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: World War 2 Is it right to fight? | Topic and Question: Burps, Bottoms and Bile. Am I what I eat? | Topic and Question: European Neighbours.  |
| Driver/focus: History | Driver/focus: Science The digestive system | Driver/focus: Art around Europe.  |
| Citizenship: How can we solve conflict without fighting. Debating Skills | Citizenship:  | Citizenship: |
| Launch: World War 2 Dress up day | Launch: The Digestive System Experiment (tights) | Launch: |
| Hooks: World war 2 visitor. Visit to the Anderson shelter. Visit to Ashworth Barracks. | Hooks: Visit to a local dentist.  | Hooks: |
| Showcase: VE Day celebration  | Showcase: Can we work together to create a giant Gut? | Showcase: |
| Key Text: Lion and the Unicorn. Letters from the Lighthouse. Flossy Albrighton Diary. | Key Text: Grumbling Guts, The Demon Dentist, The lucky escape.  | Key Text: |
| Key vocabulary: civilisation, monarchy, democracy, parliament, sources, compare, contrast, impact, society, attitudes, experiences, cultural, viewpoints, reflect, invasion, conquest, ruleWhat would they bring from home if they were refuges. | Key vocabulary: Nutrition, skeleton, muscles, support, protection, movement, function, digestive system, food chains, producers, predators, prey, describe, identify, construct, interpret. | Key vocabulary: |
| BIG IDEASWhat will children know that they didn’t know before? Assessment opportunities – KWL grids and mini assessments.  | Why did we go to war? What was life like during and after the war? Which countries joined the war.Timeline of events.Biography of Winston Churchill/Adolf Hitler.  | Open wide let’s take a look inside. How does food  |  |
| Science | SoundIdentify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the earFind patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.Identify how sounds are made, associating some of them with something vibratingRecognise that vibrations from sounds travel through a medium to the earFind patterns between the pitch of a sound and features of the object that produced itFind patterns between the volume of a sound and the strength of the vibrations that produced itRecognise that sounds get fainter as the distance from the sound source increases.Use of air raid sirens. How far did the sound travel?  | Animals including humansDescribe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.  |  |
| History | Give an overview of what life was like in Britain during and after the war. What was life like for people during different periods in history. Begin to consider reasons for different accounts in history and distinguish fact from opinion. Use research and evidence to deduce and infer information about the past.Ask questions such as: How was \_\_\_ different to\_\_\_\_? How does\_\_\_\_compare to \_\_\_\_\_\_?Appropriately select and use a range of sources to find out about the past.Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.Suggest causes and consequences of some of the main events and changes in history.Place events, artefact and historical figures on a timeline, using dates. Recount and explain change over time, representing this with evidence on a time line. Use dates and specific terms to describe events. |  |  |
| Geography | Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, Battle of Britain. Where are the countries on a map.  |  |  |
| Art and design | Use different hardness of pencil to show line, tone and textureSketch lightly (no need to use a rubber to correct mistakes)Use shading to show light and shadowUse hatching and cross- hatching to show tone and textureActivity Drawing a world war 2 spitfire. Mix colours effectivelyUse watercolour paint to produce washes for backgrounds, then add detailActivity Blitz PicturesCreate and combine shapes to create recognisable forms Include texture that conveys feelings, expression or movementActivity Letters from the lighthouse clay magnets.  |  |  |
| Design Technology | Use research to develop a design. Design a product which is appealing, fit for purpose and fully functional.Develop design techniques e.g. sketch and label a design.Follow the design and use appropriate materials and tools to bring it to life.Manipulate materials accurately to perform practical tasks.Investigate and analyse existing products and consider improvements. Evaluate own products suggest improvements against their own design criteria.Activity Design create and make a world war 2 vehicle. |  |  |
| Computing | * Design and write programmes that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
* Use sequence, selections and repetition in programmes; work with varaibles in various forms of input and output; generate appropriate inputs and outputs to test programmes.
* Use logical reasoning to explain how a simple algorythim works, detect and correct errors.
* Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration.
* Describe how internet search engines find and store data; use search engines effectively; evaluate digital content; use technology respectfully, responsibly, securely and safely.

Select, use and combine a variety of software on a range of devicesActivity Create a World War 2 game using coding.  |  |  |
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