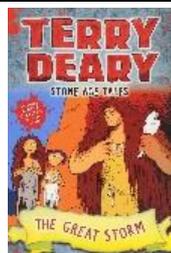


Yabba Dabba Do

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives. We are **ambitious**.

Creativity underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.



Our **Class Texts and Poems** for this theme are:

- The Great Storm - Terry Deary
- Stone Age Tablet - Andrew Langley
- Wolf Brother - Michelle Paver
- Stig of the Dump - Clive King
- Stone Age to Iron Age History Detectives - Claire Hibbert
- Secrets of Stone Henge - Mick Manning
- At Stonehenge - Katherine Lee Bates
- The Curious Case of the missing Mammoth - Ellie Hattie



During this theme we will develop as

Mathematicians by learning to:

- Explore Multiplication and Division
- Develop our understanding of time
- Develop our understanding of Fractions

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

Speakers, readers and writers by learning to:

Speakers:

- Develop our spoken language through presentations and debates
- Develop our vocabulary
- Articulate and justify answers, arguments and opinions

Readers:

- through a text-based approach, develop fundamental skills, including decoding, inference and retrieval.
- Take part in daily reading activities through shared reading

Writers:

- Apply our knowledge and skills throughout a variety of genres that cover both fictional and non-fictional writing
- Plan, draft, write, evaluate and edit writing for a range of genres

We follow the **No Nonsense Spelling** scheme of learning to develop our spelling strategies

Scientists by learning to:

Working Scientifically

- use a range of practical scientific methods, processes and skills

Rocks

- compare and group together different kinds of rocks

A Geographer by learning to:

Locational Knowledge

- Name and locate countries and cities of the United Kingdom
- Name and locate geographical regions and their identifying human and physical characteristics
- Name and locate hills. Mountains, coasts and rivers
- Explain land use patterns

<ul style="list-style-type: none"> Describe how fossils are formed <p><u>Light</u></p> <ul style="list-style-type: none"> understand the difference between light and dark Understand how shadows are formed 	<ul style="list-style-type: none"> Understand how some of the above have changed over time
<p><u>A Historian</u> by learning to:</p> <ul style="list-style-type: none"> Understand how Britain changed between the Stone Age and Iron Age 	<p><u>Citizens (PSHE)</u> by learning to:</p> <p><u>Dreams and Goals:</u></p> <ul style="list-style-type: none"> Deal with difficult challenges to achieve success Understand simple budgeting <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> Understand the importance of exercise and Healthy food choices, including food labelling Keeping safe on and offline <p>We follow the JIGSAW scheme of learning for PSHE.</p>
<p><u>Artists</u> by learning to:</p> <p><u>Painting and print</u></p> <ul style="list-style-type: none"> Create our own stencil to create Cave Paintings Find out about the artist Banksy 	<p><u>Designers (DT)</u> by learning to:</p> <p><u>Textiles</u></p> <ul style="list-style-type: none"> Developing stitching techniques Create a stone age soft toy for a baby
<p><u>Musicians</u> by learning to:</p> <ul style="list-style-type: none"> Play and perform, using our voices and playing musical instruments with increasing accuracy, fluency, control and expression Play the recorder Use and understand musical notations Study the units 'Three Little Birds' and 'The Dragon Song' <p>We Follow the Charanga scheme of learning for music.</p>	<p><u>Users of technology (Computing)</u> by learning to:</p> <p><u>Touch typing</u></p> <ul style="list-style-type: none"> understand key typing terminology. understand the correct way to sit at the keyboard. use the home, top and bottom row keys. practice typing with the left and right hand. <p><u>Email (inc email safety)</u></p> <ul style="list-style-type: none"> think about different methods of communication. open and respond to an email using an address book. learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario. <p>We Follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p><u>Sports people</u> by learning to:</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> Study the units 'Symmetrical Shapes' and 'The Symmetrical Stone age' <p><u>Invasion</u></p>	<p><u>Theologian (RE)</u> by learning to:</p> <ul style="list-style-type: none"> Explore Why is the Bible important for Christians today Understand why do people pray

<ul style="list-style-type: none"> • Study 'Passing for Possession', focussing on basketball and • 'Dribbling to Invade', focussing on Hockey <p>We follow the <u>IPEP</u> scheme of learning for PE</p>	<p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>
<p><u>Linguists</u> by learning to:</p> <p><u>Core Unit 3</u></p> <ul style="list-style-type: none"> • Recognise and pronounce, in French, the key parts of the body • Count from 21 – 31 in French • Pronounce key items of clothing and months of the year. • Sing the French version of "Head, Shoulders, Knees and Toes" <p><u>Animals</u></p> <ul style="list-style-type: none"> • name and describe a range of animals. • say the names of animal homes, such as "kennel" and "burrow" in French. • become familiar with some useful prepositions and learn how to ask where something or someone is. • The unit ends with a story about a mouse who meets a selection of different animals in different locations — by this stage, the children will be familiar with the majority of the vocabulary in the story. <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p><u>Spiritual, Moral, Social and Cultural (SMSC) citizens</u> by learning to:</p> <ul style="list-style-type: none"> • SMSC underpins our school ethos, values and policies. • The curriculum design provides opportunities for the development of SMSC. • We regularly invite external companies and visitors into school to further support the development of SMSC. • The School Nursing team and Big Talk provide puberty, sex and relationship education to our children, which is further supported through our curriculum. <p>PSHE is taught through JIGSAW which incorporates SMSC.</p>
<p>Each theme will start with a 'Talking Tub'. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.</p>	
<p>Some subjects do not link directly to the theme and will therefore be taught discretely.</p>	
<p>To develop the children's understanding of the theme we will visit Saint Nicholas Church in Thorne and Creswell Craggs in Nottinghamshire.</p>	
<p>During the theme the children will showcase their learning through filming of learnt poetry, displaying artwork and performing their own dances.</p>	
<p>Key dates and school events that link to this theme include Easter and World at Work Week.</p>	
<p>These are just some of the areas which we will cover when we explore the theme of Yabba Dabba Do; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.</p>	
<p>If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.</p>	