



Hope Federation
Enabling our children to flourish
through the field of life



Hope Federation of Church of England Primary Academies

Curriculum Map



Introduction

This curriculum map sets out the curriculum at Hope Federation of Church of England Primary Academies

In our curriculum we aim to make learning exciting and to give our lessons a WOW factor!

In order to achieve this, the curriculum is organised into themed topics that begin with an exciting event where the children will be engaged in taking ownership of their learning by asking questions and identifying what they would like to learn. Each topic will link to other areas of learning, especially literacy, to allow the children to write for a purpose.

This curriculum map is a tool to inform long-and short-term planning as well as allowing subject leaders to monitor the coverage and progression in their subject.

Class organisation at each academy are as follows: Brisley - Tawny Owls Yr R/1/2, Snowy Owls Yr 3/4 and Barn Owls Yr 5/6. Rudham - Tawny Owls Yr R/1, Barn Owls Yr 2, Snowy Owls Yr 3/4, and Eagle Owls Yr 5/6. Weasenham - Robins Yr R/1/2 and Kingfishers Yr 3/4/5/6.

Subjects such as PE, RE and Music will be taught discretely, although some links may be made to the topic where possible.

As the year progresses additional Knowledge Organisers will be added to this document.

Occasionally, extra mini-topics and themed weeks are taught in each school to reflect current world events, such as the Olympics or a Royal celebration.

Topic Overview

Year R, 1 and 2 Topics

	Autumn Term	Spring Term	Summer Term
Year A	Illuminations	Fuitastic	Superheroes and Princesses
Year B	Through the keyhole	Wacky Races	Animal Mania

Year 3, 4, 5 & 6 Topics

	Autumn Term	Spring Term	Summer Term
Year A 2019-2020	Going for Gold	Chocolate	The Stone Age
Year B 2016-2017	Secrets of the pyramids	Off to the beach!	Romans on the rampage!
Year C 2017-2018	Life on the Home Front	Stocks and Dungeons	Extreme Earth
Year D 2018-2019	Life in Norfolk	Titanic	Long boats and invaders

Year R and 1 Topics

	Autumn Term	Spring Term	Summer Term
Year A	Illuminations	Fruitastic	Superheroes and Princesses
Year B	Through the keyhole	Wacky Races	Animal Mania

Year 2 Topics

	Autumn Term	Spring Term	Summer Term
	Cities of Gold	Ship Ahoy!	Discovery

Year 3&4 Topics

	Autumn Term	Spring Term	Summer Term
Year A	Going for Gold	Chocolate	The Stone Age
Year B	Secrets of the pyramids	Off to the beach!	Romans on the rampage!

Year 5&6 Topics

	Autumn Term	Spring Term	Summer Term
Year A	Life on the Home Front	Stocks and Dungeons	Extreme Earth
Year B	Life in Norfolk	Titanic	Long boats and invaders

Year R and 1 Topics

	Autumn Term	Spring Term	Summer Term
Year A	Illuminations	Fuitastic	Superheroes and Princesses
Year B	Through the keyhole	Wacky Races	Animal Mania

Barn Owls: Year 2 Topics-see topic webs for detailed coverage

	Autumn Term	Spring Term	Summer Term
	Cities of Gold	Ship Ahoy!	Discovery

Snowy Owls: Year 3&4 Topics-see topic webs for detailed coverage

	Autumn Term	Spring Term	Summer Term
Year A	Going for Gold	Chocolate	The Stone Age
Year B	Secrets of the pyramids	Off to the beach!	Romans on the rampage!

Eagle Owls/Barn Owls: Year 5&6 Topics-see topic webs for detailed coverage

	Autumn Term	Spring Term	Summer Term
Year A	Life on the Home Front	Extreme Earth	Stocks and Dungeons
Year B	Life in Norfolk	Titanic	Long boats and invaders

Knowledge & Skills Organiser – Yr R/1 Tawny Owls Autumn Term

Subjects covered in the national curriculum:

Geography/History

Great Fire of London
 Remembrance Day
 Where we live and how homes/ houses have changed over time

English

Imitating, innovating and inventing our own story using the story Meerkat Mail.
 Exploring stories about animals and the places they live.
 Great Fire of London- diary entries/newspaper articles/ letters
 StoryTime Phoincs

Art/DT

Art- Drawings-observations of buildings and other habitats
 D&T-designing homes/houses (for pets, other animals)

Computing

Scratch programming and Game Creator
 Beebots
 Using technology for different purposes e.g. cameras and iPads

Maths

Word Problems- How many bricks/windows/door?
 Measuring parts of buildings.
 Number: Place Value
 Number: Addition and Subtraction
 Geometry: Shape

TOPIC TITLE

Through the Keyhole



Science

Living things and their habits
 Food chains
 Wormery- longitudinal study
 Explore questions 'Is a flame alive?' 'Is a deciduous tree dead in winter?'

