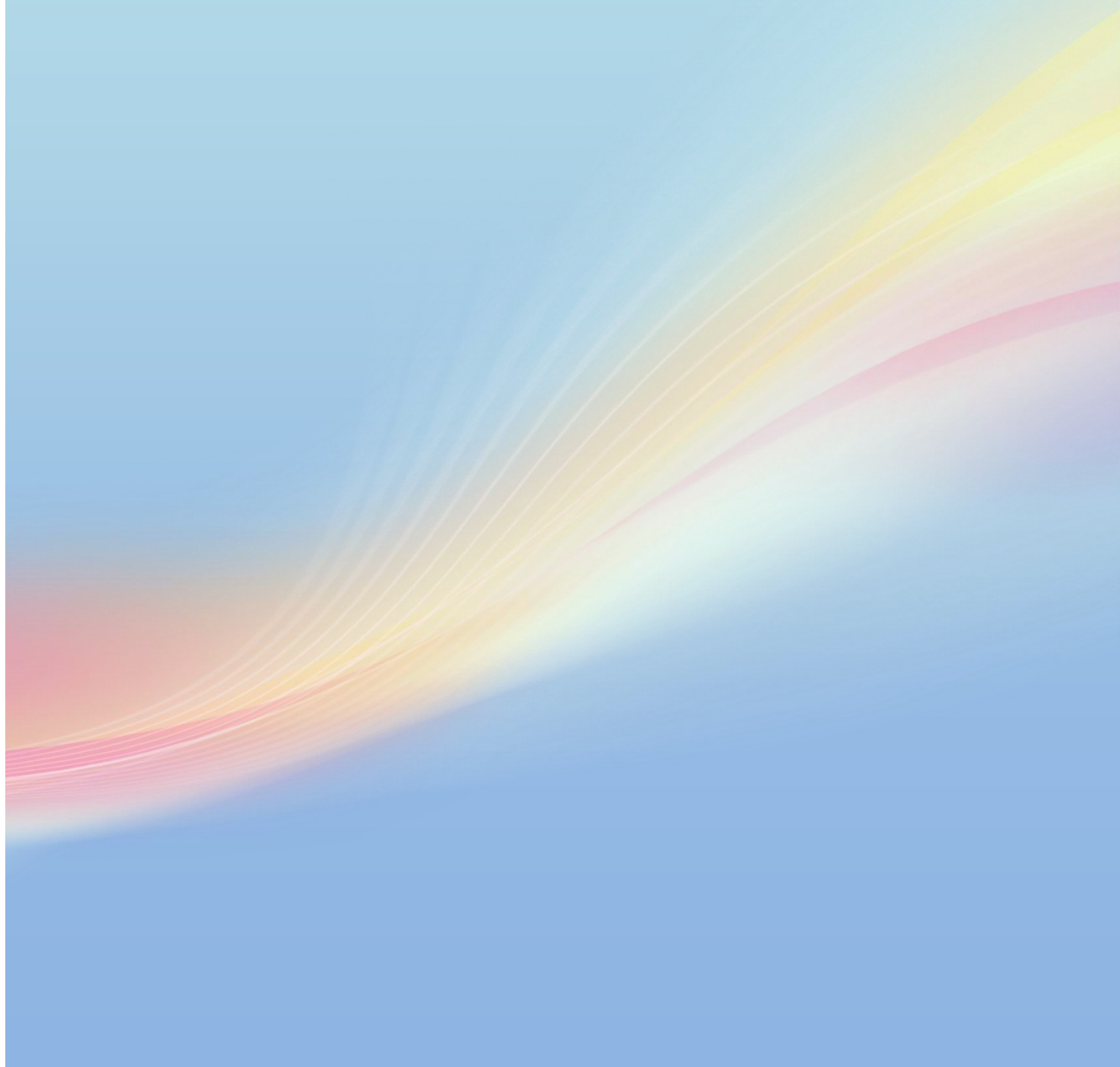


Curriculum Plan

Long term planning document



English

Year 1			
	Autumn	Spring	Summer
English Genres	<ul style="list-style-type: none"> Traditional tales Recounts Non-chronological reports 	<ul style="list-style-type: none"> Adventure stories Instructions Dinosaur stories Recounts 	<ul style="list-style-type: none"> Biographies Fact files Myths and legends Non-chronological reports
Grammar	<ul style="list-style-type: none"> Combining words to make sentences; Introduction to capital letters, full stops and question marks to demarcate sentences; Capital letters for names and personal pronoun 'I'; Sequencing sentences to form short narratives; Joining words and clauses using and. 	<ul style="list-style-type: none"> Introduction to capital letters, full stops, question marks and exclamation to demarcate sentences; Capital letters for names and personal pronoun 'I'; Sequencing sentences to form short narratives; Joining words and clauses using and. 	<ul style="list-style-type: none"> Continue to develop use of capital letters, full stops, question marks and exclamation to demarcate sentences; Capital letters for names and personal pronoun 'I'; Sequencing sentences to form narratives; Joining words and clauses using and.
Year 2			
English Genres	<ul style="list-style-type: none"> Non-chronological report Fiction - Adventure narrative Non-fiction - Instructions 	<ul style="list-style-type: none"> Fiction - Narrative - Stories with familiar setting Non-fiction - Persuasive letter Fiction - Traditional tale 	<ul style="list-style-type: none"> Non-fiction - Recount Fiction - Narrative Non-fiction - Biography Poetry
Grammar	<ul style="list-style-type: none"> Adverbs of manner to describe a verb. Conjunctions for subordination. I can use capital letters, full stops, exclamation marks and question marks. Apostrophes for contraction. Adjectives of shape and character. Expanded noun phrases. Adverbials of time, 	<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 Capital letters for proper nouns. Verbs correctly used in the past tense. 	<ul style="list-style-type: none"> Proper nouns 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

Curriculum Plan

	<ul style="list-style-type: none"> 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"> 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"> when 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"> Setting description Historical narrative Balanced argument 	<ul style="list-style-type: none"> Mythical narrative Non-chronological report Diary 	<ul style="list-style-type: none"> Adventure narrative Explanation text Fantasy narrative
Grammar	<ul style="list-style-type: none"> Precise nouns Prepositions and adverbials of direction Subjective pronouns Fronted adverbials of time, place and manner Linking adverbs Coordinating conjunctions 	<ul style="list-style-type: none"> Objective pronouns Possession - singular and plural Determiners 'a' and 'an' Coordinating conjunctions Present perfect tense Pronouns 	<ul style="list-style-type: none"> Adjectives of sound and touch Subordinating clauses Future tense Ordinal determiners Direct speech Reporting verbs
Year 4			
