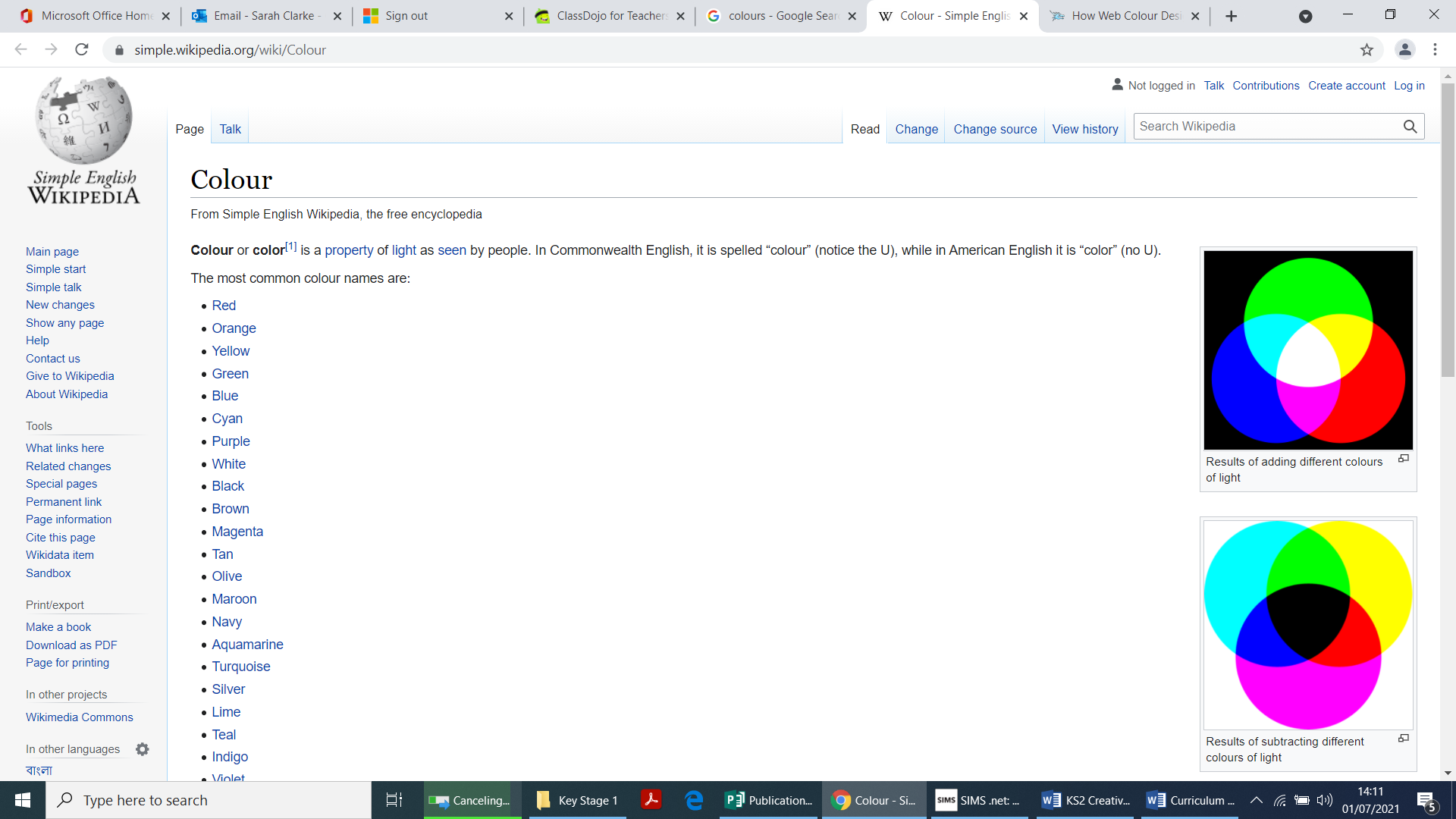
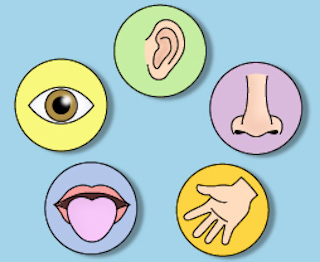
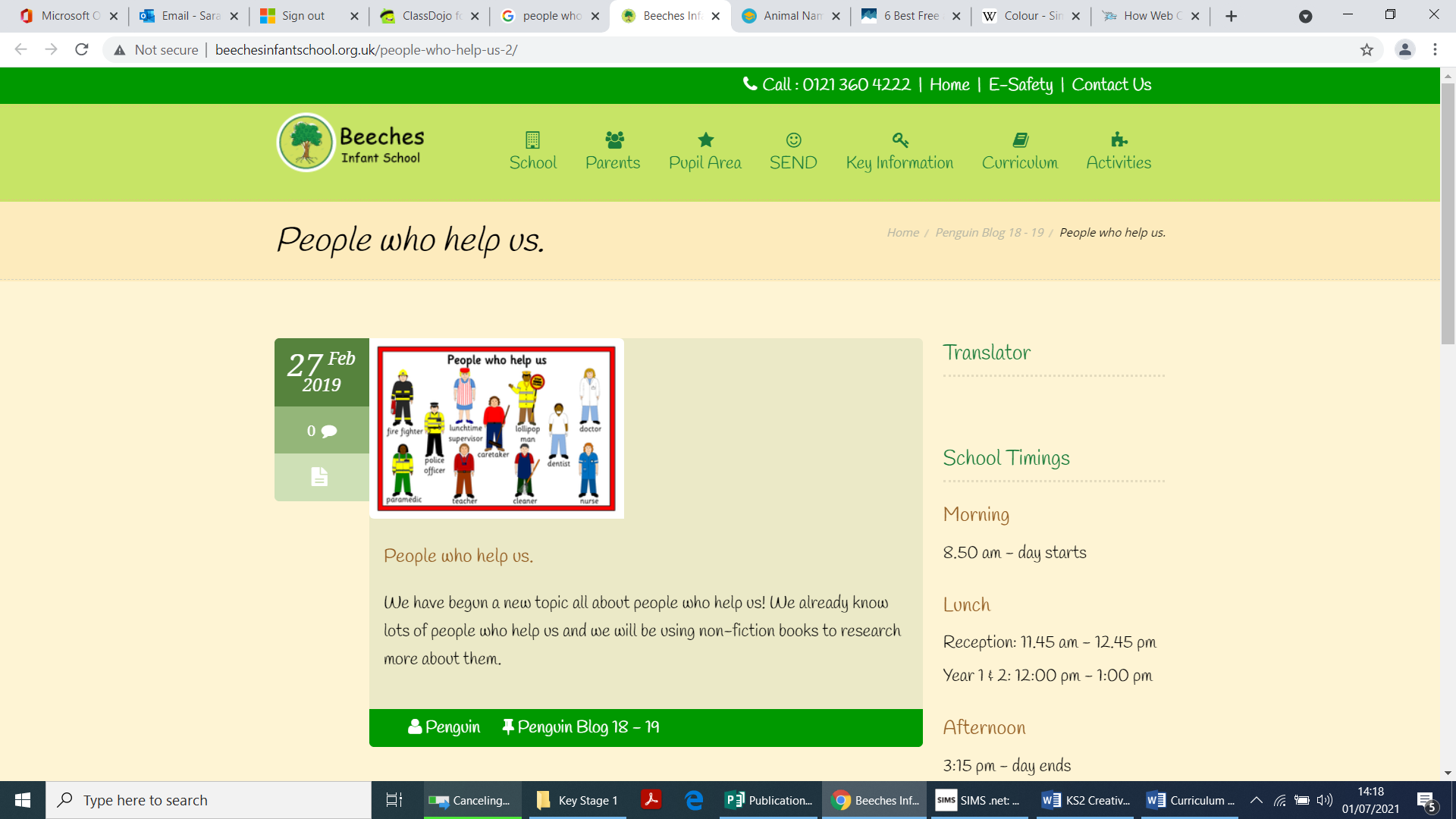
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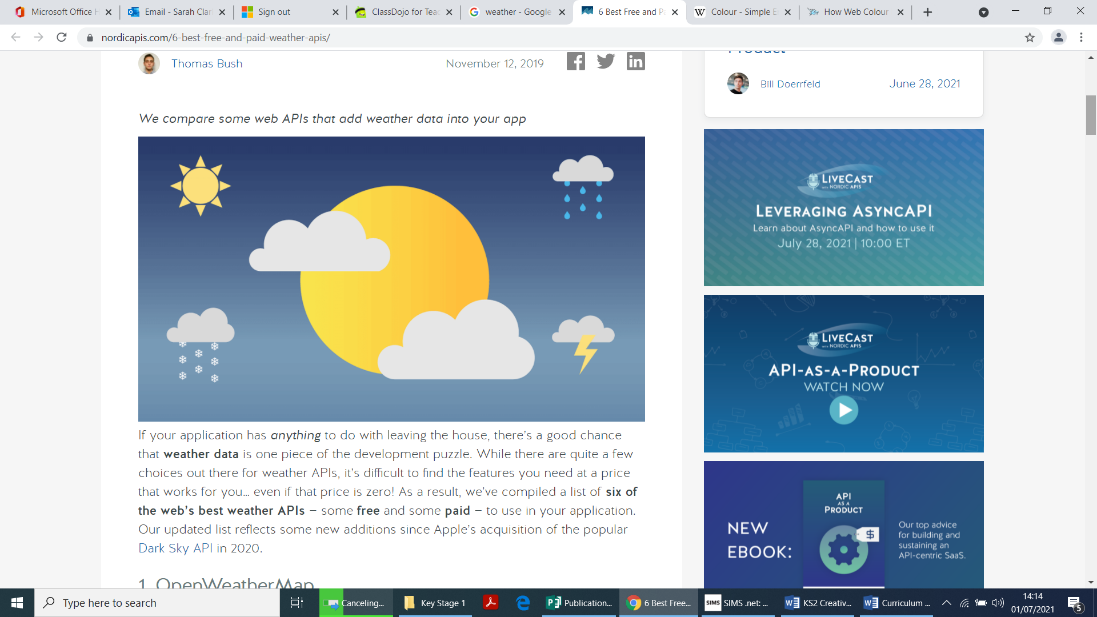
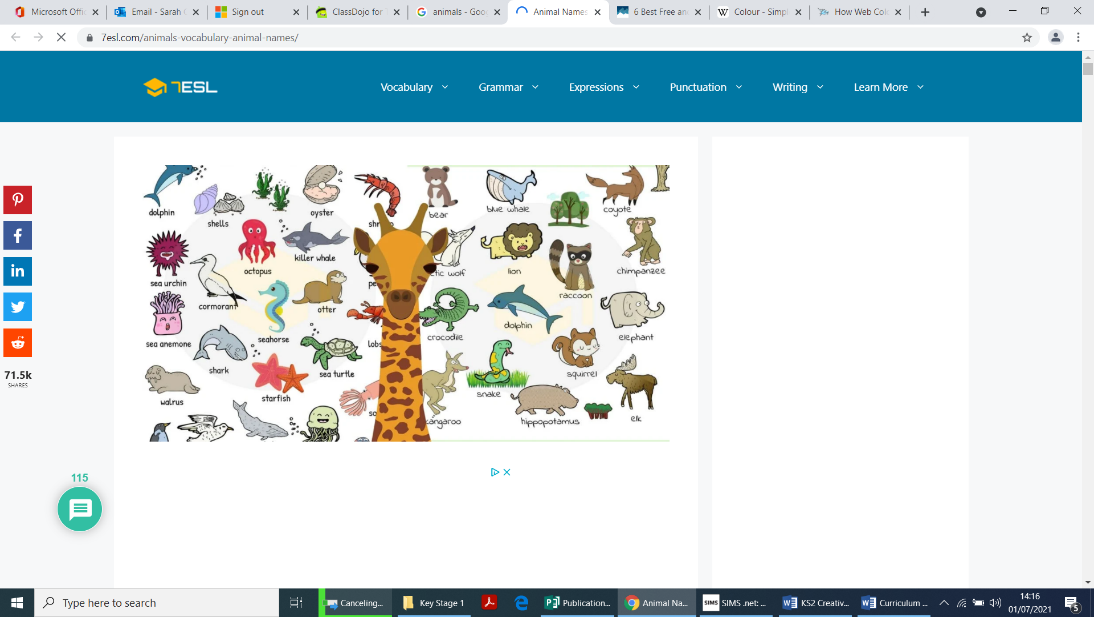
**CREATIVE CURRICULUM**

**PRIMARY KS1**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **(2022-2023)** | **(2023-2024)** | **(2021 – 2022)** |
| **Autumn** | **1** | Myself and my senses | My family and where I live | Nursery Rhymes and Traditional Tales |
| **2** | Light | Gifts and Presents | Celebrations |
| **Spring** | **1** | Colours | Weather | Food |
| **2** | Babies | Animals | Shape and Measurement |
| **Summer** | **1** | Holidays and Transport | Growing | People who help us |
| **2** | Bears | Moving | Sound all around |







**SC,RBR COB, JW, AC, CM & FMc (**June 2021)

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| **KS1 CREATIVE CURRICULUM MEDIUM-TERM PLANNING (2022-23)** | | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | | |
| **CYCLE 1 (2022-2023)** |  |  | **Myself and my senses** | | **Light** | | **Colour** | | | **Babies** | | **Holidays and Transport** | | **Bears** | |
| **Autumn 1**  Approx. 7 weeks | | **Autumn 2**  Approx. 7 weeks | | **Spring 1**  Approx. 6 weeks | | | **Spring 2**  Approx. 6 weeks | | **Summer 1**  Approx. 5 weeks | | **Summer 2**  Approx. 7 weeks | |
| **ENGLISH** | | **ENGLISH** | | | **ENGLISH** | | **ENGLISH** | | **ENGLISH** | | **ENGLISH** | |
| Fiction & Writing  Non-fiction & Reading | | Fiction & Reading  Non-fiction & Writing | | | Fiction & Writing  Non-fiction & Reading | | Fiction & Reading  Non-fiction/Poetry & Writing | | Fiction & Writing  Non-fiction/Poetry & Reading | | Fiction & Reading  Non-fiction/Poetry & Reading | |
| **ENGLISH SUGGESTED TEXTS** | | | | | | | | | | | | |
| **FICTION TEXTS** | | **FICTION TEXTS** | | | **FICTION TEXTS** | | **FICTION TEXTS** | | **FICTION TEXTS** | | **FICTION TEXTS** | |
| From Head to Toe – **Eric Clarke**  What I Like About Me – **Allia Zobel**  What Makes Me a Me? - **Ben Faulks**  All Kinds of People – **Emma Damon** | | How to Catch a Star – **Oliver Jeffers**  Nighttime – **Anna Milbourne**  Night Monkey, Day Monkey – **Julia Donaldson**  Kippers Monster – **Mick Inkpen** | | | Elmers Colours – **David McKee**  The Rainbow Fish – **Marcus Pfister**  Anna’s Amazing Multicoloured Glasses – **Wendy Brown**  The Day the Crayons Quit – **Drew Daywalt** | | Owl Babies – **Martin Waddel**  Titch – **Paul Hutchins**  The Royal Nappy – **Nicholas Allan**  The New Baby – **Lisa Stickley** | | All Aboard for the Bobo Road – **Stephen Davies**  Runaway Train – **Benedict Blathwayt**  Duck in the Truck – **Jez Alborough**  At the Beach – **Roland Harvey**  Penguin on Vacation – **Salina Yoon** | | Bears Don’t Eat Egg Sandwiches – **Julie Foulton**  We’re Going on a Bear Hunt – **Michael Rosen**  The Everywhere Bear – **Julia Donaldson**  Paddington – **Michael Bond** | |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | |
| My 5 Senses – **Aliki Brandenburg**  Argh! There’s a Skeleton Inside You – **Idan Ben-Barak**  Look Out! How We Use Our Five Senses – **Leon Read** | | Oscar and the Moth – **Geoff Waring**  Bonfire Night – **Nancy Dickmann**  Diwali – **Nancy Dickmann** | | | Colours – **Alison Jay**  Mix it Up – H**erve Tullet**  Sky Colour – **Peter Reynolds**  Press Here – **Herve Tullet** | | New Baby – **Usborne Books**  Baby Animals – **Usborne Books**  Say Hello to Baby Animals – **Ian Whybrow** | | All Kinds of Cars – **Carl Johanson**  All Kinds of lanes – **Carl Johanson**  On the Train – **Carron Brown**  Seaside Holidays – **Stewart Ross**  Busy Airport – **Rebecca Finn** | | Polar Bears – **Molly Kolpin**  Grizzly Bears – **Molly Kolpin**  Giant Pandas – **Molly Kolpin** | |
| **READING & WRITING SKILLS** | | | | | | | | | | | | |
| Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | |
| **ACTIVITY SUGGESTIONS TO EMBED READING, WRITING AND COMMUNICATION SKILLS** | | | | | | | | | | | | |
| **Writing:** Copying, selecting and writing familiar words/letters from text. |Mark making/labelling photos from text.  Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form.  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props) | Sequence story using resources/widget images.  **Communication**: Teaching, rehearsing and performing rhymes related to body e.g ‘Heads, Shoulders Knees and Toes’ |  Following and giving instructions e.g.: ‘I can see... I can hear...’ | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Create sensory stations for pupils to explore senses, e.g. rotating weekly to explore different ones. | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent light.  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent colours..  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Dress up as characters, act out scenarios. | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent colours..  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Dress up as characters, act out scenarios. | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent colours..  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Dress up as characters, act out scenarios. | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent colours..  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Dress up as characters, act out scenarios. | |
| **HISTORY** | | **GEOGRAPHY** | | | **GEOGRAPHY** | | **HISTORY** | | **GEOGRAPHY** | | **HISTORY** | |
| How I have Grown | | Day and Night  Light and dark places around the world. | | | Flags of the World | | Baby Toys Now and in the Past | | **Holidays around the world** | | Teddy Bear and Toys through History  Old Bear Stories | |
| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | | | **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | | **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | |
