MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: YEAR:

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| INTENT | IMPLEMENTATION |
| Curriculum vision | Learning values | Core skills |
| ***Through our curriculum, our children will become;**** ***Effective learners;***
* ***Responsible citizens.***
 | Our children will:* Speak clearly and articulate ideas confidently.
* Use taught vocabulary purposefully and in different contexts.
* Show empathy and resilience.
* Use new technologies appropriately and with purpose.

Make links to similar themes and events (link to what children have learnt in the past)* Problem solve, explore, question and be curious.
 | Use learnt knowledge to solve problems and/or recreate in a new context | Topic discussion/quizzesKWL grids revisited each week. Generate key questions to be revisit.What have you learnt before to help you achieve that? |
|  | Self-explanation and elaboration.E.g. recall facts about the Great Fire of London and be able to explain why it happened and spread so quickly (deeper learning). |

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|  | **Autumn** | **Spring** | **Summer** |
| Mini topicweek 1 and 2Be the best you can be.Focus on basic skills | **Topic and Question**: How did fire change the world? | **Topic and Question**:  | **Topic and Question**: |
| **Driver/focus**: Great Fire of London / Bonfire Night | **Driver/focus**:  | **Driver/focus**: |
| **Launch**: Fire performers | **Launch**:  | **Launch**: |
| **Hooks**: Fire engine, red white and blue day, fireworks, fire pits: roasting marshmallows / pizza making / popcorn, Warburton’s bread making. Fire museum, discovery of Samuel Pepys diary | **Hooks**:  | Hooks:  |
| **Showcase**: Make sandwiches with their own bread and share with parents. Present their work to parents.  | **Showcase**:  | **Showcase**: |
| **Key Text**: Katie in London, Vlad and the Great Fire of London, Extracts from The Firework Makers Daughter, The Queen’s Knickers, London Children’s Map, Paddington at Buckingham Palace | **Key Text**:  | **Key Text**: |
| **Key vocabulary**: Fire, burn, flammable, landmark, city, sustainable, suitable. smouldering | **Key vocabulary**:  | **Key vocabulary**: |
| BIG IDEASWhat will children know that they didn’t know before? Assessment opportunities – KWL grids and mini assessments.  | How are houses built differently now and why? Where is Pudding Lane and why is it important? Who is Guy Fawkes and why is he significant in British history? Why do we celebrate the 5th of November? |  |  |
| Science | **Materials**: What is suitable to build houses with and why? – flammable materials and other properties.  |  |  |
| History | How houses and buildings have changed and why.What was it like for people living in London at that time?How do we know what had happened in the Great Fire? – Samuel Pepys Diary Entry. Order the events of the day - timelineSignificant people: Guy FawkesWhat protocols are in place now because of the Gunpowder Plot?How has the Royal Family changed since 1666? – timelines, King Charles ii --> Queen Elizabeth ii.  |  |  |
| Geography | Countries and capital cities of the UK.Use aerial images to locate landmarks. Map work – routes around London from one landmark to another.  |  |  |
| Art and design | Big ben section artwork – sketchingFire – pastilles Half and half / section artwork – crown jewels.  |  |  |
| Design Technology | Tudor houses / houses of parliament Bread baking |  |  |
| Computing | ScratchApple trip |  |  |
| Music | London’s burning – singing in a round |  |  |