

# Oystercatcher 2023 – 2024

		Autumn		Spring		Summer	
	HISTORY	<b>Stone Age to Iron Age</b> <i>How do we know what life was like during Pre-Historic Britain?</i>		<b>Local history study</b> <b>The Cornish Rebellion</b> <i>Why were the Cornish ready to Rebel?</i>		<b>Romans</b> <i>How did the Romans keep control of such a massive empire?</i>	
	GEOGRAPHY	<b>Connected Geography Enquiry Questions:</b> <i>Why do some earthquakes cause more damage than others?</i>		<b>Connected Geography Enquiry Question:</b> <i>How and why is my local environment changing?</i> <b>Fieldwork Key Question:</b> <i>What work is going on in our community?</i>		<b>Connected Geography Enquiry Question:</b> <i>What is a river?</i>	
	English	<b>Fiction</b> <b>Portal story</b> Stone Age Boy by Satoshi Kitamura  <b>Non-Fiction</b> <b>Instructions:</b> How to catch a Stone Age animal  <b>Poetry</b> Limericks	<b>Fiction</b> <b>Narrative</b> Iron Man by Ted Huges  <b>Poetry</b> <b>Performance poetry</b> Do I know you? By Micheal Rosen	<b>Fiction</b> <b>Narrative Setting</b> <b>Description – Cornwall</b>  <b>Non-Fiction</b> <b>Non-Chronological Report:</b> The Cornish Rebellion  <b>Poetry</b> Now we are six by A.A. Milne	<b>Fiction</b> <b>Character Description:</b> Dream Giver clip- describe their own Dream Giver creature.  <b>Non-Fiction</b> <b>Persuasive Leaflet:</b> Join/do not join the rebellion leaflet  <b>Poetry:</b> Riddles	<b>Fiction</b> Escape from Pompeii by Christina Balit  <b>Non-fiction</b> <b>Biography:</b> Boudicca  <b>Poetry</b> Life doesn't frighten me by Maya Angelou	<b>Fiction</b> The boy who grew dragons by Andy Shepherd & Sara Ogilvie  <b>Non-Fiction</b> <b>Persuasive leaflet:</b> Charlotte's Web letter to Mr Zuckerman
	Whole Class reading Book  (X2 GR sessions)	 PLANET OMAR	 AN ALIEN IN THE JAM FACTORY	 FANTASTIC MR FOX	 LAST BEAR	 GRIMWOOD	 CHARLOTTE'S WEB
	Science	<b>ROCKS</b>	<b>LIGHT</b>	<b>FORCES AND MAGNETS</b>		<b>PLANTS</b>	<b>ANIMALS INCLUDING HUMANS</b>
	Art and Design	<b>DRAWING:</b> Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<b>PAINTING:</b> Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task.	<b>PRINTING:</b> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays.	<b>TEXTILES:</b> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the Material. Develop skills in stitching, cutting and joining Experiment with paste resist.	<b>3D and SCULPTURE:</b> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object.	<b>COLLAGE:</b> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.

	<b>Design and Technology</b>	Design and make a Stone Age shelter structure		Design, make and evaluate a Cornish pastry		Textiles: Design and make a Roman satchel	
	<b>Computing</b>	<b>Book creator</b> Digital media	<b>Branching databases</b> Data and information	<b>Connecting computers</b> Computer systems and contexts	<b>Animation</b> Digital media	<b>Sequence in music</b> Programming A	<b>Events and action</b> Programming B
	<b>Curriculum Enrichment</b>	Stone Age Art		Geography/History Field Trip		Romans Wow Day	
	<b>Maths</b>	White Rose Maths		White Rose Maths		White Rose Maths	
	<b>RE</b>	What do Christians learn from the Creation Story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want?	How and why do people try to make the world a better place?
	<b>Music</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
	<b>PE</b>	Gymnastics- Symmetry and Asymmetry Games -Games Sense	Dance-Weather Games- Boccia	Dance- Wild Animals Games- Invasion Games	Dance- Witches and Wizards Games- Tennis	Athletics- running Games- Cricket	Athletics- throwing and jumping Games- Rounders
	<b>French</b>	See French Scheme: <a href="#">Key Stage 2 French Curriculum Map.docx</a>					
	<b>PSHE</b>	Me and my relationships	Valuing Difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing