**Curriculum Overview Year A**

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|  | Great Fire of London | Famous People | Our School and the Local Area |
| Literacy | **Stories in familiar settings**  Using Not Now Bernard and Oscar Got the Blame, children develop the concept of writing sentences for different purposes: statements, questions and exclamations. Learn how to include speech in narratives and create their version of a well-known story and perform it.  **Instructions**  Based on The Great Fire of London – Bakery Children write step by step instruction to make their own bread.  **Silly poems**  Using Michael Rosen’s Book of Very Silly Poems children will explore what it is like to read, write and understand funny and unusual poetry. They will develop a comprehensive understanding of extended noun phrases and know that there are different sorts of sentences that writers use for different effects. Children read aloud See You Later.  **Stories involving fantasy**:  Read and explore the story of two unlikely friends in Croc and Bird by Alexis Deacon and learn about the features of fantasy stories. Then read Beegu by the same author and write and word process a fantasy story for a class book. Children look for capital letters in The Alien Egg.  **Recounts**  Children write recounts based on their knowledge of what it would be like to be a child for the day when the Great Fire of London broke out.  **List Poems**  There will be plenty of opportunities for children to read, learn, recite and write their own list poems in this unit. They will look at The Sound Collector, Inside My Head and Ten Things Found in a Wizard’s Pocket and at the end of the week children will have the chance to perform their poetry to an audience. Cat's List, is used to build confidence in reading aloud. | **Fairy stories**  Read and explore fantastic versions of Hansel and Gretel and Rapunzel. Children use puppets and masks to really get to know the stories and their characteristics. They then retell or write a new version of a fairy tale of their choice. This plan looks at Hansel and Gretel by Anthony Browne and Rapunzel by Sarah Gibb.  **Labels, lists, signs & posters**  Based on Topic related texts - Famous People  **Songs and repetitive poems**  Children read, then memorise a variety of short repetitive funny poems and also write their own verses. Conversation poems are used to stimulate more sustained writing and work on punctuating different forms of sentence.  **Traditional poems: A.A. Milne**  Favourite toys can inspire great writing! The author of Winnie-the-Pooh models how to write rhyming couplets, questions, exclamations and extended noun phrases. Safe within the world of The Hundred Acre Wood children produce original poems in a familiar style.  **Information texts**  Based on Topic related texts - Famous People  **Stories involving fantasy**  Explore fantasy narratives through two great John Burningham books. First read Oi! Get off our Train. Practise using capital letters and full stops and write a new scene for the story. Then children plan and write a fantasy story based on The Magic Bed. The Hamilton Group Reader, Chicken and Shark, is used to build confidence. | **Traditional tales from other cultures**  Based on *The Three Little Pigs, Stories from the Billabong*by James Vance Marshall and Francis Firebrac, *The Rainbow Bird* by Eric Maddern and Adrienne Kennaway, *Wombat goes Walkabout*by Michael Morpurgo and Christian Birmingham, *Dingo Dog and the Billabong Storm*by Andrew Fusek  **Information texts: Minibeasts**  Use information books about minibeasts to identify features of information texts. Compare with stories about minibeasts which also provide information. Look at sentence punctuation and structure. Children write some information about their favourite minibeast. Example books are Minibeasts (Little Science Stars), Where to find minibeasts, The Very Busy Spider and RSPB first book of minibeasts. **Poems to say aloud**  Using Read Me Out Loud!, children participate in poetry specifically written to share with an audience. They compose their own tongue twisters to experience writing with alliteration, and list poems to reinforce writing statements, exclamations and questions. Children are exposed to a variety of different styles of performing poetry, and select the most effective strategies to perform familiar poems to a real audience.  **Poems by the same author - Milligan**  Spike Milligan is one of the nations’ favourite poets and during this unit the children will have the full fun Milligan experience! They will learn poems by heart; extend Today I saw a Little Worm using rhyming words and invent their very own fantasy creature using Hipporhinostricow as their inspiration.  **Information texts - Owls**  Learn about information texts by exploring exciting facts about owls. Start with Owl Babies by Martin Waddell and then look at the structure of non-fiction in Usborne First Reading - Owls. Make a quiz. Next focus on Barn Owls and read from Dusk until Dawn by Martin Bradley. Make an owl poster.  **Humorous stories**  Explore the humour in Alexander and the Terrible, Horrible, No Good, Very Bad Day and share ideas about what sometimes gets the children’s day off to a bad start. Then read Traction Man is Here and enjoy his adventures, again looking at the humour. Children write their own version of the story. |
