

Year 1 & 2 Creative Curriculum - YEAR A

Autumn A: From Land's End to John O'Groats <i>What does it mean to be British?</i>	Spring A: To the Edge of the World <i>What does it mean to have courage?</i>	Summer A: All Things Bright and Beautiful <i>Why is it important to look after our world?</i>
Geography: Using maps, atlases - locational knowledge of UK Humanities: A virtual tour of the UK learning about landscapes, culture and significant events in history. We will explore; Cornwall (Trevithick's steam engine), London (The Royal family, Great Fire of London), Wales (castles and coal mining), Ireland (The Giant's Causeway) and Scotland (Loch Ness) Plus: Guy Fawkes, St Andrew's Day, Remembrance Science: 'Let's build': STEM investigations based around bridges and structures of Britain. Explore the properties, names and purpose of everyday materials. Learn about significant engineers e.g. Brunel D.T: Bridges Art: Exploring the art of J.M.W Turner and contrasting landscape artist Glenys Cour PSHE Jigsaw: Being me in my world / Celebrating differences PE Y1: Dance: The Great Fire of London Ball skills Gymnastics PE Y2: Dance: The Great Fire of London. Gymnastics Ball skills Football FUNDamentals. Music Y1: Pulse and timbre Focus: The National Anthems of the UK Music Y2: Ukuleles - holding the ukulele, strumming and picking. Names of the strings and aural recognition. Learning about chords and first chord C Major. Basic performance and practice techniques. REY1: What does it mean to belong to a faith community? UC: God RE Y2: Who is a Muslim? / UC: Incarnation – What does Christmas mean to Christians? Computing: Y1- Teach Computing-Technology in our classroom/Creating Media Y2- Teach Computing-Computing systems/Creating Media-digital photography	History: Asking questions and finding out about the past. Compare the lives of 2 explorers from different perspectives - Columbus & Armstrong and explore their legacies, plus the contribution of Mae Jemison Geography: Locational knowledge of the world Science: (Animals including humans) Survival in new lands; our basic needs & comparing these to animals' needs; naming animals; Shackleton. D.T: Levers and sliders to move expedition transport Art: Collage and painting – views through the 'porthole'. PSHE: Jigsaw: Dreams and Goals / Healthy me PE Y1: Ball skills-basketball. Dance: journey through space & Antarctica. Gymnastics sequences. PE Y2: RugbyFUNDamentals Dance: Space Multiskills Gymnastics Music Y1: Rhythm and pitch Focus: Debussy: La mer (the sea) Music Y2: Ukuleles - Developing strumming and picking techniques, 2nd chord F Major. Motor skills development of switching between chords and picking. Basic composition techniques, solo and group performance. RE Y1: Who is Jewish and how do they live? UC: Salvation RE Y2: Who is a Muslim? (2) UC: Salvation – What does Easter mean for Christians? Computing: Y1- E Safety. Moving a Robot / Grouping Data Y2- . E Safety Programming algorithms/Creating Media-music	Science: Living things and their habitats with focus on world habitats Geography: Exploring the landscapes of diverse world habitats. D.T: Explore bird feeders and design, build and evaluate children's own bird feeder Art: Explore Andy Goldsworthy's use of natural materials. Create art inspired by nature (sculpture) PSHE: Jigsaw: Relationships / Changing me PE Y1: Dance – In the jungle: animal movements Athletics skills: running, jumping, throwing/orienteering. PE Y2: Dance: Jungle Athletics/Cricket/Tennis/orienteering Music Y1: Musical devices including voice. Focus: Saint Ceans Carnival of the Animals: wild animals. Music Y2: Ukuleles - 3rd and 4th chord A minor and G Major. Practice and performance development . Continue to develop composition techniques, writing lyrics to chords. RE Y1: UC Creation. How should we care for the world and others and why does it matter? RE Y2: UC Gospel – What is the Good News Jesus brings? / Sacred Places Computing: Y1- E Safety. Digital Writing / Programming animations Y2- E Safety Data Information/ Programming B- quizzes

