

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

TOPIC: AESOP’S FABLES				Year Group: Lighthouse		
	1	2	3	4	5	6
<b>English</b>	<p><b>Key text :</b> The North Wind and the Sun</p> <p><b>Speaking and Listening skills :</b> Group discussion and interaction</p> <p><b>Writing skills :</b> Planning and preparing</p> <p><b>Writing opportunity :</b> Group planning and story re-tell</p>	<p><b>Key text :</b> The North Wind and the Sun</p> <p><b>Speaking and Listening skills :</b> Presenting work to the group</p> <p><b>Writing skills :</b> Evaluating and editing</p> <p><b>Writing opportunity :</b> Editing and improving the group work to create own story re-tell</p>	<p><b>Key text :</b> Tortoise and the Hare (Group 1) The Boy who Cried Wolf (Group 2)</p> <p><b>Speaking and Listening skills :</b> Listening and responding to who/where/what/why</p> <p><b>Writing skills :</b> Grammar and punctuation focus</p> <p><b>Writing opportunity :</b> Individual planning and story re-tell</p>	<p><b>Key text :</b> Tortoise and the Hare (Group 1) The Boy who Cried Wolf (Group 2)</p> <p><b>Speaking and Listening skills :</b> Asks and answers questions (in debate)</p> <p><b>Writing skills :</b> Detail of setting and/or character using appropriate vocabulary</p> <p><b>Writing opportunity :</b> Story re-write, changing aspects of the story</p>	<p><b>Key text :</b> The Lion and the Mouse (Group 1) The Crow and the Pitcher (Group 2)</p> <p><b>Speaking and Listening skills :</b> Communication about the task, developing discussion skills</p> <p><b>Writing skills :</b> Planning and writing</p> <p><b>Writing opportunity :</b> Creating a cartoon with speech bubbles</p>	<p><b>Key text :</b> The Lion and the Mouse (Group 1) The Crow and the Pitcher (Group 2)</p> <p><b>Speaking and Listening skills :</b> Drama</p> <p><b>Writing skills :</b> Grammar and punctuation focus</p> <p><b>Writing opportunity :</b> Writing a play script</p>
<b>Guided Reading</b>	<b>Poetry Week</b>	<b>Information Texts</b> <b>Red :</b> How to make Toffee Apples <b>Green :</b> Inside a Fire Station <b>Blue :</b> Animals around Town		<b>Story Texts</b> <b>Red :</b> Into the Water <b>Green :</b> Hot Stuff <b>Blue :</b> Ghost in the Museum		<b>Story Texts</b> <b>Red :</b> A Birthday Bonfire <b>Green :</b> Get that Cat <b>Blue :</b> Mysteries
<b>Phonics/ spelling</b>	<b>Planned to suit individual needs</b>					
<b>Maths Birch Group</b>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Addition</li> <li>2D shape</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction</li> <li>Weight</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>3D shape</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication</li> <li>Bar charts, pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>Division</li> <li>Scaled bar charts, pictograms and tables</li> </ul>
<b>Maths Oak and Elm Group</b>	<ul style="list-style-type: none"> <li>Number</li> <li>Weight</li> </ul>	<ul style="list-style-type: none"> <li>Number</li> <li>Weight</li> </ul>	<ul style="list-style-type: none"> <li>Addition</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction</li> <li>Shape</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Capacity</li> </ul>
<b>Food Technology</b>	Guided preparation: snack (1) <b>Skills</b>	Independent preparation: Snack (1) <b>Skills</b>	Guided preparation: Snack (2) <b>Skills</b>	Independent preparation: Snack (2) <b>Skills</b>	Guided preparation: Snack (3) <b>Skills</b>	Independent preparation: Snack (3) <b>Skills</b> Demonstrate independent working in planning and

