

Creative Curriculum Policy – Local – Lincoln Carlton Academy

This policy applies to Lincoln Carlton Academy

1. Our intentions
2. Implementation
3. Impact

1. Our Intentions

At Lincoln Carlton Academy we aim to create a haven where every child flourish and our curriculum is a key component in bringing this to life. We know that every child is unique; we value their individuality and use our curriculum to celebrate the diversity of our school and wider community.

Our curriculum:

- Puts Personal, Social, Economic and Health Education (PSHE) and pastoral support at its core to support our most vulnerable children and ensure they are ready to learn.
- Aims to immerse the children in the heritage and rich history of city to build their cultural capital.
- Is bold and courageous, offering a broad range of learning experiences; in classrooms, outdoors and in the wider community.
- Be meaningful, fun and exciting for all.
- Strives to deliver an education that will equip our children with the knowledge and skills required to be independent and responsible citizens in an ever changing and evolving society.
- Motivate, engage and enthuse all children including our most disadvantaged children by offering unique experiences and creating lasting memories.
- Teach a broad and rich vocabulary for children which will be beneficial in multiple contexts, both across your curriculum and in the wider world.
- Build knowledge in small steps in order for children to learn more, remember more and make connections with their prior learning.
- Provide progressive teaching of skills from year group to year group.
- Enable children to practise skills, apply their knowledge and solve problems across a range of subjects and areas.
- Recognise and utilise the connections between non-core and core subjects, valuing equally the learning offered by both.
- Develop a sense of community where children understand the fundamental strands of British values.

2. Implementation

At Lincoln Carlton Academy we have designed our curriculum to ensure that our children are taught the content of the National Curriculum whilst at the same time endeavouring to foster a life-long love of learning, using a cross-curricular approach. We have adopted the Cornerstones Curriculum as a backbone to our curriculum and have carefully chosen topics to match the needs of our children and community we serve. Our curriculum has a rich knowledge base that is progressive and teaches new concepts in small steps (Appendix 1).

a) Planning

All year groups follow a sequence of topics throughout the academic year with one topic being covered in each of the six half terms. This has been deliberately mapped out to ensure coverage across all subject areas in the course of a Key Stage. These long term plans will be published on the school website. In addition to this, subject leaders have created 'Knowledge Organisers' for each topic to ensure that the required content is covered. This knowledge is linked, progressive and built upon the experiences children have had in previous years. These must be used by class teachers to ensure coverage of knowledge across key stages. Prior to the beginning of each topic, teachers and Key Stage leaders meet to consider the needs of their current cohort and create a medium term plan for the term based on these knowledge organisers. These plans will be published on the school website. Teachers will also consider how they will add the 'WOW Factor' to their topic which could include: an educational visit, a WOW Day, a workshop in school or a visitor although this is not an exhaustive list.

Year groups have their planning, preparation and assessment (PPA) time together so that teachers can collaborate and discuss teaching sequences, learning objectives and key features of lessons. Teachers will then plan lessons to meet the requirements of the children in their class. There is no requirement for teachers to produce a written plan for every session (See Teaching and Learning Policy).

b) Subject Leaders

Subject leaders play a key role in the implementation of our creative curriculum as champions for their own subject area. They are responsible for creating knowledge organisers and progression of skills maps for their subject to ensure that there is clear progression across key stages and that teachers are covering the required content in each year group. These documents are available for all teachers and teaching assistants on Lincs Hub.

c) Curriculum Enrichment Activities

School leaders at Lincoln Carlton Academy recognise that curriculum enrichment broaden horizons, develops new skills and contributes to a child's personal and social development. This is particularly important for our most disadvantaged children. We enrich our curriculum in a range of different ways including:

- WOW Days and memorable experiences
- Inter school sports competitions
- Visitors eg. local religious leaders, members of the emergency services

- Visitors who deliver workshops – eg. dance, chocolate making, graffiti
- Inter-house competitions
- Educational visits
- Workshops at local secondary schools
- Residential visits

i. Enrichment Time

Each half term every child has the opportunity to take part in an afternoon of enrichment activities. Enrichment activities are planned with all children in mind but particularly our most disadvantaged so that they can take part in activities that they may not be able to access at home. This might include activities such as baking, yoga, dancing, needlecraft, gardening and STEM activities. It will also include elements of competition between houses where points can be collected towards winning the Inter House Cup.

ii. WOW Days

School leaders, teachers and support staff at Lincoln Carlton Academy value WOW Days as an opportunity for children to be immersed in new, exciting and inspiring experiences that will create lasting memories of their time at primary school and contribute to their educational outcomes. WOW days are planned for every year group with at least 3 taking place during every academic year. Here are some key ingredients that teachers may include when planning for WOW days:

- Planned in for the beginning of a topic to immerse the children in the new theme.
- Planned in at the end of the topic to celebrate the learning that has taken place.
- A different timetable to other days to add an extra element of excitement.
- A visitor who delivers a workshop or experience.
- An element of awe and wonder where a scenario has been set up for children to 'stumble upon' as they arrive in school.
- Hands-on, practical activities.
- A multi-sensory approach which might include elements of drama, music, multimedia, art or perhaps the chance to dress up.
- A different learning environment – the outdoors, the hall, the classroom changed or decorated to make it feel like a different space.
- A chance to work with other teachers or support staff who are experts in their subject.