Year 1 & 2 Creative Curriculum - YEAR B

Autumn B: Where we Live <i>What does it mean to belong to a diverse community?</i>	Spring B: Changing homes, changing times. <i>How can I become an agent of change?</i>	Summer B: On the Farm <i>Where does our food come from and how can we make sure there's enough for everyone?</i>
History: Significant people, events and places in Plymouth (Drake, Nancy Astor, Jack Leslie and the renaming of Sir John Hawkins Square) The story of Grace Darling. Plus: Guy Fawkes, St Andrew's Day, Remembrance Geography: Locational knowledge (world-local scale) and map making. Science: Micro-habitats in the city and at the beach. Investigations based on the Lighthouse Keeper's Lunch (focus on working scientifically). Art: Postcards, collages and silhouettes – inspired by Brian Pollard. DT: Food- Plymouth's diverse diet Christmas linked DT- Levers and sliders in Christmas cards Jigsaw: Being me in my world / Celebrating differences PE: PE Y1: Ball skills-throwing and catching. Gymnastics :Landscapes and Cityscapes. Dance: The Seasons PE Y2: Gymnastics/Ball skills /Football FUNdamentals Dance :seaside Music Y1: Using musical devices Focus: Local sea shanties Music Y2: Ukuleles - Developing strumming and picking techniques, 2nd chord F Major. Motor skills development of switching between chords and picking. Basic composition techniques, solo and group performance RE Y1:What does it mean to belong to a faith community? UC: God RE Y2: Who is a Muslim? / UC Incarnation – What does Christmas mean to Christians? Computing: Y1- Teach Computing-Technology in our classroom/Creating Media Y2- Teach Computing-Computing systems/Creating Media-digital photography	History: How our homes have changed over time. Significant inventions e.g telephone. Have all changes been good? Impact of plastic pollution. Science: Materials and their uses linked to household objects. How materials have changed over time PSHE- How can we help? Activism. Jigsaw: Dreams and Goals / Healthy me Art: Changing society through art - the work of Banksy and other graffiti artists DT: Repurposing our rubbish. Designing and making a product from unwanted items. PE Y1: Dance: The Seasons Ball skills-rugby & football. Gymnastics-travelling. PE Y2: Dance: Eco Warrior Multiskills/Gymnastics/Rugby FUNdamentals Music Y1: Exploring beat Focus: Four Seasons by Vivaldi Finding my voice-expressing ourselves through song. Music Y2: Ukuleles - holding the ukulele, strumming and picking. Names of the strings and aural recognition. Learning about chords and first chord C Major. Basic performance and practice techniques. RE Y1: Who is Jewish and how do they live? UC: Salvation RE Y2: Who is a Muslim? (2) UC Salvation – What does Easter mean for Christians? Computing: Y1- E Safety. Moving a Robot / Grouping Data Y2- . E Safety Programming algorithms/Creating Media-musi	Geography: Local farms and farms in St Lucia (human and physical geography) and the importance of Fair Trade. Science: 'Plants' Seasonal change/Green plants D.T: Design and make a healthy sandwich using some home grown produce. Art: A study of Van Gogh (farm scenes and sunflowers) - pastels PSHE: Environmental responsibility - food waste and air miles. Jigsaw: Relationships / Changing me PE:Athletics skills: running, jumping, throwing Cricket/Orientering. Y2:Athletics/Cricket/Tennis/Orientering Music Y1: Charanga Playing in an orchestra Focus on: Saint Cears, Carnival of the Animals Farm animals Music Y2: Ukuleles - The chords A minor and G Major. Practice and performance development . Switching between chords, The G major chord, (Zoo Time, In the groove) RE Y1: UC Creation. How should we care for the world and others and why does it matter? RE Y2: UC Gospel – What is the Good News Jesus brings? / Sacred Places Computing: Y1- E Safety. Digital Writing / Programming animations Y2- E Safety Data Information/ Programming B- quizzes

