

		Cycle 1 (2019-2020)	Cycle 2 (2020 – 2021)	Cycle 3 (2021 – 2022)	Cycle 4 (2022-2023)
Autumn	1	MAPS	GOING GREEN	JOURNEYS UK AND EUROPE	WATER
	2	VICTORIAN BRITAIN	THE STONE AGE	OUR LOCAL HISTORY	ANGLO-SAXONS
Spring	1	VOLCANOES & EARTHQUAKES	THE UNITED KINGDOM	OUR WORLD	SOUTH AMERICA
	2	ANCIENT GREECE	MAYAN CIVILISATION	VIKINGS	ROMAN EMPIRE (BRITAIN)
Summer	1	WHERE WE LIVE	ANIMALS & THEIR HABITAT	WEATHER	THE ELEMENTS
	2	EXPLORERS	ANCIENT EGYPT	BRITAIN IN WW1 & WW2	16 th & 17 th CENTURY LONDON



KS2 CREATIVE CURRICULUM MEDIUM-TERM PLANNING

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 (2019-2020)

The Creative Curriculum is taught through half termly themes & planned creatively with a skills focus. The mapping has been strategically planned to ensure that all Subject Content (National Curriculum) from the identified subjects is incorporated in the mapping is covered over the 4-year cycle.

