



GOOSE GREEN CURRICULUM 2018/19

Life		Learning			Laughter	
Year N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus area	PSED	UW	UW	UW	Maths	PSED/UW
Possible Starting points for enquiry	Who are the people in my family?	Where are we going?	What can it be?	What can you find outside?	Who is the biggest in all the land?	Who are the people that help me? (Superheroes)
Key Texts	"The Family Book" – Todd Parr "Anne Hibiscus's Song" - Atinuke	"The Leaf Man" - Lois Ehler "We're going on a Leaf Hunt" - Steve Metzger "We're going on a Lion Hunt" - David Axtell	"Whatever next? – Jill Murphy "The most Magnificent Thing" - Ashley Spires "Stanley's Stick" Neal Layton and John Healy	"Yucky Worms" Vivian French "Aaaarrrggghh Spider!" Lydia Monks	"The Smartest Giant in town" Julia Donaldson "You can't take an elephant on the bus?" Patricia Cleveland-Peck and David Tazzyman "Why does the Giraffe have a long neck?" Tiger Aspect	"Emergency" - Margaret Mayo and Alex Ayliffe "Super Daisy and the Peril of Planet Pea" - Kes Gray and Nick Sharratt
Educational Visits/ Visitors	Home visits	Journey to the park Post Box East Dulwich station (take a trip to another station and take the bus back)	The Tate or the Tate modern or East Dulwich Gallery	Bug man coming into school Marsden Wild Life Centre	Natural History Museum to look at giant creatures	Visit from Peckham Fire Department
End of term final product	We write a class book about ourselves	Write a letter to our family and send it on a journey to them. Christmas Performance to parents	Art gallery	Video documentary of what you can find in your garden	Giant structures	Emergency day outside with lots of problems to be solved, children choose who would be the right person to save the day.
Literacy	Our hopes and dreams on hot air balloons Exploring mark making with different mediums Sharing our thoughts of our home life with our friends and teachers	Labelling a bus Making a map Making our own Oyster card Writing a Christmas card Talking about how we get to school and trips we have been on Invitations to parents to our show	Design our inventions – can you draw it and label Make a model plan Making a description card for our inventions/ creations Discussing our creations/ presenting them	Describing what grows and lives in a garden Talking about how to take care of our garden and the creatures that live there Writing in mud Looking at some non-fiction book Write questions for the bug man Finding out information form an expert bug man	Write a postcard to the giant Make a leaflet of how to be a kind friend Tell our own tale why do I have two feet etc... Talking about the differences between animals Sequencing the animals	Making our own superhero capes Writing in magic dust Writing secret messages Making sound words signs Making a fire fighter report Super hero role play Poems Watching videos about people who help us Talking to experts
Maths	Number hunts Learning some counting songs Counting our body parts Thinking about how old we are What house number do we live at? What numbers are special to us	Looking at house numbers, finding numbers in our environment Making party hats with patterns Wrapping presents Finding Santa's socks Making paper chains Counting the bauble son the tree	Using shape and measure appropriately to create our inventions Write instructions of how it works Making 3D structures Making a mosaic Patterning	Finding shapes in the natural world Capacity and water and filling up the buckets to water the garden Looking at the plants grow How many bugs can we find? How many legs do they have?	Measure a dinosaurs footprint Make tall structures and measure them Think about how many animals could fit in different things? Comparing animal patterns? Measuring and counting bones in excavation	Rocket balloon Making goo Rescue the frozen animals



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<p>UW</p>	<p>Cooking and changing states Making play doh Making healthy lunches Using the home corner technological toys to show what we know from home Where do we live? Where do we come from? What does our home look like? Do we have any special celebrations or customs we practise at home Eid When were we born? How have we changed? What special events have happened in our lives?</p>	<p>Rolling cars and making different ramps with materials and different heights Boats and floating and sinking Making salt dough Cooking Using remote controlled cars Using a ticket machine to buy a ticket or top up our oysters Using a fill Make a map of our journeys from our home to school and when we go to the park Going to our park on a trip How has transport changed? Looking at old buses, carts and carriages etc.</p>	<p>Rocket balloon Making goo Rescue the frozen animals Finding out from the internet Watching videos of people helping us Torches Number walk in our local area Look at the old fire engines and police cars Look at the life of Superman</p>	<p>How do things grow? How do things change? What do mini beasts need to live? Look at mini beasts under magnifying glasses Catch mini beasts in the playground or our garden Create a wormery making a video documentary How the weather helps our garden grow Weather watch Catching rain Weather vane and wind socks Timelines – watching our seeds grow into plants</p>	<p>Where do the large creatures live? Comparing different animals and large creatures Looking at how the weather has changed since Dinosaurs time Write a fact file about an animal Look at some bones Using pulleys to fill buckets and clean windows on tall buildings/ or/ water the beanstalk etc. Gardens and different types of gardens – some have grass, some have plants etc. When were Dinosaurs alive?</p>	<p>Space and planets Mixing things to make things go pop Making some lollipops Making ice cream Using a cd player, making things with flaps and pulleys and moving parts Places around the world and out of this world History of inventions and creations that we use everyday</p>
<p>PSHE</p>	<p>Feelings</p>	<p>Safety</p>	<p>Healthy Living, Medicine and Drugs</p>	<p>Citizenship</p>	<p>Relationships</p>	<p>Growing Up</p>
<p>Music</p>	<p>Finding the voice. During this unit children will learn to sing a variety of songs and rhymes as a class or large group.</p>	<p>Finding the voice. (Part 2) During this unit children will develop their ability to sing songs individually and their ability to pitch match</p>	<p>Developing phrase length. Children work towards cultivating a controlled unbroken singing sound, using one breath</p>	<p>Feeling, recognising and performing a steady pulse. Children use movement to find and feel the pulse whilst singing known songs</p>	<p>Fast and Slow (Tempo) Children start to feel the pulse internally and make conscious the pulse</p>	<p>Pitch awareness Children start to develop an awareness of melodic shape – moving up/moving down/moving on the same note.</p>
<p>PD</p>	<p>Taking care of ourselves and our needs Listening to our bodies Team work games</p>	<p>Moving in different ways Dance to different music</p>	<p>Super hero assault course Jumping</p>	<p>Climbing Negotiating space through games</p>	<p>Gymnastic apparatus Planting seeds – fine motor</p>	<p>Giant movements – dance and gymnastics Sports day</p>
	<p>Dance Beginnings To begin to develop balance and controlled movements.</p>	<p>Gymnastics Beginnings Introduction to travelling in various ways.</p>	<p>Dance Beginnings To begin to look at creating shapes with our bodies.</p>	<p>Gymnastics Beginnings Introduction to mat and small apparatus work.</p>	<p>Dance Beginnings Learning how to combine balance and control to create shapes.</p>	<p>Gymnastics Beginnings To introduce a variety of movements (jumps, rolling, landing, travelling skills)</p>
<p>Expressive Arts and Design</p>	<p>Can you explore the creative workshop Healthy me – making foods that are good for our body Looking at a healthy lunch Parents to join us for our first lunch Printmaking with different body parts. Printing onto different surfaces. Knowing colours and selecting colours.</p>	<p>Leaf man – making natural collages and leaf people Harvest – making bread Salt dough decorations Baking Christmas cookies Making art from nature. Link to Leaf Man book. Arranging leaves/ natural forms to represent a character.</p>	<p>3D sculptures from junk/recycled materials.</p>	<p>Printing from natural objects Making free collages from natural objects Still life drawings Making clay models of mini beasts Making pancakes Drawing/ making what you see. Looking at flowers and selecting correct colours to draw with. Making flowers using pipe cleaners and tissue paper.</p>	<p>Sewing capes Voices foundation singing Learning and practising our carnival song Tapping out simple repeated rhythms Singing games Weaving. Weaving in and out of large willow giraffe creature in Nursery garden. Using different materials to do this e.g. found things, recycled bags, wool.</p>	<p>Making our carnival banners and costumes Making costumes Making masks Sewing capes Emergency services badges. Cutting, sticking different materials to make our own badge. Superhero capes. Painting/ printing onto fabric.</p>