RE

How do Christians belong to their faith family?
 What does the Nativity story teach Christians about Jesus?

Enrichment

Trip to Fakenham to look at different houses and buildings
 Story Café

The skills you will develop in this topic:

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate Fakenham and describe features studied ♣ understand geographical similarities and differences through studying the human and physical geography of a local area.

Art: ♣ use a range of materials creatively to design and make products ♣ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Design Technology ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including textiles according to their characteristics ♣ evaluate their ideas and products against design criteria

History ♣ recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ learn about events beyond living memory that are significant nationally or globally- The Great Fire of London/ Remembrance Day

Science asking relevant questions and using different types of scientific enquiries to answer them ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ describe how

animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ name and identify a variety of common animals
RE: discussion and reasoning, exploring ideas (theology), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- Location knowledge –England, Norfolk, Fakenham, rural, urban, city, town, village. **Place knowledge** – same, different, compare. **Human and Physical Geography** – landscape, rivers, coast, forest, roads, buildings, paths

History- When did the Great Fire of London happen? How did it happen? Why is it significant? What is Remembrance Day? Why is it important? How have places changed in our lives e.g. our homes/ villages/ towns?

Science – What are the different animal groups? What is a habitat? Why are they different for different animals? What are habitats made up of? What is a food chain? Why are they significant?

RE- I will know what it is like to belong to a faith family. I will know how Christians belong to a faith family. I will know what the Christmas nativity story teaches Christians about Jesus.

Home Learning ideas:

- **Research about different animals and habitats.**
- **Research about the Great Fire of London.**
- **Look at different houses where you live and see how they are different and similar**
- **Read stories with letters in e.g. the jolly postman, meerkat mail**

Vocabulary I need to know:

Geography –field, river, coast, cliff, ocean/sea, map, globe, feature, key, human, physical, rural, city, town, village, forest, buildings,

History- past, present, Remembrance Day, war, soldiers, London, home,

Science – habitat, animals, food chain, forest, desert, river, field, mammals, reptiles, amphibians, fish, omnivores, carnivores, herbivores, table, chart,

Art –design, observe, colour, material, paint, sculpture, texture,

D.T – make, plan, evaluate, criteria, tools, appeal, practical, equipment, stable, template, textiles,

RE – belong, church, faith family, baptism, sacrament, Eucharist, incarnation, nativity, Jesus, Christian, Christianity, Christmas, Mary, Joseph,

By the end of our topic the children will:

Showcase their learning, creations and artwork about the Great Fire of London and habitats by creating a model village to show their families.

Subjects covered in the national curriculum:

Geography/History

Great Fire of London
 Remembrance Day
 Where we live and how homes/ houses have changed over time

English

Imitating, innovating and inventing our own story using the story Meerkat Mail.
 Exploring stories about animals and the places they live.
 Great Fire of London- diary entries/newspaper articles/ letters
 StoryTime Phoincs

Art/DT

Art- Drawings-observations of buildings and other habitats
 D&T-designing homes/houses

Computing

Scratch programming and Game Creator
 Beebots
 Using technology for different purposes e.g. cameras and iPads

Maths

Word Problems- How many bricks/windows/door?
 Measuring parts of buildings.
 Number: Place Value
 Number: Addition and Subtraction
 Geometry: Shape

TOPIC TITLE

Through the Keyhole



RE

How do Christians belong to their faith family?
 What does the Nativity story teach Christians about Jesus?

Enrichment

Trip to Fakenham to look at different houses and buildings
 Story Café

Science

Living things and their habits
 Food chains
 Wormery- longitudinal study
 Explore questions 'Is a flame alive?' 'Is a deciduous tree dead in winter?'

The skills you will develop in this topic:

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate Fakenham and describe features studied ♣ understand geographical similarities and differences through studying the human and physical geography of a local area.