	<p>Follow instructions for a task, including safety rules.</p> <p>Select and prepare foods for a particular purpose.</p> <p>Taste ingredients/food items and develop sensory food vocabulary when designing.</p> <p><b>Vocabulary</b> safe dangerous taste preference select</p>	<p>Plan the sequence of actions to complete the task.</p> <p>Select and prepare food choices.</p> <p>Reflect on previous attempt and alter ingredients to improve the taste of the product</p> <p><b>Vocabulary</b> plan/order change/alter construct evaluate</p>	<p>Follow instructions for a task, including safety rules.</p> <p>Select and prepare foods for a particular purpose.</p> <p>Taste ingredients/food items and develop sensory food vocabulary when designing.</p> <p><b>Vocabulary</b> safe dangerous taste preference select</p>	<p>Plan the sequence of actions to complete the task.</p> <p>Select and prepare food choices.</p> <p>Use scissors or knife safely.</p> <p>Evaluate the taste of the product.</p> <p><b>Vocabulary</b> plan/order change/alter construct evaluate</p>	<p>Demonstrate understanding of safety rules with utensils.</p> <p>Select ingredients based on previous knowledge and preferences.</p> <p><b>Vocabulary</b> tools/utensils</p>	<p>preparation of snack product.</p> <p>Evaluate skills learnt, and how they can use these skills in their daily lives.</p> <p><b>Vocabulary</b> independent safe careful consider review</p>
<b>Design and Technology</b>	<p>Hand/Finger Puppets: Using Tools</p> <p><b>Skills</b> Plan a sequence of actions to make a product (using verbs).</p> <p>Select materials for a task, thinking about their properties.</p> <p>Mark out materials to be cut using a template.</p> <p><b>Vocabulary</b> plan material property template</p>	<p>Hand/Finger Puppets: Using Tools</p> <p><b>Skills</b> Use needle and thread for assembling puppet design.</p> <p>Use scissors safely for cutting using templates.</p> <p>glue or observe an adult using a glue gun.</p> <p><b>Vocabulary</b> Stitch (blanket/running) attach assemble/construct</p>	<p>Hand/Finger Puppets: Using Tools</p> <p><b>Skills</b> Use and evaluate the product.</p> <p>Consider and explain how the finished product could be improved.</p> <p><b>Vocabulary</b> evaluate change/improve</p>	<p>Shadow Puppets: Moving Parts/Lever</p> <p><b>Skills</b> Plan a sequence of actions to make a shadow puppet (using verbs).</p> <p>Choose the most appropriate lever mechanism for the task.</p> <p>Use linkages to vary movement.</p> <p><b>Vocabulary</b> lever mechanism link/linkage</p>	<p>Shadow Puppets: Moving Parts/Lever</p> <p><b>Skills</b> Use designs to construct a choice of levers.</p> <p>Select tools, using them safely (scissors, bradawl, staples).</p> <p><b>Vocabulary</b> tool safe bradawl staple fixing</p>	<p>Shadow Puppets: Moving Parts/Lever</p> <p><b>Skills</b> Use and evaluate the product.</p> <p>Consider and explain how the finished product could be improved.</p> <p><b>Vocabulary</b> consider report alter reflect</p>
<b>Geography</b>	<p><b>Knowledge :</b> I can identify 7 different continents and a range of countries on a map.</p> <p><b>Skills :</b> Using a map, globe, atlas</p> <p><b>Vocabulary :</b> Continent, country</p>	<p><b>Knowledge :</b> Extreme Environments – I can compare the seasonal and daily weather patterns of two deserts :</p> <p>Arctic and Sahara</p> <p><b>Skills :</b> Using ariel photography and research pages</p>	<p><b>Knowledge :</b> I can locate the UK on a world map</p> <p>I can name the 4 countries and capital cities of the UK</p> <p>I can remember a fact about each country</p> <p><b>Skills :</b> Using a map and research pages</p>	<p><b>Knowledge :</b> I can use N, S, E and W to describe the location of features on a map of England</p> <p><b>Skills :</b> Using a map and simple compass directions</p> <p><b>Vocabulary :</b></p>	<p><b>Knowledge :</b> I can describe my local area (physical and human geographical features)</p> <p><b>Skills :</b> Using a map, using a compass</p> <p><b>Vocabulary :</b> River, canal, city, factory, farm, house, office, shop</p>	<p><b>Knowledge :</b> I can create a map of the school environment</p> <p><b>Skills :</b> Creating a map, creating a key</p> <p><b>Vocabulary :</b> Key, map</p>

