

CURRICULUM POLICY



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TEACH Trust

Rationale

At our Schools we aim to:

- Create a safe, happy and positive environment that values and inspires lifelong learning within the whole school community.
- Encourage the development of responsible and respectful citizens who are motivated, and equipped with the skills, to achieve their full potential academically, physically, emotionally and spiritually.

Policy Statement

TEACH schools are Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school.

The TEACH Trust is committed to meeting the requirements of the 2014 National Primary Curriculum. We have updated our schemes of work to reflect the content and challenge of the 2014 curriculum. Teachers receive regular training in the key areas of curriculum change and we are committed to providing outstanding curriculum provision. The curriculum is taught with the consideration of the needs of all learners. Our curriculum is exciting and inspires children to nurture a passion for learning.

The TEACH Trust curriculum provides the perfect mix of knowledge, creativity and skills development to promote excellence and enjoyment of learning. We believe that exciting, engaging lessons, adapted individually to each child's needs are the best way to ensure every child succeeds. Reading, Writing and Maths are taught daily in our school in accordance with the National Curriculum 2014 programmes of study, ensuring that all children develop the core key skills they will need. These core skills are then applied in other subjects, giving children opportunities to refine, practise and master their knowledge in practical and engaging contexts. All teachers tailor their lessons carefully to ensure that every child can fully access the curriculum – whatever their ability – in order to succeed. Each child is challenged and supported where appropriate in order to maximise their potential and become confident and independent learners. Our balanced and broad curriculum fully equips our children for life in modern Britain by promoting the spiritual, moral, cultural, mental and physical development of our pupils and preparing our pupils for the opportunities, responsibilities and experiences of later life.

Values

Our school curriculum is underpinned by our values of trust, excellence, aspirations, collaboration and honesty.

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability:
- to promote a positive attitude towards learning based on the 5Rs of learning*, so that children enjoy coming to school, and acquire a solid basis for lifelong learning

- to teach children the basic skills of literacy, numeracy, science and computing
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to teach children about their developing world, including how their environment and society have changed over time
- to enable children to be positive citizens in their local, national and global community
- to fulfil all the requirements of the 2014 National Curriculum
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- to promote the British values of democracy, the rule of law, equality, individual liberty and mutual respect for those with different faith and beliefs.

(*Readiness, Resilience, Resourcefulness, Reflection and Responsibility)

This policy is an important part of the TEACH Trust's overall provision for Teaching and Learning and commitment to developing a positive, purposeful and safe learning environment.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Reading, Writing and Maths

TEACH Trust fully subscribes to the principles underlying the 2014 National Curriculum which provides primary pupils with an introduction to the essential knowledge they need to become educated citizens. The National Curriculum introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

Our teachers strive to develop our children's spoken language, reading, writing and vocabulary as integral aspects of teaching in every subject. English is both a subject in its own right and the medium for teaching; we believe that fully understanding language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. Our children are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure.

TEACH Trust's pupils develop the stamina and skills to write at length, with accurate spelling and punctuation. They are explicitly taught the correct use of grammar to expand the range and sophistication of their writing. Using the principles of Talk for Writing, the children study, embed and master a range of genres including narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read. Where appropriate, the genres and the texts studied are matched to their topics- further engaging, inspiring and expanding our children's wider learning.

In agreement with the National Curriculum 2014, TEACH Trust highly values the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. As universally acknowledged, spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Accordingly, a variety of high quality opportunities are given within the schools, allowing children to develop their confidence and competence in spoken language and listening skills. Drama lessons and performances are also carefully planned into our curriculum allowing our children to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

In addition to teaching mathematics discretely, TEACH Trust teachers provide daily opportunities for the children to develop their numeracy and mathematical reasoning across all curriculum subjects so that our children understand and appreciate the importance of mathematics in everyday life. We strongly believe that confidence in numeracy and other mathematical skills is a precondition of success across the full National Curriculum. Our children are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Our children are given opportunities to develop and apply their geometric and algebraic understanding to a range of meaningful contexts. Each year group explores statistics; understanding and implementing the cycle of collecting, presenting and analysing data. All our children are taught how to apply their mathematics to problems, including breaking down more complex problems into a series of simpler steps.

