

Curriculum Plan 2016/7 – Year

	Block 1	Block 2	Block 3	Block 4	Block 5	Block
When?	Autumn 1 st Half	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd Half	Summer 1st Half	Summer 2 nd Half
Focus Subject (Theme)	History	Geography	Design Technology	History	Art	Music
Cornerstone Title	Tribal Tales	Tremors	Scrumdiddlyumptious	Gods and Mortals	Urban Pioneers	Heroes and Villians
WOW! (Visits/ stimuli)	Archaeological dig	Children to take part in a rock hunt.	Trip to the local supermarket.	Discovering the Mighty Zeus	Look around the local area for signs of urban art including graffiti, murals, and statues.	Meet Cruella DeVille Bring in a local Hero
Science	<p><u>Light and Shadows</u></p> <p>The children will explore how they need light in order to see things and that dark is the absence of light.</p> <p>We will also notice that light is reflected from surfaces and recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Additionally we will explore shadows and find patterns in the way that the sizes of shadows change.</p>	<p><u>Rocks and Fossils</u></p> <p>In this unit we will compare and group together different kinds of rocks.</p> <p>Plus, we will look at how fossils are formed when things that have lived are trapped within rock and we will explore how soils are made.</p>	<p><u>Animals and Humans Keeping Healthy</u></p> <p>The children will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Amazing Magnets</u></p> <p>We will compare how things move on different surfaces and we will explore how some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Plus, we will observe how magnets have two poles and how magnets attract or repel each other and attract some materials and not others. The children will also predict whether two magnets will attract or repel each other.</p>	<p><u>Roots and shoots</u></p> <p>The children will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>We shall Investigate the way in which water is transported within plants.</p>	<p><u>Artful Flower shoots and seeds</u></p> <p>In this unit we will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Furthermore, they will explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>

<p>History</p>	<p><u>Stone Age, Bronze Age and Iron Age</u> We will head back to prehistoric times to learn how people lived in the Stone Age up to the Roman Invasion.</p> <p>In addition children will become archaeologist and see if they can discover clues that help us learn more about how people lived through the different ages.</p>	<p><u>Ancient Rome – Pompeii</u> We will learn about the Roman Empire and look at life in Pompeii. What kind of people lived there? What type of jobs did they have? What was it like for a child to live there?</p> <p>We will also discover what life was like before and after the explosion of Mount Vesuvius.</p>	<p><u>Origins of Fairtrade</u> The children will learn about origins of fair trading- exploring the principles and reason of fair trading.</p> <p>We will also be looking significant figures in history who have impacted on the way we access our food. We will look key figures such as James Lind- learning about his development in food hygiene.</p>	<p><u>Ancient Greece</u> The children will be finding out about the Civilization of Ancient Greece.</p> <p>We will be researching Greek mythology – studying the various gods and goddesses.</p>	<p><u>History of Prescott</u> The children will use a range of historical source materials to research the history of Prescott, discovering the main events that may have happened there and looking at key industries that have helped it grow.</p>	<p><u>Heroes in History- Martin Luther, Joan of Arc, Rosa Parks.</u> We will be studying the lives and accomplishments of significant figures in history known as heroes, key figures such as Joan of Arc, Florence Nightingale and Mahatma Gandhi.</p>
<p>Geography</p>	<p><u>Human and Physical Geography</u> The children will become archaeologists learning how to observe measure and record human and physical features.</p> <p>Furthermore, they will learn how to compare and contrast ariel photography and plan perspectives based on their findings.</p>	<p><u>Volcanoes and Earthquakes</u> The children will learn and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>We will also look at the processes of erosion transportation and deposition affects the environment.</p>	<p><u>Food Miles and Fair Trade</u> The children will learn about economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>The children will learn about the journey of certain foods and find out more about the countries the food comes from.</p>	<p><u>Ancient and Modern day Greece</u> The children will use maps including Google Earth to locate Europe and countries within it including Greece.</p> <p>We will also use physical and human features of maps to explore what Greece is like both in modern day and Ancient Greece.</p>	<p><u>Geographical Skills and fieldwork</u> The children will learn how to use web-based satellite mapping tools to view light patterns across the world, making contrasts between the planets densely populated and remotest areas.</p> <p>We will also identify various UK cities revealed as clusters of light by the mapping tools.</p>	<p><u>Location Knowledge</u> Children to use Map and Atlas to locate where the Heroes in History were located.</p>
<p>P.E.</p>	<p><u>Gymnastics</u> In gymnastics children will be develop their flexibility, strength, technique, control and balance through routines based on a Stone Age Boy.</p>	<p><u>Dance</u> The children will perform dances using a range of movement patterns. In their routines they will retell the story of Mount Vesuvius erupting.</p>	<p><u>Dance</u> Children will identify compare their performances with previous ones and demonstrate improvement to achieve their personal best. They will also focus on why physical activity is good for health and well-being.</p>	<p><u>Invasion Games</u> Children will partake in throwing and catching in isolation and combination. The children will develop their leadership and teamwork skills.</p>	<p><u>Striking/ Fielding Games.</u> In this term children learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about</p>	<p><u>Striking/ Fielding Games.</u> This term we will consolidate skills learnt throughout the year. As well as this the children will be working on communicating, collaborating and competing with each other. They will develop</p>