Art: ♣ use a range of materials creatively to design and make products ♣ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Design Technology ♣ build structures, exploring how they can be made stronger, stiffer and more stable ♣ generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. ♣ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including textiles according to their characteristics ♣ evaluate their ideas and products against design criteria

History ♣ recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ♣ learn about events beyond living memory that are significant nationally or globally- The Great Fire of London/ Remembrance Day

Science asking relevant questions and using different types of scientific enquiries to answer them ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ describe how

animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ♣ name and identify a variety of common animals
RE: discussion and reasoning, exploring ideas (theology), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- Location knowledge –England, Norfolk, Fakenham, rural, urban, city, town, village. **Place knowledge** – same, different, compare. **Human and Physical Geography** – landscape, rivers, coast, forest, roads, buildings, paths

History- When did they Great Fire of London happen? How did it happen? Why is it significant? What is Remembrance Day? Why is it important? How have places changed in our lives e.g. our homes/ villages/ towns?

Science – What the different animal groups? What is a habitat? Why are they different for different animals? What are habitats made up of? What is a food chain? Why are they significant?

RE- I will know what it is like to belong to a faith family. I will know how Christians belong to a faith family. I will know what the Christmas nativity story teaches Christians about Jesus.

Home Learning ideas:

- **Research about different animals and habitats.**
- **Research about the Great Fire of London.**
- **Look at different houses where you live and see how they are different and similar**
- **Read stories with letters in e.g. the jolly postman, meerkat mail**

Vocabulary I need to know:

Geography –field, river, coast, cliff, ocean/sea, map, globe, feature, key, human, physical, rural, city, town, village, forest, buildings,

History- past, present, Remembrance Day, war, soldiers, London, home,

Science – habitat, animals, food chain, forest, desert, river, field, mammals, reptiles, amphibians, fish, omnivores, carnivores, herbivores, table, chart,

Art –design, observe, colour, material, paint, sculpture, texture,

D.T – make, plan, evaluate, criteria, tools, appeal, practical, equipment, stable, template, textiles,

RE – belong, church, faith family, baptism, sacrament, Eucharist, incarnation, nativity, Jesus, Christian, Christianity, Christmas, Mary, Joseph,

By the end of our topic the children will:

Showcase their learning, creations and artwork about the Great Fire of London and habitats by creating a model village to show their families.

Knowledge & Skills Organiser – Yr 2 Autumn Term

Subjects covered in the national curriculum:

English

Texts –The Great Kapok Tree

The Wild Things

Class reader- The Time Travelling Cat and the Aztec Sacrifice

Reports- create fact files linked to the South American animals.

Journey stories – using the structure of The Wild Things as a model.

Computing- Scratch-creating moving scenes through programming.

Internet safety.

Games creator – create characters to use in simple games that the children have created.

Geography-**The Continent of South America**

What countries make up the continent of South America? Where is it in relation to our position in the world?

Land features- rivers, mountains

TOPIC TITLE

Distant Lands- Cities of Gold

RE – Creation. How did the World come to be? Who made the world? What do Christians believe? What do other people believe?

Maths

Jungle word problems

Using direction to navigate the rain forest

Science/Maths link: Capacity and rainfall in the rain forest.

Reading scales: rainfall, temperature,

How fast is a Jaguar.

Science

The water cycle

Life cycle of Amazonian animals

Explore the different parts of the rainforest. Art/DT

Clay: creating a rainforest and its animals.

Aztec masks

Science/DT cross over: Paper Mache rivers and mountain

Enrichment- Trip to Amazona zoo in Cromer to learn about the different animals of South America.
Story Café- Free Fall – a picture story

History- **The Aztecs**

The story of the foundation of Tenochtitlan. Life as an Aztec. Conquest and the last Aztec Emperor.

The skills you will develop in this topic:

Geographical skills and fieldwork: use maps, atlases, apps and digital/computer mapping to identify countries and how they have changed over time. Observe, record and present the features of countries and land features using a range of methods, including sketch maps, plans and digital technologies.

Art: ♣ produce creative work, exploring their ideas and recording their experiences of animals in Prehistoric Art ♣ develop proficiency in drawing, painting techniques

Design Technology ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Science asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

RE: discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- **Location knowledge** –southern hemisphere, continent, country, oceans. **Place knowledge** – same, different, compare. **Human and Physical Geography** – landscape, rivers, rainforest, ecology.
Science –

RE: Discussing what is the story of Creation. What do Christians believe? What do other people believe? Compare the Christian and Hindu story of Creation.

