

		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 <sup>th</sup> & 17 <sup>th</sup> 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)

MAPS	VICTORIAN BRITAIN	VOLCANOES & EARTHQUAKES	ANCIENT GREECE	WHERE WE LIVE	EXPLORERS
<b>Autumn 1</b> Approx. 7 weeks	<b>Autumn 2</b> Approx. 7 weeks	<b>Spring 1</b> Approx. 6 weeks	<b>Spring 2</b> Approx. 6 weeks	<b>Summer 1</b> Approx. 5 weeks	<b>Summer 2</b> Approx. 7 weeks
<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>
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
<b>ENGLISH SUGGESTED TEXTS</b>					
<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>
Peter Pan ( <b>Caryl Hart</b> ) The Once Upon a Time Map ( <b>B.G Hennessy</b> ) Me on the Map ( <b>Joan Sweeney</b> )	Oliver Twist & Other Great Dickens Stories ( <b>Marcia Williams</b> ) Street Child ( <b>Berlie Doherty</b> ) Daisy Saves the Day ( <b>Shirley Hughes</b> )	Going to the Volcano ( <b>Andy Stanton</b> ) When the Giant Stirred ( <b>Celia Godkin</b> )	Mythologica ( <b>Dr Stephen P. Kershaw</b> ) Who Let the Gods Out? ( <b>Maz Evans</b> ) The Ancient Greek Mysteries ( <b>Saviour Pirotta &amp; Freya Hartas</b> ) Greek Gods & Heroes ( <b>Sylvie Baussier</b> )	My Funny Family Moves House ( <b>Chris Higgins</b> ) Home ( <b>Carson Ellis</b> ) Two Homes ( <b>Claire Masurel</b> )	The Explorer ( <b>Katherine Rundall</b> )
<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>
Maps ( <b>Aleksandra Mizielinska</b> )	The Little Match Girl ( <b>Hanz Christian Andersen</b> )	Volcanoes & Earthquakes [Geo Detectives] ( <b>Anita Ganeri</b> )	Meet the Ancient Greeks ( <b>James Davies</b> ) See Inside Ancient Greece ( <b>Barry Ablett</b> )	Rossendale Then & Now ( <b>Susan Halstead</b> )  Around Rossendale ( <b>Susan Halstead</b> )	Curiosity: The Story of a Mars Rover ( <b>Markus Motum</b> ) Manfish: A Story of Jacques Cousteu ( <b>Jenifer Byrne</b> ) Darwin's Voyage of Discovery ( <b>Jake Williams</b> )
<b>READING &amp; WRITING SKILLS</b>					
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
<b>ACTIVITY SUGGESTIONS TO EMBED READING &amp; WRITING &amp; COMMUNICATION SKILLS (Adapted to Class)</b>					
<b>Writing:</b> Adventure writing   setting description   map creation   instructions <b>Reading:</b> Describe a journey <b>Communication:</b> Instructions to a friend	<b>Writing:</b> Sequencing Events   Key Character matching & description. <b>Reading:</b> Rich & Poor comparison. <b>Communication:</b> Role Play	<b>Writing:</b> Journey description   verbs & adverbs   Storyboarding an adventure <b>Reading:</b> Fact Finding   vocab match <b>Communication:</b> Eyewitness retelling	<b>Writing:</b> God/ Mythological creature creation   adjectives   description <b>Reading:</b> God similarities & differences <b>Communication:</b> Act out Green myths	<b>Writing:</b> My home   My School   My family <b>Reading:</b> Location comparison   Local newspapers   Local landmarks <b>Communication:</b> Become a tour guide	<b>Writing:</b> Explorer Kit List   Plan an expedition   Describe what your findings <b>Reading:</b> Research places to explore. <b>Communication:</b> Describe discoveries
<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
Studies of <b>UK</b> (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) <b>Victorian:</b> 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 <b>Rossendale</b> .   Describing and understanding key aspects of human geography in and around <b>Rossendale</b>	British & International Explorers throughout History (timeline/chronology)
<b>SUGGESTED ACTIVITIES</b>					
<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES/ACTIVITIES</b>	<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES/ACTIVITIES</b>	<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES/ACTIVITIES</b>
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	<b>Investigate Famous Explorers:</b> Neil Armstrong   Amelia Earhart   Christopher Columbus   Charles Darwin   Captain Cook   Robert Falcon-Scott (create a timeline) <b>Trade:</b> Ships and supplies   New world cargo (spices, chocolate)   Pirates.
<b>STIMULUS VISIT SUGGESTIONS</b>					
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
<b>SKILLS (SS2S Targets to be taken from the following headings)</b>					
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