3. Impact

When children leave Lincoln Carlton Academy to continue their educational journey they will:

- Have fond memories of their experiences at primary school.
- Be passionate about learning and ambitious in relation to their future aspirations.
- Be motivated, independent lifelong learners.
- Have developed learning behaviours that prepare them for life at secondary school.
- Be compassionate individuals who are non-judgemental and accepting of others in their local and wider community.
- Be fluent and confident readers enabling them to access the whole of the curriculum.

Appendix 1 – Creative Curriculum Overview

Key Stage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Magical Me	Let's Celebrate!	Once Upon a Time	Step into a Story	Animal Magic	'Are we nearly there yet?'

KS1	Year 1	Superheroes	Bright Lights, Big City	Moon Zoom	Paws, Claws and Whiskers	The Enchanted Woodland	Dinosaur Dig
	Year 2	Towers, tunnels and turrets	Food , Glorious Food	Muck, mess and mixtures	The Scented Garden	Wriggle and Crawl	Beachcombers

KS2	Year 3	Predators	Tribal Tales	Urban Pioneers	Scrumdiddlyumptious	Tremors	Heroes and Villains
	Year 4	I am Warrior!	Burps, Bottoms and Bile	Misty Mountain Sienna	Traders and Raiders	Playlist	Blue Abyss
	Year 5	Peasants, Princes and Pestilence	Stargazers	Pharaohs	Scream Machine	Investigators	Allotment
	Year 6	A Child's War	Rebellion	Blood Heart	Darwin's Delight	Tomorrow's World	Gallery Rebels

Creative Curriculum Overviews

EYFS	Personal, social and emotional development Health and Self-Care Communication and Language	Physical Development PE	Reading	Writing	Number and shape, space and measures	Understanding the World	Religious Education	Expressive Arts and Design	Visits, WOW Days and Workshops
Autumn 1 Magical Me!	Our Golden Rules and Values Taking turns and sharing Toileting routines Dressing for PE	Balance Manipulating small objects. Stretch, reach and extend	Letters and Sounds Phase 2 Stories from familiar settings	Letters and Sounds Phase 2 Objective led writing – initial sounds and CVC words	Number and Place Value: • Counting to 5 • Comparing identical and non-identical quantities	My home The Carlton Centre – Photographs and simple maps Changes seen in Autumn	My friends and people who are special to me Sukkot – The Jewish Harvest Festival – How do Jews give thanks?	Role play – home corner Singing familiar songs Independent Painting/colour mixing	
Autumn 2 Let's Celebrate	Start to join the whole school for collective worship Hygiene – Catch it, Bin it, Kill It Online Safety	Rolling, sliding and slithering. Jumping and landing Co-operative group activities	Letters and Sounds Phase 2 Stories from other cultures	Letters and Sounds Phase 2 Objective led writing – initial sounds and CVC words What is a sentence? Oral sentence building – breaking speech into words	Addition and Subtraction: • Sorting into two groups • One more and one less Measurement: • My Day – Using everyday language to talk about time	Guy Fawkes Night Remembrance Sunday Ice experiments Internet Safety	Special Times for me and Others – Introduce special times that bring people together as a community Diwali	Nativity Production – new songs Masks, costumes and props to support story telling/role play	Diwali WOW Day
Spring 1 Once Upon a Time	Stranger Danger Road Safety	Dance Repeat actions in time to music Copy, repeat, and perform simple movement patterns.	Letters and Sounds Phase 3 Traditional Tales	Letters and Sounds Phase 3 What is a sentence? Oral sentence building – break speech into words Writing captions and sentences	Number and Place Value: • Counting to 10 • Comparing groups up to 10 Addition and Subtraction • Numbers bonds to 5 • Part-Whole Model • Combining two groups to find the whole	Chinese New Year How was life different when your Grandparents were 5? Technology Day Making biscuits	Our Special Books – An introduction to stories from different religions	Masks, costumes and props to support story telling/role play Chinese Dance Workshop	Chinese New Year WOW day Grandparents Tea Party
Spring 2 Step into a Story	Managing risk Importance of healthy eating and exercise	Physical Literacy Ball Skills – rolling, throwing, bouncing, catching	Letters and Sounds Phase 3 Stories by Julia Donaldson, Oliver Jeffers and Roger Hargreaves	Letters and Sounds Phase 3 What is a sentence? Oral sentence building – break speech into words Writing captions and sentences	Addition and Subtraction: • Number Bonds to 10 • Using a tens frame • Part-Whole Model Geometry • 2D Shapes • 3D Shapes	Exploring plants Changes seen in Spring The weather Making pancakes	Our Special Places – An introduction to places of worship Mothering Sunday Easter	Masks, costumes and props to support story telling/role play	World Book Day
Summer 1 Animal Magic	Conflict Resolution	Physical Literacy	Letters and Sounds Phase 4 Stories with links to animals	Letters and Sounds Phase 4 Writing captions and sentences	Geometry • Exploring patterns Number and Place Value: • Counting to 20 Addition and Subtraction • Counting on to add • Counting back to subtract	How do humans affect the environment? Littering Butterflies - Insectlore butterflies Farm Animals – adults and their offspring	Our Beautiful World Explore stories of creation from different religions How do Muslims celebrate Eid?	Masks, costumes and props to support story telling/role play	Visit to Hall Farm Park
Summer 2 Are we nearly there yet?	Growth Mindset Basic first aid Water and sun safety Expect Respect (Domestic Violence Toolkit)	Physical Literacy	Letters and Sounds Phase Stories linked to travel	Letters and Sounds Phase 4 Writing captions and sentences independently	Multiplication and Division • Doubling and Halving • Sharing • Odd and Even Measurement • Length and Height • Volume and Capacity • Weight	Father's Day Properties of materials Who looks after our local area?	Our Special Things – Exploring artefacts from different religions	Masks, costumes and props to support story telling/role play	Summer WOW Day

