

New Creative Curriculum Overview (Year A)

Terms 1 and 2 (Autumn)

Topic	Math	Lit	Science	ICT	Hist	Geog	Art	DT	Music	PE	RE	PSHCE ?
<p>Habitats/ Journey into Space</p> <p><i>Will we ever live on Mars?</i></p> <p><i>What is a habitat?</i></p> <p><i>Where do we live?</i></p>	See SOW	<p>VCOPS Spelling Punct</p> <p>Phonics</p> <p>Personal recounts</p> <p>Stories</p> <p>Poetry (strong words)</p> <p>Instructions</p> <p>Plurals</p> <p>Past and present tense</p> <p>Suffixing</p> <p>Syllables</p>	<p>Focus Living things and their habitats (Y2).</p> <p>On-going Adopt a micro habitat to observe all year.</p> <p>Light-touch Seasonal changes and day length (Y1)</p> <p>(optional: light, space, forces)</p> <p>@Bristol Trip</p>	<p>e-safety</p> <p>Coding (algorithms and debugging)</p> <p>ICT use in space program</p> <p>Control (link to robots in space)</p> <p>Research topics</p> <p>ICT art: Colour mixing and creating planet landscapes</p> <p>iPad apps: (Solar Walk)</p>	<p>The Space Race and Moon Landings</p> <p>Chronology: -put on a time line -sequence events</p> <p>Sources: esp NASA photos, personal testimony (visitors share memories)</p> <p>Famous people: Neil Armstrong</p> <p>Empathy: How would it feel to go to the Moon?</p>	<p>Journey: Start with school grounds (habitats), Seend, UK, Earth, Solar System</p> <p>Compare our planet to others</p> <p>Name continents and oceans.</p> <p>UK seas</p> <p>Geog vocab desc physical and human features</p> <p>Use maps</p>	<p>(demo and discuss use of sketchbooks)</p> <p>Painting technique (intro)</p> <p>Landscapes for planets – colour mixing (different media inc ICT)</p> <p>Marbling (planets)</p> <p>Clay Xmas light holder (RE link)</p>	<p>(basic skills: cutting, joining, shaping, finishing)</p> <p>Mechanisms (axles) Moon Buggies</p>	<p>Pitch: delivered thru singing</p> <p>Holst: Planet Suite</p>	<p>Games</p> <p>Gym (travelling)</p> <p>Dance: Gravity and spinning</p>	<p><i>Is it possible to be kind to everyone all of the time? (Bible stories that explore kindness. How does this make Christians behave towards each other.)</i></p> <p>Church Trip?</p> <p><i>Why did God give Jesus to the World? (The Christmas story and why God gave Jesus to the World.)</i></p>	<p><i>Golden rules</i></p> <p><i>Growth Mindset</i></p> <p><i>Gems: emerald/ sapphire</i></p> <p><i>Council (rights and responsibilities democracy)</i></p> <p><i>Discussion rules</i></p> <p><i>Outside rules</i></p> <p>Jigsaw: -Me in My World -Dreams and Goals</p> <p>Firework safety</p>

Terms 3 and 4 (Spring)