		<b>Vocabulary :</b> Tundra, desert, climate, temperature	<b>Vocabulary :</b> UK, Great Britain, Scotland, Wales, England, Northern Ireland	England, North, South, East, West		
<b>Music</b>	<b>Knowledge :</b> I can play a tuned instrument musically <b>Skills :</b> I can find the correct notes using a colour coded musical notation system. <b>Vocabulary :</b> Tone, pitch, xylophone,	<b>Knowledge :</b> I can play a tuned instrument musically <b>Skills :</b> I can find the correct notes using a colour coded musical notation system. <b>Vocabulary :</b> Tone, pitch, xylophone,	<b>Knowledge :</b> I can develop my understanding of musical notations <b>Skills :</b> I can follow instructions to start, stop and play in time with a group. <b>Vocabulary :</b> Conductor,	<b>Knowledge :</b> I can develop my understanding of musical notations <b>Skills :</b> I can follow instructions to start and stop in time and to play louder and quieter as a group. <b>Vocabulary :</b> fff, ff, mp, f, p, mp, pp, ppp	<b>Knowledge :</b> I can compose music for a performance <b>Skills :</b> I can follow instructions to start and stop in time and to play faster and slower as a group. <b>Vocabulary :</b> Andante, allegro, lento,	<b>Knowledge :</b> I can perform my music to a group <b>Skills :</b> I can follow a simple musical notation system to perform a group composition. <b>Vocabulary :</b> Revision from the term
<b>Deaf Studies</b>	<b>Knowledge:</b> To develop my Personal Understanding of Deafness and share Deaf Awareness answering questions from mainstream classes: Why are some people deaf? <b>Skills:</b> To research and find out about some causes of deafness with sensitivity. To explore how the ear works. Teamwork To present information to others. <b>Vocabulary:</b> Causes of deafness, degree, moderate, profound, mild, sensorineural, conductive, bilateral, unilateral, parts of ear	<b>Knowledge:</b> To develop my Personal Understanding of Deafness and share Deaf Awareness answering questions from mainstream classes: Why are some people deaf? <b>Skills:</b> To research and find out about some causes of deafness with sensitivity. To explore how the ear works. Teamwork To present information to others. <b>Vocabulary:</b> Causes of deafness, degree, moderate, profound, mild, sensorineural, conductive, bilateral, unilateral, parts of ear	<b>Knowledge:</b> To develop my Personal Understanding of Deafness and share Deaf Awareness answering questions from mainstream classes: Which language to you speak at home? <b>Skills:</b> To research and find out about BSL, SSE, SE, English and other spoken and signed languages. Teamwork To present information to others in a variety of ways. <b>Vocabulary:</b> Language, communicate, British Sign Language. Sign Supported English, Signed English, oral, lip/speech reading.	<b>Knowledge:</b> To develop my Personal Understanding of Deafness and share Deaf Awareness answering questions from mainstream classes: How do Deaf children communicate using the telephone? <b>Skills:</b> To research and find out about differences between individuals, and technology available to support. Teamwork To present information to others in a variety of ways. <b>Vocabulary:</b> Technology, support, apps, textphone, video calls, emergency services	<b>Knowledge:</b> To develop my Personal Understanding of Deafness and share Deaf Awareness answering questions from mainstream classes: What job would you like when you grow up? <b>Skills:</b> To research and find out about differences jobs. Teamwork To present information to others in a variety of ways. <b>Vocabulary:</b> Job, career, vocation, training, skills, aspirations, Access-to-work.	

