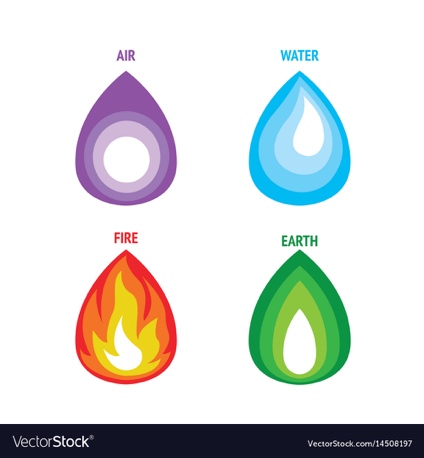
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**CREATIVE CURRICULUM**

**PRIMARY KS2**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** | **Cycle 4** |
| **(2019-2020)** | **(2020 – 2021)** | **(2021 – 2022)** | **(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 | 16th & 17th CENTURY  LONDON |



**RBR, HF, JW, SC, EP & FMc (**May 2020)

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| **KS2 CREATIVE CURRICULUM MEDIUM-TERM PLANNING (2019-20)** | | | | | | | | | | | | | | | |
| ***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)** |  |  | **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** | | **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** | |
| Peter Pan **(Caryl Hart)**  The Once Upon a Time Map  **(B.G Hennessy)**  Me on the Map **(Joan Sweeney)** | | Oliver Twist & Other Great Dickens Stories **(Marcia Williams)**  Street Child **(Berlie Doherty)**  Daisy Saves the Day **(Shirley Hughes)** | | | Going to the Volcano  **(Andy Stanton)**  When the Giant Stirred  **(Celia Godkin)** | | 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)** | | My Funny Family Moves House  **(Chris Higgins)**  Home **(Carson Ellis)**  Two Homes **(Claire Masurel)** | | The Explorer  **(Katherine Rundall)** | |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | |
| Maps  **(Aleksandra Mizielinska)** | | The Little Match Girl  **(Hanz Christian Andersen)** | | | Volcanoes & Earthquakes  [Geo Detectives]  **(Anita Ganeri)** | | Meet the Ancient Greeks **(James Davies)**  See Inside Ancient Greece **(Barry Ablett)** | | Rossendale Then & Now  **(Susan Halstead)**  Around Rossendale  **(Susan Halstead)** | | Curiosity: The Story of a Mars Rover  **(Markus Motum)**  Manfish: A Story of Jacques Cousteu **(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** | | **HISTORY** | | | **GEOGRAPHY** | | **HISTORY** | | **GEOGRAPHY** | | **HISTORY** | |
| Studies of **UK** (local & national) & the wider world | Use of maps: geographical boundaries, physical features & cultural features (place | city | road) | | Life in Victorian Britain  (Compare & Contrast to Modern Life)  **Victorian:** School | Jobs | Christmas | Music | Clothes | Rich | Poor | | | Describe and understand the key aspects of Volcanoes and Earthquakes  (Physical Geography) | | Life in Ancient Greece  (Olympics & Myths) | | Human and physical features of a **Rossendale**. | Describing and understanding key aspects of human geography in and around **Rossendale** | | British & International Explorers throughout History (timeline/chronology) | |
| **SUGGESTED ACTIVITIES** | | | | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | | | **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | | **RESOURCES/ACTIVITIES** | | **SOURCES/ACTIVITIES** | |
| Maps, atlases, globes | Locating countries and identify features of each | Compass directions | Grid referencing  Symbols and Keys on maps  Google maps – digital technologies | | 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 | | | 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 | | 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 | | 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 | | | **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 |
| **INTENT** | **CAREERS** | **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 | |

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| **CYCLE 1 (2019-2020)** |  |  | **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**  Inspiration from our Natural World | using natural resources to create patterns, build sculptures from natural materials: wood/stone/minerals | | **Preparing and Performing:**  Primary Nativity/ Become a Victorian  **Stimuli:** Poem | Image | script | song  **Using a Script:** Chosen script | | **CREATIVITY & INSPIRATION**  **VOLCANOES & EARTHQUAKES**  Looking at how the earth is formed/  Layers of the earth | Inspire through textured layers & textiles, creating continuous contour patterns with vibrant colours. | **Preparing and Performing:**  Greek Olympians/God & Goddesses  **Stimuli:** Using a historical stimulus  **Using a Script:** Chosen Myth | | **CREATIVITY & INSPIRATION**  **ROSSENDALE**  Look at maps | aerial photos of local town’s mills | buildings | contrast with bright landscapes | Inspired by stonework & splendour of Rossendale Mills/important buildings | **Preparing and Performing:**  Rocket Launch to the Moon  **Stimuli:** Images & Videos of Space | Rockets | Astronauts | Launches  **Using a Script:** n/a | class creation |