| Picture of myself as a baby  Compare pictures then and now  Growing sunflowers  Ordering by size  Measuring heights | | Day/night activity sorting  Day/night activity role play  Day/night art work – light and dark colours  (the city at night)  Day and night activity timetables –ordering pictures.  Sun and moon/stars focus | | | Painting flags – use of PECS to choose /locate colours  Tasting food of the focus country  Listening to music of focus country  Iconic features of the focus country | | Compare toys then and now  Toy day – bring from home  Create a toy  Sort toys by material/type/colour | | Go on a plane – sensory story  Visit a new country each week – all notably different.  e.g. Beach holiday, city break, skiing holiday (snow), country break (grass and hills), desert (Egypt), rainforest (Brazil – also carnival focus). | | | Can’t You Sleep, Little Bear?  Where’s My Teddy?  Comparing materials  Create your own teddy bear |
| **STIMULUS VISIT SUGGESTIONS** | | | | | | | | | | | | |
| Little Lancashire Village | | SPACE centre – light/dark experience. | | | The art garden – Howarth | | Ilkley Toy Museum | | Chill Factore – snow experience.  Beach – St.Anne’s | | | Whittaker Park - Bear Hunt |
| **INTENT** | **CAREERS** | **SKILLS (SS2S Targets to be taken from the following headings)** | | | | | | | | | | | | |
| Chronological Understanding  Understanding events, people and changes in the past  Historical Communication | | Understanding the World: People & Communities (EYFS)  Historical Investigations  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past  Presenting, Organising & Communicating | | | Understanding the World: Sim/Diff of places & environment (EYFS)  Locational knowledge  Place knowledge  Human & Physical Geography  Geographical skills & Fieldwork | | Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Enquiry  Historical Communication | | Understanding the World: Sim/Diff of places & environment (EYFS)  Locational knowledge  Place knowledge  Human and physical Geography  Geographical skills and fieldwork | | Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Enquiry  Historical Communication | |

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| **CYCLE 1 (2022-2023** |  |  | **Autumn 1**  Approx. 7 weeks | | **Autumn 2**  Approx. 7 weeks | | **Spring 1**  Approx. 6 weeks | **Spring 2**  Approx. 6 weeks | | **Summer 1**  Approx. 5 weeks | **Summer 2**  Approx. 7 weeks |
| **ART** | | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** |
| **CREATIVITY & INSPIRATION** | | **Preparing and Performing** | | **CREATIVITY & INSPIRATION**  . | **Preparing and Performing:** | | **CREATIVITY & INSPIRATION** | **Preparing and Performing:** |
| **SUGGESTED** | | | | | | | | |
| **ARTISTS & DESIGNERS** | | **WORKS/ MUSIC** | | **ARTISTS & DESIGNERS** | **WORKS/ MUSIC** | | **ARTISTS & DESIGNERS** | **WORKS/ MUSIC** |
| Andy Goldsworthy - landscape sculptures/Robert Smithson | | A Muppets Christmas Carol – Bob Cratchit’s House **(YouTube)**  *John Barnett –* ***The Mountain Sylph***  *Michael Balfe –* ***The Bohemian Girl***  *Stephen Adams –* ***The Holy City*** | | Margaret Godfrey – Volcano Art/  Friedensreich Hundertwasser  **PRACTICAL PROJECTS**  Finger Painting/blow painting/wet on wet techniques/wax resist paintings using oil pastels & watercolours | Ajax (**Sophocles)**  *Ancient Greek Music: The Lyre of Classical Antiquity* ***(YouTube)***  *Ancient Greek Music Vol.1: Spirit of Aristotle* ***(YouTube)*** | | L.S.Lowry - local knowledge/mills  David Hockney - landscapes  **PRACTICALS AND PROJECTS**  3D building overlapping card collages landscapes with oil pastels 2D Rossendale Landscapes | Apollo 13: Go for Launch **(YouTube)**  Armageddon [The Launch] **(YouTube)** From 2.50 – End  *2001: A Space Odyssey: Thus spoke Zarathustra* ***(YouTube)*** |
| **PRACTICALS & PROJECTS** | |
| Land art – creating patterns using natural materials/taking photographs | |
| **SKILLS** | | | | | | | | |
| KS 2 A3 Sketch Book for Y3 pupils.  Record observations/ Review and revisit ideas/ Improve drawing & painting techniques/ sculpture with a range of materials/exploring/arranging | | **Drama:** Role Play | Narration | Exploring a character.  **Dance:** Use simple choreographic devices such as unison, canon and mirroring. | | Colours & how to mix them/mark-making/drawing from secondary resources/review & revisit ideas/ Improve drawing & painting techniques/ layering textures to create collages with grainy textures/adding watercolours over oil pastel images/blow painting | **Drama:** Role Play | Exploring a character | Still Image | Speaking in front of others.  **Dance:** Copy | Repeat | Remember actions | Create a motif & develop it. | | Cutting using scissors/drawing from Secondary resources/using the projector to enlarge buildings/Review & revisit ideas/ Improve drawing & painting techniques/ layering textures to create collages/mixing oil pastels to create new colours/using knowledge of shapes – squares & rectangles | **Drama:** Role Play | Exploring a character | Thought tracking | Physical Theatre  **Dance:** Speed & level of Actions | Compare & adapt motif/movements to create longer sequence/s. |
| **TECHNOLOGY** | | **COOKING & NUTRITION** | | **TECHNOLOGY** | **COOKING & NUTRITION** | | **TECHNOLOGY** | **COOKING & NUTRITION** |
| **DESIGN | PLAN | MAKE | EVALUATE**  **DESIGN A WOODEN TOY**  Theme: New from old (upcycling) toys  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches  Make – select & use a wide range of tools and recycled materials/ components  Evaluate – investigate & evaluate products against own & others design criteria  Technical knowledge –understand and use gears, cams, pulleys, levers & linkages & series circuits and apply computing knowledge | | **COOKING ON A BUDGET**  Principals of a healthy & varied diet  **The Eat Well Guide** – Overview  Budgeting & Seasonality  Where & how are ingredients grown? | | **DESIGN | PLAN | MAKE | EVALUATE**  **DESIGN STONEAGE TOOLS**  Theme: simple ‘stone age’ tools for farming and hunting  Design – research & develop design innovative/ functional & appealing products fit for purpose;  Make – select & use a wide range of tools & materials available in stone age  Evaluate – investigate & evaluate products against own & others design criteria  etc. Understand how key events/ individuals help shape the world. | Principals of a healthy & varied diet  **The Eat Well Guide** –fruits, vegetables & proteins.  Where & how are ingredients grown and processed? | | **DESIGN | PLAN | MAKE | EVALUATE**  **DESIGN AN ANIMAL HABITAT**  Theme - Create 2D/3D animals and their homes using a wide range of materials  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes and ICT  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria  Using cross curricular themes to create animals and their habitats | **POTATOES**  **The Eat Well Guide** –Carbohydrates  Exploring types of potato & where they are grown.  Using a kitchen knife & peeler. |
