

Epic Elements! Curriculum Plan 2021-23

Communication and Language

- Listening to a range of stories and re-tell them
- Answer 'how' and 'why' questions in response to stories.
- Active questioning during storytelling – encouraging children to give reasons for their answers using 'because'.
- Anticipating key events in stories by trying to predict endings through partner work etc
- Making up alternative or own endings for stories.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learning rhymes and songs.
- Kim's game – memory game

PSED

- RSE programme during Circle/PSHE time.
- Expressing their own feelings and comparing those to the feelings had by characters in the stories.
- Turn-taking through playing games together.
- If you could wish for anything, what would it be?
- Read 'Errol's garden' – similarities and differences, relationships, feelings.
- Read 'The Treasure of Pirate Frank' – celebrating diversity.
- Stories about emotions and feelings – learning strategies of how to deal with those.
- Golden rules – showing respect for each other's and belongings.

PD

- P.E. lessons – ball skills, games.
- Cutting out items of junk modelling and combining them using various methods – string, glue, sellotape
- Making a road system outside for the bikes to travel around safely
- Handwriting outside on the ground using chalks
- Painting using small brushes for co-ordinated movements
- Finger painting – painting Earth
- Scissors – make a crab
- Andy's workouts
- Threading beads – making pirate treasure
- Threading Chinese dragons

Epic Elements Reception Planning

Literacy

- Reading fiction and non-fiction books and learning to find information e.g. about pirates and treasure.
- Writing
- Errol's garden/Tiddler/ Billy's bucket
- Commotion in the Ocean, the Treasure of Pirate Frank– rhyming words and adjectives
- Sentence writing focus each week – using capital letters and full stops.
- Message in a bottle – pirate writing linked to The treasure of Pirate Frank
- Reading pirate sentences
- Write a poem – Errol's garden
- Positional language
- Write about favourite sea creature.

Maths

- Problem solving i.e. Using sea creatures and their legs to add up to a given amount
- Counting practise out each week in class as an activity – counting characters, counting pegs, counting pirate treasure etc
- More than and less than – i.e. 2 more fish, 2 less wild things etc
- Coin recognition–1p, 2p, 5p, 10p
- Telling the time/sequencing daily routines
- Doubling and halving
- Capacity - estimate
- Size order
- Repeating patterns

Expressive Arts and Design

- Pirate drama – encouraging map drawing and writing etc.
- Singing – Pirate songs
- Making pirate eye patches and hats , telescopes, flags, pirate treasure and treasure chest
- Building/constructing pirate ships out of junk, matchsticks or construction pieces
- Make a grass head – compost
- Paint a treasure island – inspired by different artists (colour/style)
- Observational drawings of shells etc
- Make a jellyfish – paper plate
- Make a pirate face – paper plate
- Playdough – pirates, flowers, sea creature
- Paper flowers – artists study using different materials to make flowers
- Making music inspired by flowers / poems / sea creatures
- Mixing colours - paints

Understanding of the World

- Floating and sinking – testing boats and items that float/sink
- Making pirate maps
- Finding out about the sea, sea vessels and people who live by the sea
- Looking at maps, atlases and globes
- Look at different features on a map
- Pancake day
- Plant a sunflower seed
- Label and draw a plant
- Winter Olympics
- Chinese New Year – food, traditions
- Winter bird identification
- Mother's day
- Easter
- Spheros and Ipads
- Mini Mash – Purple Mash