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Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus area	PSED	UW	UW	UW	UW	UW
Possible Starting points for enquiry	What is unique and special about me? Who am I? What are my Interests?	What do we know about food?	What is possible in a fantasy world?	Why do we need farms?	How do we use water?	What can I find out about space?
Key Texts	"So Much" by Trish Cooke "Catch that goat" by Polly Alakija	"Eat up Gemma" by Sarah Hayes "Biscuit Bear" by Mimi Grey "The Ravenous Beast" by Niamh Sharkey	"Captain Flynn and the Pirate Dinosaurs" by Giles Andrae "The Gruffalo" – Julia Donaldson "Room on the Broom" by Julia Donaldson "Zog" by Julia Donaldson "The Tiger Who Came to Tea" by Judith Kerr	"Handa's Hen" – Eileen Brown "What the ladybird Heard" – Julia Donaldson "Farmer Duck" – Martin Waddell	"Billy's Bucket" – Kes Grey "Fatou Fetch the water" – Neil Griffiths "Water Can Be" – Laura Purdie Salas	Space "How to Catch a Star" – Oliver Jeffers "Bob The Man on The Moon" – Simon Bartram "Stella to Earth"- Simon Puttock "The Way Back Home" – Oliver Jeffers
Educational Visit/ Visitors	Home visits to children.	Parents invited in to cook traditional foods for the children to taste. Visit to Sainsbury's to look at variety of fruits and vegetables from different places. Moxons, Nero's visits.	Theatre trip to see a play.	Visit to/ from the city farm (Surrey Quays/ Crystal Palace/ Mudshoot) Hatching eggs in the classroom.	Horniman Museum.	Greenwich Observatory Visit from Space drama workshop Visit from Space Dome
End of term final product	Children to make a box containing all the things that make them unique – to share with their friends.	Café – Children to set up and run a café for their parents.	Children to put on a play for their friends,	Presentation to parents – all about farms. Booklet about how to look after ducklings for children higher up the school.	Create a fact video/book about water to share with the parents.	Create a space scene in small groups.
Literacy	Mark making in sand, corn flour and water, flour and glitter. Paintbrushes and water outside to develop motor skills. Writing shopping lists for party food. Rhyming words lists Writing birthday cards and cards for special occasions. Writing lists to plan a party. Writing party invitations	Writing shopping lists for ingredients. Reading and writing recipes. Writing menus Taking orders in the café. Writing questions to ask café Nero. Labelling plates of favourite foods. Making posters and signs for the café. Writing invitations for the café. Letters to cafes to ask for donations.	Creating fantasy settings. Labelling characters. Writing their own fantasy stories. Creating character profiles. Monster poems. Theatre role play. Creating speech bubbles for characters. Writing potions and lists.	Lists of animals. Recount of trip to the farm. Predictions of what may hatch from our eggs. Observations of chicks and changes they go through. Writing about farm stories. Labelling farm pictures. Writing book reviews and identifying favourite stories and stories they don't like.	Non-fiction observations of water and aquarium creatures. Recount of trip. Underwater writing. Writing with water. Creating their own books. Water poems. Newspaper reports. Lists. Responding to stories. Writing questions (P4C link). Labelling underwater pictures.	Writing questions about space. Labelling pictures or diagrams. Describing story settings. Creating a comic strip. Writing to invite parents to graduation, sports day and/or carnival. Making posters for carnival. Writing any questions about moving to year 1. Writing a space diary.



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<p>Maths</p>	<p>Counting candles on a cake. Recognising numerals on birthday cards. Teddy bear's birthday problem solving. Party sharing. Recognising door numbers. Counting party food. Singing counting songs and rhymes to practice reciting numbers forwards and backwards. Counting and adding body parts.</p>	<p>Measuring ingredients for cooking. Recognising coins in the café. Addition of money for working our bills. Capacity of drinks served. Baking tray and Egg box addition and subtraction. Counting food. Repeating patterns on party hats. 2d shapes biscuits. Sharing food.</p>	<p>Adding and subtracting the number of legs on the broomstick. Days of the week and ordering time periods. Ordinal numbers. Fantasy creature counting, addition and subtraction. Counting purple prickles. Shapes – recognising and describing 2d 3d shapes.</p>	<p>Addition and subtraction of animals. Counting backwards to work out how many days are left before the eggs hatch. Height comparison of growing plants. Doubling and halving ladybird spots. Doubling and halving numbers of farm animals. Describing the position of animals in relation to the farm.</p>	<p>Capacity of water, comparing different amounts and different containers. Using a story to talk about days of the week and the passage of time. Using positional language to describe where the fish is in relation to other sea creatures. Number bonds to free the whale. Counting in 2's.</p>	<p>Talking about 3d shapes in spaceships and rockets. Addition and subtraction of aliens. Sharing aliens onto planets. Alien problem solving. Weighing moon rocks and comparing weights. Asteroid repeating patterns. Counting aliens in 2's, 5's and 10's. Ordering asteroids by weight or size. Positional language to describe where the rocket is in relation to the planets.</p>
<p>Understanding the World</p>	<p>Mirrors out to observe similarities and differences in physical features</p> <p>Celebrations – what do we celebrate?</p> <p>Families – how they are similar or different.</p> <p>iPad work – opening and using a game.</p> <p>Home corner to role play family life.</p>	<p>Different jobs.</p> <p>Looking at the local area.</p> <p>Set up a café in the home corner for children to role play in preparation for a class café for our friends and family.</p> <p>Taking photographs on the iPad.</p> <p>Christmas, Eid and Hanukah celebrations.</p>	<p>Creating characters from fantasy books on the iPads.</p> <p>Going to the theatre.</p> <p>Setting up a theatre for role play.</p> <p>Looking for old recording devices to record themselves acting.</p> <p>Chinese New year activities.</p>	<p>Hatching the eggs from the farm.</p> <p>Caring for the chicks.</p> <p>Visit to the farmyard.</p> <p>Planting and growing in our garden.</p> <p>Easter fair – running a business.</p> <p>Setting up and using an incubator.</p> <p>Using the candling tool to track progress of the eggs.</p>	<p>Stages of water.</p> <p>Water play.</p> <p>Gardening and growing.</p> <p>Making ice lollies.</p> <p>Food tasting.</p> <p>Baking – weighing scales and baking equipment.</p> <p>How we use water at home.</p>	<p>What is in space?</p> <p>Similarities and differences between what we find in Space.</p> <p>Looking at people who have travelled in space and how we can travel into space.</p> <p>Light and dark dens/boxes to explore.</p> <p>Space sounds – recording and playing devices.</p> <p>Making a space setting on the iPad.</p>
<p>PSHE</p>	<p>Feelings</p>	<p>Safety</p>	<p>Healthy Living, Medicine and Drugs</p>	<p>Citizenship</p>	<p>Relationships</p>	<p>Growing Up</p>
<p>Music (EAD)</p>	<p><u>Finding the voice.</u> During this unit children will learn to sing a variety of songs and rhymes as a class or large group.</p>	<p><u>Finding the voice. (Part 2)</u> During this unit children will develop their ability to sing songs individually and their ability to pitch match</p>	<p><u>Developing phrase length.</u> Children work towards cultivating a controlled unbroken singing sound, using one breath</p>	<p><u>Feeling, recognising and performing a steady pulse.</u> Children use movement to find and feel the pulse whilst singing known songs</p>	<p><u>Fast and Slow (Tempo)</u> Children start to feel the pulse internally and make conscious the pulse</p>	<p><u>Pitch awareness</u> Children start to develop an awareness of melodic shape – moving up/moving down/moving on the same note.</p>



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Physical Development	<p>Experiments with different ways of moving.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Eating a healthy range of foodstuffs.</p> <p>Usually dry and clean.</p> <p>Shows how to transport and store equipment safely.</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Usually dry and clean.</p> <p>Dragon Dancing – Chine New Year.</p> <p>Negotiating Space when playing games.</p> <p>Shows a preference for a dominant hand.</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Usually dry and clean.</p> <p>Travels with confidence and skill.</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Usually dry and clean.</p> <p>Balancing and climbing on our equipment.</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Usually dry and clean.</p> <p>Sports day</p>
	<p>Introduction to Dance To develop balance, agility and control (making low and high shapes)</p>	<p>Introduction to Gymnastics To develop confidence travelling across a mat in various ways,</p>	<p>Introduction to Dance To develop the ability to create shapes with their bodies</p>	<p>Introduction to Gymnastics Travelling on apparatus in different ways (to improve balance and agility)</p>	<p>Introduction to Dance Improving shapes and balances, developing into a short floor performance</p>	<p>Introduction to Gymnastics To build upon prior learning, combining jumps, travelling skills, landing skills, rolling skills, shapes and balances and basic sequencing as individuals.</p>
EAD	<p>Exploring mixing colours.</p> <p>Constructing with a purpose in mind.</p> <p>Mark making with different materials.</p> <p>Controlling paintbrush and other tools.</p>	<p>Manipulating materials.</p> <p>Using tools and techniques.</p> <p>Shaping assembling and joining materials. Print making with food.</p> <p>Monoprinting and collagraph printing.</p>	<p>Introducing a story line in their play.</p> <p>Developing a narrative as part of a group.</p> <p>Collaborative fantasy creature.</p> <p>Painting in layers with different colour and pattern. From big to small paintbrushes.</p>	<p>Experimenting with different textures.</p> <p>Farm textures.</p> <p>How can we create different textures found on the farm? Painting with mud, sand, straw and grass.</p>	<p>Movement and dance – creating and exploring.</p> <p>Making up songs. Creating the appearance of water using different techniques and processes.</p> <p>Blow painting, marbling, and wavy brushstrokes.</p>	<p>Movement and dance – creating and exploring.</p> <p>Making up songs. Landscape of the moon.</p> <p>3D model making.</p>



