



INTENT		IMPLEMENTATION
<b>Curriculum vision</b>	<b>Learning values</b>	<b>Core skills</b>
Through our curriculum, our children will become; <ul style="list-style-type: none"> <li>• Effective learners;</li> <li>• Responsible citizens.</li> </ul>	Our children will: <ul style="list-style-type: none"> <li>• Speak clearly and articulate ideas confidently.</li> <li>• Use taught vocabulary purposefully and in different contexts.</li> <li>• Show empathy and resilience.</li> <li>• Use new technologies appropriately and with purpose.</li> <li>• Problem solve, explore, question and be curious.</li> </ul>	

	Topic 1	Topic 2	Topic 3	Topic 4
<b>Week 1</b> Focus on basic skills Aspirations	<b>The Great Fire of London</b> <b>Question: How did fire change the world?</b> 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?	<b>Polar Explorers</b> <b>Question: Could you walk to the ends of the Earth?</b> 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?	<b>Nocturnal Animals</b> <b>Question: Who lives in a home like this?</b> What characteristics are shared by all living things? Which plants and animals live in a woodland habitat? What is special about nocturnal creatures? How do animals get their food from plants and other animals? How do living things in a habitat depend on each other? Why should we look after the natural world?	<b>Bridlington</b> <b>Question: Why do we like to be beside the seaside?</b> 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?
	<b>Launch:</b> GFoL Experience Day	<b>Launch:</b> Setting up base camp. Polar Explorer training.	<b>Launch:</b> Owl Magic Workshop	<b>Launch:</b> Victorian Seaside Experience
	<b>Hooks:</b> Let's Explore London Art: Sparks and Flames Making Fire Engines Virtual Great Fire of London <b>Visit to Yorkshire Sculpture Park</b>	<b>Hooks:</b> Aurora Borealis artwork Inuit Sculptures Google Earth: Explore the Arctic Inuit Dancing Iceberg Experiment	<b>Hooks:</b> School ground habitat treasure hunt Owl Art <b>Austerfield Visit:</b> Habitat Hunters and pond dipping workshops Creating animal habitats in school grounds	<b>Hooks:</b> Pointillism Art <b>Visit to Bridlington</b> Creating hand puppets Punch and Judy Show
	<b>Showcase:</b> Publish class book to commemorate 350th anniversary	<b>Showcase:</b> Art Exhibition	<b>Showcase:</b> Develop habitats in school grounds	<b>Showcase:</b> Seaside Museum

	Key Text: Traction Man by Mini Grey	Key Text: The Last Polar Bears by Harry Horse	Key Text: The owl who was afraid of the dark by Jill Tomlinson	Key Text: The Secret of Black Rock by Joe Todd Stanton
English	Character description Story Poetry	Letters Diary Report	Non-chronological reports Explanations Recipes	Setting description Story Poetry
Science	<b>Materials</b> <b>WALT:</b> Identify and compare the suitability of materials <b>WALT:</b> Identify natural and man-made materials in the local environment <b>WALT:</b> Identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't. <b>WALT:</b> Identify the suitability of metal and plastic for a variety of purposes <b>WALT:</b> Identify different products that can be made from wood and their features and purposes. <b>WALT:</b> Identify different materials that are used for the same product  Study - Isambard Kingdom Brunel Enquiry: What is the best material for traction man?	<b>Animals, including Humans</b> <b>WALT:</b> Understand the basic needs of animals, including humans, for survival <b>WALT:</b> Describe the importance for humans of eating the right amounts of different types of food <b>WALT:</b> Describe the importance for humans of exercise <b>WALT:</b> Describe the importance of hygiene for humans <b>WALT:</b> Understand some of the methods of being hygienic  Study- Jane Goodall Enquiry: How can explorers survive in harsh climates?	<b>Living Things and their Habitats</b> <b>WALT:</b> know the common characteristics shared by all living things <b>WALT:</b> Explore and compare the differences between things that are living, dead, and things that have never been alive <b>WALT:</b> Explore plants and animals in a woodland habitat <b>WALT:</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain  Study – Charles Elton Enquiry: What patterns can we find in different food chains?	<b>Plants</b> <b>WALT:</b> Design and set up a test to find out what plants need to stay healthy. <b>WALT:</b> Look closely at the parts of a seed that will grow into a plant and explain how it will germinate. <b>WALT:</b> Describe the life cycle of a plant. <b>WALT:</b> Explain what plants need to grow and stay healthy. <b>WALT:</b> Explain how plants are suited to their habitats.  Study – George Washington-Carver Enquiry: What does a plant need to grow well?
History	<b>WALT:</b> Know what daily life was like in London before the fire ( <b>government, monarchy, religion, daily life</b> ) <b>WALT:</b> Discover when and how the Great Fire of London started ( <b>chronology</b> ) <b>WALT:</b> Understand what happened during the fire and how we know ( <b>change</b> ) <b>WALT:</b> Understand why so many houses were burnt down ( <b>conflict and resolution</b> )	<b>WALT:</b> Find out who Scott of the Antarctic was and the time period he was from ( <b>government, monarchy, religion, leadership</b> ) <b>WALT:</b> Find out how Scott prepared for his journey ( <b>daily life</b> ) <b>WALT:</b> Know how Scott got to the South Pole and what happened next ( <b>conflict and resolution</b> ) <b>WALT:</b> Understand why Scott risked his life to get to the South Pole ( <b>conflict and resolution</b> ) <b>WALT:</b> Understand how we know what happened on Scott's last journey		