Year 1	Science	Geography	History	Art and Design	Music	Religious Education	Design & Technology	Computing Supported by Purple Mash	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 Superheroes	The Human Body Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		Florence Nightingale Who was she? What did she do? Why is she so significant and what has been her legacy?	Drawing with pencils Selfies Self portraits	<u>Ourselves</u> Expressive use of voice through singing and chanting <u>Our bodies</u> Exploring beat through body percussion	God – Christianity Learning about God from the Bible		<u>Online Safety</u> Passwords, logging in and logging out <u>Grouping and sorting</u> on a computer using a range of criteria	Handwashing and spread of disease Special people – who is special to me?	Physical Literacy Attack, defend, shoot	People Who Help Us visitors Superheroes WOW Day
Autumn 2 Bright lights, Big city	Scientific Skills Does everything fall in the same way? Predicting, observing, recording and evaluating	To locate the 4 countries of the United Kingdom Name and locate the 4 capital cities of the United Kingdom. Locate the 4 points on a compass – North, South, East and West.	Guy Fawkes and the Gunpowder Plot - 1605 The Great Fire of London - 1666 How did it start? Why did it spread? What was the legacy of the fire?	Painting Primary Colours Brush Control Focus artist: Piet Mondrian	<u>Machines</u> Exploring beat through movement, body percussion and instruments. <u>Our School</u> Exploring sounds in the school environment. Producing and recording sound using ICT	Community – Christianity – How do Christians express their beliefs?		<u>Presenting class data</u> using a pictogram <u>Lego Builders</u> Following and creating simple instructions on a computer	Online Safety Anti-Bullying Week – Caring friendships – kind v unkind Fair v unfair	Dance Attach, defend, shoot	
Spring 1 Moon Zoom	Naming materials Describing their properties Matching their properties to their use		Animals and humans in space: Yuri Gagarin Neil Armstrong, Buzz Aldrin and Michael Collins Tim Peake	Clay aliens Moulding and shaping	<u>Travel</u> Developing performance skills using songs about travel and transport. <u>Water</u> Using voices, movement and instruments to explore changes in pitch.	God – Islam How is Allah described in the Qur'an?	Design, make and evaluate a space buggy including wheels and axles	<u>Maze Explorers</u> Using the directional keys and algorithms <u>Animated Story Books</u> Using e-books and 2Create to make an animated story	Groups and communities – where do I belong? Mental wellbeing – Good and not so good feelings Being safe – privacy and the NSPCC Pants campaign	Ball Skills Gymnastics Dance	Space WOW Day Starlincs Planetarium
Spring 2 Paws, Claws and Whiskers	Animals Carnivores, herbivores and omnivores Common British animals The Great Crested Newt in Greetwell Quarry	Locational knowledge Continents and oceans of the World North/South Pole The Equator		Animal Collage using fabric, paper, feathers	<u>Animals</u> Developing an understanding of pitch using movement, voices and instruments. <u>Story Time</u> Using music to tell a story. Identification of fast, slow, loud and quiet	Community – Islam What do Muslims do to express their beliefs?		<u>Animated Story Books</u> Using e-books and 2Create to make an animated story	Caring for the local environment Harmful household substances Basic first aid – what should I do in an emergency?	Football Send and return	Zoolab workshop Animal Encounters World Book Day
Summer 1 The Enchanted Woodland	Seasonal Weather Plants	Weather patterns UK countries			<u>Weather</u> Using voice, movement and instruments to explore how music can be used to describe the weather <u>Seasons</u> Understanding pitch movements, exploring pitch through singing, tuned percussion and listening games	Places of worship The Church	Structures Den building Marshmallows and spaghetti Strengthening and adapting structures to improve them	<u>Coding</u> Creating unambiguous instructions	Caring for our planet – the plastic problem Stranger Danger	Athletics Run, jump, throw	Whisby Nature Park
Summer 2 Dinosaur Dig	Scientific Skills Floating and sinking		The Jurassic Period The Lincoln Plesiosaur		<u>Exploring beat</u> Developing a sense of steady beat through using movement, body percussion and instruments	Places of worship The Mosque	Paper Technology - Create a moving picture with sliders	An introduction to spreadsheets Technology outside of School	Healthy eating – what constitutes a healthy diet? Transition	Multisports/rounders Hit, catch, run	Visit to Lincoln Mosque Visit to The Collection Beach WOW Day