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Life		Learning			Laughter	
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus area	PSHE/Science	Geography	History	Geography/Science	Science/Geography	Literacy/History
Possible Starting point for enquiry	What can I find out about me and my body?	What does it take to be a polar explorer?	How have our toys changed?	What can you find in the woods?	Should animals be kept in a zoo?	Why do people travel/go on holiday?
International Links	Where are we from? How are we different?	Study a non-European country (Arctic/Antarctica)	Toys from different countries	Which different plants do other parts of the world grow?	Animals from around the World	Where do we go on holiday?
Key Texts	Beegu	Lost and Found Blue Penguin Emperor's egg	Major Glad Major Dizzy Non fiction toy books	Jim and the Beanstalk Lila and the Rain	One Day on Our Blue Planet 10 Things I can do to Help My World. What the Ladybird Heard on Holiday	The Snail and the Whale Naughty Bus
Educational Visit/Visitors	Goose Green Park Local area walk	The Horniman Museum – Polar explorer workshop Dulwich Picture House Unicorn Theatre	Bethnal Green Childhood Museum	Marsden Wildlife Gardens (plant workshop)	London Zoo	Discover Story Centre
End of term final product	Flappy Bodies exhibition	Building strong boats for a polar explorer Nativity Performance	Create a toy museum	Shoebox 3D Woods	Zoo exhibition	Making a film advertising the beach
Literacy	Beegu (fiction) Autumn senses (Poetry) Body Parts (Lists/labels/captions)	Penguin information texts (Non-fiction) Lost and Found (Fiction)	Major Glad Major Dizzy (Fiction) Toy information writing (Non-fiction) Toy Story (Fiction)	Traditional Tales Jim and the Beanstalk (fiction) How to plant a beanstalk (instructions) Lila and the Rain (fiction)	One Day on Our Blue Planet (Fiction) 10 Things I can do to Help My World. (Non-fiction – writing promises.) How to look after an animal (non-fiction)	The Snail and the Whale (fiction) Postcard writing Naughty Bus (Fiction)
Maths	Number Geometry Measurement	Number Geometry Measurement	Number Geometry Measurement Statistics	Number Geometry Measurement Statistics	Number Geometry Measurement Statistics	Number Geometry Measurement Statistics
Science	<u>Humans</u> Human body parts Senses	<u>Animals / Everyday Materials</u> Animals and habitats Materials; identifying and classifying	<u>Everyday Materials</u> Materials Man-made and natural Materials; sorting and classifying	<u>Plants</u> Observing plants and flowers Simple tests (growing beanstalks) Gathering and recording data	<u>Animals</u> Classifying animals (fish, birds, reptiles, amphibians, mammals, insects) Needs of animals Animal Habitats	<u>Seasonal Changes</u> Seasonal change Weather
Computing Studies	Unit 3 – We are painters <i>Illustrating an eBook Code/programming</i>	Unit 6 – We are celebrating <i>Creating a card electronically Code/programming</i>	Unit 4 – We are collectors <i>Finding images using the web Code/programming</i>	Unit 1 – We are treasure hunters <i>Using programmable toys Code/programming</i>	Unit 5 – We are storytellers <i>Producing a talking book Code/programming</i>	Unit 2 – We are TV chefs <i>Filming the steps of a recipe Code/programming</i>



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Geog	Local area Simple maps	Study a non-European country (Arctic/ Antarctica) Maps, atlases, globes Human/Physical features		Using maps and atlases Human/Physical features	Continents and countries Endangered animals	Compare to a non-European country Geographical vocabulary e.g. cliff, beach, sea
RE	Islam Unit 1 What Muslims believe about God. Respect, appreciation and thanks for creation. The Qur'an.	Christianity Unit 1 The birth of Jesus. The bible is a sacred text for Christians.	Creation Communicate the concept of God as Creator. Express own understanding of having talents and caring for the world.	Hinduism Unit 1 Hindu beliefs about one God represented in different ways. Worship in the Temple Mandir. Respect is shown by removing shoes.	Judaism Unit 1 Jewish beliefs about God the Creator. The creation story from the Torah. Rules for living, Kashrut.	Christianity Unit 2 Further details about the life of Jesus and his friends and followers. The story of Zacchaeus,
History	Significant Individual and events beyond living memory: Emily Davison contrasted with Rosa Parks	Significant Individuals: Captain Scots and Earnest Shackleton- contrasted with modern day explorer Ellen McArthur	Victorian toys and games- events beyond memory		Events beyond living memory: dinosaurs/extinct animals	Victorian beaches – events beyond living memory
PSHE	Feelings Recognising and naming feelings, recognising when I'm angry or worried, thinking about the consequences of my actions.	Safety Know where I live, strategies to stop you getting lost, what to do if I'm lost, bring safe indoors and outdoors.	Healthy living, medicines and drugs Understand how healthy people look and feel, healthy days, physical and emotional health, sun safety and medicine safety.	Citizenship Basic human and animal's needs, about responsibility for caring for a pet, about how wild animals are different, about habitat destruction and about how animals and humans are dependent on each other	Relationships Being alike and unique, being different and bullying. Being left out, what's a good friend, getting help when being a good friend is tricky?	Growing up We belong to a family group, memories about being younger, that humans produce babies that children can do more than babies, what babies need to help them grow, that perseverance is needed to learn new things.
Music	Pulse Further develop skills learnt in Reception with a focus on feeling and demonstrating the pulse in a range of songs and rhymes. We will also listen to orchestral music, finding out about how some pieces of music can tell stories.	Christmas Play Learn songs and actions to support the year two nativity/Christmas production	Rhythm and Pulse- Distinguishing between pulse and rhythm, finding rhythmic patterns in a variety of songs and demonstrate these with our bodies and percussion instruments.	Rhythm and Pulse- Distinguishing between pulse and rhythm, finding rhythmic patterns in a variety of songs and demonstrate these with our bodies and percussion instruments	Pitch- children will deepen their knowledge of high and low through singing and listening. They will learn about phrasing through question and answer songs.	Pitch- children will deepen their knowledge of high and low through singing and listening. They will learn about phrasing through question and answer songs.
PE	Dance Unit 1 To Make rounded and spikey shapes with their bodies and create patterns in the air and on the floor.	Gymnastics Unit E Points and Patches To Balance on large and small body parts. To adapt to work from floor to apparatus.	Dance Unit 2 With guidance from a teacher, to create movement ideas in response to a story or repeated rhythm	Gymnastics Unit F Rocking and Rolling To spin, rock, turn and roll with control on various parts of the body.	Dance Unit 3 To explore actions in response to stimuli, using a variety of basic actions to create a dance to communicate mood and feelings.	Gymnastics Unit G Wide-Narrow-Curled To travel, balance and jump confidently showing a variety of body shapes.
Art	Can you take a line for a walk? Learning how to use painting equipment correctly. Holding brush correctly. Painting with different body parts.	Polar Landscapes. Drawing from looking. Creating a polar bear landscape made through painting and collage. Mixing colours.	Moving pictures. Pop ups and flaps/ exploring mechanisms in books and toys. Making our own picture that moves using a sliding mechanism.	Natural art. Andy Goldsworthy art. What's a natural form? Comparing artists that use natural forms in their work. Making art with found natural forms.	Clay animals. Rolling, joining clay securely and using tools correctly.	'Beach Scene' by Degas. Comparing old and new - Degas to Kathleen Eley "Sunny beach with yellow umbrella"