| **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** |
|  | | 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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| **KS2 CREATIVE CURRICULUM MEDIUM-TERM PLANNING (2020-21)** | | | | | | | | | | | | |
| ***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)** |  |  | **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. 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**  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)**  Cave Baby **(Julia Donaldson)** | | **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** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** |
| What a Waste! Rubbish, Recycling & Protecting our Planet  **(Jess French)** | | Horrible Histories:Savage Stone Age  Stone Age Bone Age  **(Brita Granstrom& Mick Manning)** | | Locations found within stories.  Fact Sheets from areas in the UK: towns, cities, counties, national parks etc | | **DK** Findout! Maya, Incas & Aztecs  Ancient Maya [Ancient World]  **(Barbara Somervill)** | Animalium [Welcome to the Museum] **(Jenny Broom)**  Our Planet **(Matt Whyman)**  Little People BIG DREAMS [David Attenborough] **(Maria Sanchez Vegara)** | | 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 |
| **INTENT** | **CAREERS** | **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 |

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| **CYCLE 2 (2020-2021)** |  |  | **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 | |
|  |  | |  | | | Role Play | Still Image | character | Physical Theatre | mirroring |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** |
|  | |  | | | safe | healthy | clean | bake | mix | fats | sugar | corn | beans | chocolate | avocado |

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| **KS2 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)** |  |  | **JOURNEYS** | | **OUR LOCAL HISTORY** | | **OUR WORLD** | | | **VIKINGS** | **WEATHER** | | **BRITAIN DURING WW1 & WW2** | |
| **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** |
| Around the World in 80 Days **(Jules Verne)**  Paddington **(Michael Bond)**  Wabi Sabi **(Mark Reibstein)**  We’re Going on a Bear Hunt  **(Michael Rosen)** | | The Trogglybogs of Brinscall Moors **(Alec Price)** | | | Window **(Jeannie Baker)**  Here We Are – Notes for Living on Planet Earth **(Oliver Jeffers)** | | How to be a Viking & How to Train Your Dragon **(Cressida Cowell)**  The Littlest Viking **(Sandi Toksvig)**  The Dragons Hoard: Stories from the Viking Sagas **(Lari Don & Cate James)** | The Weather Girls **(AKI Delphine Mach)**  Cloudy with a Chance of Meatballs  **(Judi Barrett)** | | | Goodnight Mr Tom **(Michelle Magorian)**  Armistice Runner **(Tom Palmer)**  Where the Poppies Now Grow **(Hilary Robinson and Martin Impey)**  Poems from the First World War  **(Gabby Morgan)** |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** |
| Little People, Big Dreams – Amelia Earheart **(Isabel Sanchez Vegara**)  The First Moon Landings (**Charles Lovett**) | | Growin’ Up in Lancashire – Memories of a Northern Childhood **(Brian Carline)**  Children’s History of Lancashire **(Tracy J. Holroyd)** | | | This is the World: A Global Treasury **(Miroslav Sasek)**  People **(Peter Spier)**  Welcome to Our World: A celebration of Children Everywhere **(Moira Butterfield)** | | Viking Longship **(Mick Manning)**  Horrible Histories: Vicious Vikings  You Wouldn’t Want To Be a Viking Explorer! **(Andrew Langley)** | Everything Weather **(National Geographic Kids)**  See Inside Weather and Climate **(Katie Daynes)** | | | My Secret Wartime Diary  **(Flossy Albright)**  Horrible Histories: Frightful First World War | Newspapers from WW1 & WW2 |
| **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:** Character Study | Role on the Wall | Why do we go on journeys?  **Reading:** Describe a journey | contrast different places on a journey.  **Communication:** Become a tour guide. | | **Writing:** Brochure | Poster | Persuasive language | Match key facts & vocabulary  **Reading:** New & Old Local news  **Communication:** New & old photo comparison | Discussion: Growing up | | | **Writing:** Compare different cultures face sheet | Describe what makes up unique.  **Reading:** Fact finding mission about a place and their culture.  **Communication:** Plan a celebration | | **Writing:** Viking story mapping | create a story board (narrative writing)  **Reading:** Viking God Top Trumps.  **Communication:** Instructions | cook a meal | build a longboat | Train dragons | **Writing:** Weather report | daily | weekly report | Describe extreme weather.  **Reading:** Research types of weather.  **Communication:** Explore senses, describe how we experience weather. | | | **Writing:** War time diary | solider | evacuee | night of the blitz | Ration meal prep  **Reading:** Find key words in texts  **Communication:** British Pathe news report | Make do & Mend | Dig for Victory |