Home Learning ideas:

- **Create a 3d model of a rainforest animal.**
- **Find a recipe from Mexico which has links to the Aztecs and try to make it- take some photos to show us what you created.**
- **Create a poster on the Aztecs.**
-

Vocabulary I need to know:

Geography – continent, country, river, map, ocean, features, location, resources, agriculture, development, rainforest, Andes.

Science –

Art –

D.T –

RE – Creation, Christian, belief, Hindu, Genesis, Earth, Sea, Humans, Animals, God, theory.

By the end of our topic the children will:

Have gained understanding of a different continent and the Aztec culture. Children will have completed their own journey stories and created factual texts on a South American animal. Children will have explored the idea of creation and what different groups of people believe.

Knowledge & Skills Organiser – Yr 3/4 - Snowy Owls Autumn Term 2019 - India

Subjects covered in the national curriculum:

English

Answering questions using non-fiction texts and internet research

Animal fact files

Indian Myths

Postcards and letters to persuade

Storyboard and scripts for shadow puppet show

Write and p

Visits/Visitors

Visit to the Norwich Puppet Theatre

Visit from dancers demonstrating Indian dance

Computing

Internet research and fact files

E - safety

Geography

What and where is India?

The Himalayas, The Ganges, cities

Comparing India to the U.K.

India!



Art and DT

Designing and making shadow puppets

Making Indian food

Animals in Indian art

Maths

Number and place value

Addition and subtraction

Multiplication and division

Fractions

Geometry

RE

What does it mean to be part of a global faith (Hindu /Christian)?

Are angels real?

Science

Science

What is light/dark?

Light sources

Sun, night & day

Shadows/reflections

The skills you will develop in this topic:

Maths: number and place value – count from 0 in multiples of 4,6,7,8,9,25,50, 100 and 1000;find 10,100 or 1000 more or less – recognise the place value of each digit – compare and order numbers up to and beyond 1000 –read and write numbers up to 1000 in numerals and words –count backwards through zero including negative numbers - round numbers to the nearest 10, 100 or 1000 – read Roman numerals to 100 -solve problems ♣ **addition and subtraction** – add and subtract mentally 3/4 digit numbers –add and subtract using formal written methods – estimate answers and use inverse operations to check answers – solve problems ♣ **multiplication and division** – know and use multiplication and division facts - write and calculate mathematical statements - recognise and use factors pairs – multiply using formal written layout - solve problems ♣ **geometry** - draw and make 2-D/3-D shapes – recognise and describe 3-D shapes – recognise and name angles - identify and name lines – identify lines of symmetry and draw symmetric figures.

English: reading – apply knowledge of root words, prefixes and suffixes -listen and discuss a wide range of fiction, poetry, play, non-fiction and reference books – use dictionaries – identify themes and conventions – read aloud poems and play scripts to perform – discuss imaginative words and phrases – recognise different forms of poetry – retrieve and record non-fiction information – discuss books read and read to them ♣ **writing** – use further prefixes and suffixes – spell homophones and often misspelt words – use the possessive apostrophe – write simple, dictated sentences – plan, draft, evaluate and edit writing – proof –read for spelling

and punctuation – read aloud own writing – use fronted adverbials , direct speech, commas, conjunctions, adverbs and prepositions ♣ **handwriting** – neat, consistent, joined and legible.

Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate India and describe features studied ♣ observe, measure, record and present the human and physical features of India using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Art: produce creative work, exploring their ideas and recording their experiences of animals in Indian Art ♣ develop proficiency in drawing, painting techniques.

Design Technology : use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

Science : asking relevant questions and using different types of scientific enquiries to answer them ♣ setting up simple practical enquiries, comparative and fair tests ♣ making systematic and careful observations and, where appropriate, taking accurate measurements ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ♣ reporting on findings from enquiries, including oral and written explanations ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

RE: discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- Location knowledge – India, Asia, northern hemisphere, equator, tropics, Indian ocean, mountains, coast, rural, urban, city, town, village. **Place knowledge** – same, different, compare.

Human and Physical Geography – climate, zone, landscape, rivers, mountains, industry, ecology.

Science – How shadows are formed? What are light sources (sun, light bulb, and candle) and how it travel in straight lines. The cycle of the earth through a day, month and year. How light can be bounced off of shiny surfaces (reflection).

