

Yearly Overview: Aspire 2014-15

	Autumn 1 Wherever next? <b>Whatever next!</b> (7 weeks)	Autumn 2 Jukebox 7 <b>Peter Pan</b> (7 weeks) <b>5 weeks Juke Box</b> <b>2 weeks Christmas</b>	Spring 1 Frozen Antarctic <b>(The North pole)</b> (5 weeks)	Spring 2 Heroes and heroines <b>Robbin Hood</b> (6 weeks)	Summer 1 Art attack <b>Rubbish!</b> (6 weeks)	Summer 2 Under the sea (8 weeks) <b>Under water, over water</b>
Literacy	Stories with familiar settings Instructions Information text	Fantasy stories letters Diaries	Poetry Explanation text	Traditional story – <i>Robin hood?</i> Poetry [Wordplay; alliteration] Newspaper	Information texts Story from a familiar setting Oxford reading tree ' <b>The dump</b> ' (stage 8/9) 'The iron man Ted Hughes' Non-chronological report	Poetry <i>Fighting the tide</i> [Riddles/acrostic] Recounts Non-chronological reports
Numeracy	<b>Autumn term</b> Unit 1/2 : <ul style="list-style-type: none"> <li>Number and place value, (1 wk)</li> <li>addition and subtraction (1wk)</li> <li>properties of shape (1 wk)</li> <li>2 x weeks addition and subtraction</li> <li>1 x measurement (length and height)</li> <li>1 week addressing issues/assessment</li> </ul>	<b>Unit 3/4</b> <ul style="list-style-type: none"> <li>(Multiplication and division – 2 weeks)</li> <li>Geometry, position and direction (1 wk)</li> <li>X and ÷ (1 wk)</li> <li>Fractions (1week)</li> <li>Time (1 week)</li> <li>1 week addressing issues/assessment</li> </ul>	Unit 5/6 <ul style="list-style-type: none"> <li>Number and place value (1 wk)</li> <li>Addition and subtraction incl money (1 wk)</li> <li>Properties of shape (1 wk)</li> <li>X and ÷ (1 wk)</li> <li>X and ÷ (1 wk)</li> </ul>	Unit 6/7/8 <ul style="list-style-type: none"> <li>Mass (1 wk)</li> <li>Addition and subtraction</li> <li>Addition and subtraction including money</li> <li>Statistics ( 1wk)</li> <li>X and ÷ incl place value</li> <li>1 wk fractions</li> </ul>	Unit 8/ 9/10 <ul style="list-style-type: none"> <li>Volume and capacity (1 wk)</li> <li>Number and place value (1 wk)</li> <li>+ and – (1 wk)</li> <li>Position and direction (1 wk)</li> <li>X and ÷ (2 wk)</li> </ul>	Unit 10/11/12 <ul style="list-style-type: none"> <li>Measurement including temp (1 week)</li> <li>+ and – (2 wks)</li> <li>Statistics (1 wk)</li> <li>X and ÷ (1 wk)</li> <li>Fractions (1 wk)</li> <li>Time (1wk)</li> </ul>
Spelling	Phase 5/6 phonics (continue from last sound).	Phase 5/6 phonics (continue from last sound)/ Assessment.				
Art	Produce creative work, exploring their ideas and recording their experiences- <b>ideas about space/ stars and planets.</b>	To use drawing painting and sculpture to develop and share their ideas. 3D island using mud-rock (to be used as part of the puppet theatre? [Idea – sand art]	- To use a range of materials creatively to design and make products.  Snowflakes and ice glaciers.	- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	- About the work of a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.  -Michelle Reader [London sculpture who works with recycled materials] – Litter bug project collecting local waste which is turned into sculptures -	Sand and salt art Art bubble art and tie die art.  Seaside collage  <b>LO:</b> To use a range of materials creatively to design and make products.