Spring 2022 – Epic Elements Curriculum Plan for Year 1 and 2

Note – This document should be used alongside the progression maps documents

<p>History objectives Explore people and events – Columbus, Grace Darling, Nelson</p> <p>Overview of History Content Columbus and Nelson - linked to travel and discovery of new places and foods. Grace Darling – music and drama linked to dramatic rescue</p> <p>History link - Time and Tide visit, with a pirate focus. Pirate week, involving making pirate flags and learning key facts and about pirates in history. Songs like to pirates</p>	<p>Science Objectives Science – Living Things - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Science - Use of Everyday Materials – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock Compare and group together a variety of everyday materials based on their simple physical properties</p> <p>Overview of Science Content Sea creatures – naming sea creatures, and their animal groups. Art work, making an animal from each animal group</p> <p>DT/Science – Design and make a pirate ship to cross a sea DT/Science- Which materials would make the best boat/umbrella. Testing materials to find out which are waterproof.</p>	<p>DT objectives</p> <ul style="list-style-type: none"> ♣ design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] <ul style="list-style-type: none"> ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics ♣ explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria ♣ build structures, exploring how they can be made stronger, stiffer and more stable <p>Overview of DT content DT/Science – design and make a pirate ship to cross a sea. DT/Science- Which materials would make the best boat/umbrella. Testing materials to find out which are waterproof. Design and make own pirate flag using fabric, glue guns and paint.</p>
<p>Geography Objectives - Name and locate the world’s seven continents and five oceans – use World Maps to locate Identify key physical features – beach, cliff, coast, sea, ocean, river</p>	<p>Art Objectives ♣ to use drawing, painting to develop and share their ideas, experiences and imagination</p>	<p>PE Objectives: Y1 Maintains stillness on different bases of support with different body shapes Develop basic strength and flexibility.</p>

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<p>-understand geographical similarities and differences through studying the human and physical geography of a small area of UK and a small area of a contrasting non-European country -use world maps, atlases and globes to identify the UK and its countries</p> <p>Overview of Geography Content Plan a holiday - Travel by boat, trade routes, seaside locations.</p> <p>– y1 contrasting Barbados and Cromer; y2 Kenya and Norfolk; looking at human and physical features</p> <p>Links to History coverage - Columbus and Nelson - linked to travel.</p> <p>Seven continents and 5 oceans; Identify key physical features – link to travel/holiday, make travel guides/maps; Mountains below the sea; coral reef; waterfalls; snowflakes/ice/frozen water sprays</p>	<p>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Overview of art content David Hockney – making collections of colour, describing colours, mixing colours, exploring applying colours with a variety of tools, making tonal ladders, darkening colours, mixing colours to match the natural world.</p>	<p>Perform basic actions using changes in speed and direction, including travelling, rolling, jumping and climbing and stay still when required Link and repeat basic actions to copy and perform a movement phrase with a beginning, middle and end</p> <p>Y2 Perform dances using simple movement patterns Show good awareness of space and the actions of others Develop basic strength and flexibility.</p> <p>Overview of PE content</p> <p>Y1 – gymnastics Y2 - dance</p>
<p>RE Objectives Judaism – Key vocab associated with the study of Judaism The concept of one God, the Torah, linking beliefs and behaviour Shabbat and the importance of home and family life (y2) The role of festivals which connect with Jewish history Christianity – Easter: salvation, the life and teachings of Jesus, importance of worship, gathering and celebrations</p>	<p>Music Objectives: use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Overview of Music content</p> <p>BBC Teach School Radio – Sun, Sea and Song – follow programme to learn songs, including in parts, and adding in instruments</p>	<p>PSHE objectives: We are following the objectives of the PSHE association linked to KS1 and using the Educator Solutions RSE programme of study</p> <p>Wellbeing Sessions introduce by Mrs. Cookson Circle Time based around behaviour, attitudes, being kind, and taking turns Environmental issues – Blue Planet, Arctic habitats, Seven Worlds. Making documentaries and videos to highlight plastic pollution. Art project using reclaimed</p>

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<p>Overview of RE content Marsha and Todd, Jewish visitors – Passover (y1)/Shabbat (y2) visit</p>		<p>materials – bottle fish. Writing a report about environmental issues.</p> <p>Water Safety – saving lives at sea.</p>
<p>Computing Objectives</p> <ul style="list-style-type: none"> ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school ♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Overview of Computing content Making documentaries and videos to highlight plastic pollution. E-safety day Using Purple Mash to link to Topic, Literacy and Maths work</p>	<p>Languages N/A</p>	

