



INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
Through our curriculum, our children will become; <ul style="list-style-type: none"> Effective learners; Responsible citizens. 	Our children will: <ul style="list-style-type: none"> Speak clearly and articulate ideas confidently. Use taught vocabulary purposefully and in different contexts. Show empathy and resilience. Use new technologies appropriately and with purpose. Problem solve, explore, question and be curious. 	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Use learnt knowledge to solve problems and/or recreate in a new context</p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%;"> <p>Topic discussion/quizzes KWL grids revisited each week. Generate key questions to be revisit. What have you learnt before to help you achieve that?</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Make links to similar themes and events (link to what children have learnt in the past)</p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%;"> <p>Self-explanation and elaboration. E.g. recall facts about the Great Fire of London and be able to explain why it happened and spread so quickly (deeper learning).</p> </div> </div>

	Topic 1	Topic 2	Topic 3	Topic 4
Week 1 Focus on basic skills Aspirations	The Great Fire of London Question: How did fire change the world? What was daily life like in London before the fire? When and how did the fire start? What happened during the fire and how do we know? Could more have been done to slow the fire down? How did people manage to live through the Great Fire? How was London rebuilt after the fire?	Polar Explorers Question: Could you walk to the ends of the Earth? Where are the polar regions? What is this place like? What is it like to live and work here? How do the polar regions compare with our own locality?	Bridlington Question: Why do we like to be beside the seaside? What is a coastal area? How can we describe this place? What natural and man-made features does this place have? Why is tourism important to Bridlington? How does a coastal area compare with our own locality?	Science Mini topic Plants
	Launch: GFoL Experience Day	Launch: Setting up base camp. Polar Explorer training.	Launch: Victorian Seaside Experience	
	Hooks: Let's Explore London Making Fire Engines Virtual Great Fire of London Visit to Yorkshire Sculpture Park	Hooks: Aurora Borealis artwork Inuit Sculptures Google Earth: Explore the Arctic	Hooks: Pointillism Art Visit to Bridlington	
	Showcase: GFOL drama	Showcase: Polar explorer information station	Showcase: Punch and Judy Show	
	Key Text: Traction Man by Mini Grey	Key Text: Captain Scott: Journey to the South Pole by Adrian Bradbury	Key Text: The Secret of Black Rock by Joe Todd Stanton	
English	Character description Story	Letters Diary	Non-chronological reports Explanations	

	Poetry	Report	story	
<p>Science</p> <p>Materials</p> <p>WALT: Identify and compare the suitability of materials</p> <p>WALT: Identify natural and man-made materials in the local environment</p> <p>WALT: Identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't.</p> <p>WALT: Identify the suitability of metal and plastic for a variety of purposes</p> <p>WALT: Identify different products that can be made from wood and their features and purposes.</p> <p>WALT: Identify different materials that are used for the same product</p> <p>Study - Isambard Kingdom Brunel Enquiry: What is the best material for traction man?</p>	<p>Animals, including Humans</p> <p>WALT: Understand the basic needs of animals, including humans, for survival</p> <p>WALT: Describe the importance for humans of eating the right amounts of different types of food</p> <p>WALT: Describe the importance for humans of exercise</p> <p>WALT: Describe the importance of hygiene for humans</p> <p>WALT: Understand some of the methods of being hygienic</p> <p>Study- Jane Goodall Enquiry: How can explorers survive in harsh climates?</p>	<p>Living Things and their Habitats</p> <p>WALT: know the common characteristics shared by all living things</p> <p>WALT: Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>WALT: Explore plants and animals in a woodland habitat</p> <p>WALT: Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain</p> <p>Study – Charles Elton Enquiry: What patterns can we find in different food chains?</p>	<p>Plants</p> <p>WALT: Design and set up a test to find out what plants need to stay healthy.</p> <p>WALT: Look closely at the parts of a seed that will grow into a plant and explain how it will germinate.</p> <p>WALT: Describe the life cycle of a plant.</p> <p>WALT: Explain what plants need to grow and stay healthy.</p> <p>WALT: Explain how plants are suited to their habitats.</p> <p>Study – George Washington-Carver Enquiry: What does a plant need to grow well?</p>	
<p>History</p> <p>WALT: Know what daily life was like in London before the fire (government, monarchy, religion, daily life)</p> <p>WALT: Discover when and how the Great Fire of London started (chronology)</p> <p>WALT: Understand what happened during the fire and how we know (change)</p> <p>WALT: Understand why so many houses were burnt down (conflict and resolution)</p> <p>WALT: Discuss whether more could have been done to slow the spread of the fire (conflict and resolution)</p> <p>WALT: Understand how people managed to live through the Great Fire (daily life)</p> <p>WALT: Discuss how London should be rebuilt after the fire (change, trade, religion)</p>	<p>WALT: Find out who Scott of the Antarctic was and the time period he was from (government, monarchy, religion, leadership)</p> <p>WALT: Find out how Scott prepared for his journey (daily life)</p> <p>WALT: Know how Scott got to the South Pole and what happened next (conflict and resolution)</p> <p>WALT: Understand why Scott risked his life to get to the South Pole (conflict and resolution)</p> <p>WALT: Understand how we know what happened on Scott's last journey</p> <p>WALT: Discover why he did not get to the South Pole first (conflict and resolution)</p> <p>WALT: Consider how Scott should be remembered today (change, legacy)</p>			

