


	Autumn 1 (7 weeks) <b>West African Adventure</b> Role Play: Indoor- Home Corner Outdoor- Fruit shop  <i>World Geography</i>	Autumn 2 (8 weeks) <b>Oliver Twist</b> Role Play: Indoor- Toy shop Outdoor- Train station  <i>British History</i>	Spring 1 (6 weeks) <b>Anglo Saxons</b> Role Play: Indoor- Outdoor- <b>Nothing due to winter weather.</b>  <i>British History</i>	Spring 2 (5 weeks) <b>Herculean History</b> Role Play: Indoor- Outdoor- <i>Non-European History</i>	Summer 1 (6 weeks) <b>S32</b> Role Play: Indoor- Outdoor- <i>Local Geography</i>	Summer 2 (7 weeks) <b>Spectacular Sculptures</b> Role Play: Indoor- Outdoor- <b>Home Corner</b> <i>Art/Design &amp; Technology</i>
<b>Concepts</b>	  Harvest Burkina Faso and West African art and culture	  Chronology/timeline of UK history Who was Queen Victoria? Victorian transport & clothing Features of everyday lives of rich/poor; Victorian Christmas	  Chronology /timeline of British history Sources of evidence Legacy of Saxons - language, poetry, stories	  Sources of evidence Ancient culture and the achievements of ancient civilisations/ their impact on modern society	  Where we live Diversity of modern Britain Key characteristics of villages, towns and cities Fieldwork skills	  Classic British sculpture inspiration creativity nature
<b>Science</b>	Harvest/ Seasonal Changes	Everyday Materials and their Properties	Investigation Stations! Working scientifically- planning, setting up and recording the results of simple experiments.	Plants	Animals, including Humans	Habitats
<b>Writing genre</b>	<b>Non-Fiction-</b> Writing our names and facts about ourselves and where we live Maps and Atlases <b>Fiction-</b> reading and responding to a story book; descriptive writing, drama <b>Poetry-</b> rhyming pairs; shape poetry; reading and reciting nursery rhymes	<b>Fiction</b> - Finding out who Charles Dickens was. Reading and responding with discussion, drama and writing to a storybook with a historical setting. Describing a Victorian Christmas <b>Non-fiction books and dictionaries-</b> finding & recording definitions and facts linked to the Victorians	<b>Non-fiction-</b> Writing fact files about Anglo Saxon Britain <b>Fiction-</b> reading and responding to a story book; retelling with drama and descriptive diary writing <b>Poetry-</b> Listening to and finding out about the "Old English" language and the epic poems of the Anglo Saxons- Beowulf, The Ruin	<b>Fiction-</b> traditional stories - listen, respond to, make predictions about and re-tell Greek Myths; write descriptive postcards from Ancient Greece <b>Non-fiction-</b> read, evaluate and use facts and quotes from information books to compare life in Ancient Greece to life in Eyam now	<b>Fiction-</b> Reading, making predictions about and responding to a story book; <b>Non-fiction-</b> make online tourism posters for Eyam/ Eyam Hall <b>Poetry</b> - reading and reciting nursery rhymes by heart- including doing a solo!	<b>Non-fiction-</b> writing recounts of our trip(s) to see sculptures in real life <b>Fiction-</b> Reading and responding to a Topic book using writing, drama and discussion; writing narratives from the perspective of both sculptor and sculpture!
<b>Texts</b>	"All Aboard the Bobo Road" by Stephen Davies; "Handa's Surprise" by Eileen Browne; "Whistling Thorn" by Helen Cowcher	"Daisy Saves the Day" by Shirley Hughes; "Oliver Twist and other Great Dickens Stories" by Marcia Williams The Train Ride	"Beowulf the Brave"- a retelling of the epic <i>Beowulf</i> poem by Oakley Graham	Usborne illustrated book of Greek myths for young children	"In Every House, On Every Street" by Jess Hitchman	"Look! Look! Look! at Sculpture" by Nancy Elizabeth Wallace
<b>Geography and History/ Sticky Learning-Knowledge</b>	<u>Geography-</u> <ul style="list-style-type: none"> <li>Name and locate on a map or globe the equator, 7 continents and 5 oceans.</li> <li>Locate Burkina Faso on a world map and know some facts about life there;</li> </ul>	<u>History:</u> <ul style="list-style-type: none"> <li>Know who Queen Victoria was;</li> <li>know key features of everyday life for Victorian children, both rich and poor, concentrating on toys and Christmas celebrations and comparing then with now.</li> </ul>	<u>History-</u> Know some key facts about the Anglo Saxons; Know that Britain was invaded on more than one occasion, where they fit on a timeline of British history, and that Anglo Saxons and Vikings were often in conflict.	<u>History</u> Know the difference between BC/AD. Know that Greece is in Europe and locate Greece on a world map. Know where Ancient Greece fits on a timeline of world history and know about some	<u>Geography-</u> Know, name and locate on a map the four countries and capitals of the UK, as well as Derbyshire and Eyam on a map of England; use geographical vocab to label and refer to key physical features, & key human features, including: city, town, village,	<u>Human History/ Geography-</u> Know some facts and information about the lives of significant individuals- artists like Barbara Hepworth and Henry Moore.