					<a href="http://www.michelle-reader.co.uk/LitterBugs/">http://www.michelle-reader.co.uk/LitterBugs/</a>  Donna Bramall an artist working with a variety of materials. To focus on her cardboard work. <a href="http://www.donnabramall.co.uk/cardboard.htm">http://www.donnabramall.co.uk/cardboard.htm</a>	
Science	Use of everyday materials. *  Describe the importance for humans, for survival (water, food and air).  Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.	Sound  -Observe and name a variety of sources of sound, noticing that we hear with our ears.  -Recognize that sounds get fainter as the distance from the sound source increases. (Ticking noise of the crocodile).	-Compare how things move on different surfaces. -Find out the basic needs of animals, including humans, for survival (water, food and air). -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  <b>All living things and their habitats. Covered in Frozen and Superheroes and Heroines.</b>	<b>All living things and their habitats. Covered in Frozen and Superheroes and Heroines.</b>  <b>Plants</b> - Observe and describe how seeds and bulbs grow into mature plants. - Find out how plants need water, light and a suitable temperature to grow and stay healthy.  <b>Sc4 Forces and motion</b> <i>Bow and arrow</i>	<b>Uses of everyday material</b>  Linked to sorting materials under a criteria; reusing materials in different ways; natural and man-made materials.  <b>Electricity</b>	<b>LO:</b> To know and understand plants which grow near and underwater.  Animals underwater in different parts of the sea. Marine animals.  How animals adapt to their environment. <i>Charles Darwin</i>  <b>LO:</b> Identify that most living things live in the habitat to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.  Food chains in the ocean.  <b>LO:</b> Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.  Materials – sinking and floating  <b>LO:</b> Identify and compare the uses of a variety of everyday materials.
History	Neil Armstrong – first man on the moon. The lives of significant individuals.	<b>Pirates from history –</b> Blackbeard, Anne Bonny and Long John Silver? Lifestyle of pirates – scurvy!	Robert Falcon Scott -Events beyond living memory that are significant nationally or globally.  Tim Bernes-Lee (link to the internet and internet safety in ICT).		Where did sculptures originate from? Look into Ancient Greece.  <a href="http://www.ancientgreece.com/s/Sculpture/">http://www.ancientgreece.com/s/Sculpture/</a>  Pablo Picasso launching ‘modern art sculpture’. Focusing on his work developing 2D sculpture by merging materials/collage sculpture. <b>Surrealism.</b>  <b>LO:</b> About the work of a range of art and design techniques in using colour,	Charles Darwin and Christopher Columbus.  <b>LO:</b> The lives of significant individuals in the past who have contributed to national and international achievements.

					pattern, texture, line, shape, form and space.	
DT	<p>Designing and making rockets/designing and making a space suit.</p> <p>-Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-Select form and use a wide range of materials, textiles and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Linked to Science testing properties of materials.</p> <p>-Explore and evaluate a range of existing products. Look at a range of designs of rockets.</p>	<p>Musical instruments Children to develop musical instruments to play to their puppet theatre.</p> <p>-Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups, where appropriate information and communication technology.</p> <p>-Select form and use a range of tools and equipment to perform practical tasks.</p> <p>-Design purposeful, functional, appealing products for themselves and others based on design criteria.</p> <p>Children to design and build a boat.</p>	<p>Children to build their own igloo using milk cartons and sellotape?</p> <p>-Select and use a wide range of materials and components, including construction materials, textile ingredients and, according to their characteristics.</p> <p>Children to build a sled (links to science) and binoculars – Go on a journey to find what we could discover.</p> <p>-Explore and evaluate a range of existing products against a design criteria.</p> <p>-Explore and use mechanisms (brakes/axels).</p> <p>- Evaluate their ideas and products against design criteria.</p>	<p><b>Children to make a bow and arrow/Design and build a castle which Robin Hood would not be able to steal from.</b></p> <p>-Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>-Generate, develop and communicate their ideas through talking and drawing templates.</p> <p>-Select from a wide range of materials and components, including construction materials according to their characteristics.</p> <p>-Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>-Evaluate their ideas and products against a design criteria.</p>	<p>Children to develop their own sculpture:</p> <p><b>Evaluate</b> Explore and evaluate a range of existing products.</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- Generate, develop, model and communicate their ideas through talking, drawing templates, mock ups and, where appropriate, information and communication technology.</li> <li>- Design a purposeful appealing product for themselves and others based on a design criteria:</li> <li>- Must use electricity</li> <li>- Must have a purpose [clock?]</li> <li>- Must use recyclable material.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select form and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Technical knowledge</b></p> <p>-Explore and use mechanisms, such as leavers, sliders, wheels and axles in their products.</p>	<p>Design a vehicle which could travel under water.</p> <p>Develop musical instrument to create sounds of the ocean.</p> <p><b>Design/Make/ Technical knowledge</b></p>
Geography		<p>Geographical skills and fieldwork -Using maps and atlas/ use compass directions and use basic geographical vocabulary.</p> <p>Place knowledge – geographical similarities and differences.</p> <p><b>Location knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p>	<p>-Understand geographical similarities and differences through studying the human and physical geography by studying two contrasting places.</p> <p>-location of hot and cold places around the world in relation to the north and south poles.</p>	<p><b>Human and physical geography</b> Refer to: key human features.</p> <p><b>Geographical skills and fieldwork:</b></p> <p>Make a map -Use simple fieldwork observational skills to study the geography of their school and its grounds and the key human and physical features of surrounding environment.</p> <p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p><b>Geographical skills and fieldwork</b></p> <p>- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><b>LO:</b> Name and locate the worlds 5 oceans. <i>Find out about the different temperatures of water around the world.</i></p> <p>Compare the seaside to Galapagos islands.</p> <p><b>LO:</b> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>
PE	<ul style="list-style-type: none"> <li>• Take off – Dance (rocket take off and</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Gymnastics</i></li> <li>• <i>Orienteering</i></li> </ul>	<ul style="list-style-type: none"> <li>-Dance</li> <li>- <i>Gymnastics</i></li> </ul>	<ul style="list-style-type: none"> <li>-Skipping</li> <li>-Games</li> </ul>	<ul style="list-style-type: none"> <li>-Hockey</li> <li>- Football</li> </ul>	<p>Athletics</p> <p>Tennis</p>

	landings/moving through space). • Ball skills					
Computing	Use technology purposefully to create, organize, store, manipulate and retrieve digital content.	<b>Beebots programming Linked to maps and directions.</b> Use boats already made and record them moving. - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs.	Use internet explorer safely. <b>Internet Safety Day 10<sup>th</sup> Feb 2015</b> -Use technology purposefully to create, organize, store, manipulate and retrieve digital content.  -Recognize common uses of information technology beyond school. [Researching different sledges].	Use technology purposefully to create, organize, store, manipulate and retrieve digital content. - <i>Children to make wanted posters on Microsoft Word</i> - <i>Research information about Robin Hood to include on the poster.</i> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Using software on PC.	-Recognize common uses of information technology beyond school. [Researching different Artists].  -Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Take photographs and document progress making a purposeful sculpture.	Design a leaflet about underwater life in the sea.  <b>LO:</b> Use technology purposefully to create, organize, store, manipulate and retrieve digital content.
RE	<b>Week 7 Hinduism Diwali</b> Focus on Hinduism <a href="http://www.bbc.co.uk/cbeebies/lets-celebrate/">http://www.bbc.co.uk/cbeebies/lets-celebrate/</a> Story of Rama, Sita and Hanuman.	<b>Week 7 Christmas Story.</b>		<b>Week 6 Judaism</b> Discuss important stories/their meaning from the Torah/Qur'an. Look at how the Torah is treated as a holy scripture. Look at places of worship: Synagogue. Focus on the story of Moses and the Israelites escaping Egypt linked to the festival of Hanukah.		<b>Buddhism</b>  <b>Week 6</b> The story of Buddha and what Buddhist's believe. To know what Vesak is. Understand how Buddhists celebrate this festival. To recognize Buddhist symbols and understand the meaning.
PSED	<b>Core Theme 1: Health and wellbeing <i>Staying healthy</i></b> -What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental - the importance of and how to maintain personal hygiene - how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others consequences <b>-to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</b>	<b>Core Theme 1: Health and Wellbeing <i>Loss and staying safe Dogger</i></b> – understanding what it feels like to have something missing. -about change and loss and the associated feelings (including moving home, losing toys, pets or friends). - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them - to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'. - rules for and ways of keeping physically and emotionally safe	<b>Core Theme 3: Economic Wellbeing and Citizenship <i>Working as a team, being respectful to others, understanding the importance of rules and how to look after the environment.</i></b>  - That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).  - To help construct, and agree to follow, group and class rules and to understand how these rules help them.  - What improves and harms their local, natural and built	<b>Core Theme 3: Economic Wellbeing and Citizenship</b>  -That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.  - About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.  <b>Core Theme 2: Relationships</b>  -The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.  -To recognise what is fair and unfair, kind and unkind, what is right and wrong	<b>Core Theme 3: Economic Wellbeing and Citizenship</b>  -What improves and harms their local, natural and built environments and about some of the ways people look after them.  -To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  -To communicate their feelings to others, to recognise how others show feelings and how to respond to recognise how their behaviour affects other people.  -To recognise what is fair and unfair, kind and unkind, what is right and wrong.	<b>Core Theme 1: Health and wellbeing</b> rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets).  <b>Core Theme 2: Relationships</b> To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to offer constructive support and feedback to others to identify and respect the differences and similarities between people to identify their special people (family, friends, carers), what