Year 3 & 4 Creative Curriculum - YEAR A

Autumn A: People on the Move <i>Why did people go on journeys?</i> <i>What does migration look like in modern times?</i>	Spring A: Children of the World <i>How do different people live around the world?</i> <i>Why is diversity important?</i>	Summer A: Our Strength Within <i>How do people adapt to challenges?</i>
History: Anglo-Saxon invasion & settlement History: Vikings raids and invasion. Science: States of matter. Reversible and irreversible reactions. How to make sea water pure by evaporation. Filtering / sieving / grinding grains to make bread. D.T: Settlements and building shelters. Y3 Music: Ukuleles. Recapping C major, F major & G major chords with associated song. G7 chord (One Man went to Mow Y4 Music: Percussion - 6 note pitches (CDEFGA) , C, F and G major chords, Background beat. (Big orange pumpkins, Walking up the stairs, Twinkle Twinkle) Art: Illuminated Lettering & Intricate sketching based on Bayeux Tapestry. Needlework based on a section of the tapestry PSHE: Living in the wider world and relationships/Migration and how it affects us today. Jigsaw: Being me in my world / Celebrating differences Computing Y3: Computing systems & networks. Creating media (pictures and films). E-safety. Computing Y4: Computing systems & networks. Creating media (audio) - Reading podcast. E-safety French Getting to know you All about me PE: Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences. PE: Y3 - Football / hockey PE:Y4 - Basketball / Swimming PE:Y3/4: Orienteering RE: Y3 What do Christians learn from the Creation Story? What is it like for someone to follow God? RE Y4: What is Trinity and why is it important to Christians? What do Hindus believe God is like?	Geography: Physical and Human features in different continents. Using atlases and maps accurately. Science: Humans and other animals. Comparing the health, diet and nutrition of children around the world. D.T: A Programmable Nightlight for a Child Y3 Music: Ukuleles. Recapping the G7 chord, the D minor chord(The Irish Washerwoman). Chord structures. Y4 Music: Clarinets - Holding the Clarinet, Embouchure, Left hand notes FEDC, reading crotchets, minims, & Semibreves. Reading the Treble Clef. Art: Mixed media collages based on a contrasting locality in Nicaragua PSHE: Keeping healthy/Diversity/Employment opportunities - economic wellbeing and how children may be affected/Human rights/Protecting the environment. Jigsaw: Dreams and Goals / Healthy me Computing Y3: Programming - creating sounds & branching databases. E-safety. Computing Y4: Programming - repetition in shapes & data logging. E-safety. French Food Family and Friends PE: Dances Around the World e.g Salsa, Bachata, Irish Dance, English Country Dance PE: Y3 - Basketball / rugby (Plymouth Albion coaching) PE: Y4 - rugby (Plymouth Albion coaching) RE: Y3 - How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? RE: Y4 What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'?	History: World War 2 Geography: Locational knowledge of key European countries and the UK, using maps, atlases and globes. Science: Forces and Magnets (Friction of vehicles on different terrains. Air resistance of parachutes) Electricity (Communication systems) D.T: Dig for Victory Garden Designs & Cooking-WW2 recipes linked to rations. Y3 Music: Ukuleles. Recapping all chords previously taught. The A minor chord using curriculum song linked to World War 2. Y4 Music: Clarinets - Left hand notes High G & High A, Right hand notes B, B flat, A and G. Reading quavers, reading rests. Art: War portraits in charcoal with camouflage collage background. Chalk art - Blitz landscape. PSHE: Protecting the environment. Jigsaw: Relationships / Changing me Computing Y3: Creating media - desktop publishing. Events & actions. E-safety. Computing Y4: Creating media (photos) World War 2 Posters. Repetition in games. E-safety. French Our School Time PE: Gymnastics progressing to apparatus sequences and World War 2 Dance (Lindy Hop) PE: Y3 - Tennis / athletics / cricket PE: Y4 - athletics / cricket RE: Y3 - What kind of world did Jesus want? How and why do people try to make the world a better place? RE: Y4 - How do people from religious and non-religious communities celebrate festivals? How and why do people mark the significant events of life?

