
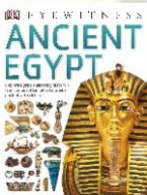


<p>Throughout our learning journey, we strive to provide a wide range of possibilities, which will help our children to develop aspirations and promote independence for their future lives. We are ambitious.</p>	<p>Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>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.</p>
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	<p>Our Class Texts and Poems for this theme are: The Time-Travelling Cat and the Egyptian Goddess - Julia Jarman Ancient Egypt – DK Eyewitness Greta Thunberg Poster – www.lovereadng4kids.co.uk The Question – Theo Dorgan One Plastic Bag - Miranda Paul</p>	
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During this theme we will develop as

<p>Mathematicians by learning to:</p> <p>Further our understanding of</p> <ul style="list-style-type: none"> • fractions • decimals • percentages • angles • transformations <p>We follow the <u>Mathematics Mastery</u> scheme of learning, supplemented by White Rose.</p>	<p>Speakers, readers and writers by learning to:</p> <p><u>Speakers:</u></p> <ul style="list-style-type: none"> • asking and answering questions about a range of texts. • Develop our vocabulary • Articulate and justify answers, arguments and opinions <p><u>Readers:</u></p> <ul style="list-style-type: none"> • through a text-based approach, develop fundamental skills, including decoding, inference and retrieval. • Take part in daily reading activities through shared reading <p><u>Writers:</u></p> <ul style="list-style-type: none"> • planning and writing a range of genres, which we will then edit and evaluate. • 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 <p>We follow the <u>No Nonsense Spelling</u> scheme of learning to develop our spelling strategies</p>
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<p>Historians by learning to:</p> <ul style="list-style-type: none"> • Research the achievements and lifestyles of early civilisation through the study of Ancient Egypt. <p>* The history content will be studied during the Spring 1 theme 'Walk Like an Egyptian'</p>	<p>A Geographer by learning to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>The geography content will be studied during the Spring 2 theme 'Save the Planet'</p>
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<p>Scientists by learning to:</p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	<p>Citizens (PSHE) by learning to:</p> <p><u>Dreams and Goals:</u></p> <ul style="list-style-type: none"> • Thinking about and sharing our future dreams
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<ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> describe the changes as humans develop to old age investigating living things and their habitats including animals and humans. <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions taking measurements, using a range of scientific equipment recording data and results of increasing complexity using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> Understand the role of money and how it can support others (charity) <p><u>Healthy me</u></p> <ul style="list-style-type: none"> Understand the negative health affects of smoking and vaping Understand the negative effects of alcohol and anti-social behaviour Make healthy choices <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p>
<p><u>Artists</u> by learning to:</p> <p><u>Sculpture</u></p> <ul style="list-style-type: none"> Design and create a Mummy using a wire frame and modroc Evaluate the design <p>* The art content will be studied during the Spring 1 theme 'Walk Like an Egyptian'</p>	<p><u>Designers (DT)</u> by learning to:</p> <p><u>Construction Materials</u></p> <ul style="list-style-type: none"> Design and make a Greenhouse out of plastic milk bottles Evaluate its design <p>* The DT content will be studied during the Spring 2 theme 'Save the Planet'</p>
<p><u>Musicians</u> by learning to:</p> <ul style="list-style-type: none"> Study the units 'Make you feel my love' and 'The Fresh Prince of Bel Air' Develop our ability to play the Ukulele, with increasing accuracy, fluency and control Develop our understanding of musical notations <p>We Follow the <u>Charanga</u> scheme of learning for Music and also receive specialist teaching from the Doncaster Music Service.</p>	<p><u>Users of technology (Computing)</u> by learning to:</p> <p><u>Databases</u></p> <ul style="list-style-type: none"> search for information in a database. contribute to a class database. create a database around a chosen topic. <p><u>Game Creator</u></p> <ul style="list-style-type: none"> create the game environment. create the game quest. finish and share the game. evaluate their and peers' games. <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>Swimming</u></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations. 	<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.

<ul style="list-style-type: none"> Swimming continues until February, following this only the children who are unable to swim at least 25 metres will continue <p>Leadership</p> <ul style="list-style-type: none"> Outdoor adventure <p>We follow the <u>IPEP</u> scheme of learning for PE</p>	<ul style="list-style-type: none"> 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>
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<p>Linguists by learning to:</p> <p>Hobbies</p> <ul style="list-style-type: none"> Use the vocabulary needed to talk about hobbies. express our likes and dislikes using visual prompts understand that “<i>tu</i>” is often used to form a question. Recognise the difference between “<i>le</i>”/“<i>la</i>” and “<i>un</i>”/“<i>une</i>” in the context of the unit. <p>A School Trip</p> <ul style="list-style-type: none"> Use the vocabulary to talk about the journey, including the French version of “The Wheels on the Bus”, and words associated with trips to a museum and the countryside. Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p>Theologian (RE) by learning to:</p> <ul style="list-style-type: none"> investigating the question ‘If God is everywhere, why go to a place of worship?’ <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>
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<p>Each theme will start with a ‘Talking Tub’ which 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 and Doncaster Museum.</p>
<p>During the theme the children will showcase their learning through a museum event.</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 themes of Ancient Egypt and Save the Planet; 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>