| **SUGGESTED PRACTICALS** | | | | | | | | |
| Play with existing wooden toys – how do they work? Playing with these toys and engaging with the pupils – showing them how they move will inspire them  Look at a range of objects with pivot points/fulcrum points – how do they work? Watch Mechanical Cabaret videos on YouTube  Design a rowing boat board using card/split pins and paint  Make a pull-along wooden or card car/animal | | Stuffed Jacket Potatoes & Skins | Mulligatawny Soup | Mushroom and Chickpea Curry | Tomato Ragu | Beans on Toast | Tortilla Pizza | | Design and make simple ‘stone age’ tools for farming and hunting  Gather materials from the school grounds/materials gathered from adventures or holidays  Make axe heads using clay  Practice tying stones to branches using twine/learning how to tie knots  Add patterns to pre-prepared axe and tool handles  Use salt dough to create different tool heads/add to wooden handles | Pitta Pockets | Pesto Pizza | Lentil Bake | Fruit Kebabs | Easy Greek Salad | Tzatziki (with toasted pitta) | Dolmades | | Investigate animals – choose from farm animals/wild animals/domestic animals  Create 3D animals from clay  Investigate origami and create simple animals based on paper  Design and make 3D animals using clay, then create an appropri/ate habitat – wood/clay/natural resources  Design and make dens/caves for animals in the wild  Create camouflage habitats | Potato Salad | Bubble & Squeak | Potato gratin | Potato Wedges | Shepherd’s Pie | Potato & Rosemary Bread Rolls | Potato Cakes  Garlic Potatoes |
| **SKILLS & KNOWLEDGE** | | | | | | | | |
| **Skills** – cutting/joining/using split pins//push and pull/observing and copying actions/making things work  **Knowledge** – use science knowledge for basic principles of momentum and forces/ using existing knowledge to design and make simple toys | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  **Skills:** Baking, toasting & boiling. | | **Skills** – moulding/cutting/attaching using string/tying knots  **Knowledge** – use art & design and food technology knowledge for basic moulding and shaping techniques / using existing knowledge to design and make simple tools | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  **Skills:** Baking, toasting, mixing & preparing vegetables | | **Skills** – cutting/joining/using split pins//push and pull/observing and copying actions/making things work  **Knowledge** – use science knowledge for basic principles of structures and forces/Using mathematical knowledge to create 3D structures including using nets/using existing knowledge to design and make simple habitats  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  **Skills:** Peeling, chopping & mashing. |
| **KEY TOPIC VOCABULARY | TO BE COMPLETED RETROSPECTFULLY** | | | | | | | | |
| **INTENT** | **CAREERS** | **All LEARNERS** | | | | | | | **CHALLENGE VOCABULARY** | |
| **ENGLISH** | **GEOGRAPHY** | | **ART & DESIGN** | | | **DANCE & DRAMA** | Varied | seasonality | stuffed | skewer | proteins | carbohydrates | savoury  motif | unison | thought tracking | canon  Observe/draw/paint/sculpt/mould/form/analyse/compare/tone/colour theory/blend/contrast/social artwork/primary, secondary and tertiary colours/perspectives/vanishing points/sculpting using clay/texturing using layers of collage materials  Mechanical Autonomy/Attaching components/Choosing appropriate materials and knowing their strengths and purposes | |
|  |  | | Art techniques/art media and how to use it/Linking art skills and techniques to artists | | | Role Play | Still Image | character | Physical Theatre | mirroring |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** |
| Past | Present | Chronology | Order | Different | Same | Old | New | Evidence | Source | Baby | Child | Adult | Victorian | Rich | Poor | Age | Grow | | Design/Plan/Make/Evaluate/Change and know that this process can be started at any point of a project/What? /How? / Skills and when to use them/Evaluate - did it work? Do you like it? How will you change it? | | | cook | boil | toast | bake | mix | peel | chop | mash | healthy | clean | vegetables | fruit | different | potato |

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| **KS1 CREATIVE CURRICULUM MEDIUM-TERM PLANNING (2023-24)** | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama | |
| **CYCLE 2 (2023-2024)** |  |  | **MY FAMILY AND WHERE I LIVE** | | **GIFTS AND PRESENTS** | | **WEATHER** | | **ANIMALS** | **GROWING** | | **MOVING** |
| **Autumn 1**  Approx. 7 weeks | | **Autumn 2**  Approx. 7 weeks | | **Spring 1**  Approx. 6 weeks | | **Spring 2**  Approx. 6 weeks | **Summer 1**  Approx. 5 weeks | | **Summer 2**  Approx. 7 weeks |
| **ENGLISH** | | **ENGLISH** | | **ENGLISH** | | **ENGLISH** | **ENGLISH** | | **ENGLISH** |
| Fiction & Writing  Non-fiction & Reading | | Fiction & Reading  Non-fiction & Writing | | Fiction & Writing  Non-fiction & Reading | | Fiction  Non-fiction/Poetry & Writing | Fiction & Writing  Non-fiction/Poetry & Reading | | Fiction & Reading  Non-fiction/Poetry & Reading |
| **ENGLISH SUGGESTED TEXTS** | | | | | | | | | |
