




## Inscape House School Lower School Class Plan – Adventurers and Pioneers (Cycle B)

	 <b>Movers and Shakers</b>	 <b>Coastline</b>	 <b>Hola Mexico!</b>
<b>Planned term Reading, Guided Reading</b>	Autumn 1 READING Read Write Inc Fresh start/Anthologies 9+	Autumn 1 READING Read Write Inc Fresh start/Anthologies 9+	Autumn 2 READING Read Write Inc Fresh start/Anthologies 9+
<b>English</b>	Biographies; Newspaper reports; Significant individual presentation. [Let's Explore the World] -Geographical enquiry. [MixIt (Y2)] - Colour challenge. Studying a local historically significant person. [StillLife] - Gallery visit.	Descriptions; Adventure narratives; My coastal town. [Beach Hut] – Making a beach hut .Investigating beach huts.	Persuasive posters; Speeches
<b>Careers and Employability: A discrete level that is embedded and forms part of other lessons</b>	Jobs English - Librarian, writer, curator PSHE -dentist/ dental nurse, dietician Humanities -Entrepreneur, historians, inventor Art – photographer Science - biologist, doctors	Jobs English - Life guard, tourist board rep, lighthouse keeper PSHE -ICT technician, programmer Art - florist/ gardener Science - joiner	Jobs English – Inspirational speaker PSHE - Vicar, priest, lawyer Humanities -Entrepreneur, historians, inventor Art - photographer, dancer Cookery - Events planner, chef
<b>Humanities</b>	Historical landmarks; Significant places. [Let's Explore the World] – Using an atlas; Using a compass; Using map keys; Locating the equator, Northern and Southern Hemispheres and North and South Poles; Hot, temperate and cold places; Comparing England to Somalia; Sustainability; Fieldwork Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes –erosion; Changes over time; Tourism Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people –Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst,	Geographical coastline features of the United Kingdom celebrating the coast dangers of the coast Whitby past and present	This is Mexico More of the Maya Ancient Maya

	Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare		
<b>PSHE</b>	Being Healthy 1. Returning to school 2. Healthy food and unhealthy food, diet and exercise 3. Dental and Oral Hygiene 4. Bacteria, viruses and germs	<b>Identity and Community</b> 1. Staying safe, asking for help, 2. Identity, Communities and diversity 3. online safety	<b>Positive Relationships</b> 1. Introduction to positive relationships 2. Respectful disagreement and differences 3. Types of Family 4. Marriage and Civil Partnership 5. Love and Abuse
<b>Art / D&amp;T</b>	ART Mix it Still Life: Colour study; Compositions D&T/Cooking Remarkable recipes	ART Flowers and flower art- drawing, print making and 3-D forms, using paper and clay. D&T/Cooking working with wood – investigating beach huts	Day of the dead skulls -Hola Mexica ART Day of dead skulls: A 3-D form is a sculpture made by carving, modelling, casting or constructing. Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. Still life artists. D&T/Cooking Foods and parties/ Ancient Maya
<b>Computing</b>	Computing 360 Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Digital searching Images search Transport - used by great explorers	Computing 360 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Image search - life in space NASA website life in space <a href="https://www.barefootcomputing.org/resources/safety-snakes">https://www.barefootcomputing.org/resources/safety-snakes</a> <a href="https://www.barefootcomputing.org/resources/the-phisherman-game">https://www.barefootcomputing.org/resources/the-phisherman-game</a>	Computing 360 Maya glyphs Exploring Mexico Maps and views
<b>Mathematics</b>	White Rose Curriculum appropriate to the level of the child	White Rose Curriculum appropriate to the level of the child	White Rose Curriculum appropriate to the level of the child
<b>Music</b>	Music Rhythm and pulse/performing/listening Body percussion, home-made percussion instruments and music to dance to. Learn basic cha cha cha beat on percussion and perform simple dance steps	Music Singing/performing - Traditional songs from around the British Isles Sea shanties, call and response eg Sponge Bob theme Perform using ukuleles	Music Listening/performing/singing Learn songs from the movie 'Coco'. Listen to and learn songs/rhythms in the style of a mariachi band.
<b>Food Tech</b>	Sources of food Kitchen tools Reading recipes Hygiene rules Making as school meal	Fish cakes/ Salmon/seaweed/ prawns	Lets party - mexican food Making a new school meal
<b>Health and wellbeing AET in the Community</b>	Bespoke to the individuals and the need within the group - pupil centred A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.	Bespoke to the individuals and the need within the group - person centred A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig	Bespoke to the individuals and the need within the group - pupil centred A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.
<b>Science</b>	Humans	Uses of everyday materials	Forces and Mechanisms

<b>RE and spiritual well being, celebrations</b>	Hinduism Hindu gods; Navratri traditions; Celebration	Christianity Christmas/Advent; Joy	Hanukkah traditions and customs; Hanukkah; Miracles
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**Invasion**