Organisation and Planning

Our curriculum is organised around topics and has been developed with a view to engaging all learners whilst ensuring rigour and high expectations around each subject area, is sustained. There is evidence that teaching subject knowledge and skills, as part of a wider topic based curriculum, allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Each topic has a hook to engage the pupils at the start, an outcome to give the learning purpose and topic- linked subjects. Other subjects are taught discretely to ensure tenuous or meaningless links are avoided and high expectations are maintained. Each topic supports the understanding of at least one article from the UNICEF Rights of the Child and provides pupils with opportunities to develop their creativity and social consciousness.

Long term plans

Year Group curriculum overviews show the topics covered through the year with their outcomes, subjects taught, home learning projects, linked reading texts and writing genres. This is to ensure all pupils are taught a broad, balanced and progressive curriculum across Early Years and Key Stages 1 and 2. We review our long-term plan on a regular basis ensuring all subject specific objectives are taught meaningfully and a range of Rights of the Child articles and the school values, are developed and understood during their time at the school.

Medium term plans

Topic overviews show the rationale behind each topic, the links to the Rights of the Child articles, subject objectives and linked activities and resources.

Mathematics medium-term objectives come directly from the maths curriculum 2014. Mathematics is planned by teachers according to the levels of the children they teach. This provides good support and extension and makes learning more personalised.

Wherever possible, literacy teaching and learning links with topic planning to make the writing and the audience more meaningful. Plans are developed from the objectives published in the English curriculum 2014.

Short term planning

Topic weekly plans give more detailed planning information including key questions and lesson success criteria and outcomes. They also highlight the learning R of the week as well as creativity learning objectives.

Weekly maths and English plans also provide details of lesson objectives, success criteria, inputs, activities, differentiation and plenaries. Weekly planning is designed to be flexible and teachers are encouraged to deviate from the plan, where required, to ensure pupils' progress is maximised.

Feedback from children:

At the end of each topic, children will be asked to evaluate their learning and enjoyment of the topic. This feedback will be taken into account for future planning.

Children with disabilities, special needs, including the most able and most vulnerable

The curriculum in our school is designed to provide inspiration, access and opportunity for all children who attend the school, as stated in our Inclusion Policy. We always provide additional resources and support for children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the most recent SEN Code of Practice in providing for children with special needs. Usually the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation, using nurture group support where appropriate. Support staff or specialist teachers may be used to assist the child, which may sometimes be in addition to the work undertaken in the classroom.

The most able pupils are challenged with open-ended questions and tasks and encouraged to follow lines of thought independently. They also have extra opportunities to attend out of school workshops and enrichment activities to develop their talents and skills to the full.

Time allocation:

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term, where possible.

Coverage over a school year

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, maths, arithmetic, reading and phonics.

- English and maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions eg PSCH, RaP etc
- There will be regular basic skills sessions each day, including reading, phonics and arithmetic etc

Year teams, with guidance, can arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week. Within the Junior schools specialist teaching takes place in PE and music lessons; and specialist teaching of PE and music are on offer in the extra-curriculum activities in both Infant and Junior schools.

The Role of Class Teachers

- To follow the curriculum overviews
- To plan exciting and engaging lessons which motivate and inspire all pupils, and are appropriately differentiated.
- To teach and assess pupils' progress in order to inform planning and ensure optimum progress.
- To create a safe and happy learning environment in which pupils are able to learn confidently.

The role of subject leaders

- To provide a strategic lead and direction for the subject in line with the school's improvement plan;
- To support and offer advice to colleagues on issues related to the subject;
- To monitor pupil progress in that subject area
- To keep up to date with developments in their subject, at both national and local level.
- To review the curriculum plans for their subject, ensure that there is full coverage of the National Curriculum and that high quality teaching and learning and progression is planned into schemes of work.

The Role of School Leaders / Trustees

- To have ultimate strategic lead on the content and focus of the whole school curriculum
- To regularly review the outcomes derived from the curriculum, to ensure it remains fit for purpose
- To ensure sufficient time is allocated and funds and resources are available to deliver a high quality curriculum, meeting statutory guidance

Other policies and documents to be read in conjunction with the curriculum policy:

- National Curriculum 2014
- Teaching and Learning Policy 2017
- SEN/ Inclusion Policy 2017
- Equal Opportunities Policy 2016
- Rights' Respecting Policy 2016

Monitoring and review

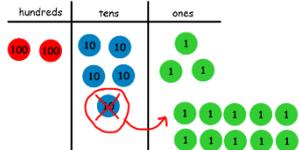
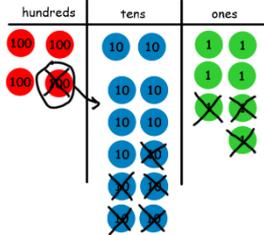
The monitoring of the implementation of this policy is the responsibility of the Trustees, Executive Headteacher, Heads of School and the Senior Leadership Team.

