

<p>Inspiration/Theme:</p> <p>Can the arts tell a story?</p>	<p>Curriculum Driver: Art</p>	<p>Outcome of learning: Art Gallery</p>	
<p>Core texts/artefact/film</p>	<p>Provocation -Inspire, Immerse</p>	<p>Display outcomes</p>	<p>Topic specific speaking frames</p>
<p>The Owl and the Pussy Cat – Edward Lear</p> 	<p><u>Hook/Stunning Start</u> Children will discover a message in a bottle asking for help</p> <p><u>Trips/Visitors/Marvellous Middle</u> The class teacher has become a living sculpture Sculpture Workshop at the Museum</p> <p><u>Celebration/Fabulous Finish</u> Share sculptures and poems with parents in class art gallery</p>	<p>Poetry Sculpture DT boats Life Cycle posters</p>	<p><u>Language of storytelling</u> First, next, then, after that, finally... At last... Suddenly... <u>Language of Maths reasoning</u> I know this because... This is... so... I started at... because the... This makes... so I ...</p>
<p>Topic Display</p>	<p>Reading Area</p>	<p>Maths Display</p>	<p>Home school links</p>
<p><u>Key questions</u> Is this Art? If you walked into this picture, what might you feel, see, hear and do? Can you tell a story through music? Can you act out a story to go with this image? Who is Fox Talbot? Why is his work important? What is the story behind your photograph? <u>Key images/artefacts</u> Fox Talbot's work and image <u>Key vocabulary</u> pattern, form, sculpture, texture, medium, grainy, legend, rhyme and rhythm, storytelling, recite, listen</p>	<p>Books Poetry:- Classical and contemporary poetry books Variety of Art Books Variety of Anthony Browne Books Life cycles of animals</p> <p>Why do you like...? How does it make you feel? What word tells you...? What is the character feeling and why..? How do you know...? Summarise your story...</p>	<p><u>Key questions</u> How do you know that...? Sometimes, always or never? Prove it. Is there another way?</p> <p><u>Key images/artefacts</u> Word problems and Maths manipulatives</p> <p><u>Key vocabulary</u> RUCKSAC</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Spellings: Each week children will receive spellings to be learnt at home. This will be tested on a Wednesday. Reading at home: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Children can log their reads for our class challenge to earn individual prizes and class rewards. Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact. Water: Please ensure your child has a bottle of water in class. Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. <i>You might want to go for a walk with your family and look for different habitats. Which animals live there? How are the habitats different?</i></p>

English	Maths	Science	PE
<p><u>Outcome of learning:</u> Children will write narratives and poems inspired by the arts.</p> <p><u>Key Skills:</u> <i>Reading:</i></p> <ul style="list-style-type: none"> Using the Key Stage 1 VIPER skills to develop and apply a deeper understanding of poetry. Answering and asking questions. Listening to, discussing and expressing views of a wide range of poems. Continuing to build up a repertoire of poems learnt by heart. Appreciating these and reciting some with appropriate intonation. <p><i>Writing:</i></p> <ul style="list-style-type: none"> Write poetry inspired by the arts. Use a variety of sentences. Recording ideas, new vocabulary and key words. Proof read to check for errors in spelling, grammar and punctuation. 	<p><u>Outcome of learning:</u> Children will choose and use appropriate units to estimate and measure.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use thermometers to measure temperature. Compare and order measurements. Draw and interpret pictograms. 	<p><u>Outcome of learning:</u> Children will create a lifecycle poster describing the stages.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Describe the basic needs of animals for survival. Identify changes over time. Explain each stage of a lifecycle. 	<p><u>Outcome of learning:</u> Children will practice making contact with a bat and ball using the correct stance and eye contact.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Catch a tennis ball accurately. Make contact with a ball and combine movement. Take turns in a small group. Keeping safe whilst in close proximity of others. Understand and follow the rules of a field sport.
Art	RE	Music	Geography/History
<p><u>Outcome of learning:</u> Children will create a 3D sculpture of themselves.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Explore the visual elements of line, colour and perspective. Develop an understanding of the basic elements of sculpting in clay. Develop observational drawing skills. 	<p><u>Outcome of learning:</u> Children will be able to retell the story of Noah's Ark.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Identify key events in stories. Summarise the key events in stories. Pose and answer their own questions. 	<p><u>Outcome of learning:</u> Children will compose a piece of music to accompany the reading of their poems.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Play non-pitched percussion instruments. Play simple patterns to accompany songs. Listen to a wider range of music. Follow a melody. 	<p><u>Outcome of learning:</u> Children will learn about William Fox Talbot focusing on his photography work and how photography has developed over time.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand a significant person from history in their own locality. Identify the changes within national life.

Computing	PSHEE	DT	MFL
<p><u>Outcome of learning:</u> Children will communicate with class mates using the google classroom announcements.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private. • Learn how to communicate with others using the internet. • Recognise common uses of information technology beyond school. 	<p><u>Outcome of learning:</u> Children will be able to discuss natural changes with regards to growing up and understand they have control over their actions.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Learn about the British Value of mutual respect. • Understand that changes happen to all of us. • Know that some changes are difficult. • Know that I am responsible for the choices I make. • Understand that they have the power to make changes 	<p><u>Outcome of learning:</u> Children will design, develop and generate a floating vessel for the Owl and Pussy Cat.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Creating a design against a set criterion. • Select appropriate materials. • Evaluate, design and communicate ideas. 	<p><u>Outcome of learning:</u> Children will learn how to say the names of colours and the months of the year in French.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Speak audibly and fluently in standard French. • Learn to understand everyday vocabulary in French.