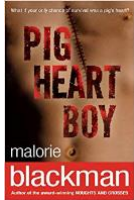


Throughout our learning journey, we strive to provide a wide range of **possibilities**, which will help our children to develop aspirations and promote **independence** for their future lives.  
We are **ambitious**.

**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**.



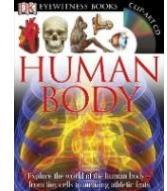
Our **Class Texts and Poems** for this theme are:

Pig Heart Boy – Malorie Blackman

The Body – DK Eyewitness

The Pig – Taken from Ted Hughes Collection

Small Things – Mel Tregonning



During this theme we will develop as

**Mathematicians** by learning to:

Further our understanding of

- co-ordinates and Shape
- Fractions
- Decimals and Measures
- Percentages and Statistics
- Proportion Problems

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 a debate on obesity and wellbeing
- 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:

Living things and their habitats

- describe how living things are classified into broad groups
- give reasons for classifying plants and animals based on specific characteristics

Animals Including Humans

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle
- describe the ways in which nutrients and water are transported within animals, including humans.

**Geographers** by learning to:

Geographical skills and fieldwork

- use the eight points of a compass
- use six-figure grid references (this will build on previous work on four-figure grid references)
- use symbols and key (including the use of Ordnance Survey maps)
- develop my knowledge of the United Kingdom and the wider world

Working Scientifically

- use the practical scientific methods, processes and skills

Artists by learning to:

Drawing and sketching

- Create a self portrait
- Develop an understanding of the Artist Escher

Designers (DT) by learning to:

Construction and Electronics and Mechanics

- Design and create a pet that moves and is controlled by algorithms and coding.

Citizens (PSHE) by learning to:

Dreams and Goals:

- Develop our own personal learning goals, in and out of school
- Recognise the emotions in success

Healthy me

- Take personal responsibility
- Understand how substances affect the body
- Understand exploitation, including county lines and gang culture

We follow the JIGSAW scheme of learning for PSHE.

Musicians by learning to:

- Study the units 'Benjamin Britten A new Year Carol' and 'Music and Identity'
- Continue to develop our ability to play the Ukulele, with increasing accuracy, fluency and control
- Develop our understanding of musical notations

We Follow the Charanga scheme of learning for Music and also receive specialist teaching from the Doncaster Music Service.

Users of technology (Computing) by learning to:

Blogging

- identify the purpose of writing a blog and its key features.
- plan the theme and content for a blog and write the content.
- consider the effect upon the audience of changing the visual properties of the blog.

Text Adventures

- find out what a text adventure is.
- plan a story adventure.
- make a story-based adventure.
- introduce map-based text adventures.
- code a map-based text adventure.

We Follow the Purple Mash scheme of learning for computing.

Sports people by learning to:

Swimming\*

- 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.

Gymnastics

- Study the unit 'Perfecting, in which quadrant'

Dance

Spiritual, Moral, Social and Cultural (SMSC) citizens by learning to:

- 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.

<ul style="list-style-type: none"> <li>• Study the units ‘Dance History’ and ‘Street Dance’</li> </ul> <p><u>Outdoor Adventure</u></p> <ul style="list-style-type: none"> <li>• Study the unit ‘finding Success’</li> </ul> <p>We follow the <u>IPEP</u> scheme of learning for PE</p> <p>*this only applies to children who were unable to swim competently by the end of year 5</p>	<p>PSHE is taught through JIGSAW which incorporates SMSC.</p>
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<p><u>Linguists</u> by learning to:</p> <p><u>Family</u></p> <ul style="list-style-type: none"> <li>• Develop further our vocabulary related to family</li> <li>• talk about household tasks and family-based weekend activities.</li> <li>• Develop our understanding of present and past tenses.</li> </ul> <p><u>A Weekend with friends</u></p> <ul style="list-style-type: none"> <li>• talk about activities that we would like to do with our friends.</li> <li>• invite others to join in with activities</li> <li>• learn some vocabulary related to sleepovers</li> </ul> <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p><u>Theologian</u> (RE) by learning to:</p> <ul style="list-style-type: none"> <li>• Investigate whether it is better to express your religion in arts and architecture or in charity and generosity?</li> <li>• Develop our understanding of what matters most to Christians and Humanists</li> </ul> <p>We follow the <u>Doncaster Agreed Syllabus</u> for RE</p>
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<p>Each theme will start with a <b>‘Talking Tub’</b> 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 <b>St Nicholas Church</b> and <b>Trinity Academy</b> to dissect a heart.</p>
<p>During the theme the children will showcase their learning through an <b>Art Exhibition</b></p>
<p>Key dates and school events that link to this theme include <b>Easter</b> and <b>World at Work Week</b></p>
<p>These are just some of the areas which we will cover when we explore the theme of <b>It’s All About Me</b>; 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>