| Science | Chemistry strand  **Everyday Materials - Exploring Changes (Set B):**Observe a block of ice and record the changes. Devise an investigation to melt the ice quickly or slowly. Then create puddles and measure how they change. Take up the challenge of investigating the absorbency of fabrics and explore changes in wax through batik art and crayon making.  **Seasonal Changes - Wild Weather (Set A):**  In this block, think about the weather, learn how to present data and make your own weather forecast to present to the class. Play shadow tag and create bar charts to record shadow length over time. Set up rain gauges to observe rainfall and bring all the learning together in a recorded weather forecast for the school website! | Biology strand  **Plants - Art and Nature (Set B):** In this block, investigate and sort materials according to where they came from. Learn all about those materials that come from plants. Create a large pollen sculptures out of clay, find flowers outside in the playground and sketch them and then make a large model of the inside of a flower using junk modelling materials! Enjoy being outside by doing bark and leaf rubbings and then do a piece of playground art, using cloths, chalk and found materials.  **Animals Including Humans - People and their Pets(Set B):** Observe creatures in the school grounds, photograph them and make sketches. Collect woodlice and set up different colonies in the classroom based on what they know about their habitats. Discuss what sort of paper will be best for the job of mopping up a puppy's accident and plan an investigation to test. Talk about and design a good pet and observe different pets in the classroom. | Biology strand Plants - Growing Things (Set A):Explore outside and prepare tubs for planting potatoes. Record the growth of a bean and look at how it develops. Can you recreate the plant with craft materials? Can you label the parts of the plant?  Look really closely at little cress plants and draw what you see. Then pop them into egg sandwiches for an egg and cress snack!Living Things and their Habitats - Habitats and Homes (Set B): In this block, make a playground allotment, plant edible plants and bird scaring sculptures. Weed and tend to the allotment, visit a farm and play farms with the small world play. In groups, design a bug hotel, and build it together. |
| History | Be gripped by this significant historic event from the 17th Century! Contrast fire-safety from the past with today. Prepare tours for key London places, make souvenirs, role-play key people and draw maps, ready to transform the classroom into a recreation of 17th Century London at the time of the 1666 Great Fire. Learn about the food eaten at the time and contrast the diet of the rich and poor. Study the buildings of the period and create your own buildings. Study the rhymes and songs of the time Become tour guides and teach visitors about this historic event. | **Cross Curricular with Computing**  Compare the lives and reigns of Elizabeth 1 and Queen Victoria, two fascinating monarchs. Place their reigns and significant events within a chronological timeline. Identify the key roles of a monarch and further learning about these fascinating characters through a range of exciting and interactive activities. | History of the local area; explore local area looking out for clues about the past.  Look at old photographs of area, speak to local resident, compare Riding Mill to 100 years ago.  \*Possible visit Belsay garden, Physic garden |
| DT | Consider the design of buildings, the properties of building materials and the contrast between the materials used in modern buildings and around the time of the Great Fire of London. Make 3D models.  Make bread in a Bakery. | Meet inventors from history such as Da Vinci,. Create technical drawings, design and build models and write tenders in role as inventors. Explore historic engines / mechanisms that make things move. Design and make a mode of transport using a simple 'stored energy’ (rubber-band) mechanism.  Learn about the lives of the Wright brothers. Make and test paper aeroplanes.  \*Design, write instructions to make a sandwich. | \*Cooking - from the garden; vegetable soup  \*Playground Design challenge; Children will think about creating an outside space with places to think, learn and exercise. They will draw pictures and create models of their ideal playground and present their work to head teacher. With the help of Steve Backshall they will explore features of parks and develop their geographical skills. Children will make a park model and present their research and findings in a park exhibition! |