Year 3 & 4 Creative Curriculum - YEAR B

Autumn B: Back to the Stone Age! <i>Why is it important to be resilient?</i>	Spring B: Roman Invaders! <i>What is Legacy? How do we see the Roman legacy today?</i>	Summer B: From the Moor to the Sea <i>How does learning about our local area affect how we protect it for the future?</i>
History: The Stone Age. Bronze Age. Iron Age Science: Rocks and soil. How were different rocks used to make weapons, tools and shelter. Agriculture D.T: Stone Age tool / weapon construction Y3 Music: Ukuleles. Recapping C major, F major & G major chords with associated song. G7 chord (One Man went to Mow Y4 Music: Percussion - 6 note pitches (CDEFGA) , C, F and G major chords, Background beat. (Big orange pumpkins, Walking up the stairs, Twinkle Twinkle) Art: Cave art (chalk /pastel) / Stone Age jewellery (clay and found objects) PSHE: Y3/4 - Jigsaw: Being me in my world / Celebrating differences Computing Y3: Computing systems & networks. Creating media (pictures and films). E-safety Computing Y4: Computing systems & networks. Creating media (audio) Reading podcast. E-safety French Getting to know you All about me PE: Y3/4 Gymnastics: 5 Basic Jumps, travelling tasks, rolls and balances. Paired Sequences. PE: Y3 - Football / hockey PE:Y4 - Basketball / Swimming PE:Y3/4: Orienteering RE: Y3 What do Christians learn from the Creation Story? What is it like for someone to follow God? RE Y4: What is Trinity and why is it important to Christians? What do Hindus believe God is like?	History: The Roman Empire, its impact on Britain & the legacy of the Romans Science: Light and Sound.(link with Roman Sundials.) D.T: Design and Make a Roman Catapult Y3 Music: Ukuleles. Recapping the G7 chord, the D minor chord(The Irish Washerwoman). Chord structures. Y4 Music: Clarinets - Holding the Clarinet, Embouchure, Left hand notes FEDC, reading crotchets, minims, & Semibreves. Reading the Treble Clef. Art: Roman mosaics & Sculpture - Roman busts / coins PSHE: Y3/4 - Jigsaw: Dreams and Goals / Healthy me Computing Y3: Programming - creating sounds & branching databases. E-safety. Computing Y4: Programming - repetition in shapes & data logging. E-safety French Food Family and Friends PE: Y3 - Roman testudo attack and defence dance. Volcanic eruption dance PE: Y3 - Basketball / rugby (Plymouth Albion coaching) PE: Y4 - rugby (Plymouth Albion coaching) Volcanic eruption dance RE: Y3 - How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? RE: Y4 What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'?	Geography: UK region–Dartmoor and Plymouth Physical and human features and development. Water cycle & river features Science: Living things in the environment. Green plants. (Link to the ecology and diverse habitats of Dartmoor and the coast) D.T: Design and Make a Moving 'Moor to Sea' Picture Y3 Music: Ukuleles. Recapping all chords previously taught. The A minor chord using curriculum song linked to From the Moor to the Shore Y4 Music: Clarinets - Left hand notes High G & High A, Right hand notes B, B flat, A and G. Reading quavers, reading rests. Art: Dartmoor Landscapes & Seascapes (pastel & watercolour) inspired by prominent artists PSHE: Y3/4 -Jigsaw: Relationships / Changing me Computing Y3: Creating media - desktop publishing. Events & actions. E-safety Computing Y4: Creating media (photos - Dartmoor / Seascapes). Repetition in games. E-safety. French Our School Time PE: Gymnastics progressing to apparatus sequences. PE: Y3 - Tennis / athletics / cricket PE: Y4 - athletics / cricket RE: Y3 - What kind of world did Jesus want? How and why do people try to make the world a better place? RE: Y4 - How do people from religious and non-religious communities celebrate festivals? How and why do people mark the significant events of life?