	<p>WALT: Understand the legacy of the Great Fire of London (legacy)</p>			
<p>Geography</p>		<p>WALT: Know where the polar regions are</p> <p>WALT: Identify human and physical features</p> <p>WALT: Understand how the land is used</p> <p>WALT: Know what the weather is like in the polar regions</p> <p>WALT: How do the polar regions compare with our locality?</p>	<p>WALT: Locate places on a map of the British Isles</p> <p>WALT: Recognise physical features of a coastal location</p> <p>WALT: Recognise human features of a coastal location</p> <p>WALT: Identify land use and compare with own locality</p> <p>WALT: Understand tourism and its impact</p> <p>WALT: Understand what climate is and how it is different between Bridlington and local area</p>	
<p>Art</p>	<p>Drawing Cityscapes Jorge Tabanera 1977- Spanish Artist</p> <p>WALT: Investigate tone by drawing light/dark lines</p> <p>WALT: Demonstrate control over the types of marks made with a range of media; drawing lines of different thicknesses for effect</p> <p>WALT: Use a sketch book to plan and develop simple ideas.</p> <p>WALT: Create pattern and texture using a variety of dots and lines</p> <p>WALT: Respond to the work of a famous artist</p> <p>WALT: Work in the style of Jorge Tabanera</p>	<p>Inukshuk Art Ted Harrison 1926-2015 British-Canadian Artist</p> <p>WALT: Mix paint to create all the secondary colours.</p> <p>WALT: Make tints by adding white and tones by adding black.</p> <p>WALT: Create and combine shapes to create recognisable forms</p> <p>WALT: Join clay surfaces using score and slip technique</p> <p>WALT: Manipulate clay for a variety of purposes</p>	<p>Pointillism Georges Seurat 1859-1891 French Artist</p> <p>WALT: Find out who Georges Seurat was and explore his style of art.</p> <p>WALT: Explore how to create art in the style of Georges Seurat</p> <p>WALT: Discuss how Seurat used colours in his work</p> <p>WALT: Explore Seurat's paintings and how he created effects and shading.</p> <p>WALT: Compare the work of other Pointillist artists</p> <p>WALT: Be able to create a piece of pointillism artwork.</p>	
<p>Design Technology</p>	<p>Mechanical Systems</p> <p>WALT: Explore modern fire engines</p> <p>WALT: Investigate wheels, axles and chassis</p> <p>WALT: Investigate ways of making the body of a fire engine</p>	<p>Food and Nutrition</p> <p>WALT: Learn that sandwiches can form part of a healthy diet</p> <p>WALT: Taste a variety of different breads and sandwiches and examine flavours and textures.</p>	<p>Textiles</p> <p>WALT: To investigate a range of puppets and their features</p> <p>WALT: To be able to work with fabric to create a finger puppet.</p>	