Date written: September 2017

Date of Review: September 2018

Examples of planning

1.1 Year 3 maths weekly planning

Year Group: 3	WC: 4th November	Teacher:	Set/Class: MA-HA	Maths Topic/YG objectives: Number: Addition and subtraction											
		Monday	Tuesday	Wednesday	Thursday	Friday									
New skill/Reasoning/problem solving 20 minutes	Objectives	To subtract numbers with up to 3-digits (abstract, 2 and 3-digit numbers, no renaming)	To subtract numbers with up to 3-digits (concrete & pictorial, 3-digit numbers, renaming 1s)	To subtract numbers with up to 3-digits (concrete & pictorial, 3-digit numbers, renaming 10s)		To subtract numbers with up to 3-digits (abstract, 2 and 3-digit numbers, renaming tens and ones)									
Key Vocabulary in bold	Teacher's input/whole class	<p>Display a pictorial representation of $76 - 31 = 45$ with pictures of counters in columns with smaller amount crossed out.</p> <p>What calculation does this show? How do you know? Alongside pictorial representation, model how to use the expanded</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> $\begin{array}{r} 56 - 24 = 32 \\ 50 \quad 6 \\ - 20 \quad 4 \\ \hline 30 \quad 2 \end{array}$ </div> <p>column method to subtract 2-digit numbers.</p>	<p>Show $253 - 14$ and $253 - 41$ on the IWB.</p> <p>Which calculation is more difficult? Why? Focus on $253 - 14$. Model making the number with place value counters (alongside pictures for working wall). Establish that we cannot subtract 4 ones from 3 ones so what should we do? Model exchanging one 10 for ten ones and indicating the exchange using an arrow into the ones column.</p>  <p>At the same time, show as expanded column method (as yesterday).</p>	<p>What calculation does this show? How do you know?</p>  <p>Model calculating $533 - 51$ by renaming tens. Show expanded column subtraction alongside.</p>	Arithmetic assessment	<p>Recap learning from previous week. Display some calculations shown with place value counters on the IWB. Chn to identify the calculations.</p> <p>When do you have to rename? Model calculating $284 - 137$ with the expanded column method used last week, at the same time model the same</p> <div style="margin-top: 10px;"> <table style="border-collapse: collapse; text-align: center;"> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">500</td><td style="border-right: 1px solid black; padding: 2px 5px;">40³⁰</td><td style="padding: 2px 5px;">12</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">- 200</td><td style="border-right: 1px solid black; padding: 2px 5px;">10</td><td style="padding: 2px 5px;">5</td></tr> <tr><td style="border-right: 1px solid black; padding: 2px 5px;">300</td><td style="border-right: 1px solid black; padding: 2px 5px;">20</td><td style="padding: 2px 5px;">7</td></tr> </table> <p style="text-align: right; margin-top: 5px;">↙</p> $\begin{array}{r} 5 \overset{3}{\cancel{4}} 2 \\ - 215 \\ \hline 327 \end{array}$ </div> <p>calculation using place value counters in columns. Continue to</p>	500	40 ³⁰	12	- 200	10	5	300	20	7
500	40 ³⁰	12													
- 200	10	5													
300	20	7													