Year 2	Science	Geography	History	Art and Design	Music	Religious Education	Design and Technology	Computing	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 Towers, tunnels and turrets	Materials Identify and compare the suitability of a variety of everyday materials for particular uses Changing materials by squashing, bending, twisting and stretching.	Aerial photos and maps of Lincoln Human and Physical features Create a map/key	Lincoln Castle and its history The Magna Carta Types of castle: <ul style="list-style-type: none"> Motte and Bailey Stone keep castle Concentric castle 		<u>Our Land</u> Exploring timbre and texture. Listen to and explore music inspired by myths	Being Human – Islam What does the Qur'an say about how Muslims should treat others and live their lives?	Design, build and evaluate a castle (junk modelling)	<u>Coding</u> Creating algorithms and debugging <u>Online Safety</u> Safe searching Communication by email Your digital footprint	Sleep Hygiene Online Safety	Football Attack, defend, shoot	Lincoln Castle – Medieval Experience Day
Autumn 2 Food glorious food	The Human Body Importance of eating the right amounts of different types of food, and hygiene.	Compare two contrasting places: Lincoln and Rajasthan, India Look at their human and physical features		Printing Vegetables Polystyrene tiles Focus artist: Andy Warhol	<u>Using our Bodies</u> Develop a sense of steady beat using your own body. Respond to music and play rhythm patterns on body percussion and instruments.	Life Journey – Islam What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?	Design, make and evaluate a biscuit Review existing biscuit products	<u>Spreadsheets</u> Using spreadsheets to add amounts Creating tables and graphs <u>Questioning</u> Binary trees and use of databases	Relationships – Respecting similarities and differences Anti-Bullying Week Recognise different types of teasing and bullying	Dance Attack, defend, shoot	
Spring 1 Muck, Mess and Mixtures	Scientific Skills			Painting – secondary colours Colour wheels Focus Artist: Paul Klee	<u>Toys</u> Move and play to a steady beat and to sound sequences. Control a changing tempo <u>Number</u> Explore steady beat and rhythm patterns. Play beats and patterns to music from around the world.	Being Human Christianity What does the Bible say about how Christians should treat others and live their lives?		<u>Questioning</u> Binary trees and use of databases <u>Effective Searching</u> Terminology linked to searching Internet searches	What are the benefits of an active lifestyle? Coping with change and loss	Hockey Gymnastics Dance	Messy WOW Day
Spring 2 The Scented Garden	Habitats for plants How have plants adapted to the environments they live in?		<u>Sir Joseph Banks</u> High Sheriff of Lincolnshire in 1794 Naturalist and botanist What is his legacy?		<u>Seasons and weather</u> Develop an understanding of pitch through movement, songs and listening games. Become familiar with pitch shapes and perform them in a variety of musical arrangements.	Life Journey Christianity What do Christians do to celebrate birth?	Paper Technology Pop-up flowers and insects – use of levers	<u>Effective Searching</u> Terminology linked to searching Internet searches <u>Creating pictures</u> Use of 2Paint to create a picture	Keeping safe – people who look after us Basic First aid – What would you do if you needed one of the emergency services?	Tennis Send and return	The Herb Lady – how do plants help us? Lush – Bath Bomb workshop World Book Day
Summer 1 Wriggle and Crawl	Living, dead or never alive Adults and their offspring Life Cycles of insects – butterflies, ladybirds			Sculpture Clay insects Texture and pattern Focus Artist: Anthony Gormley	<u>Animals</u> Link animal movements to pitch movements to develop an understanding and recognition of changing pitch. <u>Storytime</u> Using famous pieces of music to stimulate composition. Interpret a storyboard with sound effects.	Thankfulness Harvest in Christianity Holi in Hinduism Sukkot in Judaism		<u>Making Music</u> Using 2Sequence to create digital music Uploading sounds and creating tunes	Contributing to the life of the class Being safe – what is the difference between a secret and a nice surprise?	Athletics Run, jump, throw	Zoolab – Animal encounters
Summer 2 Beachcombers	Habitats and animals Rock pools	Coasts Mablethorpe Aerial photos and maps Human v physical	Who was Grace Darling? What did she do? What is her legacy?	Natural Art Sand, shells, pebbles Focus artist: Andy Goldsworthy	<u>Water</u> Singing and playing a variety of pitch shapes, using movement and ready from scores. <u>Travel</u> Use an orchestral piece as a stimulus for improvising a descriptive piece.			<u>Presenting Ideas</u> Present stories in different ways Create a fact file and present to the class	Spending and saving Transition	Cricket Rounders Hit, catch, run	Skegness Natureland Beach WOW Day