| **GEOGRAPHY** | | **HISTORY** | | | **GEOGRAPHY** | | **HISTORY** | **GEOGRAPHY** | | | **HISTORY** |
| Using maps of the world, locating key features, planning journeys/routes. | | **Local History Study**  (A study of an aspect of History that is significant in our locality). | | | **Our World**  Similarities and differences of countries. | | The Viking struggle for the Kingdom of England | **Weather**  Identifying seasonal and daily weather patterns in the UK. | | | **Wartime Britain (Including WW2)**  A significant turning point in British History. |
| **SUGGESTED ACTIVITES** | | | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES /ACTIVITIES** | | | **RESOURCES /ACTIVITIES** | | **SOURCES /ACTIVITIES** | **RESOURCES /ACTIVITIES** | | | **SOURCES /ACTIVITIES** |
| Journey around the World: Visiting Lancashire, France (Europe), Brazil (South America) | Using map to locate each country & in relation to each other | Trade links and economic activity | types of transport. | | Transport: steam trains | Factories: textiles/shoes | A child’s life in the mills| Weaver’s dance| Weaving activities: paper, string, wool, card. | | | Oceans | Capital cities | Globes | Tactile maps | The equator | The poles (Antarctic and Arctic) | Latitude and Longitude | Hemispheres | | Raiders & settlements | Music & instruments | Jewellery & costumes |  Food & entertainments | Viking raids & invasions | Longboats | Viking Rune writing | Local weather & types | Wind, rainfall, snow, ice, sun | Ice cube art, ‘rain’ art (blowing through straws.) | How rainbows are created. - string/ bubble rainbows | Observe, measure & record school weather data. | | | Life in Wartime Britain | Rationing | Wartime entertainment | Soldiers  **YEAR 5and 6 ONLY:**  Evacuation| Bomb shelters & gas masks. |
| **STIMULUS VISIT SUGGESTIONS** | | | | | | | | | | | |
| Manchester airport | | Helmshore Textile Museum | Queen Street Mill, Burnley | Lancs Railway | | | SeaLife Centre | | Viking drama company to visit school. (viking-visits.co.uk) |  | | | Imperial War museum. (Or invite in Grandparent to give a talk). |
| **INTENT** | **CAREERS** | **SKILLS** | | | | | | | | | | | |
| Understanding the World: Sim/Diff of places & environment (EYFS)  Locational knowledge  Place knowledge  Human & Physical Geography | | Understanding the World: People & Communities (EYFS)  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past | | | 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 Investigations  Knowledge & Understanding of Past Events, People & Changes in the Past  Presenting, Organising & Communicating | Locational knowledge  Place knowledge  Human & Physical Geography  Geographical skills & Fieldwork | | | Understanding the World: People & Communities (EYFS)  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past  Presenting, Organising & Communicating |

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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. 5 weeks | **Summer 2**  Approx. 7 weeks | |
| **ART** | **DANCE & DRAMA** | | **ART** | | **DANCE & DRAMA** | | | **ART** | **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 | | **Preparing and Performing:**  Viking Life – conflict | longboats  **Stimuli:** Poem | Image | script | song  **Using a Script:** n/a | | | **CREATIVITY & INSPIRATION**  **THE ELEMENTS**  The elements – creating a montage of abstract artwork  **PRACTICALS AND PROJECTS**  Art inspired by  Earth/Wind/Fire/Water  Create 4 different based on texture and colour | **Preparing and Performing:**  Evacuees | Build an Anderson Shelter  **Stimuli:** Poem | Image | script | song  **Using a Script:** Chosen text | |
| **SUGGESTED** | | | | | | | | | | |
| **ARTISTS** | **WORKS/ MUSIC** | | **ARTISTS** | | **WORKS/ MUSIC** | | | **ARTISTS** | **WORKS/ MUSIC** | |