English Genres	<ul style="list-style-type: none"> Adventure Narrative Biography Historical Narrative 	<ul style="list-style-type: none"> Formal Letters Explanation texts Setting Description 	<ul style="list-style-type: none"> Non chronological report Fantasy narrative Discursive texts
Grammar	<ul style="list-style-type: none"> Use unusual synonyms Use a variety of poetic features, similes, metaphors and alliteration. Use fronted adverbials Write in the present tense. Identify and use adverbs. Identify and use verbs and nouns Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> Expand noun phrases modifying with an adjective or prepositional phrase Use the apostrophe to mark plural possession. Use the apostrophe to mark missing letters and singular possession. Identify and use determiners 	<ul style="list-style-type: none"> Identify and use causal connectives (however, because, so, in order to...) Identify and use relative pronouns within my writing (who, which and that) Identify and use relative clauses within my writing. Use devices that build cohesion with paragraphs

	<ul style="list-style-type: none"> • Use and punctuate direct speech 		
Year 5			
English Genres	<ul style="list-style-type: none"> • Fantasy Narrative • Explanation • Historical Story 	<ul style="list-style-type: none"> • Adventure Narrative • Non-chronological report. • Newspaper Reports 	<ul style="list-style-type: none"> • Mystery Narrative • Balanced Argument • Playscript
Grammar	<ul style="list-style-type: none"> • Fronted adverbials • Expanded noun phrases • Semi-colons for coordination • Relative clauses • Determiners • Adverbial clauses • Linking adverbs • Modal verbs • Quantifying determiners • Adverbs of where, when and how • Brackets for parenthesis 	<ul style="list-style-type: none"> • Adverbial clauses • Direct speech • Commas to mark clauses • Non-finite clauses • Commas for parenthesis • Bullet points • Linking adverbs • Dashes for parenthesis • Question tags • Adverbs for probability • Modal verbs 	<ul style="list-style-type: none"> • Adverbs of probability • Adjectives of age, origin and material • Commas to avoid ambiguity • Passive voice • Perfect form of verbs • Triple coordinated sentences • Adverbial clauses • Relative clauses with the relative pronoun omitted • Abstract nouns • Collective nouns • Modal verbs • Use of standard English • Homophones
Year 6			
English Genres	<ul style="list-style-type: none"> • Biography & Autobiographies; • Historical Fiction; • Explanation texts. 	<ul style="list-style-type: none"> • Persuasion: Letter Writing; • Narrative: Using Figurative Language; • Discussion. 	<ul style="list-style-type: none"> • Recount: Diary Writing
Grammar	<ul style="list-style-type: none"> • To be able to use a range of conjunctions to create compound and complex sentences. • To be able to use non-finite clauses to add detail and description to sentences and to vary openers. • To be able to use the passive form to 	<ul style="list-style-type: none"> • To be able to use apostrophes correctly. • To be able to use a range of sentence starters to create specific effects. • To be able to use modal verbs to express possibilities. 	<ul style="list-style-type: none"> • To be able to use expanded noun phrases to convey complicated information concisely.