	<p><b>WALT:</b> Discuss whether more could have been done to slow the spread of the fire (<b>conflict and resolution</b>)</p> <p><b>WALT:</b> Understand how people managed to live through the Great Fire (<b>daily life</b>)</p> <p><b>WALT:</b> Discuss how London should be rebuilt after the fire (<b>change, trade, religion</b>)</p> <p><b>WALT:</b> Understand the legacy of the Great Fire of London (<b>legacy</b>)</p>	<p><b>WALT:</b> Discover why he did not get to the South Pole first (<b>conflict and resolution</b>)</p> <p><b>WALT:</b> Consider how Scott should be remembered today (<b>change, legacy</b>)</p>		
<b>Geography</b>		<p><b>WALT:</b> Know where the polar regions are</p> <p><b>WALT:</b> Identify human and physical features</p> <p><b>WALT:</b> Understand how the land is used</p> <p><b>WALT:</b> Know what the weather is like in the polar regions</p> <p><b>WALT:</b> How do the polar regions compare with our locality?</p>		<p><b>WALT:</b> Locate places on a map of the British Isles</p> <p><b>WALT:</b> Recognise physical features of a coastal location</p> <p><b>WALT:</b> Recognise human features of a coastal location</p> <p><b>WALT:</b> Identify land use and compare with own locality</p> <p><b>WALT:</b> Understand tourism and its impact</p> <p><b>WALT:</b> Understand what climate is and how it is different between Bridlington and local area</p>
<b>Art</b>	<p><b>Drawing Cityscapes</b> Jorge Tabanera 1977- Spanish Artist</p> <p><b>WALT:</b> Investigate tone by drawing light/dark lines</p> <p><b>WALT:</b> Demonstrate control over the types of marks made with a range of media; drawing lines of different thicknesses for effect</p> <p><b>WALT:</b> Use a sketch book to plan and develop simple ideas.</p> <p><b>WALT:</b> Create pattern and texture using a variety of dots and lines</p> <p><b>WALT:</b> Respond to the work of a famous artist</p>	<p><b>Inukshuk Art</b> Ted Harrison 1926-2015 British-Canadian Artist</p> <p><b>WALT:</b> Mix paint to create all the secondary colours.</p> <p><b>WALT:</b> Make tints by adding white and tones by adding black.</p> <p><b>WALT:</b> Create and combine shapes to create recognisable forms</p> <p><b>WALT:</b> Join clay surfaces using score and slip technique</p> <p><b>WALT:</b> Manipulate clay for a variety of purposes</p>		<p><b>Pointillism</b> Georges Seurat 1859-1891 French Artist</p> <p><b>WALT:</b> Find out who Georges Seurat was and explore his style of art.</p> <p><b>WALT:</b> Explore how to create art in the style of Georges Seurat</p> <p><b>WALT:</b> Discuss how Seurat used colours in his work</p> <p><b>WALT:</b> Explore Seurat's paintings and how he created effects and shading.</p> <p><b>WALT:</b> Compare the work of other Pointillist artists</p> <p><b>WALT:</b> Be able to create a piece of pointillism artwork.</p>

