

# Sithney School Curriculum Overview














Our thinking threads: 'there, here, then, now, next'

Cycle A Year 24/25

Autumn Term		Spring Term		Summer Term	
Writing focus					
<p><b>Woolly Mammoth</b> - The text is linked to the wider history topic and supports instructional text writing. Children will plan, write and edit their own set of instructions. The text ensures they have access to examples of non-fictional instructional writing.</p> <p><b>Stone Age Boy</b> - Text is linked to the wider history topic and includes factual historical information alongside and accessible adventure story. Children will plan, write, edit and present their own adventure stories featuring a 'gateway' to another world.</p>		<p><b>Rumble Star</b> – This text once again links to Geography and how to live in a sustainable world. It will inspire and empower them to battle climate change and environmental issues. This text will help support narrative writing with a setting description and rescue story and also an information text. This text will also link to the KS1 unit of work of Animals and their Habitats as well as animal types.</p> <p><b>When the Forest Meets the Sea</b> - Links with sustainability and touches on aboriginal people so a link to minimal/ stone age living. This story is set in the rainforest where a boy visits. This text will engage the children into thinking about how much longer rainforests will be in the world and the importance of preserving them. This text will also link to the KS1 unit of work of Animals and their Habitats as well as the survival of animals in UKS2.</p>		<p><b>The Bakers at the Sea</b> – Linking with the United Kingdom, the children will consider geographical features and land use patterns of the local area. As our local area is near the sea, the children will consider how our local area is changing. The text will support writing job applications, advertisements, setting descriptions and letters in role. They will also produce a tourist brochure. This text will also link to the KS1 unit of work Beside the Seaside.</p> <p><b>Hello Lighthouse</b> - Also linking with the Geography Unit of how the local area is changing, this text will explore how things change throughout the seasons. The text will support the writing of informal letters, narratives, newspaper reports, book reviews, a diary entry and also some poetry. This text will also link to the KS1 unit of work Beside the Seaside.</p>	
				<p><b>My name is not Refugee</b> – Linking with the history topic of crime and punishment as people have had to move to escape being punished. This will draw in the reader at each stage of the journey and enable the children to consider the decisions that they would have to make if in a similar situation. The children will have to consider their thoughts and feelings and also research and write about what a refugee is in a non-chronological report. This text will also act as an introduction to migration which is taught more deeply in UKS2 and consolidation from KS1 with the people arriving in the UK on The Empire Windrush.</p> <p><b>Jabbawocky Poem by Lewis Carroll</b></p>	
				<p><b>Mr. Penguin</b> – Supporting the Geography unit of jungles, this text focuses on mystery, adventure where Mr Penguin goes on a quest from a museum to find a lost jungle. During the unit of work, the children will have to write museum information guides and they will focus on how to incorporate dialogue into their writing. They will complete the unit by composing riddles. This unit links with the previous units of the year focussing on habitats as this is another one as well as the KS1 unit of animals.</p> <p><b>The Lion, The Witch and The Wardrobe</b> - This classic novel will also be the class text for the term. The text focus will be writing narrative to include tier 2 vocabulary, sequences, figurative language and writing in the first person. This will help introduce the children to the classics in which they will read other extracts of classic texts in UKS2.</p>	
Additional reading					
<p><b>Stig of the Dump</b></p>		<p><b>The Last Bear</b></p>		<p><b>The Firework Maker's Daughter</b></p>	
<p>Classic fictional guided reading text linking well to Stone Age topic. Good quality example of adventure story including humour and social commentary.</p>		<p>Linking with sustainability, the children will meet a polar bear a long way from home and bring to the forefront the importance of looking after our planet. This text will also link to the KS1 unit of work of Animals and their Habitats as well as animal types as well as the survival of animals in UKS2.</p>		<p>An adventure story about a girl with an ambition to become a firework maker. Linking with the local history unit, there are links to the Cornish past of the mining industry. and the significant impact Cornwall had during the Industrial Revolution. This will support the teaching of Cornwall, Our Home in KS1.</p>	
				<p><b>Fantastic Mr. Fox</b></p>	
				<p>This classic Roald Dahl text links nicely with Living Things and their Habitats. By Mr Fox outsmarting the three farmers, the woodland animals are able to live off the livestock of the farms without the farmers knowing. The children would have already been exposed to Roald Dahl in KS1 so a focus text will explore the writing of Roald Dahl further. This text will continue on from the KS1 topic of Animals and their Habitats.</p>	
				<p><b>The Wild Robot</b></p>	
				<p>This text links with the history unit of crime and punishment. A robot becomes deserted on an island and soon becomes part of the habitat of the island. She is able to explore her feelings and take care of the other animals. One day, the humans find her and punish her by taking her off the island. This text will engage the reader and enable them to think about how things may feel when they are made to do something against their will.</p>	
				<p><b>The One and Only Ivan</b></p>	
				<p>This text links with the Geography unit of jungles. This is a true story about a mighty gorilla wins his freedom from captivity to a life in a jungle. A humorous, yet poignant text will further inspire the children the importance of looking after the world's animals and protecting them and their natural habitats.</p>	
Additional reading- non fiction & poetry					
<p>Non-fiction texts linked to topic work in Science</p> <p>Poetry</p>		<p>Non-fiction texts linked to topic work in Geography</p> <p>Poetry</p>		<p>Non-fiction texts linked to topic work in History</p> <p>Poetry</p>	
				<p>Non-fiction texts linked to topic work in Science</p> <p>Poetry</p>	
				<p>Non-fiction texts linked to topic work in Geography</p> <p>Poetry</p>	
				<p>Non-fiction texts linked to topic work in Science</p> <p>Poetry</p>	