	<p>WALT: Design a fire engine WALT: Make a fire engine based on a design WALT: Evaluate a finished product</p>	<p>WALT: Design and plan a sandwich for a particular purpose WALT: Be able to create a healthy sandwich WALT: Evaluate a finished product</p>	<p>WALT: To develop and practise sewing skills WALT: Design a glove puppet WALT: Follow a design to make a puppet WALT: Evaluate a finished product</p>	
Computing	<p style="text-align: center;">I.T around us</p> <p>WALT: Recognise what I.T is WALT: Identify examples of I.T in school WALT: Identify examples of I.T in the world WALT: Recognise the benefits of I.T WALT: Know how to use I.T safely WALT: Know how to use I.T in different ways</p> <p style="text-align: center;">Digital Photography</p> <p>WALT: Recognise what devices can be used to take photographs WALT: How to take a photograph in portrait or landscape form WALT: Describe what makes a good photograph WALT: Explore how lighting choices can affect a photograph WALT: Use tools to change an image WALT: Identify if an image has been changed</p>	<p style="text-align: center;">Robot Algorithms</p> <p>WALT: Describe a set of instructions in a sequence WALT: Explain what happens when the order of instructions is changed WALT: Predict the outcome of a programme WALT: Plan maps and routes WALT: Design an algorithm WALT: Debug a program</p> <p style="text-align: center;">Pictograms</p> <p>WALT: Recognise that we can count and compare objects using tally charts WALT: Recognise that objects can be represented as pictures WALT: Create a pictogram WALT: Select objects by attribute and make comparisons WALT: recognise that people can be described by attributes WALT: Explain that we can present information using a computer</p>	<p style="text-align: center;">Digital Music</p> <p>WALT: Say how music can make us feel WALT: Identify that there are patterns in music WALT: Experiment with sound using a computer WALT: Use a computer to create a musical pattern WALT: Create music for a purpose WALT: Explain that we can present information using a computer</p> <p style="text-align: center;">Scratch</p> <p>WALT: Choose a command for a given purpose WALT: Show that a series of commands can be joined together WALT: Identify what happens when changing a value block WALT: Show that each sprite has its own instructions WALT: Design a project with a moving sprite WALT: To use an algorithm to create a program</p>	
Music Charanga	<p style="text-align: center;">Exploring Simple Patterns</p> <p>How does music help us to make friends? WALT: Listen to and appraise a style of music WALT: Learn to sing a new song WALT: Perform songs as part of a group WALT: Improvise parts of a piece of music</p>	<p style="text-align: center;">Focus on Dynamics and Tempo</p> <p>How does music teach us about the past? WALT: Listen to and appraise a style of music WALT: Learn to sing a new song WALT: Perform songs as part of a group</p>	<p style="text-align: center;">Exploring feelings through music</p> <p>How does music make the world a better place? WALT: Listen to and appraise a style of music WALT: Learn to sing a new song WALT: Perform songs as part of a group WALT: Improvise parts of a piece of music</p>	<p style="text-align: center;">Exploring Improvisation</p> <p>How does music teach us about looking after the planet? WALT: Listen to and appraise a style of music WALT: Learn to sing a new song WALT: Perform songs as part of a group</p>

	<p>WALT: Compose own contribution to a piece of music.</p>	<p>WALT: Improvise parts of a piece of music WALT: Compose own contribution to a piece of music.</p>	<p>WALT: Compose own contribution to a piece of music.</p>	<p>WALT: Improvise parts of a piece of music WALT: Compose own contribution to a piece of music.</p>
R.E	<p>What do Christians believe God is like? WALT: Know the story of Jonah from the Bible WALT: Understand what the story of Jonah means to Christians WALT: Know how the story of Jonah help Christians to understand what God is like WALT: Identify how Christians put their beliefs into practice through worship WALT: Describe what we can learn from the story of Jonah for our own lives</p> <p>Why does Christmas matter to Christians? WALT: Know what the term incarnation means WALT: Tell the story of the birth of Jesus and recognise the link with the idea of incarnation WALT: Identify how the nativity story is used in churches WALT: Recognise how Christians celebrate Christmas in their own homes WALT: Consider what lessons we can learn from the Nativity story</p>	<p>What is the good news Jesus brings? WALT: Tell stories from the Bible and recognise the good news in them WALT: Describe what the story of Matthew the tax collector means to Christians WALT: Recognise forgiveness as good news WALT: Know that Christians believe that God gives us peace WALT: Recognise how Christians love their God and their neighbour</p> <p>Why does Easter matter to Christians? WALT: Tell stories of Holy Week and recognise the idea of salvation WALT: Identify where Easter fits in the big story of the Bible WALT: Discuss the examples Jesus set Christians during Holy Week WALT: Recognise symbols of Easter in the church building WALT: Recognise how the Easter story encourages Christians to forgive others WALT: Reflect on why Easter is important to Christians</p>	<p>Sacred Places: Church and Synagogue WALT: Recognise that there are special places where people go to worship, and talk about what people do there (church) WALT: Recognise that there are special places where people go to worship, and talk about what people do there (synagogue) WALT: Identify similarities and differences between church and synagogue WALT: Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. WALT: Recognise why some people like to belong to a sacred building or a community WALT:</p>	<p>Belonging: Christian and Jewish WALT: Recognise ways in which we belong to different groups in our lives WALT: Recognise what it means to belong to a Christian community WALT: Recognise what it means to belong to a Jewish community WALT: Reflect on events in their own lives and link them with Christian celebrations WALT: Recognise the meaning of symbols used by Christians and Jews WALT: Devise own symbol of belonging</p>