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<p>History objectives</p> <p>Overview of History Content</p>	<p>Science Objectives</p> <p>States of matter</p> <ul style="list-style-type: none"> -Compare and group materials together, according to whether they are solid, liquids or gas. -Observe that some materials change state when heated or cooled and measure or research the temperature at which this happens in degrees C. - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p> <ul style="list-style-type: none"> -Identify how sounds are made, associating some of them with something vibrating -recognise that vibrations from sounds travel through a medium to the ear -find patterns between the volume of sound and the strength of the vibrations that produce it -recognise that sounds get fainter as the distance from the sound source it increases. <p>Overview of Science Content</p> <p>Solids, liquids and gases sorting activities, identifying differences in particle formation and their properties. Chocolate melting investigation looking at how long it take different types of chocolate to melt. Exploring the water cycle (Water Cycle in a bag activity). Investigating how temperature effects the rate at which water evaporates. Experimenting with evaporation rates in warmer places around the school. Fair testing Creating miniature examples of the water cycle.</p>	<p>DT</p> <ul style="list-style-type: none"> -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -Generate, develop, model and communicate their ideas through discussion, annotated sketches -Understand how key events and individuals in design and technology have helped shape the world -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Overview of DT Content</p> <p>Design an earthquake proof building (Year 3). Design an Easter Egg box project (Year 3). Research and design Kites</p> <p>Yr 4-</p> <p>Designing kites which stay up in the air. Testing design shapes in pre-made kites and using these ideas to help create their own.</p>
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<p>Geography Objectives -Describe and understand key aspects of volcanoes and earthquakes. -Use maps locates volcanoes around the world -Consider why people live in close proximity to volcanoes.</p> <p>Overview of Geography Content Layers of the Earth. Tectonic plate movement; how volcanoes are formed (digestive biscuit investigation) and what causes earthquakes. The Ring of Fire. Types of volcanoes. The Mercalli scale.</p>	<p>Art -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -About great artists, architects and designers in history.</p> <p>Overview of art content Studying the artwork of Cesar Manrique (links to volcanoes). Exploring kinetic art and kinetic sculptures (Year 3). The Colour Wheel. Exploring colour mixing. Water colour painting using warm and cool colours. Exploring pointillism and the work of Georges Seurat. Using IT to create a piece of artwork using the pointillism technique. (Year 3) Year 4-</p> <p>Can they produce a mood board to inspire and influence their work?</p> <p>Create mood board to design their dream bedroom, focussing on design reflecting mood.</p>	<p>PE Yr 3 -Swim competently, confidently and proficiently over a distance of at least 25 metres -Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] -Perform safe self-rescue in different water-based situations.</p> <p>Yr4:</p> <ul style="list-style-type: none"> • Describe their own and others’ performance, making simple judgements about the quality of performances and suggesting ways they could be improved • Perform a range of gymnastic actions with increased consistency and fluency • Perform a range of jumps showing contrasting techniques and sometimes using a short run up • Work with a partner to show similar and contrasting actions on the floor and • apparatus • Combine actions and show clarity of shape in longer sequences, alone or with a partner <p>Overview of PE content Swimming lessons at Broadland High School (Year 3). Gym</p>
<p>RE Concepts: Creation and Fall, God (Trinity), Incarnation, and Salvation. The life and teachings of Jesus. Christian perspectives on moral issues. The church, worship and festivals. Concepts: One God, The Covenant, Mitzvot, Atonement. Importance of the Shema Importance of reading the Torah out loud.</p>	<p>Music -Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -Listen with attention to detail and recall sounds with increasing aural memory. -Use and understand staff and other musical notations. -Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>RSHE We follow the PSHE Association Programme of Study for PSHE Education. https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning We also follow Education Solution’s RSE programme of study for our Relationships and Sex Education. Overview of RSHE content</p>