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DT	<p><u>Textiles</u> Creating fabric face and hair for Flappy Bodies. -Colour fabrics using a range of techniques e.g. fabric paints, printing, painting -Cut out shapes which have been created by drawing around a template onto the fabric by using running stitch, glue, staples over sewing tape</p>	<p><u>Construction</u> Building boats to test from everyday materials -Fold, tear, cut paper and card -Roll paper to create tubes -Cut along lines, straight and curved</p>	<p><u>Cooking</u> Healthy eating links to PSHE -Develop a food vocabulary using taste, smell, texture and feel -Group familiar food products -Cut peel, grate and chop a range of ingredients</p>	<p><u>Construction</u> 3D woods in a shoebox -Mark materials out to be cut using a template -See glue gun being used by an adult</p>	<p><u>Textiles</u> Using fabrics to create collage animals for the zoo exhibition -Colour fabrics using a range of techniques e.g. fabric paints, printing, painting -Cut out shapes which have been created by drawing around a template onto the fabric by using running stitch, glue, staples over sewing tape</p>	<p><u>Cooking</u> Making fruit sorbet -Work safely and hygienically -Understand the need for a variety of foods in a diet -Measure and weigh food items</p>
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Life		Learning			Laughter	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	PSHE	Speaking and Listening/Drama/Literacy	Geography	History	Science	Science
Possible Starting point for enquiry	What makes a real life hero?	What makes a performer?	What is special about China?	How has London changed?	What is it like to be small?	How can we use plants?
Key Texts	Traction Man is Here by Mini Grey The story of Ruby Bridges Amazing Grace	The Story of Christmas Down by the River (Caribbean songs and rhymes) Black Dog by Levi Pinfold	Wishbones - Story of Chinese zodiac Shen and the Magic Paintbrush	Great Plague and Fire The Story of the Great Fire of London Iggy Peck, Architect by Andrea Beaty	Anansi the Spider Diary of a Worm	The World Came to My place Today The Little Seed by Eric Carle
Educational Visit/ Visitors	Black History Workshop Visits into school by local heroes/ parents	Unicorn theatre/Puppet theatre/Deptford theatre Local performers	British Museum – Chinese galleries for print-making workshop/ Horniman museum (oriental section/China workshop China town/Chinese restaurant Visit from families with Chinese heritage.	The Monument/Pudding Lane/Museum of London/St.Paul's Cathedral/Houses of parliament (Fire service)	Bug Man visit/London Zoo insect house/Wildlife Centre at Marsden road/ Dawson's Hill.	Kew Gardens/ Garden Centre/Park
End of term final product	Video blog to showcase learning from Centric Learning Tree workshop	KS1 nativity performance	Chinese Celebration Day (food, dancing, acting, 'museum')	Build models of London buildings (and set fire to the buildings?)	Exhibition of own mini-beast habitat designs	Picnic using produce grown/' Goose Green Flower Show/Create a living wall
Literacy	Story writing based on 'Traction Man is here' Writing non-fiction (biography) based on life of Ruby Bridges Writing poems based on experiences of Ruby Bridges	Instructions for a good performance Non-fiction – roles of different people in a theatre Poetry/songs/ narrative to learn and perform	Story Writing based on 'Shen and the Magic Paintbrush' Dragon poetry Non-fiction writing about China	Diary writing – based on Samuel Pepys diary Fiction relating to 'Iggy Peck, Architect' Non-fiction about London landmarks, architects and materials used	Mini-beast riddles and poetry Mini-beast and habitat non-fiction writing Story writing based on Anansi stories	
Maths	Partition numbers, know and use number bonds, read time, use scales to weigh, compare numbers, add and subtract numbers, recognise and know properties of 2D shapes	Partition numbers, begin to recite 2, 5, 10 times table, recognise and know properties of 3D shapes, doubles, addition and subtraction, data handling, measuring length,	Multiplication facts for 2, 5, 10 times table, addition and subtraction, measuring capacity, multiplication facts, division relating to multiplication, telling the time, measuring weight, simple fractions, word problems	Multiplication and division facts, right angles, turns, symmetry, simple fractions, addition and subtraction, money, comparing amounts, word problems	Addition and subtraction, data-handling, doubling and halving, multiplication, division, measuring temperature, 2D and 3D shape, fractions	Addition and subtraction, multiplication and division, time, measures, fractions, money, 2D and 3D shape, data handling,



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Science	Animals including Humans - look at simple life-cycles - find out about what animals need to survive - investigate and describe some of the things we need to do to stay healthy		Living things and their habitats - explore and compare items, describing whether they are living, dead or have never been alive - learn about different habitats in China, the plants and animals that live there and why - describe what the animals eat, how they get their food and record this using a simple food chain	Uses of everyday materials - identify and compare the suitability of materials for particular uses - find out how the shapes of solid objects can be changed.	Living things and their habitats - find and sort items in the local environment - explore habitats and micro-habitats in the local environment, looking at what lives there and why - investigate and describe what the animals eat, how they get their food and record this as a simple food chain.	Plants - look closely at different seeds and bulbs and investigate how they grow - investigate what plants need to keep growing and stay healthy
	Computing Studies	We are games testers: Exploring how computer games work	We are detectives: Collecting clues	We are photographers: Taking better photos	We are researchers: Researching a topic	We are zoologists: Collecting data about bugs
Geog	Map work – finding UK countries, US, Oceans, continents on world map	Map work – finding where performers/songs/poems come from	Use atlases to locate countries, continents, oceans Identify human and physical features in Chinese locations	Use atlases to identify UK capital cities. Use aerial photos to identify changes in London over time	Create maps of the local environment with keys Create/use plan perspectives of the school and playground Do field work studying features of the school grounds	Identify routes taken to get different food/everyday items to us.
	RE	Islam Unit 2 Muslims believe that Allah sent messages and books to teach and guide the people.	Christianity Unit 3 Christian belief of the relationship between God and the people. Exploring what it means to believe someone.	Sharing Know why sharing is important to Christians. Practical opportunities for sharing in school.	Hinduism Unit 2 What does it mean to be a Hindu? Respect for other people and all living things. Stories about Krishna.	Judaism Unit 2 Learning about Torah. An introduction to the Synagogue.
History	Learn about the life of a significant individual (Ruby Bridges). Time-lines and looking at changes in living memory Contrasting person Malaika Maah Eyoh – South African school girl leading civil rights movement	Learn about the life of a significant individual (Benjamin Zephaniah). Time-lines and looking at changes in living memory	Chinese traditions for celebrating Chinese New Year	Learn about life in London at different time periods Look at architecture from different time periods and how/why it changed Learn about significant individuals (Samuel Pepys, Sir Christopher Wren)		Life of Beatrix Potter Drawings and classification of plants Compare with Kew Gardens classification
	PSHE	Feelings Recognising and managing feelings when working towards a goal and know who to ask for help.	Safety Understand what feeling safe and unsafe means, know about uncertainty and fear, how to ask for help, fire safety, differences between secrets and surprises.	Healthy living, medicines and drugs Balanced diets, food, exercise, emotions all contribute to health, what is safe to go in the body, injections and where they go inside.	Citizenship What is a community? Which communities do we belong to?, how to have a positive impact on the community, about how people are elected and how to work together.	Relationships My family and network is special, skills for making friends, strategies for repairing friendships, recognising how others feel.



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<p>Music</p>	<p><u>Exploring Pitch</u> Children will learn to discriminate between higher and lower. They will explore selected pieces of classical music and explore the various musical elements in movement.</p>	<p>Christmas production Children rehearse music and songs for the Y2 Christmas show.</p>	<p><u>Beginning musical literacy-</u>, we will begin to use graphics to represent pulse, rhythm and pitch using our song repertoire. The children will create simple improvisations using familiar rhythmic patterns.</p>	<p><u>Beginning musical literacy-</u>, we will begin to use graphics to represent pulse, rhythm and pitch using our song repertoire. The children will create simple improvisations using familiar rhythmic patterns.</p>	<p><u>Continuing Musical Literacy-</u> children will use graphics to represent pitches, first by using solfa so, la and me. They will create simple improvisations using familiar pitches.</p>	<p><u>Continuing Musical Literacy-</u> children will use graphics to represent pitches, first by using solfa so, la and me. They will create simple improvisations using familiar pitches.</p>
<p>PE</p>	<p>Gymnastics Unit H Parts High and Parts Low To travel showing different parts of the body high or low. To adapt and transfer work safely from floor to apparatus.</p>	<p>Dance Unit 1 To use a range of basic dance actions with understanding. Using different levels, directions, speeds and choose appropriate actions for the dance ideas.</p>	<p>Gymnastics Unit I Pathways, Straight, Zig-zag and Curving To travel in different ways on different parts of the body. Perform limited range of skills with a partner.</p>	<p>Dance Unit 2 To work co-operatively in pairs and threes to create a dance. Change a vary actions showing contrasts in shape, speed and size, selecting and use appropriate basic dance skills.</p>	<p>Gymnastics Unit J Turning-Spinning-Twisting To turn, spin and twist on different parts of the body, showing control and co-ordination. To adapt and transfer work safely from floor to apparatus.</p>	<p>Dance Unit 3 To work in pairs or small group to create a dance from stimulus (flash cards and story). Using a variety of dance actions – turning, jumping, travelling, gesture, shape and stillness.</p>
<p>Art</p>	<p>Jasper Johns. American artist of the 1950's/60's Painting with warm and cool colours. What are the primary colours? What makes a secondary colour?</p>	<p>Hand puppets Set design What happens behind the scenes? Creating our own Xmas play backdrop and set.</p>	<p>The willow pattern story. Traditional Chinese art techniques. Using ink. Building on colour theory – tints and shades. Koi Carp paintings.</p>	<p>Drawing London. Urban landscape. Perspective, proportion and drawing from observation. Drawing into clay.</p>	<p>Making minibeasts. Drawing and painting onto natural forms.</p>	<p>Georgia O'Keeffe. Drawing and painting flowers from observation. Enlarging scale/ thinking about composition.</p>
<p>DT</p>	<p>Textiles – creating puppets Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Cut out shapes which have been created by drawing around a template onto the fabric by using running stitch, glue, staples over sewing tape</p>	<p>Textiles – props and costumes for the play Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Cut out shapes which have been created by drawing around a template onto the fabric by using running stitch, glue, staples over sewing tape</p>	<p>Cooking – Chinese food Develop a food vocabulary using taste, smell, texture and feel Group familiar food products Cut peel, grate and chop a range of ingredients</p>	<p>Construction – models of London Fold, tear, cut paper and card Roll paper to create tubes Cut along lines, straight and curved</p>	<p>Construction – mini-beast habitats Mark materials out to be cut using a template See glue gun being used by an adult</p>	<p>Cooking – preparing food using produce grown Work safely and hygienically Understand the need for a variety of foods in a diet Measure and weigh food items</p>