		Start with 2-digit numbers, introduce hundreds column when children are ready. Children to practise on whiteboards.				column subtraction, ensuring children understand the values of the digits.
Individual work (differentiation: concrete – pictorial-abstract) 30minutes	MA	Subtract two 2-digit numbers (3-digits if show they are ready during whiteboard work) using expanded column method. Scaffolded sheet to support presentation and organisation of calculations.	Subtract 2 and 3-digit numbers from 3-digit numbers, renaming ones. Draw pictures of place values counters, using concrete if they want to.	Subtract 2 and 3-digit numbers from 3-digit numbers, renaming tens. Draw pictures of place values counters, using concrete if they want to.		Subtract 2 and 3-digit numbers using column subtraction. Use place value counters alongside abstract method if they need to. Renaming ones. Scaffolded sheet to support strategy and presentation
	HA Problem solving progression	Subtract two 3-digit numbers using expanded column method.	Subtract 3-digit numbers from 3-digit numbers, renaming ones. Draw pictures of place values counters, using concrete if they want to.	Subtract 3-digit numbers from 3-digit numbers, renaming tens. Draw pictures of place values counters, using concrete if they want to.		Subtract 2 and 3-digit numbers using column subtraction. Use place value counters alongside abstract method if they need to. Renaming ones.
	Challenges	Plasma – Less than 10. Air – Changing tens. Aether – Make 3. Fire – Subtracting 1. Water – 2 counters Mary's Secret Challenge (GDS) – Equal sum and difference. less.				
Plenary AfL 10 minutes		Self-assessment, address common misconceptions	Self-assessment, address common misconceptions.	. Self-assessment, address common misconceptions		Self-assessment, address common misconceptions.
Homework		Mathletics				

1.2 Year 2 – Curriculum Overview 2017-2018

	Autumn 1 – 7 weeks		Autumn 2 – 7 weeks		Spring 1 – 6 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks SATS	Summer 2 – 7 weeks
Topic	Art Attack	Globetrotters	Fire, Fire!	Sleigh Bells Ring!	Who's Afraid of the Big, Bad Wolf?	Dazzling Dahl	Superheroes to the rescue!	Where the Wild Things Are
Duration	2 weeks	5 weeks	5 weeks	2 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Sparkly Starter	Nature Trail to gather materials for Andy Goldsworthy inspired artwork	Walk around local area & The Cockle Trail walk in Poole	Teachers role-playing The Plague/Drama a company performance / Digging up artefacts/ Magic Grandad	Decorating the school and classroom	Drama company performance of Little Red Riding Hood	Roald Dahl character dress up day Book week events	Chn to bring in their own superhero toy/picture or book to write about	Moors Valley Trip Hedgehog handling sessions
Fab Finish	Exhibition to another Year 2 class	News	The Great Fire of London exhibition to parents after school	Christmas as performance	Wolf parade	Music performance /Coffee morning with parents	Superhero Car Race!	Sunflower growing competition!
Focus author	Allan Ahlberg		Roald Dahl			Anthony Browne		
Focus text	Colour poems	Information texts – Kenya Lila and the Secret of Rain	Non-fiction texts about GFL/ Plague/ Fire poems	Coming Home	Little Red Riding Hood	Roald Dahl texts	Traction Man	Where the wild things are!
Literacy genres covered	Poetry (contemporary) – 2 weeks (Writing colour poems)	Non-chronological reports - 2 weeks (About Kenya) Diary entry - 3 weeks (Diary writing)	Poetry (classic) - 2 weeks (Flanders's field) Recount – writing about real events - 3 weeks	Poetry – 2 weeks (Descriptive poems about the Robin) SPAG week	Traditional tale - 3 weeks (Imitation story writing/ wanted posters) Instructions - 3 weeks (How to catch a wolf/ How to trap Little Red)	Narrative – 3 weeks (Character descriptions) Persuasive writing/ letters - 2 weeks (persuasive /setting description – chocolate)	Recount Easter holidays - 2 days Adventure/Fantasy story – 3 weeks (Shortburst writing)	Narrative - 3 weeks (Innovation) Non-chronological reports - 2 weeks (Growing plants) Letter – about themselves for their new teacher