| **FICTION TEXTS**  My Mum and Dad Make Me Laugh – **Nick Sharratt**  Grandma Bird – **Benji Davies**  Lollipop and Grandpa Go Swimming – **Penelope Harper**  This is the House that Jack Built – **Simms Tabak** | | **FICTION TEXTS**  The Jolly Postman – **Janet Ahlberg**  Never Mail an Elephant – **Mike Thaler**  Mog’s Christmas – **Judith Kerr**  The Gift Inside the Box – **Adam Grant** | | **FICTION TEXTS**  Little Cloud – **Anne Booth**  The Wind Blew – **Pat Hutchins**  Out and About – **Shirley Hughes**  Little Cloud – **Anne Booth**  Storm – **Sam Usher** | | **FICTION TEXTS**  Farmyard Hullabaloo – **Giles Andrae**  Cock a Doodle Moo – **Bernard Most**  Rumble in the Jungle – **Giles Andrae**  A Mighty Bitey Creature – **Ronda Armitage** | **FICTION TEXTS**  The Very Hungry Caterpillar – **Eric Carle**  Jasper’s Bean Stalk – **Nick Butterworth**  The Enormous Turnip – **Katie Daynes**  The Tiny Seed – **Eric Carle** | | **FICTION TEXTS**  Ready, Steady, Mo – **Mo Farah**  Funnybones – **Allan Ahlberg**  Frog Olympics – **Brian Moses** |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** |
| The Family Book – **Todd Parr**  Home – **Carson Ellis**  Who’s in my Family? - **Robbie Harries** | | Everyday Materials – **Peter Riley**  Fact Cat Materials – **Izzy Howell**  Christmas Gift Catalogues | | What’s the Weather Today? - **Scholastic**  Seasons Come, Seasons Go – **Patricia Hegarty**  The Jacket I Wear in the Snow – **Shirley Neitzel** | | My First Animals – **DK**  Animal Olympics – **Carron Brown**  The Big Book of Bugs – **Yuval Sommer** | Lift and Look Flowers and Plants – **Tracy Cottingham**  Plants Around the World – **Tom Evans**  How do Plants Grow? - **Kay Barnham** | | The Busy Body Book – **Lizzy Rockwell**  My Amazing Body – **Pat Thomas** |
| **READING & WRITING SKILLS** | | | | | | | | | |
| Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing |
| **ACTIVITY SUGGESTIONS TO EMBED READING & WRITING & COMMUNICATION SKILLS (Adapted to Class)** | | | | | | | | | |
| **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | Using various media e.g. shaving foam, chalk, sand to form letters/learnt vocabulary from text. | Completing sentences/phrases from story/sensory story when prompted by adult. | Identifying words within text from initial letter and copying letter form. | Mark making using chalk/paint to represent colours..  **Reading:** Matching objects from story to images. | Role-playing main parts of text (when provided with familiar props). | Sequence story using resources/widget images.  **Communication:** ‘What’ and ‘Where’ questioning | Discussion (verbal, gesture, makaton) related to text. | Voice recording of reading story, playing parts of characters, vocalising rhythm in text. | Dress up as characters, act out scenarios | | **Writing:** Copying, selecting and writing familiar and learnt words/letters from text. | Mark making/labelling photos from text. | 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| **GEOGRAPHY** | | **HISTORY** | | **GEOGRAPHY** | | **HISTORY** | **GEOGRAPHY** | | **HISTORY** |
| Our houses/where we live | | Christmas in the past  Rich and Poor | | Weather around the world  Different types of weather | | Pets I have had | Plants around the world. | | How different ages move |
| **SUGGESTED ACTIVITIES** | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES /ACTIVITIES** | | **RESOURCES /ACTIVITIES** | | **SOURCES /ACTIVITIES** | **RESOURCES /ACTIVITIES** | | **SOURCES /ACTIVITIES** |
| Where do we live – Google maps/ photos of our houses  Rooms around our houses (features of each room).  Rooms around our school - OOR  Map/sensory map of school  Street map – features of a street/local area e.g. park | | Victorian Christmas role play  Gifting food  Compare rich vs poor gits e.g. jewellery and handmade trinkets.  Building small gifts to hang on the tree  Compare gifts from then and now  Role play a rich feast vs poor Christmas meal | | Weather in different countries – snow, sun, rain, wind  Different weather focus each week – link to a country.  Sensory experiences of weather  Weather picture collage  Activities to do in each weather | | Explore our own pets  Order own pets chronologically  Match young and adult animals e.g. puppy to dog.  Pictures of pets – link to past | Habitats – rainforest, forest, desert (cactus), beach/islands (palm trees).  Explore the country each are seen in – taste food, listen to music, iconic features etc...)  Art focus – plants in art (Van Gogh’s sunflowers)  (Water lilies – Monet) | | Picture of myself as a baby  Compare pictures then and now  Role play movements i.e. crawl, walk, run  Match movement to ages  Order bodies by age e.g. baby, toddler, teenager, adult  Ordering by size  Measure heights of pupils vs staff |
| **STIMULUS VISIT SUGGESTIONS** | | | | | | | | | |
| Walk around the local area – local park  Visit local features – singing ringing tree/halo. | | Santa Train (ELR) | | Chill factor – snow  Visit a weather station | | Pet shop | Petting zoo | Garden centre – planting experience  Sensory garden – planting  Blackpool zoo – country focus  Martin mere – plants in nature. | | Runamok |
| **INTENT** | **CAREERS** | **SKILLS** | | | | | | | | | |
| Human & Physical Geography  Geographical skills & Fieldwork | | Chronological Understanding  Understanding events, people and changes in the past  Historical Enquiry  Historical Communication | | Locational knowledge  Place knowledge  Human & Physical Geography  Geographical skills & Fieldwork | | Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Communication | Understanding the World: Sim/Diff of places & environment (EYFS)  Locational knowledge  Place knowledge  Human & Physical Geography | | Chronological Understanding  Understanding events, people and changes in the past  Historical Enquiry  Historical Communication |

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| **CYCLE 2 (2023-2024)** |  |  | **Autumn 1**  Approx. 7 weeks | | **Autumn 2**  Approx. 7 weeks | | **Spring 1**  Approx. 6 weeks | **Spring 2**  Approx. 6 weeks | | **Summer 1**  Approx. 5 weeks | **Summer 2**  Approx. 7 weeks |
| **ART** | | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** |