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Life		Learning			Laughter	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History/Geography	PSHE/Geography	Geography/History	Science	Science	PSHE/Literacy
Possible Starting point for enquiry	How did the Stone Age change the way we live?	How does here compare to elsewhere? (Caribbean/East Dulwich)	Were the Mayans significant?	What can studying animals tell us about human life?	How is the moon different from Earth? Could there be life on the moon?	How have folk tales influenced modern life? What are the similarities and differences between folk tales from different countries?
Key Texts	Ug The Pebble in My Pocket	Gregory Cool A nest full of stars	Charlie and the Chocolate Factory The Chocolate Tree The night the moon fell	Varjack Paw	Charlie and the Glass Elevator FaRther Moon Man	Selection from: Werewolf Cub Tales Tales Told in Tents African Folk Tales Fly Eagle Fly The Village that Vanished
Educational Visit/Visitors	Museum of London for a stone age workshop. Natural history museum- fossil workshop	Science museum- forces and magnets workshop	Brixton chocolate factory		Horniman museum- local area workshop Or Greenwich observatory	
End of term final product	Stone age play script Make miniature stone age tools and put on display	Filming News presentations including- local news and weather	Build a 3d model of Chechen Itza- Mayan temple		Space rockets and non-fiction report booklets	
Literacy	Information texts- Stone age Play scripts- Ug Non-fiction reports- Stone Girl Bone Girl	Stories with familiar settings- Katie Morag Reports- Rocks and soils Poems to perform- A nest full of stars	Myths and Legends- various examples	Report writing- Newspaper reports	Shape poetry and calligrams Authors and letters- Roald Dahl Non-fiction- The moon and the solar system Stories with historical settings- FaRther	Language play Letters- Folk Tales
Maths	Number Measurement/number Number Number Measurement/number Statistics/geometry	Number Number Geometry Measurement Number Number Geometry measurement	Number Number/measurement Statistics/geometry Number Number/measurement Statistics/measurement	Number Geometry/measurement/number Number Number Measurement/number Measurement/statistics	Number Number/measurement Statistics/geometry Number Number/measurement Statistics/measurement	Number Number Geometry/number Number/measurement Number/geometry/measurement number
Science	Rocks and soils	Forces and magnets	The human body	Plants	The moon and the Great Space Race	Light and Shadow
Computing Studies	Unit 2 – We are bug fixers <i>Finding and correcting bugs in programs</i>	Unit 3 – We are presenters <i>Radio/ Videoing performance</i>	Unit 5 – We are communicators <i>Communicating safely on the internet</i>	Unit 1 – We are programmers <i>Programming an animation</i>	Unit 4 – We are network engineers <i>Exploring computer networks, including the internet</i>	Unit 6 – We are opinion pollsters <i>Collecting and analysing data</i>
Geog		UK study – comparing East Dulwich to the Outer Hebrides islands			Compass points, keys and symbols	



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RE	Christianity Unit 5 The Bible is the source book for Christian belief and teaching old and new testaments.	Buddhism Unit 1 An introduction to the story of the Buddha's life.	Sikhism Unit 1 Guru Gobind Singh the last human Guru. Introduction of the 5 K's.	Judaism Unit 3 The Synagogue and role of the Rabi. Purpose of the Bar Mitzvah.	Islam Unit 3 The religious and social context of the time of Prophet Muhammad. Revelation of Qur'an.	Christianity Unit 9 Past and contemporary Christian followers. The impact of Christian belief on daily life.
History	Stone age (changes in Britain from the Stone age to the Iron age)		Mayans- who, where and when? (AD90, contrast to British history)			
PSHE	Safety What is risk, how do I assess it? Water safety, cycling and scooter safety, know how our actions can affect others safety.	Feelings Recognising feelings in others, managing anger, confidence and feelings of inadequacy, not hiding feelings.	Healthy living, medicines and drugs The food groups and balanced diets, emotional health, exercise, spread of bacteria and viruses, the role of the doctor and prescriptions.	Relationships Extended relationship networks, managing change, about special care, making people feel welcome, seeing others points of view.	Citizenship How humans affect the environment and some damage can be repaired, about the ecology of the school, listening, compromising and consulting, laws and rules.	Growing up Ways in which we have changed in a year, how our capabilities change, emotional and physical changes and how to manage them,
Music	<u>Musical Literacy</u> - children will begin to use the stave to read and record rhythm and pitch in preparation for recorder playing. They will explore rhythms that are more complicated and a wider range of pitches through singing.	<u>Whole Class Recorder</u> - children will learn technique for playing the recorder. They will learn to play and read the first 3 notes using staff notation. They will continue to develop their use of solfa to support music reading.	<u>Whole Class Recorder</u> - children will learn how to play and read more notes. They will continue with musicianship skills including singing and reading solfa and rhythmic syllables to support their understanding of the stave.	<u>Whole Class Recorder</u> - children will learn how to play and read more notes. They will continue with musicianship skills including singing and reading solfa and rhythmic syllables to support their understanding of the stave.	<u>Whole Class Recorder</u> - We will continue to learn further notes on the recorder. We will compose simple ostinati and melodies and play simple 2 part pieces and rounds on the recorder.	<u>Whole Class Recorder</u> - We will continue to learn further notes on the recorder. We will compose simple ostinati and melodies and play simple 2 part pieces and rounds on the recorder.
PE	Swimming Gymnastics Unit L Stretching, Curling and Arching To travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes. To adapt and transfer skills safely onto more complex apparatus at every stage of learning.	Swimming Dance Unit 1 Develop different ways of travelling, jumping, turning and create dance phrases. To perform the basic actions and dances clearly with fluently, alone or with a partner.	Dance Unit 2 Perform dance actions with greater control and fluency. To copy and perform set steps with a sense of phrasing, rhythmically and musically. Select and apply appropriate movements from the dance to create and structure a whole dance.	Gymnastics Unit N Pathways To understand, identify and use flexible and direct pathways. To construct sequences which use planned variations in speed, level and pathways.	Gymnastics Unit M Symmetry and Asymmetry To understand symmetry and asymmetry. To adapt and transfer learned skills onto appropriate apparatus.	Dance Unit 3 To use a story as a stimulus for dance. Interpret images into appropriate movement and create and structure a whole simple dance.
Art	Cave paintings. Using ancient painting techniques e.g. using natural dyes to create colour. Symbols and what these mean.	Landscape paintings. Comparing here to afar. David Hockney.	Mayan Masks. Why did the Mayans make these? Making our own clay/ cardboard masks.		How can we create a moon like texture? How do artists use materials to build up different textures. Anselm Kiefer.	
DT			Making Mayan masks		3d rocket models	



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<p style="text-align: center;">MFL</p>	<p>Vamos a Contar Unit 2a and 2b To ask someone how old they are? To learn how to say how old they are? To count from 1 to 15 in Spanish with correct pronunciation. To explore which letters or combinations of letters make the [th], [b] and [kw] sounds in Spanish. To explore the sounds of the vowels in Spanish. To be able to reply to the question ¿Cuántos años tienes?</p>	<p>Hola (Greetings and conversations) Unit 1 To greet and say goodbye to another person appropriately. To say what their name is. To ask someone else's name. How people meet and greet in Spain compared to the UK. To say how they feel when asked. To ask someone else how they feel.</p>	<p>Colores Unit 3 To develop their understanding of the way sounds are represented in writing. Copy the colours accurately in writing Say 11 colours in Spanish. To say the eleven colours with correct pronunciation.</p>	<p>Frutas y verduras Unit 5a and 5 b To recognise and understand fruits and vegetables words in written form To identify the gender and number of nouns To say 12 nouns - 6 fruits and 6 vegetables - in Spanish. To identify the gender and number of these nouns. To ask and answer simple questions about likes and dislikes. To recognise a negative statement. To write simple phrases using a model. To use (no) me gusta(n) and me encanta(n) correctly to express their own likes and dislikes. TO ask someone else what they like.</p>	<p>En mi estuche Unit 4a and 4b To say and understand 6 classroom items. To say yes and no. To develop their understanding of the way sounds are represented in writing. To copy accurately in writing some of the key words from the unit. To say and understand some classroom items. To say yes and no appropriately. To identify the gender of nouns ending in o or a. To identify the gender of nouns using the indefinite article un / una. To find the English meaning of a Spanish noun using a bilingual dictionary.</p>	<p>Las formas Unit 6 To join in with descriptions from memory using actions. To write short phrases that contains an adjective with an appropriate feminine agreement. To have a deeper understanding of the flags of the world's countries, their colours and their shapes. Have a deeper understanding of the mosaics of Gaudi in Barcelona. To describe shape pictures using correctly agreed adjectives and actions</p>
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Life		Learning			Laughter	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History	PSHE	Science	History/Geography	History	Geography
Possible Starting point for enquiry	Could you live like an Ancient Egyptian?	Where do I come from?	What makes an invention great? Why would I invest in an invention?	What can we learn from the Anglo Saxon and Scot invasions? How did the Anglo Saxons Influence our Culture?	Did the Vikings act Morally?	Are you an explorer?
Key Texts	Stories from Ancient Egypt There's a Pharaoh in our Bath	A Nest Full of Stars Jemmy Button	The Iron Man	Smashing Saxons Beowulf	How to Train Your Dragon There's a Viking in my Bed and Other Stories	Oliver & the Sea Wigs Shackleton's Journey
Educational Visit/Visitors	Chiddingstone Castle	Parents/grandparents/members of local community Brixton	Science Museum Crystal Palace park Design museum	Anglo-Saxon school visitors	Viking visitor British Museum	Horniman Museum Cutty Sark
End of term final product	Ancient Egyptian day Egyptian dance/dress up performance Who should be pharaoh?	'How I got here' exhibition for parents with art work/family photos/maps/talks/ languages from each child	Dragon's Den Design Exhibition for parents	Anglo-saxon and Scots exhibition and reenactment of pre-Viking invasions	Viking longship battle! Goose Green Viking Settlement reenactment	Create a Explorers survival guide/ travel journal
Literacy	Literacy Tree The Mysteries of Harris Burdick – creative writing	Power of Reading Poetry	Power of Reading The Iron Man – writing instructions	Beowulf	Non-fiction texts Persuasive writing and newspaper reports	Power of Reading Planning and writing adventure stories
Maths	Number (Place value) Number/Measurement (Calculation) Geometry/Measurement (Length) Measurement/Number Geometry/Measurement Number (Calculation) Number/Geometry/Measurement (Shape, Weight) Number/Statistics (Data handling) Geometry/Measurement (Volume, Time) Cross-curricular – pyramids, shape, dates		Number (Calculations) Number/Measurement (Time) Geometry (Shape and space) Number/Measurement (Conversions) Number (Place value) Number/Measurement (Word problems) Geometry (co-ordinates) Number/Measurement/Geometry (Fractions) Cross-curricular – Dragon's Den fractions, money and costing, measure and design, world time.		Number/Measurement/Statistics Number (Place value, decimals) Measurement/Geometry (Shape, symmetry) Number/Measurement (All measurements) Number(Calculations) Geometry/Measurement (Sorting) Statistics (Data handling) Geometry	
Science	Sound Working scientifically	Living things and Habitats Working scientifically	Electricity Working scientifically	States of Matter Working scientifically	Animals (inc. Humans) Working scientifically	Scientific Exploration Working scientifically
Computing Studies	Ipads- Research and communication. Outcome- Research Egypt and create a Powerpoint presentation to show the rest of the class. Unit 2 - We are toy designers <i>Prototyping an interactive toy</i>	Ipads- Research and communication. Unit 1 - We are software developers <i>Developing a simple educational game</i>	Ipads- Digital creativity. Unit 6 – We are meteorologists <i>Presenting the weather</i>	Ipads- Text and graphics. Unit 5 - We are co-authors <i>Producing a wiki</i>	Ipads- Multimedia. Unit 4 - We are HTML editors <i>Editing and writing HTML</i>	Ipads- Computing. Unit 3 – We are musicians <i>Producing digital music</i>