INTENT

CAREERS

MAPS	VICTORIAN BRITAIN	VOLCANOES & EARTHQUAKES	ANCIENT GREECE	WHERE WE LIVE	EXPLORERS
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 Fiction & Writing Non-fiction & Reading	ENGLISH Fiction & Reading Non-fiction & Writing	ENGLISH Fiction & Writing Non-fiction & Reading	ENGLISH Fiction & Reading Non-fiction/Poetry & Writing	ENGLISH Fiction & Writing Non-fiction/Poetry & Reading	ENGLISH Fiction & Reading Non-fiction/Poetry & Reading
ENGLISH SUGGESTED TEXTS					
FICTION TEXTS Peter Pan (Caryl Hart) The Once Upon a Time Map (B.G Hennessy) Me on the Map (Joan Sweeney)	FICTION TEXTS Oliver Twist & Other Great Dickens Stories (Marcia Williams) Street Child (Berlie Doherty) Daisy Saves the Day (Shirley Hughes)	FICTION TEXTS Going to the Volcano (Andy Stanton) When the Giant Stirred (Celia Godkin)	FICTION TEXTS Mythologica (Dr Stephen P. Kershaw) Who Let the Gods Out? (Maz Evans) The Ancient Greek Mysteries (Saviour Pirotta & Freya Hartas) Greek Gods & Heroes (Sylvie Baussier)	FICTION TEXTS My Funny Family Moves House (Chris Higgins) Home (Carson Ellis) Two Homes (Claire Masurel)	FICTION TEXTS The Explorer (Katherine Rundall)
NON-FICTION TEXTS Maps (Aleksandra Mizielska)	NON-FICTION TEXTS The Little Match Girl (Hanz Christian Andersen)	NON-FICTION TEXTS Volcanoes & Earthquakes [Geo Detectives] (Anita Ganeri)	NON-FICTION TEXTS Meet the Ancient Greeks (James Davies) See Inside Ancient Greece (Barry Ablett)	NON-FICTION TEXTS Rossendale Then & Now (Susan Halstead) Around Rossendale (Susan Halstead)	NON-FICTION TEXTS Curiosity: The Story of a Mars Rover (Markus Motum) Manfish: A Story of Jacques Cousteau (Jenifer Byrne) Darwin's Voyage of Discovery (Jake Williams)
READING & WRITING SKILLS					
Whole class reading Mark making/ handwriting	Whole class reading Mark making/ handwriting	Whole class reading Mark making/ handwriting	Whole class reading Mark making/ handwriting	Whole class reading Mark making/ handwriting	Whole class reading Mark making/ handwriting
ACTIVITY SUGGESTIONS TO EMBED READING & WRITING & COMMUNICATION SKILLS (Adapted to Class)					
Writing: Adventure writing setting description map creation instructions Reading: Describe a journey Communication: Instructions to a friend	Writing: Sequencing Events Key Character matching & description. Reading: Rich & Poor comparison. Communication: Role Play	Writing: Journey description verbs & adverbs Storyboarding an adventure Reading: Fact Finding vocab match Communication: Eyewitness retelling	Writing: God/ Mythological creature creation adjectives description Reading: God similarities & differences Communication: Act out Green myths	Writing: My home My School My family Reading: Location comparison Local newspapers Local landmarks Communication: Become a tour guide	Writing: Explorer Kit List Plan an expedition Describe what your findings Reading: Research places to explore. Communication: Describe discoveries
GEOGRAPHY Studies of UK (local & national) & the wider world Use of maps: geographical boundaries, physical features & cultural features (place city road)	HISTORY Life in Victorian Britain (Compare & Contrast to Modern Life) Victorian: School Jobs Christmas Music Clothes Rich Poor.	GEOGRAPHY Describe and understand the key aspects of Volcanoes and Earthquakes (Physical Geography)	HISTORY Life in Ancient Greece (Olympics & Myths)	GEOGRAPHY Human and physical features of a Rossendale Describing and understanding key aspects of human geography in and around Rossendale	HISTORY British & International Explorers throughout History (timeline/chronology)
SUGGESTED ACTIVITIES					
RESOURCES/ACTIVITIES Maps, atlases, globes Locating countries and identify features of each Compass directions Grid referencing Symbols and Keys on maps Google maps – digital technologies	SOURCES/ACTIVITIES Case study of Queen Victoria Victorian home life Rich/poor comparisons (food, lifestyles, clothes) Jobs in the home Rein act a Victorian School day A Victorian Christmas	RESOURCES/ACTIVITIES Find volcanoes around the World Where do earthquakes happen? Comparison to Rossendale Volcano models (physical features) Lava experiments Tectonic plates comparison Role play earthquake Richter Scale Impact on people	SOURCES/ACTIVITIES Role play of Olympic games, medal ceremonies Plays and theatre: make masks (happy & sad) amphitheatre to perform small plays Greek Gods and Goddesses Greek Myths: Medusa, Theseus & the Minotaur etc	RESOURCES/ACTIVITIES Our community People, transport & businesses My address: where do I live? Our school community School Survey Transport to school? Jobs in school School's features? How to improve school? Create plans of local/ school environment	SOURCES/ACTIVITIES Investigate Famous Explorers: Neil Armstrong Amelia Earhart Christopher Columbus Charles Darwin Captain Cook Robert Falcon-Scott (create a timeline) Trade: Ships and supplies New world cargo (spices, chocolate) Pirates.
STIMULUS VISIT SUGGESTIONS					
Victoria Park Nuttall Park Whittaker Park: local orienteering	Victorian Christmas (tea party) in school with KS2	Manchester Science & Industry Museum	External Visitor	Car/bus journey to Bury or a local park.	Manchester airport: Link to Amelia Earhart
SKILLS (SS2S Targets to be taken from the following headings)					
Understanding the World: Sim/Diff of places & environment (EYFS) Locational Knowledge Place Knowledge Geographical Skills & Fieldwork	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	Understanding the World: People & Communities (EYFS) Historical Interpretation & investigation 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 and physical Geography Geographical skills and fieldwork	Understanding the World: People & Communities (EYFS) Historical Interpretation & investigation Chronological Understanding Knowledge & Understanding of Past Events, People & Changes in the Past Presenting, Organising & Communicating