Physical Education	Yoga : Aesops fables story based Real PE : Yr 4 Unit 3
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**TOPIC: STAY SAFE!** **Year Group: Lighthouse**

	7	8 BOOK WEEK	9 Maths Day 12.03.2020	10 Assessment Week	11	12 3 ½ days
<b>English</b>	<p><b>Key theme :</b> Personal Safety Body parts</p> <p><b>Speaking and Listening skills :</b> Sharing information with the class</p> <p><b>Writing skills :</b> Vocabulary and grammar / planning and preparation</p> <p><b>Writing opportunity :</b> Research, taking notes and creating a plan</p>	<p><b>Key theme :</b> Personal Safety Pantasarus</p> <p><b>Speaking and Listening skills :</b> Group discussion and interaction</p> <p><b>Writing skills :</b> Information texts / non-fiction writing</p> <p><b>Writing opportunity :</b> Creating fact files about different parts of the body</p>	<p><b>Key theme :</b> Water Safety</p> <p><b>Speaking and Listening skills :</b> Discussing ideas with an adult/peer</p> <p><b>Writing skills :</b> Planning and preparation</p> <p><b>Writing opportunity :</b> Making a leaflet/booklet</p>	<p><b>Key theme :</b> Water Safety</p> <p><b>Speaking and Listening skills :</b> Feeding back on own and others work</p> <p><b>Writing skills :</b> Handwriting, evaluation and editing skills</p> <p><b>Writing opportunity :</b> Making a leaflet/booklet</p>	<p><b>Key theme :</b> Road Safety</p> <p><b>Speaking and Listening skills :</b> Instructional writing</p> <p><b>Writing skills :</b> Extending ideas and organising work appropriately</p> <p><b>Writing opportunity :</b> Reporting writing/poster for a deaf aware road safety</p>	<p><b>Key theme :</b> Road Safety</p> <p><b>Speaking and Listening skills :</b> Group discussion and interaction</p> <p><b>Writing skills :</b> Script writing</p> <p><b>Writing opportunity :</b> Creating a deaf aware road safety video</p>
<b>Guided Reading</b>	<b>Poetry</b>	<p><b>Red :</b> Chips and Leaves <b>Green :</b> Get that Cat <b>Blue :</b> The Dragon Mask</p>		<p><b>Red :</b> Painting <b>Green :</b> A Cake for Max <b>Blue :</b> Fairs Now and Then</p>		<p><b>Red :</b> Apples for Bruce <b>Green :</b> Fish and Chips <b>Blue :</b> Bugs and Bacteria</p>
<b>Phonics / spelling</b>	<b>Planned to suit individual needs</b>					
<b>Maths Oak and Elm Group</b>	Number 3D shape	Number 3D shape	Addition Time	Subtraction Length	Fractions Graphs	Money
<b>Maths Birch Group</b>	Fractions Time	Fractions Time	Addition and Subtraction 2D shape	Statistics	Money	Multiplication and Division 2D Shape
<b>PSHE (1)</b>	Please see ICT online safety topic					
<b>PSHE (2)</b>	PATHS: Emotional Safety problem-solving: managing uncomfortable feelings	PATHS: Emotional Safety problem-solving: managing uncomfortable feelings	PATHS: Emotional Safety problem-solving: bullying	PATHS: Emotional Safety problem-solving: bullying	PATHS: Emotional Safety problem-solving: friendships	PATHS: Emotional Safety problem-solving: friendships

<b>Science</b>	<p>Rainforest Habitat  <b>Knowledge :</b> Rainforest Habitat  <b>Skills :</b>  Use scientific language and age-appropriate vocabulary</p>	<p>Fact File of Rainforest Animal  <b>Knowledge :</b> individual adaptations to suit environment  <b>Skills :</b>  Use scientific language and age-appropriate vocabulary</p>	<p>Camouflage : Painting hands  <b>Knowledge :</b>  the importance of camouflage for individual animal survival  <b>Skills :</b> making systematic and careful observations</p>	<p>Camouflage : Painting hands  <b>Knowledge :</b>  the importance of camouflage for individual animal survival  <b>Skills :</b> making systematic and careful observations</p>	<p>How are animals suited to their habitats  <b>Knowledge :</b>  Understanding that living things live in habitats to which they are suited  <b>Skills :</b>  identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>How do plants and animals depend on each other  <b>Knowledge :</b>  To know how animals and plants can depend on each other  <b>Skills :</b>  identifying differences, similarities or changes related to simple scientific ideas and processes</p>