			(The Plague/ Great Fire of London)			factory and sweet/ letter to characters)						
Independent writing genres	N/A	Diary writing	Recount of The Great Fire of London	N/A	Instructions	Character description about Matilda	SATS week	Story Invention				
Numeracy	<p><u>Number:</u> Place Value to 100 (2 wks) Addition & Subtraction to 100 (4 wks)</p> <p><u>Measurement:</u> Money (1 wk)</p>		<p><u>Number:</u> Addition & Subtraction to 100 (3 wks) Multiplication (3wks)</p> <p><u>Geometry:</u> Shape and position (1 wk)</p>		<p><u>Number:</u> Division (2 wks) Fractions (3 wks) Mid-year assessment week</p>		<p><u>Measureme nt:</u> Time (2 wks)</p> <p><u>Number:</u> Addition & Subtraction to 100 (2 wks)</p> <p><u>Measureme nt:</u> Length & Mass (1 wk) Capacity & temperature (1 wk)</p> <p><u>Statistics:</u> (1 wk)</p>		<p><u>Number:</u> Revision-Addition & Subtraction to 100 (2 wks)</p> <p><u>Geometry:</u> Shape and position (1 wk) SATS</p>		<p><u>Number:</u> Addition & Subtraction to 100 (2 wks)</p> <p><u>Statistics:</u> (1 wk)</p> <p><u>Measurement:</u> Money (1 wk)</p> <p><u>Number:</u> Multiplication (1wk) Division (1wk) Fractions (1 wk)</p>	
Science	Working scientifically	Working scientifically Habitats Living things	Working scientificlly Use of everyday materials – identify and compare		Working scientifically Animals including humans – offspring Animals including humans – basic needs Animals including humans – exercise, hygiene, food	Working scientifically Food chains	Working scientifically Use of everyday materials – shapes/changes	Working scientifically Plants – bulbs and seeds Plant habitats Plants – light and water				
Geography		Locational knowledge: Name and locate the world's 7 continents/ 4 countries and capitals of UK Place Knowledge :		Human and physical geography: North and South poles			Geographical skills and fieldwork: directional language – describing routes on a map Geographical skills and fieldwork: use simple compass directions Human and physical geography: vocabulary					

		<p>comparing UK and non-European countries</p> <p>Geographical skills and fieldwork: Human and physical features of school and environment</p> <p>Geographical skills and fieldwork: design a map/ use a key</p>					(physical/human features)	
History		<p>Lives of significant individuals in the past contributing to national achievements: Harry Paye</p>	<p>Lives of significant individuals in the past contributing to national achievements: Samuel P</p> <p>Use words to refer to the passing of time</p> <p>Use a wide variety of everyday historical terms</p> <p>Ask and answer questions</p>				<p>Lives of significant individuals in the past contributing to national achievements: Carl Benz</p>	<p>Leavers assembly – memories from their own life</p>

			- key events					
Art and design	Use a range of materials creatively to design products Sculpt: Clay/ card Famous artists: Barbara Hepworth/ Andy Goldsworthy/ Anthony Caro		Use a range of materials creatively to design products Craft and design: 3D houses Set alight? Form and space: silhouette pictures Use the language of art, craft and design			Become proficient in drawing: in the style of Quentin Blake Make links in their own work Historical and cultural developments of their art forms		
Design technology			Understand and apply the principles of nutrition and learn how to cook: bread		Select from and use a range of tools and equipment to perform practical tasks: Hand puppets Select from and use a wide range of materials: textiles		Explore and use mechanisms in their products: making a car Explore and evaluate a range of existing products: cars Select from and use a range of tools and equipment to perform practical tasks Select from and use a wide range of materials: construction materials	
Computing	Switched on scheme: Unit 2.3 – we are photographers	Switched on scheme: Unit 2.5 – we are detectives	Switched on scheme: Unit 2.1 – we are astronauts	Switched on scheme: Unit 2.2 – we are game testers	Switched on scheme: Unit 2.4 – we are researchers	Switched on scheme: Unit 2.6 – we are zoologists		

Music		Multicultural music. Learn songs from other countries and what they instruments are like. <i>Visit from Noah? Mrs Turner do djembes?</i>		Singing for the performance. Watch Yr 3 xmas show	Tuned and untuned instruments – three little pigs	Dazzling Dahl composition – songs and percussion.	WOW week: Watch demonstrations for peripatetic teachers at Junior schools. Find out about the instruments in an orchestra.	Singing songs – for the leavers assembly
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PE (Outdoor)	The birthday bike surprise- FUNS 10	Pirate pranks!- FUNS 1	Journey to the blue planet- FUNS 6	Monkey business !- FUNS 2	Tilly the Train's big day- FUNS 5	Thembi walks the tightrope - FUNS 4	C	Wendy's water-ski challenge- FUNS 7	J	Ringo to the rescue- FUNS 12	S	Casper the very clever cat- FUNS 3
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PE (Indoor)	Dance- Colours and Mood (LCP)	Gymnastics- Weight Bearing	Dance - Three little pigs (Val Sabin)	Dance- Mr Wolf's Week (Reaney & Paine)	Dance- The Sorcerer's Apprentice	Gymnastic- Contrasting Actions Gymnastics- Partner work	Dance- Lifecycles (LCP)
JIGSAW	JIGSAW: Being in my World New friendships, aspirations for the new year	JIGSAW: Celebrating Differences (including Anti-Bullying)	JIGSAW: Dreams and Goals	JIGSAW: Healthy Me	JIGSAW: Relationships	JIGSAW: Changing Me (including Sex Education)	
RaP	Christianity		Islam/ Christianity and Easter		Islam		