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 NATURAL ART	Preparing and Performing: Primary Nativity/ Become a Victorian Stimuli: Poem Image script song Using a Script: Chosen script	CREATIVITY & INSPIRATION VOLCANOES & EARTHQUAKES	Preparing and Performing: Greek Olympians/God & Goddesses Stimuli: Using a historical stimulus Using a Script: Chosen Myth	CREATIVITY & INSPIRATION ROSSENDALE	Preparing and Performing: Rocket Launch to the Moon Stimuli: Images & Videos of Space Rockets Astronauts Launches Using a Script: n/a class creation
Inspiration from our Natural World using natural resources to create patterns, build sculptures from natural materials: wood/stone/minerals		Layers of the earth Inspire through textured layers & textiles, creating continuous contour patterns with vibrant colours.		Maps aerial photos of local mills buildings contrast bright landscapes Inspired by stonework & splendour of Rossendale Mills/important buildings	
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)	Margaret Godfrey – Volcano Art/ Friedensreich Hundertwasser	Ajax (Sophocles)	L. S. Lowry - local knowledge/mills	Apollo 13: Go for Launch (YouTube)
PRACTICALS & PROJECTS	John Barnett – <i>The Mountain Sylph</i>	PRACTICAL PROJECTS	<i>Ancient Greek Music: The Lyre of Classical Antiquity (YouTube)</i>	David Hockney - landscapes	Armageddon [The Launch] (YouTube) From 2.50 – End
Land art – creating patterns using natural materials/taking photographs	Michael Balfe – <i>The Bohemian Girl</i>	Finger Painting/blow painting/wet on wet/ wax resist paintings using oil pastels & watercolours	<i>Ancient Greek Music Vol.1: Spirit of Aristotle (YouTube)</i>	PRACTICALS AND PROJECTS	2001: A Space Odyssey: Thus spoke Zarathustra (YouTube)
	Stephen Adams – <i>The Holy City</i>			3D building overlapping card collages / landscapes with oil pastels 2D Rossendale Landscapes	
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. Rreview & revisit ideas/ Improve drawing & painting skills/ layering textures/ collages with grainy textures/add watercolours over oil pastel /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.	Using scissors/ drawing/ using the projector to enlarge buildings/ Review & revisit ideas/ Improve drawing & painting skills/ layer textures/ collages/ mixing oil pastels to create new colours/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 A WOODEN TOY	COOKING ON A BUDGET	DESIGN STONEAGE TOOLS	HEALTHY LIVING	DESIGN AN ANIMAL HABITAT	POTATOES
Theme: New from old (upcycling) toys using recycled materials. Technical knowledge: Understand & use gears, cams, pulleys, levers, linkages & series circuits; apply ICT knowledge.	Principals of a healthy & varied diet The Eat Well Guide – Overview Budgeting & Seasonality Where & how are ingredients grown?	Theme: simple 'stone age' tools for farming and hunting Make: Stone Age materials.	Principals of a healthy & varied diet The Eat Well Guide –fruits, vegetables & proteins. Where & how are ingredients grown and processed?	Theme: Create 2D/3D animals & their homes. Use cross curricular themes to create animals and their habitats	The Eat Well Guide –Carbohydrates Exploring types of potato & where they are grown. Using a kitchen knife & peeler.
TECHNOLOGY					
DESIGN/PLAN: 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 & materials/components.					
EVALUATE: Investigate & evaluate products against own & others design criteria.					
SUGGESTED PRACTICALS					
Play with existing wooden toys: How do they work? Engage with pupils; showing them how they move to 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 & 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 & make simple 'stone age' tools for farming and hunting. Gather materials from school grounds Materials gathered from adventures or holidays. Make axe heads using clay. Practise tying stones to branches using twine Learn how to tie knots Add patterns to pre-prepared axe & 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 & create simple animals based on paper Design & make 3D animals using clay, create an appropriate habitat, wood/clay/natural resources. Design & 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. Use 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 DURING TERMLY EVALUATIONS

ALL LEARNERS

CHALLENGE VOCABULARY

ENGLISH

GEOGRAPHY

ART & DESIGN

DANCE & DRAMA

ENGLISH

Observe | draw | paint | sculpt | mould | form | analyse | compare | tone | colour theory | blend | contrast | social | artwork | primary | secondary | tertiary | colours | perspectives | vanishing | points | sculpting using clay | texturing using layers of collage materials

Role Play | Still Image | character | Physical Theatre | mirroring

GEOGRAPHY

HISTORY

HISTORY

D&T

COOKING & NUTRITION

ART & DESIGN

D&T

Mechanical Autonomy | Attaching components | choosing appropriate materials and knowing their strengths and purposes