RE: Discussing why people pray, looking at the religious reasons for this? Types of prayer and comparing the difference? Comparing how people pray in different world religions. Reasoning what life is like without prayer? What prayers might we know? When might we come across prayers? Hindu Gods, Hindu practices and rituals.

Home Learning ideas:

- **Research Mehndi and Rangoli patterns and have a go at drawing one then create your own!**
- **Make a fact file about India.**
- **Visit a puppet show (Norwich Puppet Theatre / Punch and Judy)**
- **Read the story of Rama and Sita from Indian folk law.**
- **Collect some postcards and send them into school.**
- **Find out about the Hindu religion.**

Vocabulary I need to know:

Geography – mountain, river, coast, country, climate, equator, continent, ocean, map, globe, plan, feature.

Science – light, dark, shadow, straight, source, reflect, day, month, year, cycle, light bulb, candle, surface, test, fair, record, table.

Art – pattern, Rangoli, Mendhi, design, observe, colour.

D.T – make, plan, evaluate, criteria, tools, appeal, practical, healthy, equipment.

RE – Hinduism, Hindu, prayer, Shiva, dignity, Gita, Vishnu, reincarnation, brahma, worship, temple, cows, sacred, symbol, source, body, holy.

By the end of our topic the children will:

Showcase their learning in a Indian Culture day that will involve a puppet show based on a traditional Indian Folk Tale, with Indian food and sweets to try and perform an Indian dance routine.

This will be recorded and made into a short film to share on our school website. We also hope to share some of our work on our twitter feed as we go along – so keep a look out!

INDIA: Knowledge & Skills Organiser – Y 3/4/5/6 (Kingfishers)

Subjects covered in the national curriculum:

English

Non-fiction: Factfile non-chronological report

Narrative: Indian mythology

Persuasive: Postcards and letters

Poetry: writing and performing

Computing

Internet research to use in factfiles

E-safety

Emailing

Geography/History

What and where is India?

Mountain ranges, rivers and cities

Culture

Comparing India to the UK

Maths

Problem solving and four operations within all of the topic areas to be covered including:

Number and Place Value

Addition and Subtraction

Multiplication and Division

Fractions

Reasoning and Problem Solving

Geometry



JNDJA



RE

What does it mean to be part of the global

community

Art/DT

Designing and making shadow puppets

Animals in Indian art

Indian food (tasting/making)

Mendhi and Rangoli patterns

Science

Light and Dark

The sun, night and day

Shadows and Reflections

Enrichment

Indian Dance Workshop

Norwich Puppet Theatre

The skills you will develop in this topic:

Geographical skills and fieldwork/Historical awareness: use maps, atlases, globes and digital/computer mapping to locate India ✦ observe, measure, record and present the human and physical features of contrasting settlements using a range of methods, including sketch maps, plans and graphs, and digital technologies. Develop an awareness of different geological features such as rivers and mountains.

Art: ✦ produce creative work, exploring their ideas and recording their experiences of animals in Indian art. ✦ develop proficiency in drawing, painting techniques

Design Technology ✦ use research and develop design criteria to inform the design of innovative, functional puppets that are fit for purpose, aimed at particular individuals or groups ✦ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Science asking relevant questions and using different types of scientific enquiries to answer them ✦ setting up simple practical enquiries, comparative and fair tests ✦ making systematic and careful observations and, where appropriate, taking accurate measurements ✦ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ✦ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ✦ reporting on findings from enquiries, including oral and written explanations ✦ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

RE: discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

The knowledge you will need to know:

Geography- **Location knowledge** – India, Asia, northern hemisphere, equator, tropics, Indian ocean, mountains, coast, rural, urban, city, town, village. **Place knowledge** – same, different, compare. **Human and Physical Geography** – climate, zone, landscape, rivers, mountains, industry, ecology.

Science – How shadows are formed? What are light sources (sun, light bulb, and candle) and how it travel in straight lines. The cycle of the earth through a day, month and year. How light can be bounced off of shiny surfaces (reflection).

RE: What does it mean to part of the global faith/family? Why do Christians go to church? Why are there so many different types of Church? What can we learn from different expressions of 'church' across the world? How do Christians and Hindus express their faiths? Hindu Gods, Hindu practices and rituals.

Home Learning ideas:

- Research Mendhi and Rangoli patterns and have a go at drawing one, then create your own!
- Collect information about India.
- Visit a puppet show (Norwich Puppet Theatre / Punch and Judy Show)
- Read the story of Rama and Sita from Indian folk law.
- Collect some postcards and bring them into school.
- Find out about what it is like to be a Hindu.