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<p>The importance of loving one’s neighbour. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah The role of Synagogue and Cheder in the Jewish community.</p> <p>Overview of RE content Weekly RE lessons. Todd and Marsha visit (watching a bar mitzvah, learning about Jewish traditions, exploring religious objects).</p>	<p>-Develop an understanding of the history of music. Overview of Music content Charanga – Original Scheme, Year 3 Unit 3, Three Little Birds (Year 3). Specialist Ukulele Teacher (40-45 minutes per week)</p>	<p>Claire Cookson Mental Health and Wellbeing sessions (who has introduced ‘Shake the Tree’, positive affirmations, breathing exercises). Fortnightly circle time, discussing a wide range of topics, including anything relevant or recent. Internet safety week (guided reading, internet safety lessons, homework task, purple mash quiz).</p>
<p>Computing -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Overview of Computing content Internet safety week (guided reading, internet safety lessons, homework task, Purple Mash quiz). Using a Sphero to design simple codes that accomplish specific goals and solve problems (for example, can you code your Sphero to make a square /rectangle/change colour at each corner?)</p>	<p>Languages -Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. -Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Overview of Languages content French lessons taught through the support of Rigolo (Unit 1 – Bonjour) and one off lessons looking at colours, pets and classroom objects. Yr4- Mandarin lessons taught by Mrs Song</p>	

Spring 2022 – **Epic Elements** Curriculum Plan for Year 5 and 6

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<p>History objectives A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</p> <p>Overview of History Content Ancient Egypt</p> <ul style="list-style-type: none"> - Timelines - Location - Importance of the Nile - Egyptian Life - Houses - Egyptian food - Gods/goddesses - Pyramids - Mummification - Jobs of Ancient Egyptians - Afterlife <p>Ancient Egyptian Day (food, artwork, clothing)</p>	<p>Science Objectives Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. -Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <u>Forces:</u> - Identify the effects of water resistance <u>Properties and changes of materials:</u> - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Overview of Science Content Looking at and experimenting with light through water Water resistance ideas of building a boat. Looking at parts of the eye Reflection Colour Bind Test</p>	<p>DT Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Overview of DT Content Designing and build a vehicle using wooden frame and wheels to take part in a forces race Bridge building competition to get a car across a 80cm gap using only 12 pieces of newspaper. Make a bridge, test and then remake.</p>
<p>Geography Objectives Describe and understand key aspects of physical geography, including: - Coasts and rivers - The Water Cycle</p> <p>Overview of Geography Content Rivers of the world</p>	<p>Art To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paint, clay]</p> <p>Overview of art content</p>	<p>PE Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [badminton, tennis, Tag Rugby], and apply basic principles suitable for attacking and defending</p>

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<p>Rivers of the UK Features of a river Features of a coastline Made a River System using papier-mâché Talk for writing to name features of a river</p>	<p>Designed mood boards using a range of materials Water colours Egyptian sunset Oil Pastel Ancient Egyptian heads Clay cartouches</p>	<p>Develop flexibility, strength technique, control and balance [through gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Overview of PE content Gymnastics Tennis Badminton Tag Rugby</p>
<p>RE Year 5 Spring 1 – Was Jesus The Messiah? Year 5 Spring 1 – Holocaust Memorial Day Year 5 Spring 2 - How has belief in Christianity/Islam impacted on music and art throughout history?</p> <p>Overview of RE content Year 5</p> <ul style="list-style-type: none"> - Study of Bible Stories to learn more about Jesus the Messiah - Holocaust Memorial Day – Work based on the book “Rose Blanche,” by Roberto Innocenti + Ian McEwan - Appreciation of art from different religions - Discussion as to the significance of the art type for each religion - Children complete their own examples of religious art 	<p>Music Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music (Y6 only) for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. Overview of Music content Specialist Ukulele Teacher (35-40 minutes per week)</p>	<p>RSHE We are following the PSHE Association’s programme of study for RSHE: https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning</p> <p>We also follow Educator Solutions RSE programme of study for our Relationship, Sexual Health Education.</p> <p>Overview of RSHE content Weekly Wellbeing sessions with the PSA who has introduced:</p> <ul style="list-style-type: none"> - Shake the tree - Rage Page - Positive affirmations - Breathing Exercises <p>Circle time discussions Internet Safety day</p> <ul style="list-style-type: none"> - Safe passwords - Safe sites - Personal data protection - Pupil online Self-evaluation

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<p>Computing Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Overview of Computing content Coding and debugging of Spheros (Y6) Coding masterclass Purple Mash introduction Internet Safety week</p> <ul style="list-style-type: none">- Safe passwords- Safe sites- Personal data protection- Pupil online Self-evaluation <p>Introduction of 'Online's not Fine' worry box (y5)</p>	<p>Languages</p>	
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