1.3 Topic overview

TEACH YEAR 5		AUTUMN 1	7 WEEKS	"WOLF"			Lead Value: RESPECT
Rationale: To celebrate and investigate the natural world, through the book Wolf Brother and the work of the artist Andy Goldsworthy.						Articles: 14, 29, 30	
<p>Week 1</p> <p>HOOK: CLAN INITIATION</p> <p>Wolf language and writing from Wolf's/Torak's point of view (short burst).</p> <p>Wolf Brother: 'Wolfspeak' dictionary.</p> <p>Clan cave art using earth colour palette.</p> <p>Are we the same as Wolf brother? (Adaptation)</p> <p>Login logistics and introduction to time-lapse photography.</p>	<p>Week 2</p> <p>Writing a chapter from an alternate perspective.</p> <p>Wolf Brother: Character map – what is Wolf thinking/feeling?</p> <p>Intro to Andy Goldsworthy – create own observational nature drawing.</p> <p>Animal life cycles/Adaptation</p> <p>Exploration of time-lapse photography.</p>	<p>Week 3</p> <p>Writing from their clan's perspective</p> <p>Wolf Brother: Renn's diary.</p> <p>Observational drawing of lilies (tracing paper overlay with labelled features).</p> <p>Animal lifecycles</p> <p>Design sculpture based fossils from Wolf Brother (Nanuak) and the work of Andy Goldsworthy.</p> <p>Exploration of time-lapse photography.</p>	<p>Week 4</p> <p>Planning – non-chronological report (Jane Goodall model text).</p> <p>Wolf Brother: Map of Raven Clan camp.</p> <p>The settlements in Wolf Brother and the types of settlement now – how have they changed over time?</p> <p>Parts of a flower.</p> <p>Make sculpture (collection and beginning).</p> <p>Photograph and upload images for time-lapse film.</p>	<p>Week 5</p> <p>Non-chronological report innovation</p> <p>Wolf Brother: Letter from one clan leader to another regarding trade.</p> <p>Trade links in WB and trade- how have it changed over time?</p> <p>Plant lifecycle.</p> <p>Make sculpture (continuation).</p> <p>Photograph and upload images for time-lapse film.</p>	<p>Week 6</p> <p>Non-chronological report invention (Andy Goldsworthy focus).</p> <p>Wolf Brother: Book review.</p> <p>Distribution of natural resources in WB and distribution now - how have it changed over time?</p> <p>Pollination story.</p> <p>Observational drawing of their/another sculpture.</p> <p>Annotate and compare sculptures captured in observational drawings.</p> <p>Photograph and upload images for time-lapse film.</p>	<p>Week 7</p> <p>EXHIBITION: CLAN ART GALLERY</p> <p>'Factional' writing with a clan focus (pupils to choose genre).</p> <p>Wolf Brother: Book review.</p> <p>Life cycle of sculptures as an analogy for the change of living things over time.</p> <p>Observational drawing of their sculpture using a different medium (e.g. charcoal).</p> <p>Complete/evaluate time-lapse films (add life cycle narrative).</p>	
WRITING	<ul style="list-style-type: none"> - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points]. - Uses a range of devices to build cohesion within and across paragraphs. 						
READING	<ul style="list-style-type: none"> - Drawing inferences such as characters' feelings, thoughts and motives from their actions. - Predicting what might happen from details stated and implied. - Recommending books that they have read to their peers, giving reasons for their choices. 						
ART	<ul style="list-style-type: none"> - Create sketch-books to record their observations and use them to review and revisit ideas. - Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - Learn about great artists, architects and designers in history. 						
GEOGRAPHY	<ul style="list-style-type: none"> - 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. 						
SCIENCE	<ul style="list-style-type: none"> - Describe the life process of reproduction in some plants and animals. - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Y6). 						
COMPUTING	<ul style="list-style-type: none"> - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 						
D & T	<ul style="list-style-type: none"> - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 						