Year 5 & 6 Creative Curriculum - YEAR A

Autumn A: The Power of Propaganda

How does the media influence society?

History: The powerful role of propaganda during World War II, and the lasting impact of the war to include the Windrush generation also linking to modern day and the role of propaganda e.g Fake News and Ai

Geography:
Changes to human geography within Europe during WW2

Science:
Forces - how gravity, friction, air resistance played their part in WW2, eg. parachutes

D.T: using micro bits to generate WW2 electronic public service messages.

Music:
Charanga: Enjoying Musical Styles
Listen to WW2 Sounds of the blitz

Art:
Propaganda Posters: study of land girl and propaganda posters by Laura Knight and others, to create own composition

Y5 E-Safety
Sharing information / Video Editing
Y6: E-safety
Communication / Web page creation
Y5- Career (Widening horizons).
PSHE/Jigsaw: Being me in my world / Celebrating differences

French:
See scheme

Y5 Football, dance – Lindy Hop, gymnastics - balances
Y6 Football, rugby, dance – Lindy Hop

RE:
Y5 What does it mean if Christians believe God is holy? What does it mean to be a Muslim in Britain?
Y6 Creation & Science, Why do people believe in God

Spring A: Echoes of Destruction

What is the environmental impact of mankind?

History: "The Amazon Transformed: A Century of Change in the World's Largest Rainforest"

Geography: Place knowledge, locational knowledge; physical geography with an emphasis on rivers

Science: Living things and their habitats. *Focus on how food chains and natural habitats, such as The Amazon Rainforest, can suffer with mankind's population growth and change of land use.*

D.T: Design, make and evaluate an irrigation system to capture rainwater to water plants

Music:
Charanga: Freedom to improvise
Listen to Samba music

Art: Art of the Amazon compositions inspired by contemporary artist John Dyer and Yuxi Yuve

Y5: E-Safety
Selection in physical computing / flat file database
Y6: E-safety
Variables in games / spreadsheets
Y5- Career (Widening horizons).
PSHE/Jigsaw: Dreams and Goals / Healthy me

French:
See scheme

PE: Y5 Hockey, gymnastics – travelling sequences.
PE: Y6 Hockey, basketball & Netball. Gymnastics- body shapes.

RE: Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?
RE: Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?

Summer A: Citius, Altius, Fortius

What will be your legacy?

History: "Exploring Greek Civilization: Its Legacy, Achievements, and Lasting Impact on the Western World"

Geography: Locational knowledge: mapping the history of Olympic host nations

Science: Properties & Changes in Materials (*Links to Greek Scientists/Philosophers, materials found by Archaeologists and the process making Greek pottery*)

D.T: Design, make and evaluate the construction of a scale model using the acropolis for inspiration. Cooking-Greek Food

Music:
Charanga: Battle of the bands
Listen to National Anthems from around the world.

Art: Greek pottery and pattern art with links to myths and legends, and the Olympic Games.

Y5: E-Safety
Vector drawing / Selection in quizzes
Y6: E-safety
3D modelling / sensing
Y5- Career (Widening horizons).
PSHE/Jigsaw: Relationships / Changing me

French:
See scheme

PE: Y5 Basketball, athletics
PE: Y6 Athletics, cricket, gymnastics
Orienteering
Yr5: Classic point-to-point
Yr6: Compass skills & team building

RE: Y5 Christians and how we live – what would Jesus do? What matters most to Humanists and Christians?
RE: Y6 What kind of King is Jesus? How does faith help people when life gets hard?