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
<b>ART</b> <b>CREATIVITY &amp; INSPIRATION MAPS</b>	<b>DANCE &amp; DRAMA</b> <b>Preparing and Performing:</b> Primary Nativity/ Become a Victorian	<b>ART</b> <b>CREATIVITY &amp; INSPIRATION VOLCANOES &amp; EARTHQUAKES</b>	<b>DANCE &amp; DRAMA</b> <b>Preparing and Performing:</b> Greek Olympians/God & Goddesses	<b>ART</b> <b>CREATIVITY &amp; INSPIRATION WHERE WE LIVE</b>	<b>DANCE &amp; DRAMA</b> <b>Preparing and Performing:</b> Rocket Launch to the Moon
Geometric patterns and prints inspired by South American Culture <b>PRACTICALS AND PROJECTS</b> Mexican Textiles - recreating vibrant patterns using ICT/printing/polystyrene stencils Looking at brown and cream patterns	<b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> Chosen script	Looking at how the earth is formed/ Layers of the earth   Inspire through textured layers & textiles, creating continuous contour patterns with vibrant colours.	<b>Stimuli:</b> Using a historical stimulus <b>Using a Script:</b> Chosen Myth	Rossendale and our countryside Famous Landmarks <b>PRACTICALS AND PROJECTS</b> 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	<b>Stimuli:</b> Images & Videos of Space   Rockets   Astronauts   Launches <b>Using a Script:</b> n/a   class creation
<b>SUGGESTED</b>					
<b>ARTISTS &amp; DESIGNERS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS &amp; DESIGNERS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS &amp; DESIGNERS</b>	<b>WORKS/ MUSIC</b>
Stephen Wiltshire – Artist and autistic savant Le Corbusier – Architect and Designer	A Muppets Christmas Carol – Bob Cratchit's House (YouTube) John Barnett – <i>The Mountain Sylph</i> Michael Balfe – <i>The Bohemian Girl</i> Stephen Adams – <i>The Holy City</i>	Margaret Godfrey – Volcano Art/ Friedensreich Hundertwasser <b>PRACTICAL PROJECTS</b> Finger Painting/blow painting/wet on wet techniques/wax resist paintings using oil pastels & watercolours	Ajax (Sophocles) <i>Ancient Greek Music: The Lyre of Classical Antiquity (YouTube)</i> <i>Ancient Greek Music Vol.1: Spirit of Aristotle (YouTube)</i>	Lowry Zaha Hadid Dan Hogman Liam Spencer	Apollo 13: Go for Launch (YouTube) Armageddon [The Launch] (YouTube) From 2.50 – End 2001: A Space Odyssey: Thus spoke Zarathustra (YouTube)
<b>SKILLS</b>					
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	<b>Drama:</b> Role Play   Narration   Exploring a character. <b>Dance:</b> 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	<b>Drama:</b> Role Play   Exploring a character   Still Image   Speaking in front of others. <b>Dance:</b> Copy   Repeat   Remember actions   Create a 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	<b>Drama:</b> Role Play   Exploring a character   Thought tracking   Physical Theatre <b>Dance:</b> Speed & level of Actions   Compare & adapt motif/movements to create longer sequence/s.
<b>TECHNOLOGY</b>	<b>COOKING &amp; NUTRITION</b>	<b>TECHNOLOGY</b>	<b>COOKING &amp; NUTRITION</b>	<b>TECHNOLOGY</b>	<b>COOKING &amp; NUTRITION</b>



<p><b>DESIGN   PLAN   MAKE   EVALUATE MAPS AND SKYLINES</b></p> <p>Theme – 3D maps and skylines          Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams,          Make – select &amp; use a wide range of tools and materials/ components          Evaluate – investigate &amp; evaluate products against own &amp; others design criteria</p>	<p><b>COOKING ON A BUDGET</b></p> <p>Principals of a healthy &amp; varied diet  <b>The Eat Well Guide</b> – Overview          Budgeting &amp; Seasonality          Where &amp; how are ingredients grown?</p>	<p><b>DESIGN   PLAN   MAKE   EVALUATE VOLCANOES AND EARTHQUAKES</b></p> <p>Theme - make volcano and earthquake model          Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes          Make – select &amp; use a wide range of tools and materials/ components          Evaluate – investigate &amp; evaluate products against own &amp; others design criteria          Technical knowledge – apply understanding to strengthen</p>	<p>Principals of a healthy &amp; varied diet  <b>The Eat Well Guide</b> –fruits, vegetables &amp; proteins.          Where &amp; how are ingredients grown and processed?</p>	<p><b>DESIGN   PLAN   MAKE   EVALUATE WHERE WE LIVE</b></p> <p>Theme – make models of our homes, school and local landmarks          Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes          Make – select &amp; use a wide range of tools and materials/ components          Evaluate – investigate &amp; evaluate products against own &amp; others design criteria          Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce materials</p>	<p><b>POTATOES</b></p> <p><b>The Eat Well Guide</b> –Carbohydrates          Exploring types of potato &amp; where they are grown.          Using a kitchen knife &amp; peeler.</p>
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**SUGGESTED PRACTICALS**

<p>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</p>	<p>Stuffed Jacket Potatoes &amp; Skins   Mulligatawny Soup   Mushroom and Chickpea Curry   Tomato Ragu   Beans on Toast   Tortilla Pizza</p>	<p>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</p>	<p>Pitta Pockets   Pesto Pizza   Lentil Bake   Fruit Kebabs   Easy Greek Salad   Tzatziki (with toasted pitta)   Dolmades</p>	<p>Design and build a house          Use variety of building blocks to create local buildings e.g. bank, post office, library, school          Build models of local sculptures          Design a new school with man-made and natural areas</p>	<p>Potato Salad   Bubble &amp; Squeak   Potato gratin   Potato Wedges   Shepherd's Pie   Potato &amp; Rosemary Bread Rolls   Potato Cakes          Garlic Potatoes</p>
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**SKILLS & KNOWLEDGE**

<p>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?</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.  <b>Knife Skills:</b> Chopping  <b>Kitchen Safety &amp; Food Hygiene Skills:</b> Baking, toasting &amp; boiling.</p>	<p>Designing – thinking about a structure that can show the inside of an earthquake          Using papier Mache          attaching/cutting/ gluing/painting</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.  <b>Knife Skills:</b> Chopping  <b>Kitchen Safety &amp; Food Hygiene Skills:</b> Baking, toasting, mixing &amp; preparing vegetables</p>	<p>Designing – thinking and planning using a design brief          Making – drawing, cutting, attaching, decorating          Evaluate – Does it meet the brief? Is it strong/durable?</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.  <b>Knife Skills:</b> Chopping  <b>Kitchen Safety &amp; Food Hygiene Skills:</b> Peeling, chopping &amp; mashing.</p>
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**KEY TOPIC VOCABULARY | TO BE COMPLETED RETROSPECTFULLY**