	<ul style="list-style-type: none"> <li>Identify similarities and differences between UK and Burkina Faso, eg weather.</li> </ul>		<p>Know the link between Anglo Saxons and Christianity. Know that the Anglo Saxons gave us many of the words we use today.</p>	<p>of its achievements- democracy, the Olympics, mythology / Greek Gods, mathematics.</p>	<p>factory, farm, house, office and shop. Know &amp; learn our addresses.</p>	
<b>Geography and History/ Sticky Learning-Skills</b>	<p>Compare similarities and differences between life in Eyam and life in contemporary Burkina Faso.</p> <ul style="list-style-type: none"> <li>Animals and wildlife</li> <li>Weather</li> <li>Food people eat, fruit that grow there</li> <li>School</li> <li>Transport</li> <li>Artwork</li> </ul>	<ul style="list-style-type: none"> <li>Use historical vocabulary like old, new, ancient, modern;</li> <li>place events on a chronological timeline of British History.</li> <li>talk about traditional Victorian toys and games</li> <li>write descriptive captions</li> </ul>	<p>Continue to use historical language and decide where an event fits on a timeline.</p> <p>Use Anglo Saxon poetry, stories and artefacts to compare life then to life now, thinking about homes and shelter, clothing and food.</p>	<p>Place the birth of Christ on a timeline of world history, using the terms "BC" and "AD" correctly.</p> <p>Use pictures, facts, artworks and artefacts to understand, evaluate and describe similarities and differences between life in Eyam now and life in Ancient Greece.</p>	<p>Use simple fieldwork and observational skills to study the geography of our school and its grounds. Use compass directions (N, S, E, W) and locational and directional language [near and far; left and right], to describe the location of features and routes on a map, devising our own simple maps.</p>	<p>Name and describe some of Hepworth and Moore's sculptures using thoughtful critical language. Use some of their techniques and themes in our own artworks.</p>
<b>Community</b>	Harvest Festival	Bonfire event Carol service	Lent	Fairtrade Fortnight Easter Service	Christian Aid Week Litter Pick/ Village walk	End of year service
<b>Curriculum Enrichment</b>	African drumming workshop? Exploring Autumn & Harvest Cross-country running at Hope Valley College	Remembrance Day Anti-Bullying Week, Forest School, Nativity Trip to Bakewell Old House Museum?	Safer Internet Day World Book day	History Van? Science Week	Trip to Eyam Hall? SATS Buxton Festival poetry- Y2	Yorkshire Sculpture Park and Chatsworth visits? Infant Sports at Hope Valley College
<b>ECO Themes</b>	Travel Smart Forest School Refugees	Forest School Energy Global citizen	Bird watch Water/marine	Fair Trade Transport Waste Week	Healthy living; planting, caring for and cooking with fruit and veg	Biodiversity Litter and Pollution Pond dipping
<b>DT</b>	<b>Food Technology-</b> Taste and compare a variety of foods from different cultures- including seasonal UK veg and recipes from Bukina Faso.	<b>Designing purposeful, functional and appealing products and selecting the right resources-</b> make a range of Victorian toys for a 'Victorian Christmas Toy shop': Spinning top; Split pin doll; Ball and catch; Kaleidoscope.	<b>Weaving:</b> create Anglo Saxon-inspired weaving using paper and fabric.	<b>Solve problems</b> linked to Greek history. E.g I have lots of stone to build houses but there is a river in the way. What could I build to solve this problem? Making Mother's Day cards.	<b>Building/ Construction:</b> Study landmarks in the local area and re-create them using a range of resources/materials e.g Lego, bricks, cardboard, sticks etc.	<b>See sculpture project below.</b>