Curriculum Plan

	present information.		
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Maths

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> Place value Addition and subtraction Shape 	<ul style="list-style-type: none"> Place value Time Addition and subtraction Length and height Mass and volume 	<ul style="list-style-type: none"> Multiplication and division Fractions Position and direction Place value
Year 2			
	<ul style="list-style-type: none"> Place value Addition Subtraction Properties of shape 	<ul style="list-style-type: none"> Money Multiplication Division Length and height Mass, capacity and temperature 	<ul style="list-style-type: none"> Fractions Statistics Position and direction Time
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- Length and perimeter. Fractions Measurement - mass and capacity 	<ul style="list-style-type: none"> Fractions Measurement - money Measurement - time Geometry - Shape Statistics.
Year 4			
	<ul style="list-style-type: none"> Place value Addition and subtraction Multiplication and division Area 	<ul style="list-style-type: none"> Multiplication and division Length and perimeter Fractions Decimals 	<ul style="list-style-type: none"> Decimals Money Time Shape Statistics Position and Direction
Year 5			
	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and Division Fractions 	<ul style="list-style-type: none"> Multiplication and division Fractions Decimals and percentages Perimeter and area Statistics 	<ul style="list-style-type: none"> Shape Position and direction Decimals Negative numbers Converting units Volume
Year 6			

	<ul style="list-style-type: none">• Number - Place Value;• Number - addition, Subtraction, Multiplication and Division;• Number - Fractions	<ul style="list-style-type: none">• Number - Decimals;• Number - Percentages;• Measurement;• Number - Algebra;• Number - Ratio;• Geometry & Statistics	<ul style="list-style-type: none">• Geometry - Properties of Shape;• Geometry - Position & Direction.
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	Autumn	Spring	Summer
Foundation one and two			
	<ul style="list-style-type: none"> • Myself • Welcome • Advent 	<ul style="list-style-type: none"> • Celebrating • Gathering • Growing 	<ul style="list-style-type: none"> • Good news • Friends • Our world
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
Foundation one and two (Cycle 1)			
	<ul style="list-style-type: none"> Sparkle and shine 	<ul style="list-style-type: none"> Winter Wonderland 	<ul style="list-style-type: none"> Animal Safari
Year 1			
	<ul style="list-style-type: none"> Bright Lights, Big City (geography) Moon Zoom (history) 	<ul style="list-style-type: none"> Dinosaur Planet (geography and history) 	<ul style="list-style-type: none"> Superheroes (history) Rio De Vida (geography)
Year 2			
	<ul style="list-style-type: none"> Let's explore the world (Geography) Under siege (History) 	<ul style="list-style-type: none"> Street Detectives (Geography and History) 	<ul style="list-style-type: none"> Coastline (Geography) Land Ahoy! (History)
Year 3			
	<ul style="list-style-type: none"> Flow Tribal Tales 	<ul style="list-style-type: none"> Gods and Mortals 	<ul style="list-style-type: none"> Tremors 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"> Misty Mountain Sierra Traders and Raiders
Year 5			
	<ul style="list-style-type: none"> Alchemy Island Off with her head. 	<ul style="list-style-type: none"> Pharaohs 	<ul style="list-style-type: none"> Allotment. Peasants, Princess and Petulance.
Year 6			
	<ul style="list-style-type: none"> Frozen Kingdom Revolution 	<ul style="list-style-type: none"> A Child's War 	<ul style="list-style-type: none"> Our Changing World Hola Mexico