<p>Childhood</p> <p><i>Should children have to go to school?</i></p>	<p>See SOW</p>	<p>VCOPS vocab connectives</p> <p>Phonics</p> <p>Recounts</p> <p>Fairy/traditional stories (Elves and Shoemaker)</p> <p>Poetry (alliteration, onomatopoeia)</p> <p>Non-fiction (topic linked)</p> <p>Compound words</p> <p>Contractions</p> <p>Suffixing</p>	<p>Focus Everyday materials (Y1)</p> <p>Fabrics: manmade or natural (wool, cotton, silk, synthetic) Weaving and knitted fabric.</p> <p>and their uses (Y2) (clothes, steam, metal machinery etc What keeps us warm? (insulators)</p> <p>What keeps us dry? absorbency and waterproof</p> <p>On-going As for terms 1 and 2</p>	<p>e-safety</p> <p>Coding (algorithms and debugging) -Planning apps</p> <p>Use of computers in industry</p> <p>Chips – find them in diff objects</p> <p>Research – Victorian schools and labour</p> <p>Control: rotation (maths)</p>	<p>Child Labour and Victorian Schools and Reform of Education:</p> <p>-sources</p> <p>-comparison</p> <p>-cause and effect</p> <p>- chronology</p> <p>Place Victorian period on a time line</p> <p>Changes within living memory: What was it like for your grandparents and parents at school?</p> <p>Local history: Sevington School History Who went to school at Sevington School? Why? What/How did they learn?</p> <p>Sevington Victorian school Trip</p>	<p>Revise countries of UK, continents, oceans</p> <p>Locate Sevington on local map</p> <p>Locate Seend School on map and aerial photos</p>	<p>Figure drawing/modelling</p> <p>Lowry (figures, his five colours)</p> <p>Possibly: Sculpture/installations Steam engine and factory inspired (Jud Turner?) or using industrial junk</p>	<p>Textiles: Weaving (paper, other materials and wool – see Art) Also explore knitting/crochet (theory)</p> <p>Steam engines: look at video clips of steam engines and discuss.</p> <p>Food: Bread? What people ate</p>	<p>Pulse and rhythm: create factory music</p> <p>Song: Poverty Knock</p> <p>Traditional tales – three Pigs Suite and “Now Listen Everybody ...”</p> <p>(possibly: Traditional children’s songs and playground games)</p>	<p>Gym (balance)</p> <p>Games</p> <p>Dance: inspired by video of steam-powered textile mill</p>	<p>Islam: Does praying 5 times a day help Muslims in everyday life? (include some work on Hajj)</p> <p>Easter - Resurrection Is it true that Jesus came back to life again?</p> <p>Understanding Christianity: Salvation Why does Easter Matter to Christians?</p>	<p>Jigsaw: Relationships (includes safe touching/secrets)</p>
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Terms 5 and 6 (Summer)

<p><i>Shakespeare</i></p> <p><i>“I know a place where the wild thyme blows...” Why are these words special?</i></p>	<p>See SOW</p>	<p>WS Plays: Dream + Tempest</p> <p>DRAMA</p> <p>VCOPS openers</p> <p>Phonics</p> <p>Recount</p> <p>Extended stories</p> <p>Poetry</p> <p>Dialogue, scripts,</p> <p>Non-fiction (topic linked)</p> <p>Possessive apostrophe</p> <p>Homophones</p> <p>Prefixing</p>	<p>Focus</p> <p>Plants - identify, structures (Y1)..... growth and needs (Y2)</p> <p>On-going</p> <p>As above</p>	<p>Coding (algorithms and debugging)</p> <p>Use iPads to video own dialogues and plays.</p> <p>Research</p> <p>Repeating patterns in Art</p> <p>Data (healthy eating)</p> <p>Repeating patterns (art)</p>	<p>Famous people: Shakespeare</p> <p>When was the Elizabethan period?</p> <p>Shakespearean theatre</p> <p>Library visitor – Anne Hathaway?</p>	<p>Islands: features</p> <p>Mapping skills</p>	<p>Sketch plants</p> <p>William Morris (patterns from nature)</p> <p>Printing from plants or tiles</p> <p>Installation – create the “bank” in play area and then a boat or island? Outdoor installation (“fairy bank and or garden)</p> <p>Seed Flower Show Entries</p>	<p>Food; Healthy salads/ sandwiches (Grow and eat?)</p> <p>Construction Build dens and theatres</p> <p>Make toys Fairies</p>	<p>Singing: Work in Progress Concert Sea shanties, Fairy Songs</p> <p>Explore sounds in response to a stimulus (Caliban’s speech sounds that “Give delight”)</p> <p>Listen to Music country dance/folk Sea shanties, Sea Music, Rossini’s William Tell storm, Elizabethan,</p>	<p>Games</p> <p>Athletics</p> <p>Dance: a) Country dance/ Fairy inspired dance (Bucket Band Music)</p> <p><i>(Possibly: Sea Shanty and storm dance)</i></p>	<p>Islam: Does going to the Mosque give Muslims a sense of belonging?</p> <p>Trowbridge Mosque Trip?</p> <p>Understanding Christianity: God What do Christians believe God is like?</p>	<p>Jigsaw: Healthy Me (Year 2 – food)</p>
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