

Wilkinson Primary School – Autumn Term Creative Curriculum

<u>Year Group</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>	<u>YEAR 6</u>
<u>Topic Title</u>	<u>Explorer Stories</u> In my local area, I can find....	<u>WWII</u> If I was a child during World War II...	<u>Stone Age</u> If I lived in Prehistoric Britain...	<u>Romans</u> Without the Roman invasion we would not have...	<u>Vikings</u> Do the Vikings deserve their vicious reputation?	<u>Natural Disasters</u> Are all disasters natural?
History Geography (Topic)	Looking at the stories of famous explorers, who they were, what inspired them to explore and where in the world they went. They will be creating basic maps and map symbols of their classroom, the school and the local area. They will move on to comparing Wolverhampton to London.	After placing WWII on a timeline of when it took place (comparative to the Victorians period), the children will explore what life was like during WWII for children. They will learn about key people and the role of women, as well as Government controlled propaganda. In geography, the children will look at European countries and the UK, evacuation routes and the key differences between rural/urban and villages/towns/cities.	Changes in Britain from the Stone Age to the Iron Age - Moving from hunter-gatherer to farmer, focusing on tools, clothes, food and housing, as well sites such as Skara Brae and Stonehenge and why hill fort were used for defence. In geography, the children will look at where/how/why animals are used to produce food and other items, focusing on farming across the UK today, and locate key sites of prehistoric importance, in Britain, using maps.	Looking at the Roman history of Britain including invasion, and how it was an important part of the Roman Empire. They will look at life in Britain during the Roman occupation and learn about those who opposed the Romans invading. The children will locate geographical features on maps; such Roman towns, road, and Roman towns that still exist today. They will also learn about 4 figure grid references.	The children will learn how and why the Vikings came to Britain and what they did when they arrived. They will look at aspects of everyday life as well as important people at the time. They will learn all about historic battles and why the period came to an end. Compare the geographical location of their Kingdoms/settlements around Britain. Compare maps of Britain throughout the ages (Roman/Anglo-Saxon/Viking/modern day).	The children will be researching an historic natural disaster (a case study on Pompeii) and finding evidence as to why it happened. This will link to a geographical study of the Earth and how its structure/layers/tectonic plates can cause seismic and volcanic activity in certain parts of the world. They will look at how these activities occur and relate it back to their historical findings, then compare previous history topics where ‘disaster’ have occurred and decide whether they were natural or not.
Computing	Programmer – Programme a Bee Bot to make a journey (Bee Bots) Designer – Create a design for a doll. (PurpleMash 2Design&Make)	Presenting, E-Books and Websites – Evacuation Presentation (Google Slides) Music – Create a soundscape based on an Air-raid (Garageband)	Programming – Create an escape from a maze game (Scratch) Film - Create a video news report (iMovie)	Presenting, E-Books and Websites – Roman E-Book (Book Creator) Programming – escape from the Roman soldiers game (Scratch)	Presenting, E-Books and Websites – Viking Website (Google Sites) Designer – Use CAD to create a cut away Viking Longhouse (Sketch-Up)	Presenting, E-Books and Websites – Natural Disasters Presentation include video, art work hyperlinks and animations (Google Slides)
Art	ARTISTS: David Makee, Horace Pippin, Quentin Blake. Cottingly fairies (Digital Art) Imintation and Interpretation (Black History Week) Weaving Elmer mats Drawing in the style of Quentin Blake My Favourite Thing (Digital Art)	ARTIST: Ethel Galbain Clay Poppies Blitz Skyline Propaganda Posters Evacuee Picture	ARTISTS: Neolithic Cave Artists Cave paintings Stonehenge Sky at dawn Tal-y-llyn plaque designs Iron Age patterns and designs Stone age clay Pots	ARTIST: Sculpture Drawings Fresco Design Roman Soldier's Shields Clay Lamps	ARTISTS: Viking craft workers Longboat sail designs Longboat sail printing Sail designs sewn onto sail Norse design close ups	ARTISTS: Liu Xiaodong, Edel Rodriguez Draw and then paint images of disaster survivors based on Liu's work Digital collage of disaster Disaster collage in mixed media
DT	Cooking - Preparing seasonal fruits and vegetables.	Cooking – Ration Book Recipes	Structures – Stone Age Architecture / Tools.	Mechanisms – Roman Chariots.	Textiles – Design an Emblem.	Design and build a model of a flood-defence.
PE	Gymnastics – Wide, Narrow, Curled Ball Skills – Hands 1 Ball Skills - Feet 1 Learning Through Play – Playing Games	Gymnastics – Linking Ball Skills – Hands 1 Ball Skills - Feet 1 Learning Through Play – Creating Games	Gymnastics – Symmetry and Asymmetry Game Sense – Invasion Invasion - Netball Invasion - Football	Gymnastics – Bridges Game Sense – Invasion Invasion - Netball Invasion - Football	Gymnastics – Counterbalance & Counter tension Game Sense – Invasion Invasion - Netball Invasion - Football	Gymnastics – Matching and Mirroring Game Sense – Invasion Invasion - Netball Invasion - Football
Music	Appraising/composing/ performing Nursery Rhymes	Appraising/ composing/ performing marching music	Appraising song “The Eye of the Tiger”, Learning Ukelele.	Learn/perform Celtic and Roman songs	Learn/perform Viking Saga songs	Compose/perform piece based on a disaster – record in notation
Science	Seasons Materials	Animals including Humans Plants	Forces and Magnetism Animals Including Humans	Food and Digestion Sound	Earth and Beyond Cycle of Life	Body Health The Nature Library
RE	Does God want Christians to look after the world? What gift would I have given to Jesus?	Is it possible to be kind to people all the time? Why did God give Jesus to the World?	Celebrating Diwali/Does being a member of the Khalsa make a person a better Sikh? Has Christmas lost its true meaning?	How special is the relationship Jews have with God What is the most significant part of the Nativity story for Christians today?	How far would a Sikh/Hindu go for their religion? What is the best way for a Hindu to show commitment to God? Is the Christmas story true?	What is the best way for a Muslim to show commitment to God? How significant was it that Mary was Jesus' Mother?
PSHE	Exploring family, relationships /Health and Wellbeing.	Introduction to manners and courtesy, change and loss and jobs / careers. Developing a growth mindset and personal health.	Friendship conflicts, learning who to trust and respecting differences. Celebrating themselves and breaking down barriers through resilience.	Showing respect and manners, healthy friendships and disability stereotypes. Celebrating mistakes and exploring happiness and emotions.	Showing self-respect, family life and exploring race and religion. Taking responsibility for their own health, taking responsibility for their feelings and sun safety.	Respectful relationships, challenging stereotypes and resolving conflict. Impact of technology on health, immunisation and physical health concerns.
Outcomes	Explorer Pamphlet	Parents invited into school to experience a World War II display and celebration	Showcase a range of Stone Age work to other year groups - Year 4 and Year 2.	Celebration of the topic attending a Roman Banquet.	Showcase learning on Vikings to another school - Stowlawn	Parents are invited in to view all aspects of the topic.
Visits/Visitors	Explorer Visitor	Kingswood Residential Visit / Cosford Visit	Cave Man Dan – Stone Age Visitor	Visit to a Roman Fort Lunt Roman Fort - Coventry	Viking Visitor	Bewdley Visit – The River Severn