Curriculum Plan
Science

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> Seasonal Changes Everyday materials 	<ul style="list-style-type: none"> Properties of materials Animals 	<ul style="list-style-type: none"> Human Body and healthy Eating Plants
Year 2			
	<ul style="list-style-type: none"> Living Things and their habitats Animals including humans (humans) 	<ul style="list-style-type: none"> Animals including humans (animals) Plants 	<ul style="list-style-type: none"> Materials
Year 3			
	<ul style="list-style-type: none"> Plants Light 	<ul style="list-style-type: none"> Animals including humans - skeletal system Forces and Magnets 	<ul style="list-style-type: none"> Rocks Animals including humans - nutrition
Year 4			
	<ul style="list-style-type: none"> Living Things and Their Habitats Animals Inc Humans Food chains 	<ul style="list-style-type: none"> Electricity Sound 	<ul style="list-style-type: none"> States of Matter Animals inc humans Teeth/digestion
Year 5			
	<ul style="list-style-type: none"> Properties and changes of materials 	<ul style="list-style-type: none"> Animals, including humans Forces 	<ul style="list-style-type: none"> Earth and Space Living things and their habitats
Year 6			
	<ul style="list-style-type: none"> Living things and their habitats - classification and inheritance Electricity 	<ul style="list-style-type: none"> Light Working scientifically 	<ul style="list-style-type: none"> Evolution and Inheritance Animals including humans - circulatory system

PSHE and Keeping Safe

	Autumn	Spring	Summer
Year 1			
	<ul style="list-style-type: none"> We are individually created by God We are unique About what rules are Different groups we belong to. How to look after our bodies. 	<ul style="list-style-type: none"> Our community Emotional well-being Life cycles Personal relationships 	<ul style="list-style-type: none"> Keeping safe Living in the wider world Money and where it comes from How we care for others.
Year 2			
	<ul style="list-style-type: none"> Ways to keep safe in familiar and unfamiliar environments and how to cross a road safely. Parts of our body and how to keep ourselves healthy. We are created in the image of God. Personal hygiene. 	<ul style="list-style-type: none"> About the different roles and responsibilities people have in their community. Emotional Well-being Life Cycles Personal relationships and trust. Anti-Bullying 	<ul style="list-style-type: none"> Keeping Safe at home. How to get help (999) How to keep our body private. Our bodies are created by God and we should not harm them with harmful substances. Duty of care for the wider world.
Year 3			
	<ul style="list-style-type: none"> How to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. Strategies for keeping safe in the local environment or unfamiliar places Online safety. Self-confidence and respect. Personal hygiene 	<ul style="list-style-type: none"> Emotional well-being Life cycles Religious understanding Personal relationships How to maintain relationships. Anti-bullying 	<ul style="list-style-type: none"> Keeping safe and consent Religious understanding Living in the wider world Ranges of jobs and careers. Human rights, that are there to protect everyone. The range of national, regional, religious and ethnic identities in the UK Staying healthy. Respect and care for all communities.
Year 4			
	<ul style="list-style-type: none"> Making an informed decision about 	<ul style="list-style-type: none"> Recognise there are human rights, that 	<ul style="list-style-type: none"> About what good physical health

Curriculum Plan

	<p>health.</p> <ul style="list-style-type: none"> • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • We are created in the image of God and should value our body as a gift. • Puberty • 	<p>are there to protect everyone.</p> <ul style="list-style-type: none"> • The benefits of living in a diverse community; about valuing diversity within communities. • How to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced • Emotional Wellbeing • Recognising positive and negative behaviours. • Life cycles. • Personal relationships 	<p>means, how to recognise early signs of physical illness.</p> <ul style="list-style-type: none"> • Aspirations, jobs and making choices about future roles. • Keeping safe online and at home. • Consent • Trusted adults that can support. • Practical ways we can live in and support our communities.
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Year 5