Year 3	Science	Geography	History	Art and Design	Music	Religious Education	Design and Technology	Computing	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 Predators	Food chains Predators v prey Skeletal support and muscles Food and nutrition	Name and locate counties and cities of the UK Scotland – Cairngorms, Ben Nevis, Grampians Major rivers in Scotland		Design and create a predator Pencil/Paint Focus artist: Henri Rousseau	<u>Environment</u> Explore songs and poems about places. Create accompaniments and sound pictures to reflect sounds in the local environment. <u>Sounds</u> How are sounds produced and classified? Explore timbre and structure from music from around the world.	God – Hinduism How are deities and key figures described in Hindu sacred texts and stories		<u>Coding</u> Sequential program design Design and write a program that simulates a physical system. Debugging simple systems	<u>Families and people who care for me</u> Recognising different types of relationships – acquaintances, friends, relatives and families	Netball Basketball Football	
Autumn 2 Tribal Tales	Human Nutrition Food Groups A Balanced Diet Dietary Fibre and its importance		<u>The Stone Age</u> Cave paintings and the first evidence of human existence. Why was it called the Stone Age? How did people live in the Stone Age? What kind of dwellings did Stone Age people live in? What sort of clothes did they wear? What food did they eat? <u>The Iron Age</u> The process of smelting to make bronze What is a hill fort?		<u>Ancient Worlds</u> Explore ancient Greece with music inspired by Orpheus, Echo and Theseus. Perform rounds and compose an ostinato. <u>Time</u> Develop understanding of beat, metre and rhythm. Combine melodic and rhythmic patterns and use staff notation as part of a performance.	God – Islam What do the main concepts in Islam reveal about the nature of Allah?	Design, build and evaluate a stone age tool	<u>Online Safety</u> Spoof websites (fake news) Password selection Age restriction on digital media <u>Spreadsheets</u> Creating pie charts	<u>Anti-Bullying Week</u> <u>Caring friendships</u> Conflict resolution <u>Online Safety</u> Cyber bullying Staying safe online Responsible use of mobile phones	Handball Netball Football	Lincoln Mosque
Spring 1 Urban Pioneers	Forces and Magnets	UK counties and cities Land use Natural Resources Local Links		Graffiti Photography Focus artist: Banksy	<u>Building</u> Use the sights and sounds of a building site as an inspiration for exploring and creating rhythms. Explore the pentatonic scale and ways of notating pitch.	God Christianity How do symbols in the Bible help Christians relate to God?		<u>Typing</u> Typing terminology Positioning of keys <u>Email</u> Safe use of email Opening and responding to email	<u>Living in the wider world</u> Rights and laws Human Rights United Nations Declaration of the rights of the child	Gymnastics Dance Tag Rugby	Graffiti Workshop James Mayle
Spring 2 Scrumdiddlyumptious	Light, reflections and shadows	Lincolnshire and farming Land Use Trade links Food Miles Fair Trade			<u>Human Body</u> Use percussion instruments to improvise, create word rhythms and build a final dance. <u>Food and drink</u> Compose word rhythms, singing in a round and creating musical recipes.	What visual symbols and symbolic acts can be seen in a Christian church?	Smoothies Bread – existing products Design and make packaging for a new sweet	<u>Email</u> Adding an attachment <u>Branching Databases</u> Use of 2Question to create a branching database	<u>Health and Wellbeing</u> Balanced lifestyles and healthy food choices <u>Basic first aid</u> Asthma and choking	Hockey Tennis	Chocolate Workshop World Book Day
Summer 1 Tremors	Rocks Compare and group rock types Fossils Soils	Volcanoes and Earthquakes Richter Scales	The Tragedy of Pompeii – 79AD	Sculpture Pompeii figures Clay	<u>Poetry</u> Explore and develop 3 contrasting poems. Use voice, body percussion, instruments and music to create an expressive performance.	Big Questions What does it mean to live a good life? Guidelines and laws in various religions and non-religious world views		<u>Branching Databases</u> Use of 2Question to create a branching database	<u>Mental wellbeing</u> What positively and negatively affects your mental health? Who should you turn to if you need support?	Athletics Outdoor Adventurous Activities	
Summer 2 Heroes and Villains	Plants Functions of the different parts of a plant Requirements for healthy plant growth What part do flowers play in the life cycle of plants?		Rosa Parks Amelia Earhart		<u>In the past</u> An introduction to the history of pitch notation. Use hand signals and three-note melodies <u>Time</u> Develop understanding of beat, metre and rhythm and use staff notation as part of a final performance.		Puppet Making Sewing Textiles	<u>Simulations</u> What is a simulation? Exploring simulations Analysing and evaluating simulations <u>Graphing</u> Enter data into a graph and answer questions	<u>Living in the Wider World</u> Working towards a shared goal Reflecting on and celebrating achievements	Striking and fielding Cricket Rounders	Woolthorpe Manor – Grantham Beach WOW Day