					how they use skills, strategies and tactics to outwit the opposition.	their understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success
Art	<p><u>Cave Paintings</u> We will look at patterns and carvings made by people who lived in the Stone Age. The children will recreate their own using similar tools.</p>	<p><u>Pompeii Sketches</u> The children will model as the bodies of Pompeii. Making sketches of figures adding in realistic detail.</p>	<p><u>Guiseppe Arcimboldo</u> Using shape and observational skills to create portraits inspired by Guiseppe Arcimboldo.</p>	<p><u>Greek Art and Design</u> The children will look at Greek plates, pots and patterns. We will then recreate our own to match up with our Myths and Legend story.</p>	<p><u>Photography</u> The children will explore how to take a 'good' photograph and use a range of techniques in order to create illustrations for their leaflets.</p>	<p><u>101 Dalmatians</u> We will look at pictures of Dalmatians to understand their features. The children will then use different materials such as wire, newspaper and tissue to create their very own Dalmatian.</p>
D.T.	<p><u>Reconstruct Stone Henge</u> We will research Stone Henge and reconstruct our very own Stone Henge using a wide range of materials.</p>	<p><u>Volcano Structures</u> Children to use a range of modelling materials to make their very own 3D Volcano – adding special effects.</p>	<p><u>Cooking and Nutrition</u> We will develop their understanding the food they eat every day and their nutritional values to produce their healthy eating recipes which they will make in class.</p>	<p><u>Chariots</u> Children will research and plan to make their own chariot which will involve moving parts and model making.</p>	<p><u>Clay Statues</u> The children will research local statues which will help them create and make their own.</p>	<p><u>Puppet show</u> The children will create a puppet show based on their own Hero and Villain story from their comic strip.</p>
Music	<p><u>Listen and Appraise music.</u> The children will listen and appraise a range of music, recalling sounds with increasing aural memory. In addition we shall look closely at song lyrics and how they can tell a story.</p>	<p><u>Rhythmic patterns, comparing and contrasting</u> The children will be developing their understanding and knowledge of rhythmic patterns used in music to create suspense and tension.</p>	<p><u>Vegetable Orchestra</u> The children will explore sounds and shapes that can be made shaking, tapping, beating and blowing different foods and packaging. Furthermore we shall learn and appraise songs based on food such as `Food Glorious Food` from Oliver.</p>	<p><u>Play and perform</u> The children will learn about the use of relevant musical vocabulary (e.g. pitch, temp, rhythm and pulse) when talking about elements in a piece. This will then lead onto children to play and perform a song with confidence.</p>	<p><u>Composing and repeated patterns</u> The children will compose and create a piece of music using tuned and un-tuned instruments. They will also look at using repeated patterns and rhythm.</p>	<p><u>History of Music</u> The children will develop an understanding of the History of Music and look at historical events in music. The children will appreciate and understand a wide range of high quality live and recorded music drawn down from different traditions. Which we will use as inspiration to play and perform a piece of music.</p>