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History	Achievement of early civilization – Ancient Egyptians Life as an Egyptian Hieroglyphs		History of famous British inventions – how did they change Britain?	Anglo-saxons and Scots	Viking invasion of Britain/Danegeld Life as a Viking Links to Anglo-Saxons Resistance by Alfred the Great	Famous explorers Life of significant individuals – Ernest Shackleton
Geog	Human geography – Egyptian trade links	Changes in human Geography over time Grid references		Map reading Key areas/continents Change over time Fieldwork	Using maps to locate countries	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic and antarctic circle
RE	Buddhism Unit 2 Introducing people to the traditional Buddhist community.	Hinduism Unit 3 Hindu beliefs and stories about creation. The symbol, Aum. The roots of Hinduism in rural India.	Christianity Unit 6 There any many different types of Christian places of worship and special ceremonies that take place there.	Sikhism Unit 2 Guru Gobind Singh the last human Guru. Introduction of the 5 K's, Sikh names and beliefs in action.	Islam Unit 4 Muslims follow the traditions of Prophet Muhammed and the teachings of Allah. The following of Allah's rules.	Judaism Unit 5 The Torah is part of the Jewish Bible. The Ten Commandments, focusing on the first four.
PSHE	Feelings Recognising 'moods' and coping with them, coping with loss/separation, recognising difference in people's feelings. Asking for help.	Citizenship About managing the environment, endangered and extinct animals, moral issues, protecting habitats and decision processes.	Safety Recognise people, places and things that are unsafe, road safety, water safety, fire safety and how to ask for help.	Healthy living, medicines and drugs About the digestive system and teeth health, about smoking and how it damages health.	Relationships What is bullying, why people bullying, about stereotypes, how to deal with bullying, dilemmas about witnessing bullying, recognising critical moments.	Growing up The stages of life – pregnancy to old age, to understand how humans reproduce, as we grow we become more responsible-money, can I reflect on what I want to be like as I grow?
Music	<u>Pentatonic Scale-</u> Children begin to learn notes of the pentatonic scale. They use this and their knowledge of rhythm to sing pentatonic songs and rounds. They will improvise their own accompaniments and sing these as simple two- part songs. They will listen and respond to a range of music from around the world and from different time periods.	<u>Pentatonic Scale-</u> Children begin to learn notes of the pentatonic scale. They use this and their knowledge of rhythm to sing pentatonic songs and rounds. They will improvise their own accompaniments and sing these as simple two- part songs. They will listen and respond to a range of music from around the world and from different time periods.	<u>Class Orchestra</u> . The children will continue to develop their ability to use the pentatonic scale and the stave and compose and notate simple pentatonic music to play on tuned percussion, in groups and as a whole class ensemble	<u>Class Orchestra</u> . The children will continue to develop their ability to use the pentatonic scale and the stave and compose and notate simple pentatonic music to play on tuned percussion, in groups and as a whole class ensemble	<u>Exploring singing games</u> To develop children's ability to read rhythm notation and to adapt and perform playground songs	<u>Exploring singing games & carnival prep</u> To develop children's ability to read rhythm notation and to adapt and perform playground songs
PE	Gymnastics Unit P Balance To identify and use different body parts to balance on and know which combinations produce stable and an stable bases. To create a sequence on balance showing planned variations in shape, speed and levels.	Dance Unit 2 To work in small groups to develop movement. Composing a range of new devices. To interpret and comment upon other's work.	Dance Unit 1 To respond to a range of stimuli, creating a range of simple motifs, movement patterns and structure. To repeat and remember dance phrases, structuring a dance with a partner.	Gymnastics Unit Q Receiving Body Weight To understand how different body parts are capable of transferring and receiving body weight. To transfer skills and transfer work safely from the floor to apparatus.	Gymnastics R Balance Leading Into Change Of Front or Direction To move into and from balances with awareness of change of front. Observe and describe the movements of others using appropriate language. Swimming	Dance Unit 3 Working in partners, or small groups, Explore and create movement in response to the stimulus of game. Linking movements together logically and fluently to perform more complex dance phrases. Using descriptive language when talking about dance. Swimming
Art	Ancient Egyptian Solar Ships. Using willow sticks to create a sculpture. Bending, joining and working as a team.	Viking longboat collages. Brushstroke and collage technique. Eric Carle illustrations.	Sir Issac Newton and the invention of the colour wheel. Wayne Thiebaud cake paintings. Putting our knowledge of the colour wheel into action.	Anglo Saxon Jewellery. Making our own anglo saxon brooches. Looking at design features and illustration.	Self-portraits How do artists create identity and expression through art.	Ernest Shackleton boat sculptures. Making boats out of recycled materials. Will it float? Structure and finishing techniques.



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DT	Construction	Food from my culture	Designing/making/evaluating own invention Circuits	Textiles	Making a ship	Materials – exporting and importing
MFL	<p>Quando Unit 7a To say the days of the week with correct pronunciation.</p> <p>Join in with the repeated sections of "La Oruga muy hambrienta".</p> <p>Use a dictionary to find nouns to put into original sentences following a familiar pattern.</p> <p>Use a dictionary to find meaning of unknown Spanish words.</p>	<p>A que' fecha estamos? Unit 7d To respond appropriately when asked the date.</p> <p>To put together a date containing a day, a number and a month with some support.</p> <p>To say and write dates using the formula "[day] el [number] de [month]".</p>	<p>A que' fecha estamos? Unit 7b To understand numbers 16-31 and use some of these out of sequence. To count from 1-31.</p> <p>To begin to understand about simple plurals and pronounce these correctly.</p>	<p>A que' fecha estamos? Unit 7c To say the month of their birthday.</p> <p>To describe a Spanish fiesta and say which month it happens in.</p> <p>To say the months of the year in Spanish with correct pronunciation.</p>	<p>Descubrimos los animals Unit 8a and 8b To say and recognise parts of the face.</p> <p>To describe the number and colour of facial features.</p> <p>To copy accurately in writing some of the key words from this unit.</p> <p>Write familiar words and phrases from a model.</p> <p>To describe nouns (singular and plural) using colours.</p> <p>To form plurals.</p> <p>To put together descriptions in Spanish using correct word order.</p> <p>To describe what a cognate is.</p> <p>To say the phonemes that makes Spanish different to English.</p>	<p>Descubrimos los animals Unit 8c To ask and answer questions about animals.</p> <p>To describe animals using both genders and numbers.</p> <p>To use structures learnt in this and previous units.</p>