		(including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets).	environments and about some of the ways people look after them.	-To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	-To help construct, and agree to follow, group and class rules and to understand how these rules help them. <i>Rules in wider society.</i>	makes them special and how special people should care for one another to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) that there are different types of teasing and bullying, that these are wrong and unacceptable how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
Music		2 weeks <b>** Developing tunes and rhythms for the different characters in Peter Pan?</b> Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants.		-Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <i>Robin Hood Songs: Robin Hood, Sheriff of Nottingham, Money, Money, Money (the sheriff's song).</i> <a href="http://www.ipaproductions.com/activities/robin_hood/RobinHood_full.pdf">http://www.ipaproductions.com/activities/robin_hood/RobinHood_full.pdf</a>  -Play tuned and untuned instruments musically.		Developing sounds of the ocean?  Listening to sounds from the sea. Children to create their own musical instrument and record their own sounds from the ocean.  <b>LO:</b> Listen with concentration and understanding to a range of high-quality live and recorded music.  <b>LO:</b> Experiment with, create, select and combine sounds using inter-related dimensions of music.
Homework	Numeracy homework will follow taught focus from the week.	Numeracy homework will follow taught focus from the week.	Numeracy homework will follow taught focus from the week.	Numeracy homework will follow taught focus from the week.	Numeracy homework will follow taught focus from the week.	Numeracy homework will follow taught focus from the week.
Books/Ideas	Whatever Next! Jill Murphy The first Lunar Landing – big book The planets – big book Aliens love underpants.	One eyed Jake Rosie and Jake	<a href="http://delightfulchildrensbooks.com/2011/04/26/the-arctic/">http://delightfulchildrensbooks.com/2011/04/26/the-arctic/</a> Book ideas. Antarctic journal – Jim Hasick (big book) Voices (big book) In the arctic and the Antarctic (Little deluxe books hardback). The penguin who wanted to find out <i>Jill Tomlinson and Paul Howard</i> Hans de Beer- Little Polar Bear <i>The polar express</i> Chris Van Allsburg	Good website for songs and music: <a href="http://www.ipaproductions.com/en/class_activities/robinhood-activities.html">http://www.ipaproductions.com/en/class_activities/robinhood-activities.html</a> - Nature walks/Children to build Robin Hood shelters. -Castle Visit/ Sherwood Forest visit.	Artists reusing rubbish in inventive ways: <a href="http://mentalfloss.com/article/13046/11-artists-doing-amazing-things-recycled-materials">http://mentalfloss.com/article/13046/11-artists-doing-amazing-things-recycled-materials</a>  Iron Man Ted Hughes Wall-e	

<p><b>Final product</b></p>	<p>Children to produce a fashion show of space costumes/build and launch rockets.</p> <p><b>Afternoon dressed up as astronauts – Week 6.</b></p> <p><b>The starry night Van Gough</b> <b>Shields lighthouse</b></p>	<p>Still frame Animation of Peter Pan using Microsoft power point.</p> <p><b>DAFTA- Derbyshire Acknowledging filmmaking talents award.</b></p> <p><i>One eyed-Jake</i></p>	<p><b>Launch – <i>finding a footprint of an animal or person on the field- children to investigate who it belongs to?</i></b></p> <p>Create an igloo village on the school field. Campfire?</p> <p><b>End product:</b> Children to dress as intuits and will an afternoon as an intuits on the field.</p>	<p><b>Robbin hood afternoon</b> – Children to take part in archery contest (using bows built). Treasure hunt – finding the money to give back to the poor.</p> <p>School trip to Sherwood forest.</p>	<p>Whole school Art gallery in the hall.</p> <p>Children to make their own sculpture using rubbish collected on a litter pick.</p> <p>Children have their own design brief book which shows their research and learning towards their own final product?</p>	<p>Puppet production of the Galapagos Islands/under the sea. Treasure chest and coins</p> <p>Harry at the seaside, Gene Zion/Margaret Graham, Bodley Head.</p> <p>Poetry</p> <p>At the seaside Take me to the seaside Harlequin8</p>
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Green – Secondary subjects which will lead the unit.

Yellow – Whole school agreed subjects which will lead the unit.