Year 4	Science	Geography	History	Art and Design	Music	Religious Education	Design and Technology	Computing	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 I am Warrior	Electricity Construct a simple series circuit Conductors and insulators	Local Geography Study Sketch Maps Using OS maps Symbols and Keys	The arrival of the Romans in <i>Lindum Colonia</i> (Lincoln) What was it like to be a Roman living in Lincoln in 60AD? What is the legacy of the Romans? Language, currency, roads, Roman numerals	Roman Shields Mosaics	<u>Poetry</u> Develop performance of continuing poems. Use voice to speak expressively and rhythmically <u>In the past</u> Use a variety of notations to build performance from different periods and styles.	Community Hinduism How is Hindu belief expressed personally and collectively?		<u>Coding</u> Use a sketch or storyboard to represent a program design and algorithm. Decomposition and abstraction	<u>Relationships</u> Secrets and confidentiality <u>Online relationships</u> – do images in the media and on social media always reflect reality?	Netball Basketball Football Hockey	Lincoln Walk The Collection
Autumn 2 Bottoms, Burps and Bile	Human Digestive System Teeth and their functions Food chains – Predators, producers and prey		Chronology of medical advances: Discovery of penicillin, Edward Jenner and smallpox, discovery of radium, DNA – Crick and Watson	Colour Block techniques Tertiary Colours Painting Focus artist: Joan Miro	<u>Food and drink</u> Children cook up a musical feast before celebrating with a song performance. <u>Singing Spanish</u> Use Spanish to explore part-singing and accompaniments in four contrasting songs.	Community Islam How is Muslim worship expressed collectively? How does muslim worship and celebration build a sense of community?	Design, make and evaluate a healthy snack Review existing products	<u>Online Safety</u> Protecting yourself from online identity theft Plagiarism Balancing screen time	<u>Anti-Bullying Week</u> <u>Respectful Relationships</u> Nature and consequences of discrimination, teasing, bullying and aggressive behaviour <u>Health and Prevention</u> Dental Hygiene	Football Handball Netball	
Spring 1 Misty Mountain Sierra	States of Matter Solids, liquids and gas Heating and cooling Water Cycle – evaporation and condensation	Mountains UK and worldwide Locate countries on maps and globes			<u>Around the World</u> Explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. <u>Building</u> Explore how music can be structured to provide different textures. Use the layers and rondo structure to combine ostinato played on body percussion and tuned instruments.	Community Christianity How is Christian belief expressed collectively?	Create a cable car Wheels, axles, gears and levers	<u>Spreadsheets</u> Using formula wizard Line graphs Budgeting <u>Writing for different audiences</u> Creating a news report Font type and size	<u>Living in the Wider World</u> Responsibilities, rights and duties at home, at school and in the community The impact of littering on the environment	Tag Rugby Gymnastics Dance	
Spring 2 Traders and Raiders	Scientific Skills Plants with a link to natural dyes		<u>The Anglo-Saxons</u> Why did the Anglo-Saxons come to Britain? What was it like growing up in an Anglo-Saxon village? What is their legacy today?	Printing onto fabric Anglo-Saxon patterns Textiles	<u>Communication</u> Create a news programme complete with theme music and school news headlines. Use songs and raps to share the news of the day.	Community Christianity Worship and celebration – how does it engage with and impact on the natural world?		Use of Logo <u>Animation</u> Onion skinning Creating animation with 2animate An introduction to stop motion animation	<u>Health and Wellbeing</u> Tobacco and vaping What is it and how does it damage immediate and future health <u>Basic First Aid</u> Anaphylaxis, burns and scalds	Hockey Tennis	Viking WOW Day World Book Day
Summer 1 Playlist	Sound The human ear How is sound made – vibrations Volume and pitch		Composers from history Edward Elgar Benjamin Britten		<u>Sounds</u> Explore how sounds are produced and classified. Use voice to make beatbox sounds, sing four part songs and perform a round. <u>Time</u> Use music featuring bells and clocks to explore rhythm and syncopation.	Pilgrimage What is a pilgrimage? What does pilgrimage involve What is the environmental impact of pilgrimage?	Design, build and evaluate a musical instrument.	<u>Effective Searching</u> Using search effectively to find information Assessing whether information is reliable and true	<u>Mental Wellbeing</u> Recognise conflicting emotions and how to deal with them. Being Safe Secrets, when is it OK to tell a secret and break a confidence?	Athletics Outdoor Adventurous activities	
Summer 2 Blue Abyss	Living things and their habitats Classification keys Human impact on habitats	OS Maps Symbols and keys Coastal regions Lincolnshire and further afield.		Watercolour painting Shades (adding black) Focus artist: JM Turner	<u>Recycling</u> Use junk to make musical instruments and use them to improvise, compose and play junk music.			<u>Hardware</u> The parts of a computer	<u>Being Safe</u> Water Safety <u>Living in the Wider World</u> Plastic Pollution and its effect on the planet	Striking and fielding Cricket Rounders	Birmingham Sealife Centre Sleepover Beach WOW Day