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Life		Learning			Laughter	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	History/Geography	History/PSHE	History	Science	Geography	Geography
Possible Starting point for enquiry	What was the influence of ancient Greeks on our society? What made the ancient Greeks Unique?	Did Marshall Taylor change sport? What lessons can we learn from Marshall Taylor?	How have Victorians impacted on our lives? Who were Queen Victoria and Prince Albert and how did they affect education today? Why was the Crystal Palace an important structure?	What planets make a universe? Why do space objects orbit? How many planets are there?	What is immigration? Why do people migrate? How are people affected by migration? Do only humans migrate?	How does society view immigration? How can we celebrate a variety of cultures? Discuss if Britain would be the place it is today without migration?
Key Texts	The Adventures of Odysseus Greek Myths (Marcia Williams)	Major Taylor – Champion Cyclist	Oliver Twist by Charles Dickens The Highwayman	Cosmic by Frank Cottrell Boyce	The Other Side of the Truth by Beverly Naidoo	The Arrival – Shaun Tan The Journey by F Sanna
Educational Visit/ Visitors	The British Museum – Ancient Greece	Herne hill Velodrome	Ragged School Museum	Royal Observatory Greenwich	Walk tracing the route of the children in the other side of truth when they arrive in London. Visitors into class to talk about their migration stories and experiences.	Horniman Museum – metamorphosis workshop – link to science.
End of term final product	Construction –chn to design and create 3-d models of Ancient Greek city and mythical creatures	Speech – What is MY dream for the world? Presenting speeches to parents.	Victorian Day – dress up, cooking, activities, games	Making documentary about knowledge of the Universe	Role play day: Chn to create a 3-d model of a small suitcase that they would take with them when leaving a country as refugees. Chn to write a packing list explaining and justifying their choice of objects. Display in the hall to parents.	Debate pros and cons of immigration. Link with other schools.; older children to coach International Day
Literacy	The Adventures of Odysseus Greek mythology Up – film narrative	Major Taylor – Champion Cyclist	Oliver Twist – older literature The Highwayman – narrative poem	Cosmic by Frank Cottrell Boyce	The Other Side of the Truth by Beverly Naidoo	The Arrival – Shaun Tan
Maths	Number Number/Measurement Geometry/Measurement Measurement/Number Geometry/Measurement Number Number/Geometry/Measurement Number/Statistics Geometry/Measurement		Number/Measurement/Statistics Number Measurement/Geometry Number/Measurement Number Geometry/Measurement Statistics Geometry		Number Number/Measurement Geometry Number/Measurement Number Number/Measurement Geometry Number/Measurement/Geometry	
Science	Topic 4 – Let's get moving	Topic 6 – Super scientists	Topic 2 – Material world	Topic 1 – Out of this world	Topic 5 – Growing up and growing old	Topic 3 – Circle of Life



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Computing Studies	Unit 6 – We are architects <i>Creating a virtual space</i> iPads Multimedia authoring Objectives 2 & 4	Unit 3 – We are artists <i>Fusing geometry and art</i> iPads Research and Communication Objectives 5 & 6	Unit 5 - We are bloggers <i>Sharing experiences and opinions</i> iPads Text and Graphics Objectives 4 & 5	Unit 2 – We are cryptographers <i>Cracking codes</i> iPads Ict Objective 2	Unit 1 – We are game developers <i>Developing an interactive game</i> iPads Ict Objective 5 & 6	Unit 4 – We are web developers <i>Creating a web page about cyber safety</i> iPads Digital creativity Objectives 6 & 8
Geog	Greece Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	Atlanta locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	The British Commonwealth countries Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Africa - Nigeria Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Africa - Ethiopia Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
RE	Christianity Unit 7 Christian's believe that Jesus is the son of God, was a miracle worker and he set an example for humans.	Buddhism Unit 3 The Buddha's life, teaching and death. How the Buddha changed people's life.	Sikhism Unit 3 The Golden Temple is a special place for Sikhs in India. The Gurdwara is a local place of worship.	Hinduism Unit 4 The Mandir is a place where Hindus worship. Special ceremonies take place there. Preparations for worship.	Islam Unit 5 Visiting Makkah for the Hajj. The Ka'aba, the first house of worship for the one true God.	Buddhism Unit 5 Bodhgaya is a special place for Buddhists worldwide. Understand what seeking refuge means.
History	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Changes in an aspect of social history	Changing power of monarchs			
PSHE	Safety Identify danger in the local community, keeping physically and emotionally safe, recognising and managing critical moments.	Feelings How to manage strong feelings and set goals, managing the feelings associated with these.	Healthy living, medicines and drugs Understanding viruses & bacteria and how to reduce the spread, knowing the categories of drugs, what is illegal and not, about alcohol and its effects how to keep safe around drugs and alcohol.	Citizenship About human rights and responsibilities, empathy, organisations for human rights, the laws on animals and human responsibilities to uphold these.	Relationships Qualities of good friends, dealing with peer pressure, seeing others point of view, conflict resolution, being assertive, focussing on the person not the problem.	Growing up about human reproduction as an adult activity, about what babies need, about physical and emotional changes at puberty and how these happen at different times, how to ask for help, about having autonomy over your body.
Music	Whole class steel drumming & Music Theory The class is split into two groups. One half studies grade 1 music theory whilst the other works towards a performance to parents on the steel drums	Whole class steel drumming & Music Theory The class is split into two groups. One half studies grade 1 music theory whilst the other works towards a performance to parents on the steel drums	Whole class steel drumming & Music Theory – Swap Groups The class groups swap activities. One half studies grade 1 music theory whilst the other works towards a performance to parents on the steel drums	Whole class steel drumming & Music Theory The class groups swap activities. One half studies grade 1 music theory whilst the other works towards a performance to parents on the steel drums	Whole class steel drumming & carnival samba drumming Children choose to play steel pans or join the carnival samba band. Both culminate in a performance at carnival.	Whole class steel drumming & carnival samba drumming Children choose to play steel pans or join the carnival samba band. Both culminate in a performance at carnival.
PE	Gymnastics Unit T Bridges To balance on different body parts to create bridge shapes both as individuals and with a partner. To understand compositional principles of sequencing and recognise when something is absent.	Dance Unit 1 Working in a small group, using visual stimuli as a starting point, develop an idea for dance movement and to incorporate props as an integral part of the dance.	Dance Unit 2 Working on their own, with a partner or in a small group, to compose expressive dances using, adapting and developing steps, including different group formations. While showing increased control over basic dance actions. Swimming	Gymnastics Unit U Flight To understand and demonstrate the five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet. To transfer flight safely onto apparatus. Swimming	Dance Unit 3 Perform with expression to convey variety of moods and feelings, while developing movement phrases and simple motifs. Demonstrating competence in actions and dynamics to improve skill in performance.	Gymnastics Unit V Functional Use of Limbs To understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping. To work in pairs to evaluate and improve composition.



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Art	<p>Greek Vases. Making a coil pot from clay.</p>	<p>Jean Michel Basquiat and Romare Bearden. Link to Black History month. Using other artists as an inspiration for our own work.</p>	<p>William Morris wallpaper. What's the difference between art and design? Printmaking with 2/3 colours. Repeat patterns.</p>	<p>Van Gogh's 'Starry Night' How can you apply Van Gogh's brushstrokes to your own painting?</p>	<p>Building a home. What's the impact of immigration on London? Constructing a mini model house with precision using tools – rulers, craft knives.</p>	<p>How do artists express emotion in art? Comparing and contrasting different emotions through art. How can you convey your own emotion in art?</p>
DT	<p>Construction – Ancient Greek city, creatures</p>		<p>Cooking-Victorian dish</p>		<p>Textiles – African art</p>	<p>Textiles –Carnival banner</p>
MFL	<p>Mis Mascotas Unit 10 To say and understand nine pet words. To use their knowledge of English and cognates to work out new vocabulary. To use their knowledge of Spanish phonics to decode pet names. To write and say sentences saying which pet they have and what its name is. To make plurals of nouns end in vowels and nouns ending in consonants. Write familiar words and phrases using a model.</p>	<p>Mi familia y yo Unit 9a and 9b To say and recognise family words. To apply previously learned gender rules to family words and adjectives. To adapt the language they learn and use it to create something new. To remember a sequence of spoken words. To read familiar words and join in with a text. To join in with parts of a story from memory. To retell the story of <i>El Rábano Gigante</i> with correct pronunciation and intonation and using actions to emphasise the repetitive nature of the story.</p>	<p>Me encantan los deportes Unit 11a and 11b To copy accurately in writing key words from this unit. To distinguish masculine from feminine nouns. To distinguish singular from plural nouns. To apply correct definite and indefinite articles using support. To find the key words in a short reading text To write short sentences about sports using an appropriate verb form. To write negative To sentences about sports To express opinions about sports with support.</p>	<p>Que' tiempo hace? Unit 12 To understand and say weather phrases. To say and recognise weather phrases in Spanish. To say what the weather is like in different parts of a country, using compass points. Nume'ros grandes Unit 13 To count upwards from 31, using tens, hundreds and thousands. To say and write numbers from 31 upwards. To say and write prices in Euros and cents. To read a table giving distances in kilometres between Spanish cities.</p>	<p>Que' hora es? Unit 14 To say and write the time in Spanish on the hour. To say and write the time in Spanish on the quarter hours. To say and write the time in Spanish every five minutes.</p>	<p>Yo Soy Mu'sico Unit 15a and 15b To express opinions about different styles of music. To justify their opinions using adjectives. To enhance their dictionary skills. To use their knowledge of English to decipher the names of instruments in Spanish. To sing "Yo soy músico" and make up their own verses using the instruments learned.</p>