Vocabulary I need to know:

Geography/History: mountain, river, coast, country, climate, equator, continent, ocean, map, globe, plan, feature.

Science: light, dark, shadow, straight, source, reflect, day, month, year, cycle, light bulb, candle, surface, test, fair, record, table.

Art: pattern, Rangoli, Mendhi, design, observe, colour.

D.T: make, plan, evaluate, criteria, tools, appeal, practical, healthy, equipment.

RE : Hinduism, Hindu, prayer, Shiva, dignity, Gita, Vishnu, reincarnation, brahma, worship, temple, cows, sacred, symbol, source, body, holy.

By the end of our topic the children will:

Understand where India is in the world and the cultures and traditions within the country. The children will also be familiar with mountain ranges and rivers within India and have an awareness of the Hindu religion and customs. They will have the opportunity to write and perform a puppet show based on a traditional Indian Folk Tale, as well as taste Indian foods and performing an Indian dance routine.

Subjects covered in the national curriculum:

English

Narrative- Letters from the Light House

World War 2 Poetry

Discussion

Computing

E-Safety

Art/DT

Air Raid Shelters

WW2 Painting

Remembrance Art

Cooking: Rationing

Enrichment

WW2 Activity Day

Nature Walk

RE

What do Hindus believe?

How do Hindus express their faith?

Life on the Homefront (WW2)

Maths

Number – Place Value

Number – Addition and Subtraction

Number – Multiplication and Division

Fractions

Geography/History

All areas of life during WW2: evacuation, food, make do and mend, grown your own, the Blitz, jobs, role of women, WW2 songs, VE day.

Map skills: Countries involved in WW2.

Science

Living Things and their Habitats

French

Getting to know you.

The skills you will develop in this topic:

Geographical skills and fieldwork/Historical awareness: Use maps, atlases, globes and digital/computer mapping to locate countries in Europe ♣ Compare aerial photographs with maps ♣ Use compass points and 6 figure grid references ♣ Use and recognise OS map symbols

Art: ♣ Select and develop ideas confidently, using suitable materials confidently ♣ develop proficiency in drawing and painting techniques

Design Technology: ♣ Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ♣ Select tools and equipment suitable for the task ♣ Critically evaluate their work ♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Science: ♣ Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird, ♣ Describe the life process of reproduction in some plants and animals ♣ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities

and differences, including micro-organisms, plants and animals ♣ Give reasons for classifying plants and animals based on specific characteristics.

RE: Discussion and reasoning, exploring ideas (philosophy), comparing and developing lines of enquiry (social human science), reflection.

Home Learning ideas:

- Talk to friends or family about their wartime or post-war memories or experiences. Write down or record their responses.
- Dress up as an evacuated child. Make a gas mask box and write an evacuee label showing your name, address and school. Ask someone to take a photograph then print it with a sepia effect to make it look authentic!
- Make do and mend! Can you revamp some of your old clothes to make new clothes? Maybe you could 'upcycle' some unwanted household items and make them useful in a whole new way!
- Find out what happened in your local area during the War. Were any children evacuated or did your local area host evacuees?
- Find some wartime recipes and make a typical meal using foods that would have been rationed at the time.
- Dig for Victory! Find out about the types of vegetables people were encouraged to grow during the War and have a go at growing or cooking some! Popular vegetables included potatoes, cabbage and cauliflowers.
- Imagine a child has been evacuated to your home. How would you make them feel welcome? How could you support them if they were missing their home or family? Which places in your local area would you like to show them?

Vocabulary I need to know:

Geography/History: Adolf Hitler, Allies, Blackout, Bomb, Blitz, Concentration Camp, Spitfire, Evacuee, Soldier, Nazi, Air raid shelter, Axis, Allies, Ration book, Winston Churchill

Science: mammal, reproduction, insect, amphibian, bird, classification, vertebrates, invertebrates, micro-organisms, amphibians, reptiles

Art/D.T: develop, evaluate, design, equipment, ingredient, construct, recipe, structure, model, practical

RE : Hinduism, Hindu, shrine, god, lotus, prayer, garland, diva lamp, temple, Diwali, karma, Brahma, Ganesh, Krishna, Lakshmi, Rama, Sita, Shiva, Vishnu, meditation, mandir,