	<ul style="list-style-type: none"> • How to recognise if family relationships are making them feel unhappy or unsafe, and how they can seek advice/ help • Consent • Good choices that impact the health of our bodies. • Modestly and boundaries. • Puberty. 	<ul style="list-style-type: none"> • That some behaviour is wrong, unacceptable, unhealthy and risky and how they can recognise and respond to this • That emotions change as they grow up • About emotional well-being and how they can identify strategies to ensure healthy well-being • The difference between harmful and harmless videos and images and how to respond if they see these • Life cycles. • Personal relationships • Peer pressure. 	<ul style="list-style-type: none"> • Aspirations and variety of jobs and careers. • Different ways of keeping track of money. • What democracy is and its impact on society. • That just as what we eat can make us healthy or make us ill. • How to get help and report if they encounter inappropriate messages or materials and how to report if others are sending these • What the term cyberbullying means and examples of it and how to get help • What kind of physical contact is acceptable or unacceptable and how to respond
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			<ul style="list-style-type: none"> Ways in which they can spread God's love in their community and beyond
Year 6			
	<ul style="list-style-type: none"> Religious Understanding We were created individually by God who cares for us Physically becoming an adult is a natural phase of life About the unique growth and development of humans and the changes that girls and boys experience during puberty (physical) and that human bodies are different from animals. About the need to respect their bodies as a gift from God. The need for modesty and appropriate boundaries and who to talk to if they feel uncomfortable What consent is in the context of touch 	<ul style="list-style-type: none"> Emotional Wellbeing That images in the media do not always reflect reality and can affect how people feel about themselves and how to respond to others who may compare themselves to social media Range and intensity of feelings and actions. That some behaviour is wrong, unacceptable, unhealthy and risky and how they can recognise and respond to this in themselves and others The difference between harmful and harmless videos and images and how to respond if they see these Life cycles Basic scientific facts about sexual intercourse between a man and a woman and the physical, emotional, moral and spiritual implications of 	<ul style="list-style-type: none"> Think about the places that are important to them. Contributes to their understanding of multiple identities. The key principles of Catholic Social Teaching (Life and Dignity of the Human Person, Call to Family, Community, and Participation, Rights and Responsibilities, Preferential Option for the Poor, The Dignity of Work and the Rights of Workers, Solidarity, Care for God's Creation) Think about the relationship between the Internet and their sense of community.

		sexual intercourse.	
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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.

Foundation one and two:

Term	Enrichment Activity	Innovate	Express
Autumn Sparkle and shine	A sparkle and shine, shiny treasure hunt.	Making sparkly twinkle lamps.	Display twinkle lamps- Invite parents.
Spring Winter Wonderland	Winter spotting sheet- a walk on a cold day.	Creating different flavoured ice lollies.	Snowstorms - dance. Share the video across school.
Summer 1 Animal Safari	Zoo visit/ White post farm bring animals to school.	Design a new animal and its habitat.	Show and tell their new animals. SLT

Year 1

Term	Enrichment Activity	Innovate	Express
Autumn 1 Bright Lights, Big City	Fieldwork in local area	Create own map of London with landmarks and directions.	Express to parents by sharing maps and directions.
Autumn 2 Moon Zoom	Trying space food and making planet paintings.	DT/Model: Model Planets	Express to FS or KS1 class
Spring 1 Dinosaur planet	Dinosaur pictures mixed media.	Picture of where dinosaurs lived and what the land was like.	Present power points to SLT.
Spring 2 Dinosaur Planet	Dino hunt to follow maps and find examples of dinosaur treasures.	Create a fact file about dinosaurs.	Express to a KS2 class.

Curriculum Plan

Summer 1 Rio de Vida	Samba dance/party in the hall.	Carnival celebration	Express to parents.
Summer 2 Superheroes	Super hero dress-up day.	Computing: Stop-frame animation of a super hero.	Express to governors

Year 2

Topic	Engage	Innovate	Express
Autumn 1 Let's explore the world	World celebration - flag painting, dancing, food tasting	Which human feature is the most	Comparison photos - present on website for parents
Autumn 2 Under siege	Castle life	Design a weapon to destroy enemy castles	Express to another class, vote for the winning weapon would be
Spring 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

Summer 1 Coastline	Have you ever been to the coast?	Choose a location for your coastal town. What are the features?	Present to <i>Governors</i>
Summer 2 Land Ahoy!	Pirate day!	Create how to be a pirate pack	Pirate application day. Children present their applications to SLT

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	Key Stage 2 class
Autumn 2 Tribal Tales	Creswell Crags - cave art, stone age survival	Debate - which Age is the best?	SLT/ <i>Governors</i>
Spring Gods & Mortals	Dress up as a Greek God or Goddess Locate Greece	Clay beakers showing Olympic events	Key Stage 1 class
Summer 1	Rock hunt Watch videos on	Recreate a volcanic eruption - voice over	Upload to website