**ALL LEARNERS**

**CHALLENGE VOCABULARY**

<p><b>ENGLISH</b></p>	<p><b>GEOGRAPHY</b></p>	<p><b>ART &amp; DESIGN</b></p> <p>Art techniques/art media and how to use it/Linking art skills and techniques to artists</p>	<p><b>DANCE &amp; DRAMA</b></p> <p>Role Play   Still Image   character   Physical Theatre   mirroring</p>	<p>Varied   seasonality   stuffed   skewer   proteins   carbohydrates   savoury motif   unison   thought tracking   canon</p>
	<p><b>HISTORY</b></p>	<p><b>D &amp; T</b></p> <p>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?</p>	<p><b>COOKING &amp; NUTRITION</b></p> <p>cook   boil   toast   bake   mix   peel   chop   mash   healthy   clean   vegetables   fruit   different   potato</p>	<p>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</p> <p>Mechanical Autonomy/Attaching components/Choosing appropriate materials and knowing their strengths and purposes</p>

INTENT CAREERS

A SPECIALIST

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## 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)

GOING GREEN	THE STONE AGE	THE UNITED KINGDOM	MAYAN CIVILISATION	ANIMALS AND THEIR HABITAT	ANCIENT EGYPT
<b>Autumn 1</b> Approx. 7 weeks	<b>Autumn 2</b> Approx. 7 weeks	<b>Spring 1</b> Approx. 6 weeks	<b>Spring 2</b> Approx. 6 weeks	<b>Summer 1</b> Approx. 5 weeks	<b>Summer 2</b> Approx. 7 weeks
<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>
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
<b>ENGLISH SUGGESTED TEXTS</b>					
<b>FICTION TEXTS</b> Someone Swallowed Stanley (Sarah Roberts) Greta & the Giants (Zoe Tucker)	<b>FICTION TEXTS</b> Stone Age Boy (Satoshi Kitamura) Ug (Raymond Briggs) The First Drawing (Mordecai Gernstein) Cave Baby (Julia Donaldson)	<b>FICTION TEXTS</b> Beatrix Potter There's a Snake in My School (David Walliams)	<b>FICTION TEXTS</b> Rain Player (David Wisnieski) The Great Kapok Tree (Lynne Cherry) The Chocolate Tree (Linda Lowery)	<b>FICTION TEXTS</b> Poo in the Zoo (Steve Smallman) Some Pets (Angela DiTerlizzi)	<b>FICTION TEXTS</b> There's a Pharaoh in My Bath (Jeremy Strong) Flat Stanley: The Great Egyptian Train Robbery (Jeff Brown)
<b>NON-FICTION TEXTS</b> What a Waste! Rubbish, Recycling & Protecting our Planet (Jess French)	<b>NON-FICTION TEXTS</b> Horrible Histories: Savage Stone Age  Stone Age Bone Age (Brita Granstrom & Mick Manning)	<b>NON-FICTION TEXTS</b> Locations found within stories.  Fact Sheets from areas in the UK: towns, cities, counties, national parks etc	<b>NON-FICTION TEXTS</b> DK Findout! Maya, Incas & Aztecs  Ancient Maya [Ancient World] (Barbara Somervill)	<b>NON-FICTION TEXTS</b> Animalium [Welcome to the Museum] (Jenny Broom) Our Planet (Matt Whyman) Little People BIG DREAMS [David Attenborough] (Maria Sanchez Vegara)	<b>NON-FICTION TEXTS</b> Everything Ancient Egypt (Crispin Boyer) Ancient Egypt (DK Eyewitness) 1000 facts about Ancient Egypt (National Geographic Kids)
<b>READING &amp; WRITING SKILLS</b>					
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
<b>ACTIVITY SUGGESTIONS TO EMBED READING &amp; WRITING &amp; COMMUNICATION SKILLS (Adapted to Class)</b>					
<b>Writing:</b> storyboard/mapping   adapt story for local environment/personal interest   posters   information leaflets <b>Reading:</b> Retell a story   signs & symbols from food packaging <b>Communication:</b> debate   role play	<b>Writing:</b> Compare present day/stone age What would we do if everything is made of stone?   Instructions: make a fire/tool/boat <b>Reading:</b> Cave paintings: How did they tell stories? Re-tell a cave painting story <b>Communication:</b> How did Stone Age people communicate? How do we talk?	<b>Writing:</b> Design a post card   Fact Sheet   Character Description (animals) <b>Reading:</b> Research a place of interest   Flags   Information hunt & share <b>Communication:</b> Tour of a famous place   describing bingo   Travel Agent role play	<b>Writing:</b> Write a letter to the past   Instructions   innovating/adapting stories <b>Reading:</b> Vocabulary collection <b>Communication:</b> Role Play a ceremony   oral retelling of a legend/story/ceremony	<b>Writing:</b> Design a zoo exhibit   Create & illustrate animal & habitat profiles. <b>Reading:</b> Research different animals & create a fact sheet. <b>Communication:</b> Zoo Tour   Zookeeper Role Play   TV presenter 'nature show'	<b>Writing:</b> Vocabulary (key words, visual & meaning wall)   Comparison: Ancient Egypt & present day   Newspaper articles <b>Reading:</b> Retell, innovate & adapt a story (afterlife   building of the pyramids) <b>Communication:</b> Pharaoh study: role play   hot seat   interview a Pharaoh (teacher)
<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>