	<b>WALT:</b> Work in the style of Jorge Tabanera			
<b>Design Technology</b>	<p><b>Mechanical Systems</b></p> <p><b>WALT:</b> Explore modern fire engines</p> <p><b>WALT:</b> Investigate wheels, axles and chassis</p> <p><b>WALT:</b> Investigate ways of making the body of a fire engine</p> <p><b>WALT:</b> Design a fire engine</p> <p><b>WALT:</b> Make a fire engine based on a design</p> <p><b>WALT:</b> Evaluate a finished product</p>	<p><b>Food and Nutrition</b></p> <p><b>WALT:</b> Learn that sandwiches can form part of a healthy diet</p> <p><b>WALT:</b> Taste a variety of different breads and sandwiches and examine flavours and textures.</p> <p><b>WALT:</b> Design and plan a sandwich for a particular purpose</p> <p><b>WALT:</b> Be able to create a healthy sandwich</p> <p><b>WALT:</b> Evaluate a finished product</p>		<p><b>Textiles</b></p> <p><b>WALT:</b> To investigate a range of puppets and their features</p> <p><b>WALT:</b> To be able to work with fabric to create a finger puppet.</p> <p><b>WALT:</b> To develop and practise sewing skills</p> <p><b>WALT:</b> Design a glove puppet</p> <p><b>WALT:</b> Follow a design to make a puppet</p> <p><b>WALT:</b> Evaluate a finished product</p>
<b>Computing Purple Mash</b>	<p><b>Coding</b></p> <p><b>WALT:</b> Understand what an algorithm is and create a computer program using one.</p> <p><b>WALT:</b> Create a program using collision detection</p> <p><b>WALT:</b> Understand and design an algorithm that follows a timed sequence</p> <p><b>WALT:</b> Understand what different events do in code</p> <p><b>WALT:</b> Understand the function of buttons in a program</p> <p><b>WALT:</b> Debug simple programs</p>	<p><b>Spreadsheets</b></p> <p><b>WALT:</b> Use some 2Calculate tools that were introduced in year 1</p> <p><b>WALT:</b> Use copying, cutting and pasting shortcuts in 2Calculate. Use 2Calculate totalling tools.</p> <p><b>WALT:</b> Explore the capabilities of a spreadsheet in adding up coins to match the prices of objects</p> <p><b>WALT:</b> Use data to manually create a block graph</p> <p><b>Effective Searching</b></p> <p><b>WALT:</b> Understand the terminology associated with the Internet and searching.</p> <p><b>WALT:</b> Read and understand web search results</p> <p><b>WALT:</b> Create a leaflet to help someone search for information on the Internet.</p>	<p><b>Questioning</b></p> <p><b>WALT:</b> Understand that the information provided on pictograms is of limited to answering simple questions</p> <p><b>WALT:</b> Use yes/no questions to separate information</p> <p><b>WALT:</b> Construct a binary tree to separate different items.</p> <p><b>WALT:</b> Use 2Question to answer questions</p> <p><b>WALT:</b> Use a database to answer more complex search questions.</p> <p><b>Making Music</b></p> <p><b>WALT:</b> Explore, edit and combine sounds using 2Sequence.</p> <p><b>WALT:</b> Add sounds to a tune to improve it</p> <p><b>WALT:</b> Create their own tune using the sounds which they have added to the Sounds section.</p>	<p><b>Creating Pictures</b></p> <p><b>WALT:</b> Look at the work of Impressionist artists and recreate them using the Impressionism template</p> <p><b>WALT:</b> Recreate pointillist art using the Pointillism template.</p> <p><b>WALT:</b> Look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p><b>Presenting Ideas</b></p> <p><b>WALT:</b> Explore how a story can be presented in different ways.</p> <p><b>WALT:</b> Make a quiz about a story or class topic using 2Quiz</p> <p><b>WALT:</b> Make a fact file on a non-fiction topic</p>
<b>Music Charanga</b>	<p><b>Exploring Simple Patterns</b></p> <p>How does music help us to make friends?</p> <p><b>WALT:</b> Listen to and appraise a style of music</p> <p><b>WALT:</b> Learn to sing a new song</p> <p><b>WALT:</b> Perform songs as part of a group</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p>How does music teach us about the past?</p> <p><b>WALT:</b> Listen to and appraise a style of music</p> <p><b>WALT:</b> Learn to sing a new song</p> <p><b>WALT:</b> Perform songs as part of a group</p>	<p><b>Exploring feelings through music</b></p> <p>How does music make the world a better place?</p> <p><b>WALT:</b> Listen to and appraise a style of music</p> <p><b>WALT:</b> Learn to sing a new song</p> <p><b>WALT:</b> Perform songs as part of a group</p>	<p><b>Exploring Improvisation</b></p> <p>How does music teach us about looking after the planet?</p> <p><b>WALT:</b> Listen to and appraise a style of music</p> <p><b>WALT:</b> Learn to sing a new song</p> <p><b>WALT:</b> Perform songs as part of a group</p>

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