| Geography | Create informative tabletop maps of 17th Century London, using your knowledge of the event and your imagination.  Prepare a tour guide speech to inform visitors to 17th Century London about the key places that were involved in the Great Fire.  Seasonal Changes | Develop historical knowledge and understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Identify the kit needed for an expedition and compare the equipment taken by Columbus and Armstrong on their voyages. Discover navigation techniques and learn about the materials used by Columbus and Armstrong. Identify the properties of a range of materials for your own expedition. Go on to describe your own ‘expeditions’ using a range of media such as maps. | Country Mouse and City Mouse encourage children to learn about Kenya. Learn key geographical vocabulary and carry out map work. Build a picture of Kenya through a series of activities such as role play and hot seating, wellington gardens & making clay furniture. Gather research for an informative brochure and take part in `The City & Countryside Debate´.  Learn about playgrounds with Dora the explorer. Gather information through field work, orienteering, measuring and map activities. Explore playgrounds in other parts of the world and learn a playground game. Draw pictures of your ideal playground and campaign for a playground improvement. |
| Art | Make 2D collages of Tudor homes, and re-enact the Great Fire of London with tissue paper 'flames'! Finally, a visit from ‘Mr Pepys’ will be the catalyst for the class to become estate agents!  Develop your ideas about this famous cathedral using drawing, imagination and communication; use charcoal drawing and potato printing to develop artistic ideas inspired by St Paul’s before designing, making and decorating a final model Cathedral. | Learn about the life, times and paintings of Van Gogh and L.S. Lowry and be inspired to create your own drawings and paintings in their styles. Generate questions to ask the artists; research their lives and replicate their works and styles. Consider the stories told by their works and become a critical artist in the process! Use oil pastels and wash. | \*to know how art and design reflects and shapes our history  Bark, leaf rubbings  Sketching plants and trees from first hand observation.  \*Background of local art  \*create sculpture/3D works inspired by nature  landscapes |

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| PSHE | Getting on and falling out | | Going for goals | | Dealing with change positively | |
| Music | What's the score? - exploring instruments and symbols  Find out about historical songs and chants connected to the Great Fire of London. Explore dynamics, pitch and tempo. Use all you have learned to create a simple 4-part music and movement composition, inspired by the Great Fire. | Taking off - Exploring pitch | Rain, rain, go away - exploring timbre, tempo and dynamics  Learn about their lives and musical contributions of Andrew Lloyd Webber and Wolfgang Amadeus Mozart. | Sounds interesting - exploring sounds | The long and short of it - exploring duration | Feel the pulse - exploring pulse and rhythm |
| PE | Dance - weather theme | Gym 2 lessons 1-6 | Dance - animals theme | Gym 2 lessons 7-12 | Games | Games |
| Gym 1 lessons 1-6 | Games | Gym 1 lessons 7-12 | Games | Dance - Life Cycles theme | Athletics |
| RE | Creation- Who made the world?  Harvest – *Non-Christian faith link*  Christmas- why does Christmas matter to Christians? | | Gospel- What is the good news that Jesus brings?  Salvation- Why does Easter matter to Christians? | | Saints and Followers  Baptism – *Non-Christian faith link*  Judaism- The Torah | |
| computing | CS: navigate the Beebot around London buildings avoiding the fire. Create and Debug simple programs. Explain how an Algorithm works.  IT: Use technology to purposefully create, store and retrieve and manipulate digital content, 2paint, publish, create a story, music toolkit, story creator, ipad camera/video recorder to retell the story and create images of scenes from The Great Fire of London.  DL: Use Technology safely and respectfully, Recognise common uses of information technology beyond school – Practise Logging in to desktops familiarising with keeping personal information safe. Hectors world, Think you know etc. | | **Cross Curricular with History and D&T**  CS: Create and Debug simple programs, Guide the Queen/king Beebot using your algorithm to reach the throne. D&T Give precise instructions to guide the robot to make a sandwich.  IT: Edit, refine and publish work. Create a timeline on 2simple showing the life Queen Elizabeth. Type and illustrate a Newspaper report explaining the values of monarchs using mouse control  DL: Recognise common uses of information technology beyond school- compare technology past and present. Would they have it in a castle in olden times? Roar E safety Think you know, have fun, be careful. | | CS: Human Crane based on garden themed story book. Understand that Algorithms need to be precise when manoeuvring Beebot around Riding Mill Village Map.  IT: paint garden from the story, collect data from school wild area and local park and graph, JIT Mix - combine elements to make a class book, sequence instructions for how to plant a bean,  DL: digital-literacy.org.uk - follow the digital trail lesson - digital footprints they leave behind | |

\*for Maths see weekly plans