**Magnificent Monarchs**

<b>Planned term</b>	Spring 2 READING Read Write Inc Fresh start/Anthologies 9+	Spring 2 READING Read Write Inc Fresh start/Anthologies 9+
<b>Reading, Guided Reading</b>		
<b>English</b>	Non-chronological reports; Persuasive writing	Information leaflets; Kennings poems;
<b>Careers and Employability: A discrete level that is embedded and forms part of other lessons</b>	Jobs English - RAFFPSHE -beautician, hair dresser, sports coach Humanities - UNICEF worker/ UN worker/ Peace core Art -painter, stylist Science -veteran nurse, O.T, SaLT, dog groomer	Jobs English -Autobiographic PSHE -Safeguarding teacher/pastoral Humanities -Beefeater Guards Art -Dress designer, Clothes cleaner, Upholstery worker, interior designer Science - RSPCA, dog trainer
<b>Humanities</b>	What happened after the Roman withdrawal? What was the impact of the Anglo-Saxons on Britain? Did the Vikings destroy Anglo-Saxon Britain? Invasion's end	Significant places – royal residences Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people- Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models
<b>PSHE</b>	Health and Wellbeing 1. Mental health, 2. body image, 3. Girls and puberty, 4. Boys and puberty 5. what is alcohol.	Bullying, consent and relationships 1. Bullying and teasing, 2. Introduction to consent, 3. relationships, attraction and crushes
<b>Art / D&amp;T</b>	ART Contrasts and Compliment; colour mixture and colour theory D&T/cookery Warp and weft – exploring yarn ,textiles through time	ART Modelling kings and queens – sculpture with clay face. Portraits and poses. D&T/Cooking Cut stitch and join – everyday fabric products – Kath Kitson
<b>Computing</b>	Computing 360 Understand ownership and permissions which are the basics of the ethical use of computers. Who does this belong to? <a href="https://www.barefootcomputing.org/cyber">https://www.barefootcomputing.org/cyber</a>	Computing 360 Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Explore areas and rooms of Buckingham Palace using the Royal Collection Trust and The Royal Family websites. `Who does this belong to? <a href="https://www.barefootcomputing.org/cyber">https://www.barefootcomputing.org/cyber</a> <a href="https://www.barefootcomputing.org/resources/who-does-this-belong-to">https://www.barefootcomputing.org/resources/who-does-this-belong-to</a> Do the right thing

<b>Mathematics</b>	White Rose Curriculum appropriate to the level of the child	White Rose Curriculum appropriate to the level of the child
<b>Music</b>	Music Improvise/compose/perform Vikings – Look at/listen to examples of Viking instruments; songs from Viking mythology; improvise and compose to stimuli and themes eg a comic strip of Asterix and Obelix; footage of Marvel's Thor; a poem about a Viking battle etc.	Music Listening/performing/composing - Greensleeves, music and lyrics. Write own lyrics/music in the style of Green Sleeves The role of troubadours and courtjesters Tudor instruments and dances
<b>Food Tech</b>	Keeping food fresh, food packaging, healthy snacks	Banquet food
<b>Health and wellbeing AET in the Community/learning outside the classroom</b>	Bespoke to the individuals and the need within the group. - pupil centred A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.	Bespoke to the individuals and the need within the group - pupil centred A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.
<b>Science</b>	Animals including humans yr 4	Animals including humans
<b>RE and spiritual well being</b>	Buddhism Losar New Year; Compassion; Thanks; The future	Sikhism Anand Karaj/Wedding ceremony Marriage; Sikh weddings; Traditions and customs; Love



**Maafa**

<b>Planned term Reading, Guided Reading</b>	Spring 1READING Read Write Inc Fresh start/Anthologies 9+
<b>English</b>	Comic strips
<b>Careers and Employability: A discrete level that is embedded and forms part of other lessons</b>	Jobs Careers adviser/ guest speakers, links to careers day Exploration of all types of jobs see PSHE topic for this half term LIVING in the wider world
<b>Humanities</b>	Growth and development of the transatlantic slave trade Abolition and beyond Black lives in Britain Reflection Exploring Africa/our changing world
<b>PSHE</b>	Living in the Wider World 1. What is money? 2. Attitudes towards money, 3. risks and keeping safe, 4. transitions and moving to a new class 5. Talk about jobs they can do when they grow up 6. Discuss what skills and interests are needed for different jobs 7. Talk about hopes they have for the future 8. Discuss what they are looking forward to about next year.
<b>Art / D&amp;T</b>	ART Tints tones and shades Exploring trailblazers -Learn about great artists, architects and designers in history. D&T/Cooking Exploring food - processed
<b>Computing</b>	Computing 360 Photography; Photo editing Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <a href="https://www.barefootcomputing.org/resources/who-does-this-belong-to">https://www.barefootcomputing.org/resources/who-does-this-belong-to</a> Do the right thing Then and now
<b>Mathematics</b>	White Rose Curriculum appropriate to the level of the child
<b>Music</b>	Music Listening/rhythm and pulse/performing African drumming Call and response patterns Spirituals and work songs (can link to similarities of sea shanties)
<b>Food Tech</b>	Exploring processed food spices, tea, coffee – drinks chocolate

<b>Health and wellbeing AET in the Community/learning outside the classroom</b>	Bespoke to the individuals and the need within the group. - pupil centred. A clear half termly individual focus will be provided in planning and evidence against progression statements to be recorded on Earwig.
<b>Science</b>	Animals including humans
<b>RE and spiritual well being</b>	Exploring places of worship Prayer; Features of mosques; Worship