| **CREATIVITY & INSPIRATION**  **PLACES – SIMILARITIES & DIFERENCES**  Create promotional posters in the style of seaside resorts to promote a local area and a contrasting place, for example, the hills surrounding Rossendale and Silverdale on the edge of Lancashire | | **Preparing and Performing:**  Become a Stone Age Man/Woman  **Stimuli:** Stone Age Imagery  **Using a Script:** n/a | | **CREATIVITY & INSPIRATION**  **CONTINENTS AND OCEANS**  Sea and Ocean inspired artwork  Creating paintings and collages based on the colours, textures and effects of water  Blues/whites/greens and contrasting colours | **Preparing and Performing:**  Perform a Mayan ceremony  **Stimuli:** Mayan Art  **Using a Script:** n/a | | **CREATIVITY & INSPIRATION**  **THE LOCAL WEATHER = RAIN!!**  Lowry inspired drawings/Adding rain using the side of a ruler and paint  Ice cube painting / blow-straw pictures/Artistic weather pictures inspired through google search/Focus on colour and texture | **Preparing & Performing:** Become an Ancient Egyptian Hieroglyph  **Stimuli:** Mayan Art  **Using a Script:** n/a |
| **SUGGESTED** | | | | | | | | |
| **ARTISTS** | | **WORKS/ MUSIC** | | **ARTISTS** | **WORKS/ MUSIC** | | **ARTISTS** | **WORKS/ MUSIC** |
| Seaside Promotional Posters  Becky Bettesworth  British Seaside Posters  GWR Posters  Postcards from the countryside and towns | | Horrible Histories - Terrible Ways to Live in the Savage Stone Age | Compilation **(Youtube)** | | Picasso – Spain; Turner England; France - Gauguin – Polynesian paintings; Islamic art  Islamic tiles and tessellation | http://www.mayankids.com/mmkbeliefm/ceremonies.htm  https://mayaarchaeologist.co.uk/2016/12/29/maya-gods-religious-beliefs/ | | Lowry – looking at his rain inspired paintings – The Bus Stop/Waiting for the shops to open  Leonid Afremov-paintings in the rain | Walk Like an Egyptian – The Bangles (**Youtube)**  Performance Edge Dance Complex Hieroglyphics **(Youtube)** |
| **SKILLS** | | | | | | | | |
| Design and create promotional posters using the British Seaside Poster as a focal point.  Investigate different seaside resorts – where are they in the UK?  Practice scissor skills and make a card collage in the style of a poster  Create a set of 4 postcards depicting 4 different places in the UK that have contrasting landscapes  Use different art media to create each one, including using ICT | | **Drama:** Role Play | Mime | Soundscape.  **Dance:** copy | repeat | remember | Join in with movement | speed & level of actions | improvise with a partner | | Painting using expression – thick paint and big sweeping movements  Using blow painting, splatter art and wet on wet techniques to create seascapes and oceans  Learning to use a wide range of different sized brushes and tools to move paint and glue around canvases and cardboard  Learning about tessellation and how to create repeating patterns to recreate Islamic Tiles | **Drama:** Role Play | Still Image | Speaking in front of others.  **Dance:** Copy | Repeat | Remember actions | Motif & develop it. | | Colour theory  Wet on wet painting techniques  Layering paint  Cutting/ripping tissue paper and overlapping to create rain effects  Mixing colours using a wide range of media and applications – for example painting with different shaped tools/kitchen utensils/cleaning tools and shaped pieces of card  Splashing and texturizing artwork using different size brushes | **Drama:** Role Play | Thought tracking | Physical Theatre  **Dance:** Speed & level of Actions | Compare & adapt motif/movements to create longer sequence/s. |
| **COOKING & NUTRITION** | | **TECHNOLOGY** | | **COOKING & NUTRITION** | **COOKING & NUTRITION** | | **TECHNOLOGY** | **TECHNOLOGY** |
| **USING UP LEFTOVERS** | | **DESIGN | PLAN | MAKE | EVALUATE**  **VIKINGS**  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model & communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria /Understand how key events/ individuals help shape the world.  Technical knowledge – apply understanding to strengthen stiffen & reinforce materials | | **LOCAL RECIPIES (UK)** | Food introduced by the Mayan civilisation  Improve cooking skills | | **DESIGN | PLAN | MAKE | EVALUATE**  **WIND CATCHERS**  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model & communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria /Understand how key events/ individuals help shape the world.  Technical knowledge – apply understanding to strengthen stiffen & reinforce materials | **DESIGN | PLAN | MAKE | EVALUATE**  **SHELTERS**  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model & communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria /Understand how key events/ individuals help shape the world.  Technical knowledge – apply understanding to strengthen stiffen & reinforce materials |
| Principals of a healthy & varied diet  **The Eat Well Guide** – Overview  Food hygiene | | Principals of a healthy & varied diet  **Eat Well Guide** – Fats, oils & sugars  Where & how are ingredients grown, reared and processed? |
| **SUGGESTED PRACTICALS** | | | | | | | | |
| Vegetable Soup | Pie | Bread Pudding | Royal Rice | Fruit Smoothie | Pasta Salads | Couscous Salads | | Design and Make Viking Jewellery, helmets and longboats  Investigate materials used and make a set of jewellery with a stand  Create a promotional poster to display the jewellery in a local museum  Create Viking helmet masks using card and junk modelling | | Kendal Mint Cake | Grasmere Gingerbread | Manchester Tart | Eccles Cakes | Chorley Cakes | Damson Crumble | Parkin | Corn Tortillas | Tortilla Chips | Quinoa Salad | Chocolate | Guacamole | Corn Tamales | Tomato & Avocado Salsa (mild) | Bean & Avocado Tortilla Wrap | | Design and Make a range of wind catchers & kites using card/plastic/junk modelling and 3D nets  Make a heat catcher using a spiral design – investigate different thicknesses of paper and card/decorate and laminate – does it work?  Watch an extract from the film ‘Twister’ - metal wind catchers  Make a range of kites and see if they work outside! | Design and Make a range of shelters that would protect from weather  Look at PATHE footage about air raid shelters and how they were made  Make an air raid shelter using card and use clay to make the surrounding area  Design a set of instructions on how to make a waterproof shelter  Use a range of materials to make shelters and test to see if they are waterproof  Investigate bivy’s and how they are made |