Curriculum Plan

Tremors	Pompeii		
Summer 2 1066	Bolsover castle	Design a castle	Parents

Year 4

Term	Enrichment Activity	Innovate	Express
Autumn 1 Blue Abyss	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.	Research and create a model of a bioluminescent animal. Design, create and paint as part of an art exhibition.	Set up art installation in the hall and invite Y6 to look around and evaluate.
Autumn 2 I am Warrior	On the field split class into 2 and play capture the flag to emphasis the significance of invasion. Create Roman coins.	Complete gladiator style challenges to emphasis the fitness of gladiators. Create shields with emblems on and produce a battle speech.	Express to Y3 and Y3 vote who they would be the most fearful of.
Spring 1 Road Trip USA	On the field split class into 2 and play capture the flag to emphasis the significance of invasion. Create Roman coins.	Complete gladiator style challenges to emphasis the fitness of gladiators. Create shields with emblems on and produce a battle speech.	Express to Y3 and Y3 vote who they would be the most fearful of.

Spring 2 Road Trip USA	Go on a 'visit' to different landmarks in the USA. Pretend to fly on aeroplane and complete passport.	Design a tourist guide for one of the landmarks that the children have explored	Express to staff and take vote on which destination everyone would like to travel to.
Summer 1 Misty Mountain Sierra	In groups create a volcano model and write about what they have witnessed.	Create PowerPoint presentation in small groups about Mountains using the knowledge they have acquired in this topic.	Express to the class their PowerPoints.
Summer 2 Traders and Raiders	Creating boats that can carry invaders. Test on the water.	Create authentic Anglo-Saxon crafts. Design, make and price.	Express to parents via an online catalogue. Parents to fill in feedback forms of the designs they like the best.

Year 5 Curriculum Guidelines 2020-21

Term	Enrichment Activity	Innovate	Express
Autumn 1	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. Create a transmutation alchemy circle using lollipop sticks to go onto display.	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. Children to work in small groups to decide how to approach this task. Design and make the game along with any game pieces required.	Express to Year 1
Autumn 2	Tudor Rose water colours.	Court case between Anne Boleyn and Henry VIII. Consider:	Invite SLT to court case.

Curriculum Plan

		<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. 	
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 1	<p>Set up class allotment area in the garden.</p> <p>Plant variety of seeds.</p>	<p>Design posters for a Farmer's Market.</p> <p>Observation drawings of veg grow during topic.</p>	<p>Zoom call, children to share learning with parents.</p>
Summer 2	<p>Meet Pestilence (a 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.</p>	<p>Medieval grave found in London.</p> <p>You are part of a team of scientists who are investigating the discovery.</p>	<p>Express to SLT.</p>

Year 6

Term	Enrichment Activity	Innovate	Express
Autumn 1 Frozen Kingdom	Northern Lights experience - experience the Northern lights through different multi-media methods. Create artwork using a variety of resources and create poems based on the phenomena.	Using all the information from the topic, create a Pole to Polar magazine article to present knowledge.	Staff - to be loaded onto class page on the website.
Autumn 2 Revolution	A day in the life of a Victorian school child. Activities including PE drills, sewing and making gruel.	Women's Rights speech.	Present a selection to Mrs Broad.

Curriculum Plan

<p>Spring A Child's War</p>	<p>Evacuee experience - come dressed as evacuees and find out where in the country they will be evacuated to. Pack a suitcase and get ready for the air raid drills. Try some tasty warm time treats too!</p>	<p>Plan an end of war celebration! War has ended and we have heard the rousing speeches pupils have made on behalf of wartime Prime Minister Winston Churchill.</p>	<p>Invite guests to an end of war street party and celebrate with parents.</p>
<p>Summer 1 Our Changing World</p>	<p>Walk around local area, taking pictures and creating a collage of local amenities. Visit places of interest.</p>	<p>Fieldwork investigation - create a report about the settlement patterns in our local area and what this might mean for us living here.</p>	<p>Present a report of findings to school council.</p>
<p>Summer 2 Hola Mexico</p>	<p>Take part in a traditional Mexican musical celebration.</p>	<p>Plan group procession with Mexican music and clothing/jewellery</p>	<p>Process across the field and invite governor to join.</p>