		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.
		<b>SUGGESTED ACTIVITIES</b>					
		<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>
		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
		<b>STIMULUS VISIT SUGGESTIONS</b>					
		Recycling centre	Caves   Malham Cove	National Landmarks	Mayan artist in residence	Zoo   farm   woodland   School field	Bolton/Manchester Museum
		<b>SKILLS</b>					
<b>INTENT</b>	<b>CAREERS</b>	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

<b>CYCLE 2 (2020-2021)</b>		<b>Autumn 1</b> Approx. 7 weeks	<b>Autumn 2</b> Approx. 7 weeks	<b>Spring 1</b> Approx. 6 weeks	<b>Spring 2</b> Approx. 6 weeks	<b>Summer 1</b> Approx. 5 weeks	<b>Summer 2</b> Approx. 7 weeks	
		<b>ART</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b>	<b>DANCE &amp; DRAMA</b>	
		<b>CREATIVITY &amp; INSPIRATION</b> <b>GOING GREEN</b>	<b>Preparing and Performing:</b> Become a Stone Age Man/Woman <b>Stimuli:</b> Stone Age Imagery <b>Using a Script:</b> n/a	<b>CREATIVITY &amp; INSPIRATION</b> <b>UNITED KINGDOM</b>	<b>Preparing and Performing:</b> Perform a Mayan ceremony <b>Stimuli:</b> Mayan Art <b>Using a Script:</b> n/a	<b>CREATIVITY &amp; INSPIRATION</b> <b>ANIMALS AND HABITATS</b>	<b>Preparing &amp; Performing:</b> Become an Ancient Egyptian Hieroglyph <b>Stimuli:</b> Mayan Art <b>Using a Script:</b> n/a	
				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				
		<b>SUGGESTED</b>						
		<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	
		Horrible Histories - Terrible Ways to Live in the Savage Stone Age   Compilation ( <b>Youtube</b> )	Seaside Promotional Posters Becky Bettesworth British Seaside Posters GWR Posters Postcards from the countryside and towns	<a href="http://www.mayankids.com/mmkbeliefm/ceremonies.htm">http://www.mayankids.com/mmkbeliefm/ceremonies.htm</a> <a href="https://mayaarchaeologist.co.uk/2016/12/29/maya-gods-religious-beliefs/">https://mayaarchaeologist.co.uk/2016/12/29/maya-gods-religious-beliefs/</a>			Walk Like an Egyptian – The Bangles ( <b>Youtube</b> ) Performance Edge Dance Complex Hieroglyphics ( <b>Youtube</b> )	
	<b>SKILLS</b>							

A SPECIALIST LEARNING COMMUNITY

	<p><b>Drama:</b> Role Play   Mime   Soundscape.</p> <p><b>Dance:</b> copy   repeat   remember   Join in with movement   speed &amp; level of actions   improvise with a partner</p>	<p>Design and create promotional posters using the British Seaside Poster as a focal point.</p> <p>Investigate different seaside resorts – where are they in the UK?</p> <p>Practice scissor skills and make a card collage in the style of a poster</p> <p>Create a set of 4 postcards depicting 4 different places in the UK that have contrasting landscapes</p> <p>Use different art media to create each one, including using ICT</p>	<p><b>Drama:</b> Role Play   Still Image   Speaking in front of others.</p> <p><b>Dance:</b> Copy   Repeat   Remember actions   Motif &amp; develop it.</p>		<p><b>Drama:</b> Role Play   Thought tracking   Physical Theatre</p> <p><b>Dance:</b> Speed &amp; level of Actions   Compare &amp; adapt motif/movements to create longer sequence/s.</p>
<b>COOKING &amp; NUTRITION USING UP LEFTOVERS</b>	<b>TECHNOLOGY DESIGN   PLAN   MAKE   EVALUATE STONE AGE</b>	<b>COOKING &amp; NUTRITION LOCAL RECIPES (UK)</b>	<b>COOKING &amp; NUTRITION</b>	<b>TECHNOLOGY DESIGN   PLAN   MAKE   EVALUATE ANIMALS AND THEIR HABITAT</b>	<b>TECHNOLOGY DESIGN   PLAN   MAKE   EVALUATE SHELTERS</b>
Principals of a healthy & varied diet <b>The Eat Well Guide</b> – Overview Food hygiene	<p>Theme: simple 'stone age' tools for farming and hunting</p> <p>Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose;</p> <p>Make – select &amp; use a wide range of tools &amp; materials available in stone age</p> <p>Evaluate – investigate &amp; evaluate products against own &amp; others design criteria etc. Understand how key events/ individuals help shape the world</p>	<p>Principals of a healthy &amp; varied diet</p> <p><b>Eat Well Guide</b> – Fats, oils &amp; sugars</p> <p>Where &amp; how are ingredients grown, reared and processed?</p>	<p>Food introduced by the Mayan civilisation</p> <p>Improve cooking skills</p>	<p>Theme - Create 2D/3D animals and their homes using a wide range of materials</p> <p>Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes and ICT</p> <p>Make – select &amp; use a wide range of tools and materials/ components</p> <p>Evaluate – investigate &amp; evaluate products against own &amp; others design criteria</p> <p>Using cross curricular themes to create animals and their habitats</p>	<p>Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model &amp; communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes</p> <p>Make – select &amp; use a wide range of tools and materials/ components</p> <p>Evaluate – investigate &amp; evaluate products against own &amp; others design criteria /Understand how key events/ individuals help shape the world.</p> <p>Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce materials</p>
<b>SUGGESTED PRACTICALS</b>					
Vegetable Soup   Pie   Bread Pudding   Royal Rice   Fruit Smoothie   Pasta Salads   Couscous Salads	<p>Design and make simple 'stone age' tools for farming and hunting</p> <p>Gather materials from the school grounds/materials gathered from adventures or holidays</p> <p>Make axe heads using clay</p> <p>Practice tying stones to branches using twine/learning how to tie knots</p> <p>Add patterns to pre-prepared axe and tool handles</p> <p>Use salt dough to create different tool heads/add to wooden handles</p>	<p>Kendal Mint Cake   Grasmere Gingerbread   Manchester Tart   Eccles Cakes   Chorley Cakes   Damson Crumble   Parkin</p>	<p>Corn Tortillas   Tortilla Chips   Quinoa Salad   Chocolate   Guacamole   Corn Tamales   Tomato &amp; Avocado Salsa (mild)   Bean &amp; Avocado Tortilla Wrap</p>	<p>Investigate animals – choose from farm animals/wild animals/domestic animals</p> <p>Create 3D animals from clay</p> <p>Investigate origami and create simple animals based on paper</p> <p>Design and make 3D animals using clay, then create an appropriate habitat – wood/clay/natural resources</p> <p>Design and make dens/caves for animals in the wild</p> <p>Create camouflage habitats</p>	<p>Design and Make a range of shelters that would protect from weather</p> <p>Look at PATHE footage about air raid shelters and how they were made</p> <p>Make an air raid shelter using card and use clay to make the surrounding area</p> <p>Design a set of instructions on how to make a waterproof shelter</p> <p>Use a range of materials to make shelters and test to see if they are waterproof</p> <p>Investigate bivy's and how they are made</p>
<b>SKILLS</b>					