| Greg Furie  Claude Monet  George Surat |  | | Feliciano Centurrion  South American Patterns  Peruvian Textiles | |  | | | Carol Carter  Kandinsky  Stan Gregory |  | |
| **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 | | **Drama:** Role Play | Still Image | Speaking in front of others.  **Dance:** Copy | Repeat | Remember actions | 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 | 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**  **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 | | | **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 | | | **HOMEGROWN**  Rationed foods & Seasonality  Where & how are ingredients grown, reared and processed?  Preparing fruit and vegetables |
| **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 | | | 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 | Potato Soup | Lord Woolton Pie | Carrot Scones | Wheat meal Loaf | 1918 War Cake | Bread and Butter Pudding | Cauliflower Cheese | |
| **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 | | | **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 | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Peeling, weighing & measuring. | |
| **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 | | |
|  |  | |  | | | Role Play | Still Image | character | Physical Theatre | mirroring | |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** | |
|  | |  | | | grow | farm | wash | fruit | vegetable | meat | beef | chicken | tofu | lamb | egg| cook | boiled | scrambled | grow | war | weigh | measure | |

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| **KS2 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 4 (2022-2023)** |  |  | **WATER** | | **ANGLO-SAXONS** | | **SOUTH AMERICA** | | | **ROMAN EMPIRE**  **(BRITAIN)** | | **THE ELEMENTS** | | **15TH CENTURY LONDON**  **(1600 – 1699)** | |
| **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** | |
| Floatsam **(David Wiesner)**  The Great Big Water Cycle Adventure  **(Kay Barnham)**  Over & Under the Pond **(Kate Messner)**  Wind in the Willows **(Kenneth Graeme)** | | King Arthur & the Knights of the Round Table **(Marcia Williams)**  The Buried Crown **(Alley Sherrick)**  Beowulf [Usborne]  **(Rob Lloyd Jones & Victor Tavares)** | | | Slowly Slowly Said the Sloth **(Eric Carie)**  Waiting for the Biblioburro  **(Monica Brown)**  The Rainforest Grew All Around  **(Susan K Mitchell)** | | Escape from Pompei **(Christian Balit)**  Romans on the Rampage  **(Jeremy Strong**)  How to Drive a Roman Chariot  **(Caryl Hart)** | | The Wind Blew  **(Pat Hutchins)**  Chronicles of Narnia  **(C.S. Lewis)** | | Vlad & the Great Fire of London  **(Kate Cunningham)**  Shakespeare’s Globe [I Was There]  **(Valarie Wilding)**  My Friend Walter **(Michael Murpurgo)** | |
| **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | | **NON-FICTION TEXTS** | |
| Why Water’s Worth It **(Lori Harrison)**  The ‘Where on Earth?’ Book of: Rivers **(Susie Brooks)**  Water **(Melissa Stuart)** | | How to be an Anglo Saxon in 13 Easy Steps **(Scoular Anderson)**  Alfred the Great & the Anglo Saxons  **(David Gill)** | | | Rainforests in 30 Seconds  **(Jen Green & Stephanie Murphy)**  100 Facts: Rainforests  **(Camilla De la Bedoyere)** | | Horrible Histories: Rotten Romans  Avoid Being a Roman Solider  **(David Stewart)**  The Romans: Gods, Emperors & Dormice  **(Marcia Williams)** | | DK Find Out! Earth (**DK**) | | The Great Fire of London [Anniversary]  **(Emma Adams & James Weston Lewis)**  The Great Fire of London Unclassified  **(Nick Hunter)**  Tudors Picture Book **(Emily Bone)** | |
| **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:**  **Reading:**  **Communication:** | | **Writing:**  **Reading:**  **Communication:** | | | **Writing:**  **Reading:**  **Communication:** | | **Writing:**  **Reading:**  **Communication:** | | **Writing:**  **Reading:**  **Communication:** | | **Writing:**  **Reading:**  **Communication:** | |
| **GEOGRAPHY** | | **HISTORY** | | | **GEOGRAPHY** | | **HISTORY** | | **GEOGRAPHY** | | | **HISTORY** |
| **Water:** Describing and understanding key aspects of the water cycle. | | **Anglo-Saxons**: British History that extending knowledge beyond 1066 | | | **South America:** countries & major cities | understanding sim & diff. | | **The Roman Empire:** Effect on Britain | | **The elements:** Ice, wind earth and fire | Use of fieldwork. | | | **The Tudors & Stuarts:** British History that extends beyond 1066. |
| **SUGGESTED ACTIVITES** | | | | | | | | | | | | |
