

## KS1 Curriculum Cycle A (2017)

<u>Topic Title</u> <b>"I know a bank where the wild Thyme blows"</b> <b>Why are these words so special?</b>	
<u>Cycle</u> Year A	
<u>WOW Starter</u> Create a Fairy Visit in wildlife Area (miniature things) Hidden Shakespeare quotes? Mystery? Introduce plants first thru quote.	
<i>Subject</i>	<i>Content</i>
<b>General</b>	Intro Shakespeare
<b>Literacy</b> <i>(topic links)</i>	<ul style="list-style-type: none"> <li>• Fairy Visit? What are fairies? (boys, naughty, Puck)</li> <li>• Shakespeare - Who was he? Where did he live? What did he do?</li> <li>• Do a Shakespeare Quiz (homework?)</li> <li>• "A Midsummer Night's Dream" (Usborne Young Reading)</li> <li>• "The Tempest" (Usborne Young Reading)</li> <li>• Play texts (Read Yellow Stockings – Julia Donaldson) - extension</li> <li>• Drama – learn quotes and respond to certain scenes</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Story telling (freeze frame, line statues, imagery in Speech – lines)</li> <li>• Characters (archetypes game, status cards?)</li> <li>• Shakespeare's rhythms (Haka dance, walking the punctuation)</li> <li>• Playing a Scene (yes and no)</li> <li>• Text exercises (also useful for SPAG?)</li> </ul>
<b>Maths</b>	
<b>Science</b> <i>(Use speech as a way into different types of plant)</i>	<b>Seasonal Change</b> <ul style="list-style-type: none"> <li>• Features of Spring and Summer (inc changing day length)</li> </ul> <b>Habitat</b> <ul style="list-style-type: none"> <li>• Continue to observe, record our chosen micro-habitats for the year</li> </ul> <b>Plants</b> <ul style="list-style-type: none"> <li>• Identify, name and describe a variety of common wild and garden plants including deciduous and evergreen trees (Y1).</li> <li>• Identify and describe the basic structure of a variety of common flowering plants including trees (Y1).</li> <li>• Observe and describe how seeds and bulbs grow into mature plants (Y2).</li> <li>• Find out and desc how plants need water, light and a suitable temperature to grow and stay healthy (Y2).</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>• Coding (algorithms and debugging)</li> <li>• E-safety (revision)</li> <li>• Research topics (Plants, Shakespeare, Elizabethan theatre)</li> <li>• Repeating patterns (RNA)</li> </ul>

<p><b>History</b></p>	<p>Famous people</p> <ul style="list-style-type: none"> <li>• What does famous mean?</li> <li>• Which historical famous people do we know? (Qu Victoria, Samuel Pepys, Neil Armstrong and crew, Beatrix Potter, (any romans when taught?), Einstein, Charles Darwin?</li> <li>• What was Shakespeare famous for? How could we find out? (sources)</li> <li>• Where did he live and when? (Time line) Chronology</li> </ul> <p>Make comparisons</p> <ul style="list-style-type: none"> <li>• Shakespearean Theatre – compare to theatre today. Sims and diffs.(Use play “Yellow Stockings” by Julia Donaldson as way in)</li> <li>• Ships in the past (tall ships) and the Red Ball Line.</li> </ul> <p>Effects of a person</p> <ul style="list-style-type: none"> <li>• What was Shakespeare’s legacy?</li> </ul>
<p><b>Geography</b></p>	<p>Recognise human and natural features with focus on islands: woods, oceans, sea routes, islands, continents, seaside</p> <p>Islands</p> <ul style="list-style-type: none"> <li>• seaside What sort of natural features could we have? UK as a collection of islands</li> <li>• (Katie Morag?)</li> </ul> <p>Fieldwork</p> <ul style="list-style-type: none"> <li>• Go on a walk looking at natural features around Seend Record photos for display and for use in our island</li> <li>• Where could more healthy food be grown in area and/or herbs in our grounds?</li> </ul> <p>Maps</p> <ul style="list-style-type: none"> <li>• Locate places relating to History (above eg Shakespeare, London, voyages of tall ships) –reinforcing UK and World knowledge</li> <li>• How are natural features depicted on local maps? (OS)</li> </ul>

<b>Art</b>	<ul style="list-style-type: none"> <li>• Patterns from nature (William Morris) printing</li> <li>• Sketching plants and trees (2017 – work on trees done in activity week as prep)</li> <li>• Diff media to create fairies (look at depictions in Art) Possibly mixed media (painting over photos of the woods)</li> <li>• Installation – create the “bank” in play area and then a boat or island? Outdoor installation (“fairy bank and or garden)</li> <li>• Diff media to create ships or storm or elements (Caliban is earth, Aerial air. Then fire and water.) Wax resist, pastel.</li> <li>• Scrimshaw on clay “bone”</li> </ul>
<b>DT</b>	<p><b>Healthy Salads</b> Use vegetables and plants to design and make healthy meals Use herbs (Thyme etc) to flavour our salads</p>
<b>Music</b>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Revision for summer Work in Progress Concert</li> <li>• Sea shanties, Fairy Songs</li> <li>• Explore sounds in response to a stimulus (<i>Sounds interesting, unit 2 Music express</i>) - Caliban’s sounds that “Give delight”</li> </ul> <p>Listen to Music</p> <ul style="list-style-type: none"> <li>• Sea shanties, Sea Music?, Rossini’s William Tell storm, Elizabethan,</li> </ul>
<b>PE</b>	<p><b>Games and Athletics</b> <b>Gym</b> (Travelling and taking weight C1) <b>Dance:</b> a) Country dance/ Fairy inspired dance (Bucket Band Music) b) Sea Shanty and storm dance</p>
<b>PSHE?</b>	<p>Healthy Bodies and Minds esp healthy eating (<i>PSHCE Scheme YB</i>)</p> <p>Ready Steady Go (<i>PSHCE Scheme YB</i>)</p>
<b>RE</b> Discovery RE	<p>Summer 1 <i>Does going to the Mosque give Muslims a sense of belonging?</i></p> <p>Summer 2 <i>Does completing Hajj make a person a better Muslim?</i></p>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Theatre Trip (This may be at a different time of year depending on what is on at The Egg – Theatre Royal Bath)</li> <li>• Visit from the Library? Shakespeare or a character from The Tempest or Midsummer.</li> <li>• Walk to look at natural features around Seend</li> <li>• Develop outdoor area (fairies, scenes from Shakespeare)</li> </ul>
<p><u>End Event /Outcomes</u> Invite parents in?</p>	