		<b>Knife Safety:</b> handling a knife, claw hold & bridge hold. <b>Knife Skills:</b> Chopping <b>Kitchen Safety &amp; Food Hygiene Skills:</b> blending & boiling	<b>Skills –</b> moulding/cutting/attaching using string/tying knots <b>Knowledge –</b> use art & design and food technology knowledge for basic moulding and shaping techniques / using existing knowledge to design and make simple tools	<b>Knife Safety:</b> handling a knife, claw hold & bridge hold. <b>Knife Skills:</b> Chopping <b>Kitchen Safety &amp; Food Hygiene</b> Baking, melting, weighing & measure	<b>Knife Safety:</b> handling a knife, claw hold & bridge hold. <b>Knife Skills:</b> Chopping <b>Kitchen Safety &amp; Food Hygiene</b> Peeling, mashing, tossing & mixing, melting	<b>Skills –</b> cutting/joining/using split pins//push and pull/observing and copying actions/making things work <b>Knowledge –</b> 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	<b>Skills –</b> cutting/joining/attaching/threading/tying knots/bending materials/gathering waterproof materials and joining them together <b>Knowledge –</b> 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
<b>KEY TOPIC VOCABULARY   TO BE COMPLETED RETROSPECTFULLY</b>							
<b>INTENT</b>	<b>CAREERS</b>	<b>All LEARNERS</b>				<b>CHALLENGE VOCABULARY</b>	
		<b>ENGLISH</b>	<b>GEOGRAPHY</b>	<b>ART &amp; DESIGN</b>	<b>DANCE &amp; DRAMA</b>	Food hygiene   fridge   stuffed   skewer   protein   tortilla   guacamole motif   unison   thought tracking   canon	
			<b>HISTORY</b>	<b>D &amp; T</b>	<b>COOKING &amp; NUTRITION</b>		
			Role Play   Still Image   character   Physical Theatre   mirroring  safe   healthy   clean   bake   mix   fats   sugar   corn   beans   chocolate   avocado				

<b>KS2 CREATIVE CURRICULUM MEDIUM-TERM PLANNING</b>								
<b>Aspiration for Life</b>	Differentiated, aspirational targets dependent on pupil needs.		<b>Language for Life</b>	Explicit teaching/ exposure to new and know vocabulary.		<b>Learning for Life</b>	Opportunities to develop cross curricular skills e.g. drama	
<b>CYCLE 3 (2021-2022)</b>	<b>JOURNEYS</b>	<b>OUR LOCAL HISTORY</b>	<b>OUR WORLD</b>	<b>VIKINGS</b>	<b>WEATHER</b>	<b>BRITAIN DURING WW1 &amp; WW2</b>		
	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		
	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>	<b>ENGLISH</b>		
	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		
	<b>ENGLISH SUGGESTED TEXTS</b>							
	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>	<b>FICTION TEXTS</b>		
	Around the World in 80 Days ( <b>Jules Verne</b> ) Paddington ( <b>Michael Bond</b> ) Wabi Sabi ( <b>Mark Reibstein</b> ) We're Going on a Bear Hunt ( <b>Michael Rosen</b> )	The Trogglybogs of Brinscall Moors ( <b>Alec Price</b> )	Window ( <b>Jeannie Baker</b> )  Here We Are – Notes for Living on Planet Earth ( <b>Oliver Jeffers</b> )	How to be a Viking & How to Train Your Dragon ( <b>Cressida Cowell</b> ) The Littlest Viking ( <b>Sandi Toksvig</b> ) The Dragons Hoard: Stories from the Viking Sagas ( <b>Lari Don &amp; Cate James</b> )	The Weather Girls ( <b>AKI Delphine Mach</b> ) Cloudy with a Chance of Meatballs ( <b>Judi Barrett</b> )	Goodnight Mr Tom ( <b>Michelle Magorian</b> ) Armistice Runner ( <b>Tom Palmer</b> ) Where the Poppies Now Grow ( <b>Hilary Robinson and Martin Impey</b> ) Poems from the First World War ( <b>Gabby Morgan</b> )		
<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>	<b>NON-FICTION TEXTS</b>			
Little People, Big Dreams – Amelia Earheart ( <b>Isabel Sanchez Vegara</b> )	Growin' Up in Lancashire – Memories of a Northern Childhood ( <b>Brian Carline</b> )	This is the World: A Global Treasury ( <b>Miroslav Sasek</b> ) People ( <b>Peter Spier</b> )	Viking Longship ( <b>Mick Manning</b> ) Horrible Histories: Vicious Vikings	Everything Weather ( <b>National Geographic Kids</b> )	My Secret Wartime Diary ( <b>Flossy Albright</b> )			



