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| <p>Article 17: Every child has the right to reliable information. As historians we will...</p> <ul style="list-style-type: none"> Study key explorers and their work (e.g. Captain Scott, Charles Darwin). | <p>Article 29: Education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p style="text-align: center;">As Scientists we will...</p> | | <p>Article 1: Everyone under the age of 18 has rights (Children should learn that all children everywhere have the same rights). Article 7: Every child has the right to a nationality. Article 29: Education should teach children to respect their natural environment. Education must teach children to live responsibly encourage the child's respect for the environment.</p> <p>As geographers we will...</p> <ul style="list-style-type: none"> Use a range of resources to identify the key physical and human features of extreme landscapes. Describe geographical differences and similarities between the UK and the Sahara desert. Identify the layers of a volcano. | |
| <p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> Living things and their habitats Famous Scientist- Charles Darwin | | <p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Living things and their habitats Famous Scientist- Charles Darwin | <p style="text-align: center;">Literacy – Adventure Challenges- Bear Grylls</p> | |
| <p style="text-align: center;">Narrative</p> <ul style="list-style-type: none"> Setting descriptions of extreme environments. Character descriptions- describe an explorer | | <p style="text-align: center;">Non-Fiction</p> <ul style="list-style-type: none"> Non-chronological reports- leaflets/survival guide. Diary Writing | <p style="text-align: center;">Poetry</p> <ul style="list-style-type: none"> Poems with description | <p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> Speaking and listening |
| <p>As linguists we will...</p> <ul style="list-style-type: none"> All about me. | <p style="text-align: center;">‘Extreme Survival!’ Year 3 and Year 4</p> | | | <p>Article 17: Governments must help protect children from materials that could harm them (E Safety). Article 16: Every child has the right to privacy. The law should protect the child's private life. Article 36: Governments must protect children from all forms of bad treatment.</p> <p>As computing scientists, we will...</p> <p>Project:</p> <ul style="list-style-type: none"> The internet- recognising the internet as a network of networks including the WWW, and why we should evaluate online content. Audio editing- Capturing and editing audio to produce a podcast, ensuring that copyright is considered. |
| <p style="text-align: center;">Super Start</p> <ul style="list-style-type: none"> Camp out at school | | <p style="text-align: center;">Local Link</p> <ul style="list-style-type: none"> Looking at local habitats for animals (Reabrook). Charles Darwin – evolution and link to Shrewsbury | <p style="text-align: center;">Fab Finish</p> <ul style="list-style-type: none"> Shropshire falconry- owl visit | |
| <p>Article 29: Education that develops every child's personality, talents and abilities to the full. As artists we will...</p> <ul style="list-style-type: none"> Create a collage using different tones and shades to demonstrate the textures of the desert. Experimenting creating mood with different colours. | <p style="text-align: center;">As mathematicians we will...</p> | | | <p>Article 6: every child has the right to life. Governments must do all they can to make sure children survive. Article 23: A child with a disability has the right to live a full decent life and play an active part in the community. Governments must do all they can to provide support for disabled children. Article 24: every child has the right to good health.</p> <p>As athletes we will...</p> <ul style="list-style-type: none"> Invasion games Gymnastics |
| <p style="text-align: center;">Year 3</p> <ul style="list-style-type: none"> Place value Addition and subtraction Multiplication and division | | <p style="text-align: center;">Year 4</p> <ul style="list-style-type: none"> Place value Addition and subtraction Multiplication and division | | <p style="text-align: center;">As citizens we will...</p> <ul style="list-style-type: none"> Create a class charter collectively (Rights and Responsibilities) Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities discussing difference sensitively |
| <p>Article 24: All children have the right to good health. Governments must work to provide clean water and nutritious food so that children can stay healthy.</p> <p>Article 27: Every child has the right to a standard of living that is good enough to meet their physical needs. Governments must help families that cannot afford this.</p> <p>As design technologists we will...</p> <ul style="list-style-type: none"> Making shelters for camp out | <p>Article 14: Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 20: If a child cannot be looked after by their family, governments must make sure they are looked after properly by people who respect the child's religion, culture and language.</p> <p>Article 30; Every child has the right to learn and use language, customs and religion of their family, regardless of whether these are shared by the majority of people in the country where they live.</p> <p>For spiritual and moral development, we will answer...</p> <ul style="list-style-type: none"> How do you mark special times? Why do Christians celebrate Christmas? | <p style="text-align: center;">As citizens we will...</p> <ul style="list-style-type: none"> Create a class charter collectively (Rights and Responsibilities) Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting differences and similarities discussing difference sensitively | | <p style="text-align: center;">As musicians we will...</p> <ul style="list-style-type: none"> Ukulele with Shropshire Music Service |

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| Title | Key Stage 1 | Key Stage 2 |
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| Narrative | <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. | <ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. |
| Non-fiction | <ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. | <ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations • Write non-chronological reports. • Write biographies. • Write in a journalistic style • Write arguments. • Write formally. |
| Poetry | <ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. | <ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play. Rhyme and metaphor) |
| Note: | <p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> • personal experiences • real events • poetry • Different purposes. | <p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> • narratives • non-fiction • poetry • Different purposes. |