| **SKILLS** | | | | | | | | |
| **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  **Skills**: blending & boiling | | **Skills** – cutting/joining/using glue/threading/tying knots/making jewellery/observing and copying actions/making thin/knowledge for basic principles of making a waterproof vessel/Using mathematical knowledge to create 2D jewellery out of card including measuring out materials/using existing knowledge to design and make simple beads out of paper  Technical knowledge – apply understanding to make waterproof boats | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Baking, melting, weighing & measure | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Peeling, mashing, tossing & mixing, melting | | **Skills** – cutting/joining/using split pins//push and pull/observing and copying actions/making things work  **Knowledge** – use science knowledge for basic principles of weather/Using mathematical knowledge to create 2D kites/using existing knowledge to design and make simple wind catchers  Technical knowledge – apply understanding to attach components to make a wind catcher and how to attach string to a kite to ensure it flies | **Skills** – cutting/joining/attaching/threading/  tying knots/bending materials/gathering waterproof materials and joining them together  **Knowledge** – use science knowledge for basic principles of structures and how to keep dry/Using mathematical knowledge to create 3D structures including using nets/using existing knowledge to design and make simple shelters  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures |
| **KEY TOPIC VOCABULARY | TO BE COMPLETED RETROSPECTFULLY** | | | | | | | | |
| **INTENT** | **CAREERS** | **All LEARNERS** | | | | | | | **CHALLENGE VOCABULARY** | |
| **ENGLISH** | **GEOGRAPHY** | | **ART & DESIGN** | | | **DANCE & DRAMA** | Food hygiene | fridge | stuffed | skewer | protein | tortilla | guacamole  motif | unison | thought tracking | canon | |
|  | Habitat, country, weather types, local, features | |  | | | Role Play | Still Image | character | Physical Theatre | mirroring |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** |
| Past | Present | Chronology | Order | Different | Same | Old | New | Evidence | Source | Baby | Child | Adult | Victorian | Rich | Poor | Age | Grow | |  | | | safe | healthy | clean | bake | mix | fats | sugar | corn | beans | chocolate | avocado |

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| **KS1 CREATIVE CURRICULUM MEDIUM-TERM PLANNING (2021-22)** | | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | | Explicit teaching/ exposure to new and know vocabulary. | | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama | | |
| **CYCLE 3 (2021-2022)** |  |  | **NURSERY RHYMES AND TRADITIONAL TALES** | | **CELEBRATIONS** | | **FOOD** | | | **SHAPE AND MEASUREMENT** | **PEOPLE WHO HELP US** | | **SOUNDS ALL AROUND** | |
| **Autumn 1**  Approx. 7 weeks | | **Autumn 2**  Approx. 7 weeks | | | **Spring 1**  Approx. 6 weeks | | **Spring 2**  Approx. 6 weeks | **Summer 1**  Approx. 5 weeks | | | **Summer 2**  Approx. 7 weeks |
| **ENGLISH** | | **ENGLISH** | | | **ENGLISH** | | **ENGLISH** | **ENGLISH** | | | **ENGLISH** |
| Fiction & Writing  Non-fiction & Reading | | Fiction & Reading  Non-fiction & Writing | | | Fiction & Writing  Non-fiction & Reading | | Fiction  Non-fiction/Poetry & Writing | Fiction & Writing  Non-fiction/Poetry & Reading | | | Fiction & Reading  Non-fiction/Poetry & Reading |
| **ENGLISH SUGGESTED TEXTS** | | | | | | | | | | | |
| **FICTION TEXTS** | | **FICTION TEXTS** | | | **FICTION TEXTS** | | **FICTION TEXTS** | **FICTION TEXTS** | | | **FICTION TEXTS** |
| Big Book of Nursery Rhymes – **Felicity Brooks**  The Three Little Pigs  Little Red Riding Hood  The Gingerbread Man  The Three Billy Goats  Goldilocks and the Three Bears | | Buster’s Birthday – **Rod Campbell**  Father Christmas Needs a Wee – **Nicolas Allen**  Father Christmas – **Raymond Briggs**  Topsy and Tim at the Wedding – **Jean Adamson** | | | The Tiger Who Came to Tea – **Judith Kerr**  Don’t Put Your Finger in the Jelly – **Nick Sharratt**  The Giant Jam Sandwich – **Janet Burroway**  Tasty Poems – **Jill Benet** | | Round is a Mooncake – **Roseanne Thong** (*Culture Capital link*)  Daisy Gets Dressed: A Book About Patters – **Stella Blackstone**  Bear in a Square – **Stella Blackstone**  Pattern Fish – **Trudy Harris** | Ambulance, Ambulance – **Sally Sutton**  Mog and the Vet – **Judith Kerr**  Dylan the Teacher – **Guy Parker**  Postman Pat  Fireman Sam  Bob the Builder | | | Peace at Last – **Jilly Murphy**  Zap – **Carol Machett**  Polar Bear, Polar Bear, What do you Hear? **- Bill Martin Jr**  What the Ladybird Heard – **Julia Donaldson** |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** |
| N/A | | Special Days around the World – **Kate Depalma**  Eight Candles to Light – **Johnny Zucker** | | | How did that get in the Lunchbox? - **Chris Butterbox**  Eating the Alphabet – **Lois Ehlet** | | We’re Going on a Shape Hunt | What do Grown-Ups do All Day? - **Virginia Morgan**  Busy People Collection – **Lucy Cuthew** | | | Sounds Books – **Sam Taplin** |
| **READING & WRITING SKILLS** | | | | | | | | | | | |
| Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing | | | Whole Class Reading  Sensory Stories  Handwriting  Mark Making  Typing |
| **ACTIVITY SUGGESTIONS TO EMBED READING & WRITING & COMMUNICATION SKILLS (Adapted to Class)** | | | | | | | | | | | |
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| **HISTORY** | | **GEOGRAPHY** | | | **HISTORY** | | **GEOGRAPHY** | **GEOGRAPHY** | | | **HISTORY** |