		The First Moon Landings ( <b>Charles Lovett</b> )	Children's History of Lancashire (Tracy J. Holroyd)	Welcome to Our World: A celebration of Children Everywhere ( <b>Moira Butterfield</b> )	You Wouldn't Want To Be a Viking Explorer! ( <b>Andrew Langley</b> )	See Inside Weather and Climate ( <b>Katie Daynes</b> )	Horrible Histories: Frightful First World War   Newspapers from WW1 & WW2
		<b>READING &amp; WRITING SKILLS</b>					
		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
		<b>ACTIVITY SUGGESTIONS TO EMBED READING &amp; WRITING &amp; COMMUNICATION SKILLS (Adapted to Class)</b>					
		<b>Writing:</b> Character Study   Role on the Wall   Why do we go on journeys? <b>Reading:</b> Describe a journey   contrast different places on a journey. <b>Communication:</b> Become a tour guide.	<b>Writing:</b> Brochure   Poster   Persuasive language   Match key facts & vocabulary <b>Reading:</b> New & Old Local news <b>Communication:</b> New & old photo comparison   Discussion: Growing up	<b>Writing:</b> Compare different cultures face sheet   Describe what makes up unique. <b>Reading:</b> Fact finding mission about a place and their culture. <b>Communication:</b> Plan a celebration	<b>Writing:</b> Viking story mapping   create a story board (narrative writing) <b>Reading:</b> Viking God Top Trumps. <b>Communication:</b> Instructions   cook a meal   build a longboat   Train dragons	<b>Writing:</b> Weather report   daily   weekly report   Describe extreme weather. <b>Reading:</b> Research types of weather. <b>Communication:</b> Explore senses, describe how we experience weather.	<b>Writing:</b> War time diary   soldier   evacuee   night of the blitz   Ration meal prep <b>Reading:</b> Find key words in texts <b>Communication:</b> British Pathe news report   Make do & Mend   Dig for Victory
		<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
		Using maps of the world, locating key features, planning journeys/routes.	<b>Local History Study</b> (A study of an aspect of History that is significant in our locality).	<b>Our World</b> Similarities and differences of countries.	The Viking struggle for the Kingdom of England	<b>Weather</b> Identifying seasonal and daily weather patterns in the UK.	<b>Wartime Britain (Including WW2)</b> A significant turning point in British History.
		<b>SUGGESTED ACTIVITIES</b>					
		<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>
		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  <b>YEAR 5and 6 ONLY:</b> Evacuation  Bomb shelters & gas masks.
		<b>STIMULUS VISIT SUGGESTIONS</b>					
		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).
		<b>SKILLS</b>					
		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

<b>CYCLE 3 (2021-2022)</b>		<b>Autumn 1</b> Approx. 7 weeks	<b>Autumn 2</b> Approx. 7 weeks	<b>Spring 1</b> Approx. 6 weeks	<b>Spring 2</b> Approx. 6 weeks	<b>Summer 1</b> Approx. 5 weeks	<b>Summer 2</b> Approx. 7 weeks
		<b>ART</b> <b>CREATIVITY &amp; INSPIRATION JOURNEYS</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b> <b>CREATIVITY &amp; INSPIRATION OUR WORLD</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b> <b>CREATIVITY &amp; INSPIRATION WEATHER</b>	<b>DANCE &amp; DRAMA</b>
		Sea and Ocean inspired artwork Creating paintings and collages based on the colours, textures and effects of water Blues/whites/greens and contrasting colours	<b>Preparing and Performing:</b> Primary Nativity <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> Chosen script	Inspiration from our Natural World   using natural resources to create patterns, build sculptures from natural materials: wood/stone/minerals	<b>Preparing and Performing:</b> Viking Life – conflict   longboats <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> n/a	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	<b>Preparing and Performing:</b> Evacuees   Build an Anderson Shelter <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> Chosen text
		<b>SUGGESTED</b>					
		<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>
	Picasso – Spain; Turner England; France - Gauguin – Polynesian paintings; Islamic art Islamic tiles and tessellation		Andy Goldsworthy - landscape sculptures/Robert Smithson		Lowry – looking at his rain inspired paintings – The Bus Stop/Waiting for the shops to open Leonid Afremov-paintings in the rain		