| **RESOURCES/ACTIVITIES** | | **SOURCES /ACTIVITIES** | | | **RESOURCES /ACTIVITIES** | | **SOURCES /ACTIVITIES** | | **RESOURCES /ACTIVITIES** | | | **SOURCES /ACTIVITIES** |
| Pond and river studies | The seaside coasts | Naming famous rivers & identifying where they are in pictures and maps | The water cycle: drawing representations and making models |  Water flow & dams. | | Anglo-Saxon place names | Anglo-Saxon art | Bayeux Tapestry | Designing and making helmets | Alfred the Great | The importance of cows, sheep & goats | Anglo Saxon Brooch designing. | | | South America as an example of a less economically developed continent. | Where is it on a map? | What countries do we find there? | Food | Rainforests | Lifestyle of a south American child/family. | | Julius Ceasar | The Roman army | Successful invasion by Claudius | Hadrian's Wall | Roman entertainment | Roman mosaics | Roman Gods & Goddesses | Roman Numerals | | Ice, wind earth and fire: the effect they have on our landscape | Energy & natural resources | Ice, earth, wind and fire art | Changes in state: freezing and melting. | | | Early 1600s: The Tudors | 1603 -1714: The Stuarts | The Tudors: Henry VIII, & wives | Tudor timeline, Tudor rose | Battle of Bosworth | Great fire of London 1666: Pudding lane bakers, compare fire service then & now | Plague: Ring o’roses |
| **STIMULUS VISIT SUGGESTIONS** | | | | | | | | | | | | |
| Grane Reservoir | EUREKA! | | History Alive: Anglo Saxon Workshop | | | Knowsley Safari Park (Rainforest animals) | Butterfly house Bolton | | Ribchester Roman Museum | | Singing Ringing Tree  Rawtenstall fire station (fire safety) | | |  |
| **INTENT** | **CAREERS** | **SKILLS** | | | | | | | | | | | | |
| Locational knowledge  Place knowledge  Human & Physical Geography  Geographical skills & Fieldwork | | Understanding the World: People & Communities (EYFS)  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 Investigations  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past | | Human & Physical Geography  Geographical skills & Fieldwork | | | Historical Investigations  Chronological Understanding  Knowledge & Understanding of Past Events, People & Changes in the Past  Presenting, Organising & Communicating |

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| **CYCLE 4 (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. 5 weeks | **Summer 2**  Approx. 7 weeks |
| **ART** | | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** | | **ART** | **DANCE & DRAMA** |
| **CREATIVITY & INSPIRATION**  **MAPS**  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 | | **Preparing and Performing:**  Primary Nativity  **Stimuli:** Poem | Image | script | song  **Using a Script:** Chosen script | | **CREATIVITY & INSPIRATION**  **GREEK ART**  Greek patterns and prints inspired by Greek Artwork Culture/Mosaics/Sculptures  **PRACTICALS AND PROJECTS**  Greek patterns in Mosaics  Greek Temples and their Splendour  Greek Mythology  Greek Sculptures and Gods | **Preparing and Performing:**  Become a Roman general | gladiator  **Stimuli:** Poem | Image | script | song  **Using a Script:** n/a | | **CREATIVITY & INSPIRATION**  **WHERE WE LIVE**  Rossendale and our countryside  Famous Landmarks  **PRACTICALS AND PROJECTS**  Look at the 7 Panopticons of East Lancashire – we have 2 very close to us – The Singing Ringing Tree near Burnley and The Halo in Haslingden  Drawing our famous landmarks from secondary resources – St Mary’s Chambers/Ilex Mill/Helmshore Textile Museum/Rawtenstall Library | **Preparing and Performing:**  King & Queens  **Stimuli:** Poem | Image | script | song  **Using a Script:** n/a |
| **SUGGESTED** | | | | | | | | |
| **ARTISTS** | | **WORKS/ MUSIC** | | **ARTISTS** | **WORKS/ MUSIC** | | **ARTISTS** | **WORKS/ MUSIC** |
| Stephen Wiltshire – Artist and autistic savant  Le Corbusier – Architect and Designer | |  | | Greek Culture and Artwork  Mosaics  Sculptures  Amphitheatres and the Acropolis |  | | Lowry  Zaha Hadid  Dan Hogman  Liam Spencer |  |
| **SKILLS** | | | | | | | | |