DANCE & DRAMA

motif | unison | thought tracking | canon

COOKING & NUTRITION

Varied | seasonality | stuffed | skewer | proteins | carbohydrates | savoury

KS2 CREATIVE CURRICULUM MEDIUM-TERM PLANNING													
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 (2020-2021)	The Creative Curriculum is taught through half termly themes & planned creatively with a skills focus. The mapping has been strategically planned to ensure that all Subject Content (National Curriculum) from the identified subjects is incorporated in the mapping is covered over the 4-year cycle.	GOING GREEN		THE STONE AGE		THE UNITED KINGDOM		MAYAN CIVILISATION		ANIMALS AND THEIR HABITAT		ANCIENT EGYPT	
		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	
		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 Someone Swallowed Stanley (Sarah Roberts) Greta & the Giants (Zoe Tucker)		FICTION TEXTS Stone Age Boy (Satoshi Kitamura) Ug (Raymond Briggs) The First Drawing (Mordecai Gernstein)		FICTION TEXTS Beatrix Potter There's a Snake in My School (David Walliams)		FICTION TEXTS Rain Player (David Wisnieski) The Great Kapok Tree (Lynne Cherry) The Chocolate Tree (Linda Lowery)		FICTION TEXTS Poo in the Zoo (Steve Smallman) Some Pets (Angela DiTerlizzi)		FICTION TEXTS There's a Pharaoh in My Bath (Jeremy Strong) Flat Stanley: The Great Egyptian Train Robbery (Jeff Brown)	
		NON-FICTION TEXTS What a Waste! Rubbish, Recycling & Protecting our Planet (Jess French)		NON-FICTION TEXTS Horrible Histories:Savage Stone Age Stone Age Bone Age (Brita Granstrom& Mick Manning)		NON-FICTION TEXTS Locations found within stories. Fact Sheets from areas in the UK: towns, cities, counties, national parks etc		NON-FICTION TEXTS DK Findout! Maya, Incas & Aztecs Ancient Maya [Ancient World] (Barbara Somervill)		NON-FICTION TEXTS Animalium [Welcome to the Museum] (Jenny Broom) Our Planet (Matt Whyman) Little People BIG DREAMS [David Attenborough] (Maria Sanchez Vegara)		NON-FICTION TEXTS Everything Ancient Egypt (Crispin Boyer) Ancient Egypt (DK Eyewitness) 1000 facts about Ancient Egypt (National Geographic Kids)	
		READING & WRITING SKILLS											
		Whole class reading Mark making/ handwriting		Whole class reading Mark making/ handwriting		Whole class reading Mark making/ handwriting		Whole class reading Mark making/ handwriting		Whole class reading Mark making/ handwriting		Whole class reading Mark making/ handwriting	
		ACTIVITY SUGGESTIONS TO EMBED READING & WRITING & COMMUNICATION SKILLS (Adapted to Class)											
		Writing: storyboard/mapping adapt story for local environment/personal interest posters information leaflets Reading: Retell a story signs & symbols from food packaging Communication: debate role play		Writing: Compare present day/stone age What would we do if everything is made of stone? Instructions: make a fire/tool/boat Reading: Cave paintings: How did they tell stories? Re-tell a cave painting story Communication: How did Stone Age people communicate? How do we talk?		Writing: Design a post card Fact Sheet Character Description (animals) Reading: Research a place of interest Flags Information hunt & share Communication: Tour of a famous place describing bingo Travel Agent role play		Writing: Write a letter to the past Instructions innovating/adapting stories Reading: Vocabulary collection Communication: Role Play a ceremony oral retelling of a legend/story/ceremony		Writing: Design a zoo exhibit Create & illustrate animal & habitat profiles. Reading: Research different animals & create a fact sheet. Communication: Zoo Tour Zookeeper Role Play TV presenter 'nature show'		Writing: Vocabulary (key words, visual & meaning wall) Comparison: Ancient Egypt & present day Newspaper articles Reading: Retell, innovate & adapt a story (afterlife building of the pyramids) Communication: Pharaoh study: role play hot seat interview a Pharaoh (teacher)	
		GEOGRAPHY		HISTORY		GEOGRAPHY		HISTORY		GEOGRAPHY		HISTORY	
		Going Green Reduce, Reuse, Recycle Human Geography: economic activity & the use of natural resources.		The Stone Age: Understand the changes in Britain from the Stone age to the Iron age		The UK: name & locate counties & cities describe human & physical features (hills, mountains, coasts & rivers) Understand changes		Exploring Mayan Civilisation (non-European society) Contract to British History.		Describing and understanding key aspects of physical geography: climate zones, biomes & vegetation belts Link to animals & the habitats they live in.		Explore the Ancient Egyptians' achievements as one of the earliest civilisations.	
		SUGGESTED ACTIVITIES											
		RESOURCES/ACTIVITIES		SOURCES /ACTIVITIES		RESOURCES /ACTIVITIES		SOURCES /ACTIVITIES		RESOURCES /ACTIVITIES		SOURCES /ACTIVITIES	
		Carbon footprint Reduce, Reuse, Recycle Rap (YouTube) Recycling materials sorting litter licking Junk Modelling Recycling project in school Local Initiatives		Cave dwellings, drawings and markings Neanderthals – What did they look like? Clothing Hunter gatherers Fire building Early farming and transport (canoes).		Name and locate counties and cities in UK Make UK maps Compare maps and aerial photos City and country comparisons Different types of buildings National Landmarks		Mayan society Nobles and priests craftsmen traders warriors Farmers & Slaves Jewellery & costumes: colours Mayan Gods Mayan art Mayan masks Chichen Itza city: buildings & temples.		Habitats: Who lives where? Map to show animals from around the world Animal categories: Farm, Zoo, Pets, Wild, Rainforest, Savannah, Desert, Forest (different climates) Food chain Metamorphosis: Butterfly / tadpoles.		Explore Pyramids, Sphinxes, Tombs, Sarcophaguses Build pyramid models Role play Tutankhamun, the boy king Hieroglyphics: write names/instructions Dress up as Egyptians Mummification	
		STIMULUS VISIT SUGGESTIONS											
		Recycling centre		Caves Malham Cove		National Landmarks		Mayan artist in residence		Zoo farm woodland School field		Bolton/Manchester Museum	
		SKILLS											
		Human & Physical Geography Geographical skills & Fieldwork		Historical Investigations Chronological Understanding Knowledge & Understanding of Past Events, People & Changes in the Past Presenting, Organising & Communicating		Locational knowledge Place knowledge Human & Physical Geography Geographical skills & Fieldwork		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		Understanding the World: People & Communities (EYFS) Historical Investigations Chronological Understanding People & Changes in the Past	
		INTENT	CAREERS										