**SKILLS**

<p>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</p>	<p><b>Drama:</b> Role Play   Mime   Soundscape. <b>Dance:</b> copy   repeat   remember   Join in with movement   speed &amp; level of actions   improvise with a partner</p>	<p>KS 2 A3 Sketch Book for Y3 pupils. Record observations/ Review and revisit ideas/ Improve drawing &amp; painting techniques/ sculpture with a range of materials/exploring/arranging</p>	<p><b>Drama:</b> Role Play   Still Image   Speaking in front of others. <b>Dance:</b> Copy   Repeat   Remember actions   Motif &amp; develop it.</p>	<p>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</p>	<p><b>Drama:</b> Role Play   Thought tracking   Physical Theatre <b>Dance:</b> Speed &amp; level of Actions   Compare &amp; adapt motif/movements to create longer sequence/s.</p>
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<p><b>TECHNOLOGY</b> DESIGN   PLAN   MAKE   EVALUATE JOURNEYS</p>	<p><b>COOKING &amp; NUTRITION</b> GROWN OR REARED LOCALLY</p>	<p><b>COOKING &amp; NUTRITION</b> Sensory exploration of foods from around the world!</p>	<p><b>TECHNOLOGY</b> DESIGN   PLAN   MAKE   EVALUATE VIKINGS</p>	<p><b>TECHNOLOGY</b> DESIGN   PLAN   MAKE   EVALUATE WEATHER</p>	<p><b>COOKING &amp; NUTRITION</b> HOMEGROWN</p>
<p>Theme – design and create a car, train, plane, boat, bike etc. Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model and communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, Make – select &amp; use a wide range of tools and materials/ components Evaluate – investigate &amp; evaluate products against own &amp; others design criteria Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce materials</p>	<p>Principles of healthy and varied diet Where &amp; how are ingredients grown, reared and processed? Visits to allotments   farms</p>	<p>To explore a range of food types from around the world using touch, taste, sight and smell.  Look at the origin of different fruits that we find in the supermarkets.  Research and follow recipes from different countries around the world</p>	<p>Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model &amp; communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes Make – select &amp; use a wide range of tools and materials/ components Evaluate – investigate &amp; evaluate products against own &amp; others design criteria /Understand how key events/ individuals help shape the world. Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce materials</p>	<p>Design – research &amp; develop design innovative/ functional &amp; appealing products fit for purpose; generate develop model &amp; communicate ideas; annotate sketches, cross sectional &amp; exploded diagrams, prototypes Make – select &amp; use a wide range of tools and materials/ components Evaluate – investigate &amp; evaluate products against own &amp; others design criteria /Understand how key events/ individuals help shape the world. Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce materials</p>	<p>Rationed foods &amp; Seasonality Where &amp; how are ingredients grown, reared and processed? Preparing fruit and vegetables</p>

**SUGGESTED PRACTICALS**

<p>Design and make a variety of modes of transport Build cars out of lego Design and build a train track and train station Create a chassis and wheel system – experiment with different shapes of wheels e.g. square, triangle, circle Create boats from different materials and evaluate which works best e.g. stays dry, floats Design a train or bus station</p>	<p>Lancashire Hotpot   Minestrone Soup   Pitta Pockets   Croque Monsieur   Cottage   Shepherd's Pie   Pasties   Potato crust pizza   kebabs   Coleslaw (plant salad)</p>	<p>Europe – pasta dish, Asia – rice dish, South America – tortillas, Australia – lamington biscuits / vegemite recipes, India – curries / dahl</p>	<p>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</p>	<p>Design and Make a range of wind catchers &amp; 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!</p>	<p>Potato Soup   Lord Woolton Pie   Carrot Scones   Wheat meal Loaf   1918 War Cake   Bread and Butter Pudding   Cauliflower Cheese</p>
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**SKILLS**





		Why Water's Worth It ( <b>Lori Harrison</b> ) The 'Where on Earth?' Book of: Rivers ( <b>Susie Brooks</b> ) Water ( <b>Melissa Stuart</b> )	How to be an Anglo Saxon in 13 Easy Steps ( <b>Scoular Anderson</b> ) Alfred the Great & the Anglo Saxons ( <b>David Gill</b> )	Rainforests in 30 Seconds ( <b>Jen Green &amp; Stephanie Murphy</b> ) 100 Facts: Rainforests ( <b>Camilla De la Bedoyere</b> )	Horrible Histories: Rotten Romans Avoid Being a Roman Solider ( <b>David Stewart</b> ) The Romans: Gods, Emperors & Dormice ( <b>Marcia Williams</b> )	DK Find Out! Earth (DK)	The Great Fire of London [Anniversary] ( <b>Emma Adams &amp; James Weston Lewis</b> ) The Great Fire of London Unclassified ( <b>Nick Hunter</b> ) Tudors Picture Book ( <b>Emily Bone</b> )
		<b>READING &amp; WRITING SKILLS</b>					
		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
		<b>ACTIVITY SUGGESTIONS TO EMBED READING &amp; WRITING &amp; COMMUNICATION SKILLS (Adapted to Class)</b>					
		<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>	<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>	<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>	<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>	<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>	<b>Writing:</b> <b>Reading:</b> <b>Communication:</b>
		<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
		<b>Water:</b> Describing and understanding key aspects of the water cycle.	<b>Anglo-Saxons:</b> British History that extending knowledge beyond 1066	<b>South America:</b> countries & major cities   understanding sim & diff.	<b>The Roman Empire:</b> Effect on Britain	<b>The elements:</b> Ice, wind earth and fire   Use of fieldwork.	<b>The Tudors &amp; Stuarts:</b> British History that extends beyond 1066.
		<b>SUGGESTED ACTIVITES</b>					
		<b>RESOURCES/ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>	<b>RESOURCES /ACTIVITIES</b>	<b>SOURCES /ACTIVITIES</b>
		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
<b>STIMULUS VISIT SUGGESTIONS</b>							
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)			
<b>SKILLS</b>							
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		