<b>Art</b>	Self-portrait paintings  <b>Study of a contemporary artist from Burkioa Faso-</b> Suzanne Ouedraogo. Making our own colourful portraits.  <b>West African Jewellery-</b> exploring its symbolism and the different materials and styles used; designing and making our own using home-made beads.	Christmas cards and Christmas crafts  <b>Study of a contemporary artist with a disability. Stephen Wiltshire-</b> British architectural artist with autism- Wiltshire memorises and draws whole cityscapes. We explore his art and compare his depictions of cities to the Victorians', before drawing our own	<b>Anglo-Saxon artefacts-</b> exploring their sophisticated, intricately patterned metalwork and illuminations, finding meanings and stories in them (what do they tell us about life in Anglo Saxon Britain?) and drawing our own. What stories can we tell? Which symbols are important to us?	<b>Exploring Ancient Greek art and then the Modern art inspired by it-</b> eg the art of Edward Allington, who was a 1980s British sculptor who was influenced by the classical world of Greece and Rome. His art often included references to architectural details and ancient artefacts- can we spot them? Then using clay to create our own Greek-inspired pots, time allowing.	<b>Eyam Hall-</b> looking at drawings and paintings inspired by it and sketching our own.  Making rubbings, notes and drawings as we explore the village. Exploring the tapestries, art and architecture located at the Hall. Making our own whole-class tapestry.	<b>Barbara Hepworth and Henry Moore study-</b> two prominent 20 <sup>th</sup> Century Modernist sculptors from Yorkshire- we explore and sketch their works, seeing how they interact with nature and space on our trip before making our own clay sculptures. <b>Each class to also choose a contemporary sculptor exhibiting at YSP during our trip.</b>

<b>Computing / On-line Safety</b> <b>www.thinkuknow.co.uk</b>	Electronic and online safety- making a class charter  Learning to turn on a laptop/iPad and get online; use Google or Safari to browse images		Add music and sound to a typed story Add to our class blog Use websites/search engines to search for info and copy/paste to make fact pages	Recap Online Safety using the Ceops website	Continue with Ceops Online Safety lessons  Make tourism posters about Eyam/ Eyam Hall	Recap everything learned about online safety and revisit class charter; Devise commands for Beebots (write and debug).  Make artworks using iPad apps
<b>RE</b>	<b>GOD</b> - What do Christians believe God is like as a provider and creator?  Harvest celebrations for Christians and Jews - Sukkot  DAS 1.8 How do we care for others and why does it matter?  DAS F4 What times are special and why - Harvest	<b>INCARNATION</b> - DAS 1.1 Why does Christmas matter to Christians?  DAS F4 Why do Christians perform Nativity plays at Christmas?  F4 Which times are special and why?  DAS 1.6 How and why do we celebrate special times?	<b>GOSPEL</b> - What is the good news that Jesus brings? Y2 dig deeper  DAS 1.4 What can we learn from sacred books - What do stories of Jesus tell Christians about how to live?  DAS F2 Which people are special to Christians and why?  DAS F1 Which stories are special and why?	<b>Symbols and Special places</b> - DAS 1.5 What makes some places sacred?  DAS 1.7 What does it mean to belong to a faith community? (Jewish and Christian)  F3 Which places are special and why?  F5 being special where do we belong?	<b>CREATION</b> - Who made the world? How can we care for our wonderful world?  Creation stories from other faiths  F6What is special about our world?  DAS1.2. What can we learn from creation stories?  DAS 1.8 How do we care for the world and why does it matter?	<b>Other faiths Judaism</b> DAS1.3 Who is Jewish and what do they believe? Why do Jews celebrate and Passover?  F3 Which places are special and why?  DAS 1.7 What does it mean to belong to a faith community?
<b>PE</b>	Physical Literacy & Fundamentals- balance, agility, coordination- running, jumping, throwing, catching.	Physical Literacy & Fundamentals- balance, agility, coordination- running, jumping, throwing, catching.	Gymnastics- Core Skills, Balance, Agility and Dance.	Gymnastics Core Skills, Games skills (mini and adapted invasion games).	Fundamentals in athletics- running, throwing, coordination; striking and fielding.	Outdoor games, racket skills & practising for Sports Day.
<b>PSHE- Following PSHE Matters</b>	<b>Being Me</b>	<b>Exploring Emotions</b>	<b>Being Responsible</b>	<b>Bullying Matters</b>	<b>Diversity Matters</b>	<b>Drug Education</b>
<b>Music</b>	Charanga Nursery rhymes and Harvest songs	Carol service and Nativity	Charanga	Easter Service songs	Charanga	Leavers' Service songs and preparation