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Life		Learning			Laughter	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Area	Science/Geography	PSHE/Geography/History	History	History	Literacy/PSHE	Geography
Possible Starting point for enquiry	How have humans impacted the planet? (Amazon Rainforest-Deforestation, Polar ice caps etc.)	What caused WW2? What was like to be a soldier in WW2? What was like to be a child in London in WW2?	Africa. 'How is Africa perceived in the media?' How has the history of Africa shaped the continent today?	How has Britain been shaped by the Roman empire? (Romans)	Is change always difficult?	How has my local area changed? (Mapping skills-London)
Key Texts	Floodlands by Marcus Sedgwick (CLPE)	The Lion and the Unicorn Jonny and the Bomb	'The Garbage King' by Elizabeth Laird	Tiger Tiger By Lynne Reid Banks (CLPE)	There's a Boy in the Girl's Bathroom.	London Eye Mystery by Siobhan Dowd
Educational Visit/Visitors	London Zoo	Imperial War Museum	Horniman Museum – Ancient Benin workshop	Talk on Romans British Museum	Secondary School visits	Hayling Island Local area walk
End of term final product	Report on the effects of climate change.	Project – writing of own newspaper leading to Year 6 exhibition.	Ancient Benin exhibition	Historical fiction story based on the Roman Invasion of Britain	Project – writing of information booklet to help new starters to Goose Green.	Group project on the changing map of London
Literacy	Floodlands by Marcus Sedgwick (CLPE)	Goodnight Mister Tom Letter writing Newspaper articles	'The Garbage King' by Elizabeth Laird	Tiger Tiger By Lynne Reid Banks (CLPE)	There's a Boy in the Girl's Bathroom	London Eye Mystery by Siobhan Dowd
Maths	Number – approximating and place value Calculation (mental and written) Geometry/Measurement Statistics Times Tables	Number Geometry Measurement Algebra Times Tables SATS Revision	Number Geometry Measurement Algebra Number Statistics Times Tables	Number/Measurement/Statistics Geometry Number/ Measurement Number/Measurement/Statistics Number/Algebra Number Times Tables	Number/Measurement/Statistics Geometry Number/ Measurement Number/Measurement/Statistics Number/Algebra Number Times Tables	Mathematics and Music Mathematics and Architecture Mathematics and Art Mathematics and Financial Management Mathematics and Design Mathematics and Nature Times Tables
Science	Living things and their habitats	Animals including humans	Evolution and inheritance	Scientific investigation skills	Light	Electricity
Computing Studies	Unit 1 - We are app planners <i>Planning the creation of a mobile app</i>	Unit 3 - We are market researchers <i>Researching the app market</i>	Unit 2 - We are project managers <i>Developing project management skills</i>	Unit 4 - We are interface designers <i>Designing an interface for an app</i>	Unit 5 - We are app developers <i>Developing a simple mobile phone app</i>	Unit 6 - We are marketers <i>Creating video and web copy for a mobile phone app</i>



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Geog	<p>Locational knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical Geography: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Geographical skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Human: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Human: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>Geographical skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
RE	<p>Buddhism Unit 4 The five moral precepts, the four noble truths, the noble eightfold path.</p>	<p>Sikhism Unit 4 The ten human Gurus. Beliefs taught through the Guru Granth Sahib.</p>	<p>Christianity Unit 8 Advent, Christmas and the Epiphany. God is Father, Son and Holy Ghost.</p>	<p>Hinduism Unit 5 The diversity represented in school and what makes each person unique. Journey of life in Hinduism,</p>	<p>Judaism Unit 4 Celebrations and special meals. Moses, the giving of the ten commandments.</p>	<p>Sikhism Unit 5 Belonging to the Sikh community. Values by which Sikhs live.</p>
History		<p>WW2 Local history study</p>	<p>Ancient civilization study – Ancient Benin</p>	<p>The Roman Empire and its impact on Britain</p>		



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PSHE	<p>Feelings Dealing with conflicting feelings, dealing with conflict, asking for help, negotiating and compromising.</p>	<p>Healthy living, medicines and drugs About what happens to food inside people, about making goals to increase health, finding health information, about dependency and addiction, long term and short term harm and assessing risk.</p>	<p>Safety The difference between risks and hazards, mobile phone safety, local community safety, knowing there can always ask for help.</p>	<p>Citizenship Issues such as wealth, greed and fairness, Fairtrade, different values, human rights and moral decisions, the media and challenges to cooperation.</p>	<p>Relationships Family values and their differences, about body language, about how we can affect others feelings, that attraction is more than being friends, how to resolve tension in networks,</p>	<p>Growing up About puberty and timescales, about how the media affects body image, about transitions, about how to get help.</p>
Music	<p><u>African Drumming</u> Children will learn some traditional djembe drumming patterns. They will work as a whole class and groups, improvise solos, take part in and lead call and response drumming. They will use rhythmic ideas to create a whole class piece as well as create and share their own compositions.</p>	<p><u>African Drumming</u> Children will learn some traditional djembe drumming patterns. They will work as a whole class and groups, improvise solos, take part in and lead call and response drumming. They will use rhythmic ideas to create a whole class piece as well as create and share their own compositions.</p>	<p><u>Keyboard Skills</u> To develop children's ability to play known songs on keyboard. The children will develop ideas to add accompaniment to the pieces. They will further develop their ability to read music from the staff and rhythm notation.</p>	<p><u>Keyboard Skills</u> To develop children's ability to play known songs on keyboard. The children will develop ideas to add accompaniment to the pieces. They will further develop their ability to read music from the staff and rhythm notation.</p>	<p><u>Year 6 production</u> Children rehearse music and songs for the school musical.</p>	<p><u>Year 6 production</u> Children rehearse music and songs for the school musical.</p>
PE	<p>Gymnastics Unit X Working together – Matching, Mirroring and Contrasting To understand, identify, and demonstrate contrasting, matching and mirroring balances and movements. To adapt and transfer sequences from floor to apparatus. Swimming (Wolf class)</p>	<p>Gymnastics Unit Y Working together Synchronisation and Canon To travel rhythmically and develop timing with a partner or small group using synchronisation and canon. To understand the compositional principles of sequencing and recognise when they are absent. Swimming (Wolf class)</p>	<p>Dance Unit 1 Working collaboratively in a small and large groups, children to perform set patterns with clear intention and meaning, showing an understanding of their meaning. As well as value the contributions that dance makes to different cultures. Swimming (Leopard Class)</p>	<p>Dance Unit 2 Working alone or with a partner, children to create and structure phrases and sections of dance. Performing expressively and sensitively to accompaniment, showing fluently and control. Swimming (Leopard Class)</p>	<p>Gymnastics Unit Z Working Together – Holes and Barriers To travel over or under shapes made by a partner with or without contact. To adapt and transfer skills and sequences to apparatus. Swimming (Tiger class)</p>	<p>Dance Unit 3 To show a clear understanding of dance, by creating structure motifs, phrases, sections and whole dances. While beginning to show compositional principles when creating dances. As well as reflecting and refining their own and others work. Swimming (Tiger class)</p>
Art	<p>Henri Rousseau rainforest art. Creating layers using different materials in a piece of art work.</p>	<p>Typography/ slogans. How do newspapers/ advertisers attract the viewer? Link to current relevant topic in news.</p>	<p>Ancient Benin inspired masks.</p>	<p>Roman Shields. Shield design – what design features make a shield strong. Constructing our own shields.</p>		<p>Illustrating a map of our local area. Looking at different maps throughout history. Local walk to record and draw from observation.</p>
DT		<p>Cooking-Ratio and proportion. Curriculum link with mathematics.</p>		<p>Making Roman shields</p>		<p>Fairground rides, circuits, motors and switches.</p>



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MFL	<p>En mi pueblo Unit 16a To name places in town in Spanish.</p> <p>To say what there is and what there isn't in a town, using hay and no hay. To describe places using pequeño and grande.</p>	<p>En mi pueblo Unit 16c To identify and pronounce the names of transports. To understand and write a short text using structures from the unit.</p>	<p>En mi pueblo Unit 16b To identify infinitives from amongst other words. To identify infinitives in a dictionary. To write sentences with infinitives and places.</p>	<p>Then and Now Unit 17 To understand the names of key places in town. To describe a present-day town and compare it with the past. To begin to use the 3rd person singular of the verbs haber, ser and estar in the imperfect tense. To use imperfect tenses habia, era and estaba to say what a town used to be like.</p> <p>To describe masculine and feminine, singular and plural nouns accurately.</p>	<p>Los Planetas Unit 18 To describe the position of the planets and some of their characteristics. To write short sentences in a mini-book.</p> <p>To decipher large numbers.</p>	<p>Los Planetas Unit 18 To describe the position of the planets and some of their characteristics. To write short sentences in a mini-book.</p> <p>To decipher large numbers.</p>
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