



INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
<p><i>Through our curriculum, our children will become;</i></p> <ul style="list-style-type: none"> - Effective learners; - Responsible citizens. 	<p>Our children will:</p> <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. 	

	Topic 1	Topic 2	Topic 3	Topic 4
	<p>The Digestive System</p> <p>Question: Bottoms Burps and Bile Are we what we eat?</p> <ul style="list-style-type: none"> • What is the digestive system and what part does it play in the process of turning food into energy? • What part do the small and large intestines play in digesting food? • How does food travel through the body? • Why are teeth different shapes? • How long does it take for food to get to the stomach once you have chewed it? • If you are upside down does it take longer for food to reach the stomach? • What makes a food healthy? • How do shops persuade you to buy their food products? 	<p>Spain</p> <p>Question: Is Spain just a holiday destination?</p> <ul style="list-style-type: none"> • Which continent is Spain in? • Where is Spain located in the world? • What is the capital city of Spain? • What is the Spanish climate like? • What human and physical features can we find in Spain? • What is an aerial view and can I find given locations using an aerial map? • How has tourism affected the local landscape in Spain? • Why do people visit Spain? 	<p>The Tudors</p> <p>Question: How effectively was England ruled?</p> <ul style="list-style-type: none"> • Who were the Tudors? • Why was Henry VII and Henry VIII so important? • What happened to Ann Boleyn? • Why did Henry VIII have so many wives? • Why did Henry VIII break from Rome? Love or religion? • What can inventories tell us about life in Tudor times? • How was the Spanish Armada defeated by a smaller English fleet? • How did people enjoy themselves in Elizabethan England? 	<p>Ancient Egypt</p> <p>Question: What can we find out about the Ancient Egyptians?</p> <ul style="list-style-type: none"> • Who were the Ancient Egyptians? • Why was Ancient Egypt ‘the Gift of the Nile’? • Who rules ancient Egypt? • Why are the pyramids thought to be one of the wonders of the world? • Who were the Ancient Egyptian gods? • What did the Ancient Egyptians believe about the afterlife? • What did Ancient hieroglyphs mean? • What did the Ancient Egyptians invent?
Week 1 Focus on basic skills Aspirations	<p>Launch: The Digestive System Experiment (tights)</p> <p>Hooks: Tights digestive system Cola teeth</p>	<p>Launch: Spanish day with food and dancing</p> <p>Hooks: Food tasting Spanish Dress up Spanish dancing Field trip into Mexborough.</p>	<p>Launch: Bishops’ House</p> <p>Hooks: Tudor dress up Tudor banquet Clay making. Ann Bolen murder mystery</p>	<p>Launch: Think like an historian - Egyptian artefacts</p> <p>Hooks: Weston Park Museum Mummify a tomato Clay sarcophagus Hieroglyphs</p>

