**Curriculum Overview Year A**

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|  | Castles/Dragons and Knights | Africa | The Secret Garden |
| Literacy | Fairy TalesRead 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 choiceSongs and repetitive poemsExplore information books about castles, What Were Castles For? (Usborne Starting Point History) by Phil Roxbee Cox, indentifying features. They write captions, letters in role, produce a class information book about castles.Dragon based stories | \*Stories with repeating patterns; Read a story with repeating patterns, Bringing the Rain to Kapiti Plain, by Verna Aardema. Retell the story using flow charts, write describing words and punctuate sentences. Read two counting stories Handa’s Hen by Eileen Browne and We All Went on Safari by Laurie Krebs, before guiding children to write their own.\*Traditional Tales from African culturesRead and compare African stories using role play and story maps.\*Poetry based on elements of Handa's Surprise by Eileen Browne | \*Quest stories; Children read a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Children write their own extended stories\*Information texts (mini beasts)\*Classic poems; Children listen to and explore a piece of challenging classic poetry. They discuss what the poem is about and how the whole poem makes them feel. They then paint a picture of a tree which reflects the feelings generated by the poem. |
| Science |  Chemistry strand Everyday MaterialsExplore a range of materials through investigations and explorations.  Work on ways to test materials for waterproofing, elasticity, flexibility etc and find out which paper is the strongest. |  Biology strand Research creatures in larger habitats and ask: why do these living things live there? Create dioramas of different habitats and label with research information.Learn 4 characteristics of mammals; research the life cycle of the lion and the elephant and make life cycle mobiles.distinguish between different/ similar features of mammals living in the African Savannah;  |  Biology strand Animals including humans*Frog life cycle, Butterfly life cycle, Chicken life cycle,* Children study and discuss the various minibeasts to be found in the locality. They identify and categorise each one, looking at insects, spiders, worms and so on.Biology strandPlants; Children build upon their knowledge of plants and growing. Learn what plants need to grow, why our natural spaces are important and visit a local garden. Buzz with excitement as you learn about bees, get the chance to grow some bee friendly plants and create your own small world gardens!Learn why plants disperse their seeds and the various clever ways in which they do this |
| History | Find out about different types of castles using a castle timeline, photographs and videos; create castle models including key features.Be transported back in time to 1275; experience what it would be like to work in a medieval castle; interview each other and compete for a job - good luck!Prudhoe castle visit (science and history focus)Guy Fawkes\*Changes (beyond living memory) | Nelson Mandela-why is Nelson Mandela famous?-the young Nelson Mandela-when did he live?-problems in South Africa-struggle for freedom-world statesman(bbc.co.uk) | 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 |
| DT | Group project;Castle with wind up drawbridge, canon ball lever\*Make medieval gingerbread (timetravellerkids.co.uk) | \*Fruit salad design (based on Handa's Surprise)\*African environments challenge - design and build habitat for animals in Africa. Learn about the diverse nature of the African landscape. Finish with a presentation. | \*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. |
| Geography | Respond to a letter from the Duke of Normandy asking class to build a new castle; use atlases to Identify countries, capital cities and seas; draw a simple map and indicate where the best location for the new castle might be; present ideas to the Duke - will he be impressed? | \*Changes - Seasons and Weather (Bringing the rain to Kalipiti plain, seasons around the world)\*Study of Riding Mill in comparison to a small village in AfricaLocate continent of Africa on world map and identify location and key physical features of the Savanah. | \*Seasonal and daily weather patterns in the UK\*Weather experts; Through a series of lively activities, such as creating and filming their own weather forecasts or making their own weather station, build knowledge of seasonal and daily weather patterns in the UK. Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills.Study of geography of school/grounds and key human and physical features of surrounding environment |
| Art | Examine the image `Castle and the Sun by Paul Klee´; compare the image to real castles in the UK and then recreate the image using crayons and watercolours.\*work with different materials - weaving - range of looms\*observational drawings of castle\*use drawings to create collage \*rubbings - explore texture on castle visithistorical and cultural context - tapestry/craft and design of medieval period | \*colour wheel work \*washes/sunsets/silhouettes\*cultural background of African art painting skills | \*to know how art and design reflects and shapes our history\*Background of local art\*create sculpture/3D works inspired by naturelandscapes |

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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 | Taking off - Exploring pitch | Rain, rain, go away - exploring timbre, tempo and dynamics | 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 | The Bible Christmas Good news | Jesus friend to everyoneEaster symbols | The ChurchAscension and Pentecost Journey to Bethlehem |
| computing | CS: navigate the prince to sleeping beauty's castleIT: schools 360 resources, shoo fly, 2paint, publish, create a story, music toolkit, story creator, ipad camera/video recorderDL: think you know, have fun, be careful, know who to talk to etc | CS: make the elephant reach the water, give directions to hippo's houseIT: 2paint, publish, create a story, music toolkit, story creator, ipad camera/video recorderDL: think you know, have fun, be careful, know who to talk to etc | CS: Human Crane based on garden themed story bookIT: 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