Year 5	Science	Geography	History	Art and Design	Music	Religious Education	Design and Technology	Computing	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 Peasants, Princes and Pestilence	Living things and habitats Observe and compare life cycles		<u>The Black Death – 1665</u> What was Bubonic Plague? How did it spread? What were the symptoms? The story of Eyam in Derbyshire: A village in lockdown		Explore the human life cycle with music by Brahms, Berio, Liszt and Monteverdi.	Being human Hinduism How do Hindus reflect their faith in the way they live? Karma and the cycle of samsara	Book binding – Calligraphy – Illuminated Lettering	<u>Coding</u> Design and write a program that simulates a physical system. Explore number and text variables Create a playable competitive game	<u>Families and People who care for me</u> Recognise ways in which a relationships can be unhealthy	Netball Basketball Football Hockey	
Autumn 2 Stargazers	Earth and Space		<u>Famous Astronomers</u> <ul style="list-style-type: none"> Nicholas Copernicus Galileo Galilei Isaac Newton 	3D Planets Papier mache Modroc	<u>Solar System</u> Explore how the universe inspired composers including Debussy, Holst and Crumb. Learn a song and compose pieces linked to space.	Being Human Islam What does the Qur'an teach Muslims about how they treat others?	Mars Rovers Gears, levers, wheels, axles, cams	<u>Online Safety</u> Sharing digital content – is it appropriate? Text and photographs <u>Spreadsheets</u> Formulae	<u>Anti-Bullying Week</u> <u>Respectful Relationships</u> Nature and consequences of discrimination, teasing, bullying and aggressive behaviour Online Safety – Cyber Bullying and trolling	Football Handball Netball	National Space Centre
Spring 1 Pharaohs	Scientific Skills Mummify a tomato	Rivers The River Nile, Egypt as a tourist destination Climate Zone - Arid	<u>The Ancient Egyptians</u> Why did humans settle in the Nile valley? Gods and Goddesses Egyptian beliefs and the afterlife The discovery of Tutankhamun's tomb by Howard Carter	Pencil sketches Egyptian artefacts Hieroglyphics Shading and hatching Canopic Jars – Building on clay skills from Year 3	From body popping to gospel-singing to cycling and swimming. Children put together an invigorating performance using new musical techniques.	Being Human Christianity In what ways does the Bible teach Christians to treat others? How is this expressed in practice?		<u>Databases</u> Searching databases Creating a class database God and Goddesses	<u>Living in the Wider World</u> Money management Debt and Loans Rules and laws linked to anti-social behaviours	Tag Rugby Gymnastics Dance	Egyptians WOW Day
Spring 2 Scream Machine	Forces		<u>Famous Engineers of the Industrial Revolution</u> <ul style="list-style-type: none"> Isambard Kingdom Brunel Thomas Telford George Stevenson Alexander Graham-Bell 	Traditional Fairground Art – Fred Fowle	Explore music from the 1920s animated films to present day movies. Learn techniques for creating soundtracks and film scores.	Being Human Christianity How do beliefs impact on action: expectations of behaviour, ways in which people act	Design a roller coaster Gears, pullets, cams, linkages, levers Electrical circuits incorporated into designs Lights and buzzers	Game creator Light and sound sensors (Flowol)	<u>Health and Wellbeing</u> Alcohol – How does it damage immediate and future health? Energy Drinks <u>Basic First Aid</u> Bone, muscle and joint injuries, head injuries	Hockey Tennis	World Book Day
Summer 1 Investigators	Properties and changing materials Chromatography, temperature, finger printing, DNA	4,6 digit co-ordinates Local Area Study Somewhere in Lincoln! Record human and physical features Sketch Maps Climate Zone - temperate			<u>Our community</u> Compose and perform music inspired by the local community, both past and present.	Expressing beliefs through arts		3D modelling Data Logging	Mental Wellbeing Good and not so good feelings	Athletics Outdoor adventurous activities	Crime Scene WOW Day – Day 1 Police – CSI/Lincoln Uni William Farr CSI Day PGL at Caythorpe
Summer 2 Allotment	Reproduction in plants Growing old – puberty, growth and change	The Water Cycle Climate Zones Biomes vegetation belts		3D Wire and tissue paper flowers	<u>Celebration</u> A lively celebration in song for the children to perform.	Expressing beliefs through arts	Lincolnshire Show Challenge	Concept Maps	<u>Health and Wellbeing</u> Sun Safety <u>Changing adolescent body</u> Puberty and human reproduction	Striking and fielding Cricket Rounders	Sikh Gurdwara The Lincolnshire Show Beach WOW Day

