

## New Creative Curriculum Overview (Year B)

### Terms 1 and 2 (Autumn)

Topic	Math	Lit	Science	ICT	Hist	Geog	Art	DT	Music	PE	RE	PSHCE
<p><b>Italy/Romans</b></p> <p><i>Why were there Italians living in Bath 2,000 years ago?</i></p> <p><i>Who are the Italians?</i></p> <p><i>What was it like living in Bath in Roman times?</i></p>	See SOW	VCOPS Spelling Punct  postcards/ travel brochures  Phonics  Personal recounts  Stories  Poetry (strong words)  Instructions  Plurals  Past and present tense  Suffixing  Syllables	<p><b>Focus</b> Seasonal changes and weather.</p> <p><b>On-going</b> Keep record of weather.</p> <p><b>Light-touch</b> Plants Animals</p>	e-safety  Coding (algorithms and debugging)  Recording data – weather (inc graphs and photos)	<p><b>(local history)</b> The Romans in Britain</p> <p>-What was life like in Roman Britain (garrisons and leisure settlements)</p> <p>Chronology</p> <p>Sources (esp archaeology)</p> <p>Devizes Museum Outreach Visit?</p> <p>Roman baths Museum Trip?</p>	Bath  Italy  Physical and human features  Make comparisons  UK, continents and oceans – Europe focus  (weather – see Science)	(demo and discuss use of sketchbooks)   Effects to show diff weathers? Colour?   Explore mosaics	(basic skills: cutting, joining, shaping, finishing)   Textiles: Xmas decs or Roman purses   <i>Prepare food for Roman Day</i>	Singing  Concert  How sounds are made by different instruments	Games  Gym (travelling)  Dance: (inspired by soldiers or mosaics)	<p><b>Judaism:</b> Does celebrating Chanukah make Jewish children feel closer to God? (importance of religious celebrations and symbols)</p> <p><i>What gift would I have given Jesus if he had been born in my town?</i> (Bible stories and traditions, symbols)</p> <p><b>Understanding Christianity – Incarnation</b> Why does Christmas matter to Christians? (exploring incarnation at a simple level)</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><b>Jigsaw:</b> -Me in My World (Y1 and 2) -Dreams and Goals (y1 and 2)</p> <p>Firework safety</p>

Terms 3 and 4 (Spring)

<p><b>Cities</b></p> <p><i>What is a city?</i></p> <p><i>Why do people live in cities?</i></p>	<p>See SOW</p>	<p>Phonics</p> <p>Recounts</p> <p>Fairy/traditional stories</p> <p>Poetry (alliteration, onomatopoeia)</p> <p>Non-fiction (topic linked)</p> <p>Compound words</p> <p>Contractions</p> <p>Suffixing</p>	<p><b>Focus</b></p> <p>Everyday materials (Y1) ..... and their uses (Y2) (For construction purposes – rock, metal, plastic, glass – waterproof, rigid, )</p> <p>Experiment: dissolving electrical conductors</p> <p><b>On-going</b> As above</p>	<p>Coding (algorithms and debugging)</p> <p>Research Fire of London</p> <p>Control – make cars travel around streets.</p> <p>Modelling – My World Make a city.</p> <p>Create textured papers for Art cityscapes.</p>	<p><b>Events:</b></p> <p>Great Fire of London</p> <p>Library Visitor – Samuel Pepys?</p> <p>Burn model buildings? (DT)</p> <p>chronology</p> <p>sources</p> <p>cause and effect</p> <p>empathy</p> <p>Roman Baths Trip?</p>	<p>Know location of major UK cities and characteristics of the country they are in (London, Edinburgh, Cardiff, Belfast)</p> <p>Capital cities of the UK.</p> <p>Characteristics of the countries of the UK</p> <p>Use geog vocab to refer to key human features</p>	<p>Collage cityscapes (work on textures and different materials)</p> <p>Art Gallery trip?</p>	<p>Structures: Modern or old city buildings</p>	<p>Winter – Bold Emir</p> <p>Song: Chim Chimeneey, Feed the Birds, Streets of London, Street songs and games</p> <p>Timbre, tempo and dynamics in response to stimulus</p>	<p>Gym (balance)</p> <p>Games</p> <p>Dance Create a cityscape (chimney sweeps?)</p>	<p><b>Understanding Christianity – Gospel</b></p> <p>What is the good news that Jesus brought?</p> <p>Was it easy for Jesus to show friendship?</p> <p><i>Why was Jesus a king on Palm Sunday?</i></p>	<p><b>Jigsaw:</b></p> <p>-Celebrating Differences (y1 and 2)</p> <p>-Safe and unsafe materials (Y1 and 2) (from keeping healthy – link to science)</p>
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Terms 5 and 6 (Summer)

<p><b>Ourselves and Other Animals</b></p> <p><i>Are humans like tigers?</i></p> <p>(The Tiger Who Came to Tea, Mog books, Pooh, The Owl Tree, Blake "Tiger, Tiger")</p>	<p>See SOW</p>	<p>VCOPS openers</p> <p>The Witch's Tears (Jenny Nimmo)</p> <p>Phonics</p> <p>Recount</p> <p>Extended stories</p> <p>Poetry (humorous)</p> <p>Non-fiction (topic linked)</p> <p>Possessive apostrophe</p> <p>Homophones</p> <p>Prefixing</p>	<p><b>Focus</b></p> <p>Animals including humans (Y1).... cycles and needs (Y2)</p> <p><b>On-going</b></p> <p>As above</p> <p><b>Light-touch</b></p> <p>Living things and their habitats (Y2).</p> <p>Zoo Trip?</p>	<p>Coding (algorithms and debugging)</p> <p><i>Moving books (ipads puppet pals)?</i></p> <p>e-safety</p> <p>Modelling – Badger Trails</p>	<p><i>Famous people:</i> Judith Kerr</p> <p>Beatrix potter</p> <p>Charles Darwin</p>	<p>Local issue study (e.g. parking near school, school build, recycling, Seend issue)</p> <p>maps, aerial photos, fieldwork</p>	<p>Animal illustrators (Judith Kerr, E H Shepherd, Eric Carle)</p> <p>Depict animals in diff ways including sketching, painting and clay models.</p> <p>Portraits (sketch, pop, paint, masks – Andy Warhol?)</p> <p>Art Gallery trip?</p>	<p>Mechanisms: levers, sliders</p> <p>Moving pictures or books of animals</p> <p><i>Food? From animals. Sandwiches using eggs, cheese, milky drinks?</i></p>	<p><b>Singing: Work in Progress Concert</b></p> <p>Duration</p> <p>Carnival of the Animals</p> <p>Flight of the Bumble Bee</p>	<p><b>Games</b></p> <p><b>Athletics</b></p> <p><b>Dance:</b> Country dance</p>	<p>Does God want us to look after his world?</p> <p><b>Understanding Christianity – Creation</b></p> <p>Who made the world?</p> <p><b>Judaism:</b> Is Shabbat important to jews?</p>	<p><b>Jigsaw:</b></p> <p>-Healthy Me (y1) (cleanliness, exercise, mind etc)</p> <p><b>Jigsaw:</b></p> <p>-Changing Me (Y1and 2) (inc safeguarding and sex education)</p>
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