**Curriculum Overview Year B**

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|  | Inventions  | Oceans and Seas | Being Human  |
| Literacy | Traditional tales; Explore the brilliant fables, The Frog and the Scorpion and The Ant and the Grasshopper. Write a dialogue between grasshopper's indignant sister and the cruel ant. Look at compound sentences and storytelling skills. Write a fable.Poems with fantasy and humour; humour meets fantasy and the world is turned on its head! Children contribute to a class fantasy poem based on the classroom. Then they read and write fantasy poems which provide the opportunity to use adjectives and descriptive phrases. | Fairy tales; The Little Mermaid Children read and respond to a range of stories to develop their comprehension, learn stories off-by-heart and develop their understanding of character and plot to write their own story. The children become confident at interrogating a range of narrative texts to find evidence to support their opinionsLabels, lists, signs and posters; Children use labels, lists, signs and posters to write about sea creatures and The Lonely Sea Monster. They write about their own imaginary creatures and undersea worlds\*Playing with Language; Children wrap their tongues around twisters, write mixed-up nursery rhymes and scratch their heads to understand nonsense poetry,\*Letters; Children will practise writing statements and asking questions to compose their own letters. Based on Dear Greenpeace by Simon James | \*Information texts (adapt for topic)\*Fantasy stories; The children are introduced to The Dragon Machine by Helen Ward and other well-known dragon stories, George and the Dragon by Chris Wormell, and The Paper Bag Princess by Robert Munsch. They create a dragon and write similes to describe it.\*The sound collector; Study a variety of poems from books which take the five senses as their inspiration, children use their senses to write poems.\*Recounts  |
| Science |  Chemistry strandUses of Everyday Materials; Explore different materials and sort them into groups. Consider what it would be like if the tables were made of jelly or the chairs were chocolate! Then recreate the story of the three little pigs and predict what will happen to their houses. |  Biology strandThey will begin to understand the different environments and how they affect life on land as well as at sea.Living things and their Habitats; Develop understanding of how sea life is adapted to living in the Atlantic; Experiment with oil and water to understand about waterproofing.Understand about food chains connecting the plants and animals in the Atlantic Physics strandSeasonal changes |  Biology strand Animals including humans ; Build understanding that exercise makes the heart work harder and that it is an essential part of a healthy lifestyle. Find out about healthy lunch box foods.Observe changes over time and think about the question how do we change as we get older? Collect data, look for patterns and carry out investigationsOur bodies, Food groups, Balanced diet, Keeping fit, Hygiene, Pets, Basic needs |
| History | How inventions have changed lives through time; Think about the rituals and routines of contemporary lives. Contrast these with those of parents and grandparents, prompted by the questions of ‘Little Mouse’ who lives in the corner of the classroom! Develop a chronology of domestic life, clothes, transport, communication methods, toys and books, food and music.  Experience a school day as it would have been in the 1950s and create Acoustic Telephones.Famous inventors; Study people who have made significant contributions both nationally and internationally. Be inspired by these role models, to dream of what you might achieve in the future.\*Visit 'The Discovery Museum' in Newcastle | Grace DarlingCharles Darwin; Enter the world of famous naturalist Darwin and his discoveries. Research the Galapagos Islands and create a fact-file. Meet Darwin, learn about adaptations, create Naturalist’s Notebooks similar to those of Darwin. Collect plant samples, make sketches and notes like a real naturalist. Make a documentary to introduce others to the world of Darwin. | Changes in living memory -\*Food; Look at how our experience of food has changed over the last 100 years. Look into changes in our tastes, in the availability of food, and how different factors have affected these.\*Famous people - medical and sports people; Study people who have made significant contributions both nationally and internationally. Be inspired by their achievements and try some projects in the same areas of expertise such as art, music, leadership, science, mathematics and invention. Be inspired by these role models, to dream of what you might achieve in the future. |
| DT | Invent a product that uses wheels/axles\*'Dragon's Den' style invention presentationBaking bread | \*Build a boat challenge.Carry out floating and sinking experiments, design and construct boats that will carry maximum weight.\*Comparing sustainability of variety of brand name canned tuna. Design and make a healthy and responsible tuna sandwich. | \*Make a healthy salad\*design and make shadow puppets to demonstrate the human and other animal forms. |
| Geography | Learn where in the world our greatest inventions originated. |  Learn about the seas that surround the UK. Develop knowledge of the oceans and continents of the world. Investigate how waves are caused and how they move. | Explorers;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. |
| Art | \*creative use of printing blocks eg, string printing blocks, vegetables, nuts and bolts\*Leaf prints\*printing on fabric\*printing into clay with nails, cogs, wheels etc\*drawing machinery | \*painting seascapes\*drawing shells and stones\*study seaweed\*relief clay/plaster work with shellswire fish sculptures | \*drawing/sketching skills\*observation\*painting\*critical study \*self portrait - range of media |

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| PSHE | New beginnings | Relationships | Good to be me |
| Music | The long and short of it - exploring duration | Feel the pulse - exploring pulse and rhythm | Taking off - exploring pitch | Rain, rain go away - exploring timbre, tempo and dynamics | Sounds interesting - exploring sounds | What's the score? - exploring instruments and symbols |
| PE | Dance - the magic toys | Gym  | Dance - at the seaside | Gym  | Games  | Games  |
| Gym | Games  | Gym  | Games  | Dance - colours and moods | Athletics  |
| RE | HarvestGod & CreationChristmas- Gifts | Jesus was specialEaster celebrating new life | What is a Saint?Baptism |
| computing | Theme; Traditional Tales Using a Literacy focus pupils have opportunities to explore control activities and to use create tools to retell stories in a variety of formats | Theme; Gra ce DarlingTaking a character from history, children will explore retelling the story using a range of information technologies including manipulating images and sounds. | Theme; Ourselves This topic allows for opportunities to use research skill, data collection and control activities. There is also an emphasis on keeping safe!  |

\*for Maths see weekly plans