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 – SIM & DIFFERENCES Create promotional posters in the style of seaside resorts to promote a local area & a contrasting place. The hills surrounding Rossendale & 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 & Ocean inspired artwork. Create paintings & collages based on the colours, textures & effects of water. Blues whites greens & 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 & paint. Ice cube painting blow-straw pictures Artistic weather pictures inspired through google colour & 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 countryside & 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/mmkbeliefs/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 & 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 & 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; use 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 & big sweeping movements Using blow painting, splatter art & wet on wet techniques to create seascapes & oceans. Learn to use a wide range of different sized brushes & tools to move paint & glue around canvases & cardboard. Learn tessellation & how to create repeating patterns (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 & overlapping to create rain effects. Mixing colours using a wide range of media & applications e.g. painting with different shaped tools kitchen utensils cleaning tools & shaped pieces of card Splashing & 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 USING UP LEFTOVERS	TECHNOLOGY VIKINGS	COOKING & NUTRITION LOCAL RECIPES (UK)	COOKING & NUTRITION MAYAN	TECHNOLOGY WIND CATCHERS	TECHNOLOGY SHELTERS
Principals of a healthy & varied diet The Eat Well Guide – Overview Food hygiene	Technical knowledge: apply understanding to strengthen stiffen & reinforce materials	Principals of a healthy & varied diet Eat Well Guide – Fats, oils & sugars Where & how are ingredients grown, reared and processed?	Food introduced by the Mayan civilisation Improve cooking skills	Technical knowledge: apply understanding to strengthen stiffen & reinforce materials	
TECHNOLOGY					
DESIGN/PLAN: 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 & materials/components.					
EVALUATE: Investigate & evaluate products against own & others design criteria. Understand how key events & individuals help shape the world.					
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 & 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 & 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 bivvy's and how they are made

SKILLS & KNOWLEDGE

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.

Knowledge: 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 DURING TERMLY EVALUATIONS

All LEARNERS

CHALLENGE VOCABULARY

ENGLISH

GEOGRAPHY

ART & DESIGN

DANCE & DRAMA

ENGLISH

GEOGRAPHY

HISTORY

HISTORY

D&T

COOKING & NUTRITION

ART & DESIGN

D&T

Mechanical Autonomy | Attaching components | choosing appropriate materials and knowing their strengths and purposes

DANCE & DRAMA

motif | unison | thought tracking | canon

COOKING & NUTRITION

Food hygiene | fridge | stuffed | skewer | protein | tortilla | guacamole

Observe | draw | paint | sculpt | mould
| form | analyse | compare | tone
| colour theory | blend | contrast | social
| artwork | primary | secondary |
tertiary | colours | perspectives |
vanishing | points | sculpting using
clay | texturing using layers of collage
materials

Role Play | Still Image | character |
Physical Theatre | mirroring

Design | Plan | Make | Evaluate |
What? | How? |

safe | healthy | clean | bake | mix |
fats | sugar | corn | beans | chocolate
| avocado