Year 5 & 6 Creative Curriculum - YEAR B

Autumn B:

A single thread does not make a cloth

(Originating from the Yoruba people of Nigeria, this proverb means that individual efforts are small and fragile on their own. True strength, resilience, and beauty come from weaving individual contributions together).

How is our culture enriched by diversity?

History: Non-European society to provide a contrast with

British history: A Study of Ancient Benin

Geography: Place knowledge, Locational Knowledge.

Longitude, latitude, time zones, human & physical geography

Science: Earth and Space & Light - *Understanding the structure of our Solar System and the role of the Sun as a source of light, which affects the length of our day and night/seasons together with how we see objects.*

What was significant about the discoveries of the astronomer, Wang Zhenyi?

D.T: Traditional West African Textiles

Music:

Charanga: Djembe Drumming

Art: A unit of work inspired by British–Nigerian artist Yinka Shonibare

Y5: E-Safety

Vector drawing / Sharing information

Y6: Code.org Course F, E-safety

Micro Bit programming / 3D modelling

PSHE/Jigsaw: Being me in my world / Celebrating differences

French:

See scheme

PE: Y5 Quicksticks, Tag Ruby, Dance

Dance: Traditional West African Dance

PE: Y6 Football, rugby, Netball

RE: Y5 What does it mean if Christians believe God is holy?

What does it mean to be a Muslim in Britain?

: Y6 Creation & Science, Why do people believe in God?

Spring B: The Winds of Change...

What Can We Learn From Our Ancestors?

History: Achievements of early civilisations. The Shang Dynasty of Ancient China – Dragon Bones, Gods and social Hierarchy.

Geography: 4-figure and 6-figure grid references of significant archaeological and historical sites linked to the Shang Dynasty and their location to modern Chinese landmarks.

Science: Evolution & inheritance/Animals including humans - *making connections between inherited and learned characteristics, and how evolution and adaptation to our surroundings influenced the survival and population growth of early civilisations.*

D.T: Designing, Making and Evaluating kites

Music:

Charanga: Developing Ensemble Skills

Listen to Chinese music and pentatonic scale.

Art: Chinese brush art, calligraphy (ink) linked to Chinese proverbs and the world's early letter formations used on oracle bones.

Y5: E-Safety

Selection in physical computing / flat file database

Y6: Code.org Course F, E-safety

Communication / Web page creation

PSHE/Jigsaw: Dreams and Goals / Healthy me

French:

See scheme

PE: Y5 Hockey, Tai Chi, gymnastics - travelling sequences

PE: Y6 Hockey, basketball & Netball, Tai Chi

RE: Y5 Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people?

RE: Y6 Why do Hindus want to be good? What do Christians believe Jesus did to save the people?

Summer B: All Aboard!

Is progress always positive?

History & Geography:

Exploring the impact of progress focusing on the Industrial Revolution, the significance of the steam engine and railways, and the development of Victorian seaside tourism, Fieldwork and research in the seaside town of Paignton: mapping exercises, surveys, and historical investigations to deepen children's understanding of how industrialisation and societal changes have shaped local and national landscapes over time.

Science: Electricity (Changing Circuits): linking to development of Electricity before and during the Victorian era and an awareness of careers in electricity;

The Human Circulatory system: linking the scientific understanding of the circulatory system to medical advances made during the Victorian era.

DT: Design locomotives using technology

Music:

Charanga : Creative Composition

Compose using bandlab.

Art: Victorian style railway & seaside posters

Y5: E-Safety

Selection in quizzes/ Video Editing

Y6: Code.org Course F, E-safety

sensing/ spreadsheets

PSHE/Jigsaw: Relationships / Changing me

French:

See scheme

PE: Y5 Basketball, athletics, rounders

PE: Y6 Athletics, cricket, gymnastics

Orienteering

Yr5: Classic point-to-point

Yr6: Compass skills & team building

RE: Y5 Christians and how we live – what would Jesus do?

What matters most to Humanists and Christians?

RE: Y6 What kind of King is Jesus? How does faith help people when life gets hard?