<b>CYCLE 4 (2022-2023)</b>		<b>Autumn 1</b> Approx. 7 weeks	<b>Autumn 2</b> Approx. 7 weeks	<b>Spring 1</b> Approx. 6 weeks	<b>Spring 2</b> Approx. 6 weeks	<b>Summer 1</b> Approx. 5 weeks	<b>Summer 2</b> Approx. 7 weeks
		<b>ART</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b>	<b>DANCE &amp; DRAMA</b>	<b>ART</b>	<b>DANCE &amp; DRAMA</b>
		<b>CREATIVITY &amp; INSPIRATION WATER</b>		<b>CREATIVITY &amp; INSPIRATION SOUTH AMERICA</b>		<b>CREATIVITY &amp; INSPIRATION THE ELEMENTS</b>	
		Water inspired artwork based on rivers, streams and lily pads <b>PRACTICALS AND PROJECTS</b> Water Lillies on abstract backgrounds Wet on Wet rivers and brooks	<b>Preparing and Performing:</b> Primary Nativity <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> Chosen script	Geometric patterns and prints inspired by South American Culture <b>PRACTICALS AND PROJECTS</b> Mexican Textiles - recreating vibrant patterns using ICT/printing/polystyrene stencils Looking at brown and cream patterns	<b>Preparing and Performing:</b> Become a Roman general   gladiator <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> n/a	The elements – creating a montage of abstract artwork <b>PRACTICALS AND PROJECTS</b> Art inspired by Earth/Wind/Fire/Water Create 4 different based on texture and colour	<b>Preparing and Performing:</b> King & Queens <b>Stimuli:</b> Poem   Image   script   song <b>Using a Script:</b> n/a
		<b>SUGGESTED</b>					
<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>	<b>ARTISTS</b>	<b>WORKS/ MUSIC</b>		



Greg Furie  
Claude Monet  
George Surat

Feliciano Centurion  
South American Patterns  
Peruvian Textiles

Carol Carter  
Kandinsky  
Stan Gregory

### SKILLS

Stippling/sponging/painting with sponges, scourers and washing up brushes/3D lillies  
KS 2 A3 Sketch Book for Y3 pupils.  
Record observations/ Review and revisit ideas/ Improve drawing & painting techniques/ making water lillies 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

#### DESIGN | PLAN | MAKE | EVALUATE WATER

*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

### COOKING & NUTRITION

#### CHEESE & MILK

Principals of a healthy & varied diet  
**The Eat Well Guide – Dairy**  
Where & how are ingredients grown and processed?

### TECHNOLOGY

#### DESIGN | PLAN | MAKE | EVALUATE SOUTH AMERICA/RAI FOREST

*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

### TECHNOLOGY

#### DESIGN | PLAN | MAKE | EVALUATE ROMAN EMPIRE

*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

### COOKING & NUTRITION

#### VEGETABLES

Principals of a healthy & varied diet  
**The Eat Well Guide – Vegetables**  
Where & how are ingredients grown and processed? | Seasonality

### COOKING & NUTRITION

#### 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 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

Cheese on toast | Macaroni Cheese | Cheese Dip | Cheese Straws | Cheese Scones | Cheese Crackers | Milk Pudding

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 bivvy's & how they are made

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

Simple Spring Rolls | Ratatouille | Vegetable Kebabs | Coleslaw | Vegetable Dips and Crudités | Soup

Bread | Bread Rolls | Soda Bread | Shortbread | Scones | Biscuits | Tray Bakes

		SKILLS					
		<p><b>Skills</b> – Attaching/Folding/Cutting with scissors/Predicting what will happen and making changes/Using a wide range of waterproof tape</p> <p><b>Knowledge</b> – 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</p> <p>Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce complex structures including making an aquaduct</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.</p> <p><b>Knife Skills:</b> Chopping</p> <p><b>Kitchen Safety &amp; Food Hygiene</b> Grating, baking, grilling weighing &amp; measuring.</p>	<p><b>Skills</b> – cutting/joining/attaching/threading/tying knots/bending materials/gathering waterproof materials and joining them together</p> <p><b>Knowledge</b> – 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</p> <p>Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce complex structures</p>	<p><b>Skills</b> – cutting/joining/attaching/folding/bending materials/ gathering materials &amp; joining them together</p> <p><b>Knowledge</b> – 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</p> <p>Technical knowledge – apply understanding to strengthen stiffen &amp; reinforce boats</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.</p> <p><b>Knife Skills:</b> Chopping</p> <p><b>Kitchen Safety &amp; Food Hygiene</b> Grating &amp; boiling</p>	<p><b>Knife Safety:</b> handling a knife, claw hold &amp; bridge hold.</p> <p><b>Knife Skills:</b> Chopping</p> <p><b>Kitchen Safety &amp; Food Hygiene</b> Baking, proving, weighing &amp; measuring.</p>
<b>KEY TOPIC VOCABULARY   TO BE COMPLETED RETROSPECTFULLY</b>							
INTENT	CAREERS	All LEARNERS			CHALLENGE VOCABULARY		
		ENGLISH	GEOGRAPHY	ART & DESIGN	DANCE & DRAMA	Eatwell Guide   dairy   seasonality   carbohydrates   yeast motif   unison   thought tracking   canon	
			HISTORY	D & T	COOKING & NUTRITION		

# TOR VIEW

## A SPECIALIST LEARNING COMMUNITY