Year 6	Science	Geography	History	Art and Design	Music	Religious Education	Design and Technology	Computing	Personal, Social and Health Education and Citizenship	Physical Education	Visits, WOW Days and Workshops
Autumn 1 A Child's War	Animals including humans – diet and nutrition Link to rationing	Locate cities bombed in the Blitz and Europe Locate where evacuees went Effect on transport systems and economy	<u>World War II</u> Chronology of events Evacuation The Blitz and its impact RAF Scampton and the Dambusters		<u>World Unite</u> Explore rhythm and melody in singing, movement and dance. Wartime Songs – Glenn Miller, pack up your troubles etc	Humanism and atheism Do you have to believe in God to be good? Social Justice Explore the validity of various religious truth claims eg. that you have to be good because God exists and he wants you to be good	Wartime foods Build an Anderson Shelter	Coding	My family and me Civil partnership, marriage and public displays of commitment Health and Prevention Handwashing and the spread of disease	Netball Basketball Football – Link to WW1 and the Christmas Day match	Scampton Heritage Centre – evacuee for the day Holocaust Centre and Museum, Laxton, Newark Metheringham Wartime Christmas
Autumn 2 Rebellion	Classification of microorganisms Why are fridges so important? Food spoilage The advantages of microorganisms on food – cheese making		<u>The Victorian Era</u> The reign of Queen Victoria and the British Empire What was school like for a Victorian child? 1880 – Education Act	William Morris Use viewfinders and magnifiers to copy wallpaper and fabric patterns Use Paint Program to create a wallpaper sample	Journeys The theme of challenging journeys in life resonates through a selection of songs with thoughts of transition and change.			Online Safety Spreadsheets	Respectful Relationships Recognise and challenge stereotypes Online Safety Sharing images online	Football Handball Netball	Victorian WOW Day Visit to Ironbridge
Spring 1 Blood Heart	Animals including humans – the circulatory system	Major cities of the UK Industry and where it is based Minerals Energy World Energy Week			<u>Growth</u> ‘The Street’ is the setting for this unit on buskers and flash mobs.		Create a healthy heart food Design packaging Look at existing products	Spreadsheets	Money Management Debts and loans Anti-social behaviours and its consequences	Tag Rugby Gymnastics Dance	
Spring 2 Darwin's Delight	Living things and their habitats Evolution and Inheritance	Plot Darwin's Voyage Plan an expedition across the Galapagos Biodiversity Climate zone - subtropical	Who was Charles Darwin and what is his legacy today?	Botanical Drawing Pencil, watercolour, charcoal Study of a plant Margaret Mee Joseph Banks		Life journey Hinduism Islam How do Hindus and Islam show that they belong? Rites of passage for other religions: Judaism – Bar/Bat Mitzvah		Blogging Text Adventures Control	Health and Wellbeing Drugs – what are the immediate and future risks? Basic first aid Primary survey, CPR and the recovery position Use of defibrillators	Hockey Tennis	
Summer 1 Tomorrows World	Electricity		History of Robotics and control				Make a robot or electronic toy Ohbots	Networks	Mental wellbeing Good feelings and not so good feelings Who should you speak to if you are worried?	Athletics Outdoor adventurous activities	Siemens Lincoln University World Bok Day
Summer 2 Gallery Rebels	Light Chromatography Marbling	Locate significant art galleries around the world Research a city – travel links, population, tourism		Impressionism Oil paints Claude Monet Vincent Van Gogh Paul Cezanne	Moving On Leavers' Assembly Performance	Life Journey Christianity How do Christians show that they belong? Rites of passage in other religions: Amrit - Sikhism		Quizzing	Being safe Wanted and unwanted physical contact Female Genital Mutilation – risks and what do if you are worried.	Striking and fielding Cricket Rounders	National Centre for Art and Design, Sleaford Art WOW Day London Visit – Residential

Appendix 3 - Timetabling

	English	Maths	Phonics	Spelling	PE	Science	PSHE	RE	Geography History	Art Design and Technology
Year 1	Daily 1 Hour	Daily 1 Hour	Daily 30 mins per session	Twice a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term
Year 2	Daily 1 Hour	Daily 1 Hour	Daily 30 mins per session	Three times a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term
Year 3	Daily 1 Hour	Daily 1 Hour	N/A	Three times a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term
Year 4	Daily 1 Hour	Daily 1 Hour	N/A	Three times a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term
Year 5	Daily 1 Hour	Daily 1 Hour	N/A	Three times a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term
Year 6	Daily 1 Hour	Daily 1 Hour	N/A	Three times a week 30 mins per session	2 hours per week	Once a week	Once a week	Once a week	Once a week, every other half term	Once a week, every other half term

Safeguarding
British Values
Local Links