| Drawing/enlargement/making 3D buildings from nets/cityscapes and sunsets/blending colours/drawing buildings/simple perspective/town planning/Looking at the layout of inner cities – New York v Paris/compare and contrast | | **Drama:** Role Play | Mime | Soundscape.  **Dance:** copy | repeat | remember | Join in with movement | speed & level of actions | improvise with a partner | | Drawing/enlargement/making 3D Greek buildings from nets/cityscapes and sunsets/blending colours/drawing buildings/Greek Gods/Temples and Greek columns/  Paper folding and making Greek Temples/Printing using potato prints/Greek mythology | **Drama:** Role Play | Still Image | Speaking in front of others.  **Dance:** Copy | Repeat | Remember actions | Motif & develop it. | | Drawing/enlargement/making 3D buildings from nets/cityscapes and sunsets/blending colours/drawing buildings/simple perspective/Drawing in charcoal and chalk/Being inspired by Lowry and local artists such as Liam Spencer | **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** | **TECHNOLOGY** | | **COOKING & NUTRITION** | **COOKING & NUTRITION** |
| **DESIGN | PLAN | MAKE | EVALUATE**  **MAPS AND SKYLINES**  Theme – 3D maps and skylines  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional & exploded diagrams,  Make – select & use a wide range of tools and materials/ components  Evaluate – investigate & evaluate products against own & others design criteria | | **CHEESE & MILK**  Principals of a healthy & varied diet  **The Eat Well Guide** – Dairy  Where & how are ingredients grown and processed? | | **DESIGN | PLAN | MAKE | EVALUATE**  **EARTHQUAKE**  Theme - make volcano and earthquake model  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and 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  Technical knowledge – apply understanding to strengthen | **DESIGN | PLAN | MAKE | EVALUATE**  **BUILDINGS**  Theme – Building challenge – Who can build the tallest tower, the strongest bridge?  Design – research & develop design innovative/ functional & appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, prototypes & 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. | | **VEGETABLES**  Principals of a healthy & varied diet  **The Eat Well Guide** – Vegetables  Where & how are ingredients grown and processed? | Seasonality | **BAKING**  Principals of a healthy & varied diet  **The Eat Well Guide** – Carbohydrates  Where & how are ingredients grown and processed? |
| **SUGGESTED PRACTICALS** | | | | | | | | |
| Design and Make a new city using card modelling  Use knowledge of nets to create 3D shapes  Discuss city planning and make a plan to incorporate green living spaces | | Cheese on toast | Macaroni Cheese | Cheese Dip | Cheese Straws | Cheese Scones | Cheese Crackers | Milk Pudding | | Design and Make an earthquake model  Use Clay and papier Mache to re-create the section of earth  Make a stong tower using Lego  Watch BBC bitesize – how buildings withstand earthquakes | Design and Make a tall building  Challenge – which team can make the tallest building out of paper spills?  Make towers out of Lego – which one's work? Why?  Design and Make a strong skyscraper | | Simple Spring Rolls | Ratatouille | Vegetable Kebabs | Coleslaw | Vegetable Dips and Crudités | Soup | Bread | Bread Rolls | Soda Bread | Shortbread | Scones | Biscuits | Tray Bakes |
| **SKILLS** | | | | | | | | |
| Designing – thinking and planning using a design brief  Making – drawing, cutting, attaching, folding, adding decoration  Evaluate – does your model meet the brief? Is it an eco-friendly city? | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Grating, baking, grilling weighing & measuring. | | Designing – thinking about a structure that can show the inside of an earthquake  Using papier Mache attaching/cutting/ gluing/painting | Designing – thinking and planning using a design brief  Making – drawing, cutting, attaching, folding, adding decoration  Evaluate – does your model meet the brief? Is it a strong skyscraper? | | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Grating & boiling | **Knife Safety:** handling a knife, claw hold & bridge hold.  **Knife Skills:** Chopping  **Kitchen Safety & Food Hygiene**  Baking, proving, weighing & measuring. |
| **KEY TOPIC VOCABULARY | TO BE COMPLETED RETROSPECTFULLY** | | | | | | | | |
| **INTENT** | **CAREERS** | **All LEARNERS** | | | | | | | **CHALLENGE VOCABULARY** | |
| **ENGLISH** | **GEOGRAPHY** | | **ART & DESIGN** | | | **DANCE & DRAMA** | Eatwell Guide | dairy | seasonality | carbohydrates | yeast  motif | unison | thought tracking | canon | |
|  |  | |  | | | Role Play | Still Image | character | Physical Theatre | mirroring |
| **HISTORY** | | **D& T** | | | **COOKING & NUTRITION** |
|  | |  | | | milk | cheese | weigh | measure | chop | peel | grate | vegetables | bread | baking | rise |