<b>Art and Design</b>	<p>Water colour landscapes  <b>Painting :</b>  Colour wash pictures using water colour  <b>Artist :</b>  Turner (water colour work)  <b>Skill :</b>  Expressing likes or dislikes of artists work</p>	<p>Water colour landscapes  <b>Painting :</b>  Using water colours to create landscapes  <b>Artist :</b>  Turner (water colour work)  <b>Skill :</b>  To create a piece of artwork on a larger scale</p>	<p>Water colour landscapes  <b>Drawing :</b>  sketching images to add to a landscape  <b>Painting :</b>  Water colour landscape  <b>Artist :</b>  Turner (water colour work)  <b>Skill :</b>  represent things observed/imagined using colour/tools</p>	<p>Collage Portraits  <b>Textile :</b>  collective collage using natural materials  <b>Artist :</b>  Archimboldo  <b>Skill :</b>  Compare and recreate form of natural and manmade objects</p>	<p>Collage Portraits  <b>Textile :</b>  collective collage using natural/manmade materials  <b>Artist :</b>  Archimboldo  <b>Skill :</b>  use taught technical skills to improve and adapt his/her/work</p>	<p>Collage Portraits  <b>Textile :</b>  collective collage using natural/manmade materials  <b>Artist :</b>  Archimboldo  <b>Skill :</b>  Expressing likes or dislikes of artists and peers work</p>
<b>Computing</b>	<p><b>Key Theme :</b>  How and why people use the internet  Deaf friendly ways to access  <b>Skill :</b>  Use of search engines</p>	<p><b>Key Theme :</b>  How and why people use the internet  Deaf friendly ways to access  <b>Skill :</b>  Use of search engines</p>	<p><b>Key Theme :</b>  Safely communicating with others online, (including online games)  <b>Skill :</b>  Identifying age ratings on games</p>	<p><b>Key Theme :</b>  Safely communicating with others online (including online games)  <b>Skill :</b>  Identifying age ratings on games</p>	<p><b>Key Theme :</b> Identifying factual and entertainment information online  <b>Skill :</b>  How to identify truths and non-truths on the internet</p>	<p><b>Key Theme :</b> Identifying factual and entertainment information online  <b>Skill :</b>  How to identify truths and non-truths on the internet</p>
<b>Physical Education</b>	<p>Yoga : Keeping safe/staying safe story based yoga sessions  Real PE : Yr 4 Unit 4</p>					
<b>Religious Education</b>	<p><b>Knowledge:</b>  To retell the Judeo-Christian story of creation.  <b>Skills:</b></p>	<p><b>Knowledge:</b>  To retell the Islamic Creation Story  <b>Skills:</b></p>	<p><b>Knowledge:</b>  To learn about the Hindu Creation Story  <b>Skills:</b></p>	<p><b>Knowledge:</b>  To explain Buddhist beliefs about creation  <b>Skills:</b></p>	<p><b>Knowledge:</b>  To find out about the Big Bang Theory  <b>Skills:</b></p>	<p><b>Knowledge:</b>  To know how and why Christians celebrate Easter. (4.4.21)  <b>Skills:</b></p>

	<p>To research, read, sequence and discuss the story. To compare and contrast.</p> <p><b>Vocabulary:</b> Creation, Christianity, Judaism, Christian, Jew, God, Bible, Torah</p>	<p>To investigate, read, sequence and discuss the story. To compare and contrast.</p> <p><b>Vocabulary:</b> Creation, Islam, Muslim, Quran, Allah, soil, to mould</p>	<p>To research, read, sequence and discuss the story. To compare and contrast.</p> <p><b>Vocabulary:</b> Creation, Hinduism, Hindu, cobra, lotus flower, veda</p>	<p>To research, read, sequence and discuss the story. To compare and contrast.</p> <p><b>Vocabulary:</b> Buddhism, Buddha, past, present</p>	<p>To research, read, sequence and discuss the story. To compare and contrast.</p> <p><b>Vocabulary:</b> Creation, Big Bang theory, universe, space, galaxy, star, planet, billion.</p>	<p>To become familiar with the Easter story. To collaborate to find out about celebrations.</p> <p><b>Vocabulary:</b> Christian, Jesus, tomb, Resurrection, crucifix, Lent, Easter,</p>
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