<p>R.E. (from Diocesan Syllabus)</p>	<p><u>Called by God</u></p> <p>In this unit we will be looking at prophets who have been called by God (Moses, Noah and Elijah) and famous people (Mother Teresa, Florence Nightingale and Dr Barnardo). We will be discussing and thinking of different ways that we could help God.</p>	<p><u>God with Us</u></p> <p>We will be reflecting upon the importance of the birth of Jesus. We will be discussing how Mary prepared for the birth of Jesus and relate it to today – how would we prepare if a special person visited us?</p>	<p><u>Jesus the Man who Changed Lives</u></p> <p>In this unit we will be exploring how Jesus changed people’s lives (Zacchaeus, Bartimaeus and the Ten Lepers). We will also look at how famous people have changed other people’s lives (Mother Teresa and Bob Geldof). We will share ideas for how we could help other people and change their lives.</p>	<p><u>Judaism</u></p> <p>In this unit, we will be finding out all about the Jewish faith and beliefs.</p>	<p><u>Rules for Living</u></p> <p>In this unit we will be looking at rules and discussing why they are important. We will look at the Ten Commandments that God gave to Moses and come up with our own set of rules for the world.</p>	<p><u>Joy, Sadness, Joy</u></p> <p>We will be making reference to times of sadness and joy in the Easter story. We will be looking at the emotions expressed by the people in the story (for example: fear, excitement, jealousy etc) and think of times that we have felt these emotions.</p>
<p>Literacy Text</p>	<p><u>Dialogue</u></p> <p>We will be reading Stig of the Dump in class, from this we shall write a dialogue based on meeting a caveman.</p> <p><u>Character Profiles/ Descriptions</u></p> <p>We will be researching people who lived in Stone, Bronze and Iron Age. Individually we shall choose our favourite time in history and write a character description about them.</p> <p><u>Letters</u></p> <p>On our Tribal Tales adventure we will become archaeologists. Needing to share our findings we shall write a letter to the museum to share what we have discovered.</p>	<p><u>Recounts: Historical Narratives</u></p> <p>We will look at the eruption of Mount Vesuvius and plan a narrative of the day of the eruption as seen by child living in Pompeii.</p> <p><u>Newspaper Reports</u></p> <p>The children will report on the disaster in Pompeii, they will gather relevant information and include eyewitness quotations on how the disaster unfolded.</p> <p><u>Informational Texts</u></p> <p>We will be looking at the features of different information texts. We will then write our own information texts based on various types of natural disasters.</p>	<p><u>Instructions</u></p> <p>We will be reading different instructions and looking at their features. We will write recipes for making tasty dishes and we will also have a go at reading our recipes aloud for others to follow.</p> <p><u>Nonsense Poetry</u></p> <p>We will be reading various nonsense poems; identifying the features. We will then have a go at writing our own nonsense poems</p> <p><u>Adverts</u></p> <p>Adverts</p> <p>We will be studying different types of advertisements; identifying the features. We will be writing our own adverts to persuade the reader to buy our chosen tasty treats!</p>	<p><u>Diary Writing</u></p> <p>We will read imaginary diary accounts from a day in the life of Icarus and gather ideas to write our own diary entry written the day or week before they put their escape plan into action.</p> <p><u>Myths and Legends</u></p> <p>We will be reading various Ancient Greek myths and using ideas from these stories to write our own myths.</p> <p><u>Character Profiles/ Descriptions</u></p> <p>We will be researching various Ancient Greek gods and goddesses. We will then choose our favourite god/goddess and write a character description about</p>	<p><u>Performance Poetry</u></p> <p>We will be reading and performing different poems. We will then have a go at writing our own poems based on urban art and have a go at performing them.</p> <p><u>Leaflets</u></p> <p>We will produce a leaflet aimed at attracting younger visits to the city. We shall use ICT to construct the leaflet incorporating text, diagrams and photographs.</p>	<p><u>Biography</u></p> <p>We will be examining examples of biographical articles in real gossip magazines; noting how they use an introductory paragraph about the celebrity before they probe with questions. We will be writing our own short biographies in this format about Cruella De Ville probing questions about her views and plans on the Dalmatians.</p> <p><u>Riddles</u></p> <p>We will be answering the questions ‘what are the features of a riddle?’ and ‘what makes a good riddle?’ We will then write our own riddles about a chosen Hero or Villain; asking our peers to guess who we have wrote about.</p> <p><u>Comic Strips</u></p> <p>We will be choosing one of our favourite traditional tales to create a mind</p>

				them. Finally we will choose an image to best represent our chosen god/goddess and write an electronic profile about them.		map to write an alternative version of the tale. We will then look at examples of comic strips and the features to write our own comic strip for the alternative version of our chosen traditional tale.
Maths	<p><u>Number and Place Value</u></p> <p>Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems and practical problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p><u>Addition and Subtraction</u></p> <p>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse</p>	<p><u>Number – Multiplication and Division</u></p> <p>Count from 0 in multiples of 4, 8, 50 and 100</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence</p>	<p><u>Number – multiplication and division</u></p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p> <p><u>Measurement – money</u></p> <p>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</p> <p><u>Statistics</u></p> <p>Interpret and present data using bar charts, pictograms</p>	<p><u>Measurement – length and perimeter</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes.</p> <p><u>Number – fractions</u></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p> <p>Solve problems that</p>	<p><u>Number – fractions</u></p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Add and subtract fractions with the same denominator within one whole [for example, $57 + 17 = 67$]</p> <p>Solve problems that involve all of the above.</p> <p><u>Measurement – time</u></p> <p>Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.</p> <p>Estimate and read time with increasing accuracy to the nearest minute.</p> <p>Record and compare time in terms of seconds, minutes and hours.</p> <p>Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p>	<p><u>Geometry – properties of shape</u></p> <p>Recognise angles as a property of shape or a description of a turn.</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials.</p> <p>Recognise 3-D shapes in different orientations and describe them.</p> <p><u>Measurement – mass and capacity</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>

	<p>operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>		<p>and tables.</p> <p>Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p>	<p>involve all of the above.</p>	<p>Know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	
--	---	--	---	----------------------------------	---	--