| **Old nursery rhymes and their meanings** | | **Celebrations around the World** | | | **Popular food for the rich and poor in the past** | | **Shapes in nature** | **Jobs in the community**  **(People in the world around us)** | | | **Sounds from the past** |
| **SUGGESTED ACTIVITES** | | | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES /ACTIVITIES** | | | **RESOURCES /ACTIVITIES** | | **SOURCES /ACTIVITIES** | **RESOURCES /ACTIVITIES** | | | **SOURCES /ACTIVITIES** |
| Ring–o–roses (Great Plague)  London bridge is falling down  Baa Baa Black sheep  Life inside a cotton mill  Doctors from the Great Plague  History of London Bridge – build, knock down and rebuild the bridge.  Great fire of London | | Famous celebrations that happen in different countries.  Holi Festival – India  Carnival – Brazil  Yi Pang Lantern festival – Thailand/ Floating lanterns festival - Hawaii  Dia de los muertos – Mexico  La Tomatina - Spain | | | Comparing foods (rich vs poor)  Communicating preference  Making different foods (bread, porridge)  Rationing during the war – sharing out small amounts  Harvesting crops and preserving foods | | Focus on a different shape each week:  Shape hunt around school each week – following a map.  Making shape pictures of a different feature of nature each week (trees, flowers, river (with a boat on) etc...)  Making nature pictures – what shapes can we spot? | Link to the ‘person who helps us’ focus of the week.  People who help us in our town (song on youtube)  Identifying correct person from a selection.  Matching person to a scenario  Role play of ‘helping’ roles  . | | | WW2 air raid sirens role play  Sounds of warfare – gunfire, airplanes, bombs.  Famous speeches during war – Churchill, King’s speech  Remembrance Day  Order WW1, WW2 and today  Exploring sources from the war |
| **STIMULUS VISIT SUGGESTIONS** | | | | | | | | | | | |
| Smithills Farm | Helmshore Mills Textile Museum | | Diwali/ Holi workshop in school | | | Supermarket Visit | Farm visit to harvest crops | | Local Park – Shape Hunt | Little Lancashire Village (Burnley) – job role play  Visitors to school – Fire service, Police, Nurse Dentist. | | | Imperial War museum | Invite in Grandparent to give a talk |
| **INTENT** | **CAREERS** | **SKILLS** | | | | | | | | | | | |
| Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Enquiry  Historical Communication | | Understanding the World: People & Communities (EYFS)  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past | | | Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Enquiry  Historical Communication | | Understanding the World: People & Communities (EYFS)  Historical Investigations  Knowledge & Understanding of Past Events, People & Changes in the Past  Presenting, Organising & Communicating | Locational knowledge  Place knowledge  Human & Physical Geography  Geographical skills & Fieldwork | | | Chronological Understanding  Understanding events, people and changes in the past  Historical Interpretation  Historical Enquiry  Historical Communication |

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| **CYCLE 3 (2021-2022)** |  |  | **Autumn 1**  Approx. 7 weeks | **Autumn 2**  Approx. 7 weeks | | **Spring 1**  Approx. 6 weeks | | **Spring 2**  Approx. 6 weeks | | **Summer 1**  Approx. 6 weeks | | **Summer 2**  Approx. 7 weeks | |
| **ART** | **DANCE & DRAMA** | | **ART** | | **ART** | | **DANCE & DRAMA** | | **DANCE & DRAMA** | |
| **CREATIVITY & INSPIRATION**  **WATER**  Water inspired artwork based on rivers, streams and lily pads  **PRACTICALS AND PROJECTS**  Water Lillies on abstract backgrounds  Wet on Wet rivers and brooks | **Preparing and Performing:**  Primary Nativity  **Stimuli:** Poem | Image | script | song  **Using a Script:** Chosen script | | **CREATIVITY & INSPIRATION**  **SOUTH AMERICA**  Geometric patterns and prints inspired by South American Culture  **PRACTICALS AND PROJECTS**  Mexican Textiles - recreating vibrant patterns using ICT/printing/polystyrene stencils  Looking at brown and cream patterns | | **CREATIVITY & INSPIRATION**  **THE ELEMENTS**  The elements – creating a montage of abstract artwork  **PRACTICALS AND PROJECTS**  Art inspired by  Earth/Wind/Fire/Water  Assign shapes to each element  Create 4 different based on texture and colour | | **Preparing and Performing:**  Perform Jobs of people who help us – Police officer, Doctor, Fire fighter, Shopkeeper, Teacher.  **Stimuli:** Visits | Images | Script | Song  **Using a Script:** Chosen text | | **Preparing and Performing:**  Evacuees | Build an Anderson Shelter  **Stimuli:** Poem | Image | script | song  **Using a Script:** Chosen text | |
| **SUGGESTED** | | | | | | | | | | |
| **ARTISTS** | **WORKS/ MUSIC** | | **ARTISTS** | | **ARTISTS** | | **WORKS/ MUSIC** | | **WORKS/ MUSIC** | |
| Greg Furie  Claude Monet  George Surat |  | | Feliciano Centurrion  South American Patterns  Peruvian Textiles | | Carol Carter  Kandinsky  Stan Gregory | | Wheels on the Bus  Down by the Station  5 Little Monkeys  5 Little Firefighters  Miss. Polly had a Dolly | |  | |
| **SKILLS** | | | | | | | | | | |
| Stippling/sponging/painting with sponges, scourers and washing up brushes/3D lilies  KS 2 A3 Sketch Book for Y3 pupils.  Record observations/ Review and revisit ideas/ Improve drawing & painting techniques/ making water lilies from tissue and card | **Drama:** Role Play | Mime | Soundscape.  **Dance:** copy | repeat | remember | Join in with movement | speed & level of actions | improvise with a partner | | Colours and how to mix them/mark-making/drawing from secondary resources/review & revisit ideas/ Improve drawing & painting techniques/ layering textures to create collages with grainy textures/adding watercolours over oil pastel images/blow painting | | Cutting using scissors/drawing from Secondary resources/using the projector to enlarge buildings/Review & revisit ideas/ Improve drawing & painting techniques/ layering textures to create collages/mixing oil pastels to create new colours/using knowledge of shapes – squares & rectangles | | **Drama:** Role Play | Still Image | Speaking in front of others.  **Dance:** Copy | Repeat | Remember actions | Motif & develop it. | | **Drama:** Role Play | Thought tracking | Physical Theatre  **Dance:** Speed & level of Actions | Compare & adapt motif/movements to create longer sequence/s. | |