			Tudor houses – woodwork.	
	Showcase: Workshop for FS2 pupils on how to clean your teeth. Can we work together to create a giant Gut?	Showcase: Spanish café for parents. With food, menu and presentations	Showcase: Tudor banquet	Showcase: Assembly for parents
	Key Text: The Miraculous journey of Edward Tulane By Katie DiCamillo	Key Text: The boy at the back of the class By Onjali Q Raúf	Key Text: The chronicles of Narnia By C S Lewis	Key Text: Secrets of a Sun King By Emma Carroll
English	Character description Diary entry Narrative	Recount Letter Newspaper report	Setting description Adventure story Poem	Leaflet Letter Speech
Science	<p>Animals including humans WALT:</p> <p>WALT: to identify and locate the main organs of the human digestive system.</p> <p>WALT: describe the simple functions of the basic parts of the digestive system in humans.</p> <p>WALT: identify the different types of teeth in humans and their simple functions</p> <p>WALT: explain the structure of a tooth.</p> <p>WALT: explain how we can look after our teeth.</p> <p>WALT: Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Scientist study: William Beaumont</p>	<p>Living things and their habitats WALT: To group organisms in different ways.</p> <p>WALT: To group animals according to whether they are fish, amphibians' reptiles, birds or mammals.</p> <p>WALT: To identify whether an animal is a vertebrate or an invertebrate.</p> <p>WALT: To use a classification key to identify familiar organisms.</p> <p>WALT: To use a classification key to identify vertebrates.</p> <p>WALT: To use a classification key for a group of organisms from the local environment.</p> <p>Scientist study: Greta Thunberg</p>	<p>Electricity WALT: To identify common appliances that run on electricity</p> <p>WALT: To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>WALT: To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>WALT: To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>WALT: To recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Study- Nikola Tesla</p>	<p>Materials</p> <p>WALT: identify solids, liquids and gases.</p> <p>WALT: make careful observations and communicate results.</p> <p>WALT: take accurate measurements using thermometers.</p> <p>WALT: observe that some materials change state when heated or cooled.</p> <p>WALT: identify the part played by evaporation and condensation in the water cycle.</p> <p>WALT: plan and carry out a fair test.</p> <p>WALT: to associate the rate of evaporation with temperature.</p> <p>Study- Anders Celsius</p>
History			<p>WALT: find out who the Tudors were and place them in British history.</p> <p>WALT: use sources of evidence to find out information about significant figures.</p> <p>WALT: understand why Henry VIII had so many wives.</p> <p>WALT: understand the changes King Henry VIII made to religion in England.</p>	<p>WALT: locate Ancient Egypt in time and place.</p> <p>WALT: the importance of the River Nile.</p> <p>WALT: Egyptian pharaohs.</p> <p>WALT: explore what the pyramids looked like.</p> <p>WALT: religion in Ancient Egypt.</p> <p>WALT: afterlife in Ancient Egypt.</p>

			<p>WALT: make decisions about the people in Tudor times using inventories.</p> <p>WALT: find out about the attack of the Spanish Armada.</p> <p>WALT: find out about Elizabethan leisure activities.</p> <p>School trip – Bishop’s house.</p>	<p>WALT: discover what hieroglyphs looked like.</p> <p>WALT: Ancient Egyptian inventions.</p> <p>School trip – Western Park museum.</p>
Geography		<p>WALT: identify the position of the equator, tropics of cancer and Capricorn and hemispheres.</p> <p>WALT: to know where Spain is in the world.</p> <p>WALT: use eight points of a compass to locate places in Spain.</p> <p>WALT: use 4 figured grid references.</p> <p>WALT: physical geography of Spain.</p> <p>WALT: human geography of Spain.</p> <p>WALT: investigating Spain’s weather and climate.</p> <p>WALT: the importance of tourism in Spain.</p> <p>WALT: study of tourism trends within the local community.</p> <p>Fieldtrip into Mexborough</p>		
Art			<p>Painting</p> <p>WALT: Observe and discuss artists’ work</p> <p>WALT: <i>explore and recreate Tudor portraits.</i></p> <p>WALT: <i>apply my experience of materials and processes, including drawing, developing my control of tools and techniques</i></p> <p>WALT: sketch the outline of a Tudor portrait and apply painting techniques.</p> <p>WALT: evaluate my portrait identifying the different techniques used.</p>	<p>Clay</p> <p>WALT: understand what canopic jars were used for.</p> <p>WALT: design a personal canopic jar.</p> <p>WALT: use modelling techniques to create a canopic jar.</p> <p>WALT: use mod roc with increasing accuracy,</p> <p>WALT: apply and evaluate my design.</p>
DT	Textiles	Food technology	Woodwork	

	<p>WALT: explore and evaluate a range of existing products.</p> <p>WALT: design a product to meet a design criteria.</p> <p>WALT: to join fabrics by sewing using the back stitch and blanket stitch.</p> <p>WALT: make a book sleeve following a criteria.</p> <p>WALT: evaluate a product.</p>	<p>WALT: identify and test different types of frittatas.</p> <p>WALT: design a Spanish frittata.</p> <p>WALT: make a Spanish frittata.</p> <p>WALT: evaluate a Spanish frittata.</p>	<p>WALT: identify and evaluate</p> <p>WALT: design a Tudor house.</p> <p>WALT: make a Tudor house including a complete circuit.</p> <p>WALT: evaluate a Tudor house.</p>	
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