| **TECHNOLOGY** | **COOKING & NUTRITION** | **TECHNOLOGY** | | **COOKING & NUTRITION** | | | | **COOKING & NUTRITION** | | **TECHNOLOGY** |
| **DESIGN | PLAN | MAKE | EVALUATE**  **BOATS & WATER FLOW**  *Theme – Boat design. Dams/ Water flow and control systems.*  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes and ICT  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria  Understand how key events/ individuals help shape the world.  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures; apply computing knowledge; understand water flow systems including canals, dams, locks and flood defences | **GROWN OR REARED LOCALLY**  Principles of healthy and varied diet  Where & how are ingredients grown, reared and processed?  Visits to allotments | farms | **DESIGN | PLAN | MAKE | EVALUATE**  **RAIN FOREST SHELTERS**  Theme: Dens and shelters for the rainforest.    Technology Skills  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional & exploded diagrams, prototypes and ICT  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures | | **EGGS/PRIMITIVE COOKING**  **The Eat Well Guide** – Protein  Where & how are eggs are produced  Allergies – Egg alternatives  Shape foods – Cutting different foods into shapes – eggs and soldiers. | | | | **HOMEGROWN**  Rationed foods & Seasonality  Where & how are ingredients grown, reared and processed?  Preparing fruit and vegetables | | **DESIGN | PLAN | MAKE | EVALUATE**  **ROMANS**  Theme – What have the Romans done for us? Mosaics, Aqueduct, Hypocaust    Technology Skills  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria  Understand how key events/ individuals help shape the world.  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures |
| **SUGGESTED PRACTICALS** | | | | | | | | | | |
| Design and Make a range of boats using junk modelling /paper /card /wood/plastic/Test out boats on water - see if they float  Investigate different water systems – canals/aqueducts/dams/flood prevention schemes  Watch the videos from Calderdale Council on the new flood prevention schemes for Hebden Bridge | Lancashire Hotpot | Minestrone Soup | Pitta Pockets | Croque Monsieur | Cottage | Shepherd’s Pie | Pasties | Potato crust pizza | kebabs | Coleslaw (plant salad) | | Design and Make a range of shelters that would protect from weather in the rainforest  Make a shelter using card & use clay to make surrounding area  Design a set of instructions on how to make a waterproof shelter  Use a range of materials to make shelters and test to see if they are waterproof/Investigate bivy’s & how they are made | | Boiled Eggs | Scrambled Eggs | Omelettes | Quiches | Potato Scotch Eggs | Mini Savoury Muffins | Pancakes | | Potato Soup | Lord Woolton Pie | Carrot Scones | Wheat meal Loaf | 1918 War Cake | Bread and Butter Pudding | Cauliflower Cheese | | Design and Make a set of 4 tiles using roman tiles as an inspiration  Design and make a card aqueduct – waterproof the inside and make small cardboard boards in the style of roman punts  Make a Hypocaust in small groups using card/paint and glue to waterproof  Watch ‘How to make Roman Mosaics’ on BBC bitesize.  Recreate part of the mosaic using clay and paint | |
| **SKILLS** | | | | | | | | | | |
| **Skills** – Attaching/Folding/Cutting with scissors/Predicting what will happen and making changes/Using a wide range of waterproof tape  **Knowledge** – use science knowledge for basic principles of structures and how water flow systems work/Using mathematical knowledge to create 3D structures including using nets/using existing knowledge to design and make simple boats and dams  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures including making an aquaduct | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping and peeling  **Kitchen Safety & Food Hygiene**  Weighing & measuring, grating | | **Skills** – cutting/joining/attaching/threading/  tying knots/bending materials/gathering waterproof materials and joining them together  **Knowledge** – use science knowledge for basic principles of structures and how to keep dry/Using mathematical knowledge to create 3D structures including using nets/using existing knowledge to design and make simple shelters  Technical knowledge – apply understanding to strengthen stiffen & reinforce complex structures | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Cracking eggs, boiling, frying, mixing, weighing measuring | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Peeling, weighing & measuring | | **Skills** – cutting/joining/attaching/folding/ bending materials/ gathering materials & joining them together  **Knowledge** – use science knowledge for basic principles of waterproof materials/Using mathematical knowledge to create 3D structures including using nets/using existing knowledge to design and make simple tiles  Technical knowledge – apply understanding to strengthen stiffen & reinforce boats  . | |
| **KEY TOPIC VOCABULARY | TO BE COMPLETED RETROSPECTFULLY** | | | | | | | | | | |
| **INTENT** | **CAREERS** | **All LEARNERS** | | | | | | | **CHALLENGE VOCABULARY** | | | |
| **ENGLISH** | **GEOGRAPHY** | | **ART & DESIGN** | | | **DANCE & DRAMA** | Allotment | prepare | proteins | ingredient | rationed | savoury  motif | unison | thought tracking | canon | | | |
|  | Local area, people, places, nature, countries (country names), culture | |  | | | Role Play | Still Image | character | Physical Theatre | mirroring |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** |
| Past | Present | Chronology | Order | Different | Same | Old | New | Evidence | Source | Victorian | Rich | Poor | Age | World War | | |  | | | grow | farm | wash | fruit | vegetable | meat | beef | chicken | tofu | lamb | egg| cook | boiled | scrambled | grow | war | weigh | measure |