<p style="text-align: center;"><b>Science</b></p>					
<p style="text-align: center;">Forces</p>	<p style="text-align: center;">Magnets</p>	<p style="text-align: center;">Living things and their Habitats</p>	<p style="text-align: center;">Electricity</p>	<p style="text-align: center;">Plants</p>	
<p style="text-align: center;"><b>Geography</b></p>					
	<p style="text-align: center;">How can I live more sustainability?</p>		<p style="text-align: center;">How and why is more local area changing?</p>		<p style="text-align: center;">Why are jungles so wet and deserts so dry?</p>
<p style="text-align: center;"><b>History</b></p>					
<p style="text-align: center;">Stone to Steel</p>		<p style="text-align: center;">Local Cornish History – Helston Railway</p>		<p style="text-align: center;">Crime and Punishment</p>	
<p style="text-align: center;"><b>Art</b></p>					
<p style="text-align: center;">Sculpture and 3D: Abstract shape and space</p>		<p style="text-align: center;">Drawing: Growing artists</p>		<p style="text-align: center;">Drawing: Power prints</p>	
<p style="text-align: center;"><b>Design Technology</b></p>					
	<p style="text-align: center;">Structures: Pavilions</p>		<p style="text-align: center;">Digital World: Wearable Technology</p>		<p style="text-align: center;">Cooking and Nutrition: Eating Seasonally</p>
<p style="text-align: center;"><b>Computing</b></p>					
<p>Programming A: Sequence in Music (Year 3)</p> <p>E-safety: <b>Self-Image &amp; Identify Privacy &amp; Security</b></p>	<p>Programming B: Events and Actions (Year 3)</p> <p>E-safety: <b>Privacy &amp; Security Online Bullying Online Reputation</b></p>	<p>Data &amp; Information: Branching Databases (Year 3)</p> <p>E-safety: <b>Online Reputation Copyright &amp; Ownership</b></p>	<p>IT Around Us: The Internet (Year 4)</p> <p>E-safety: <b>Managing Online Info</b></p>	<p>Digital Design: Photo Manipulation (Year 4)</p> <p>E-safety: <b>Health, Well-being &amp; Lifestyles Online Relationships</b></p>	<p>Digital Sound: Audio Editing (Year 4)</p> <p>E-safety: <b>Online Relationships Managing Online Info</b></p>
<p style="text-align: center;"><b>Music</b></p>					
<p style="text-align: center;">Year 3: Jazz</p>		<p style="text-align: center;">Year 3: Creating a composition in response to an animation (Theme: Mountains)</p>		<p style="text-align: center;">Year 4: Instrumental lessons unit: Caribbean</p>	
<p style="text-align: center;"><b>MFL</b></p>					
<p style="text-align: center;"><b>Unit 1 Bonjour!</b></p> <p>Greet and say goodbye to someone. Ask someone's name and give your own. Ask how someone is and respond to the same question Count numbers 1–10. Identify musical instruments</p>	<p style="text-align: center;"><b>Unit 2 En Classe</b></p> <p>Identify classroom objects. Identify colours, and describe an object's colour. Say your age Recognise and repeat classroom instructions</p>	<p style="text-align: center;"><b>Unit 3 Mon corps</b></p> <p>Identify parts of the body Describe eyes and hair Recognise days of the week Give basic character descriptions.</p>	<p style="text-align: center;"><b>Unit 4 Les animaux</b></p> <p>Identify animals and pets Recognise and use numbers 11–20. Give someone's name Describe someone</p>	<p style="text-align: center;"><b>Unit 5 La famille</b></p> <p>Identify family members Recognise and spell with letters of the alphabet List household items Use basic prepositions sur and dans to describe position.</p>	<p style="text-align: center;"><b>Unit 6 Bon anniversaire</b></p> <p>Recognise and ask for snacks Give basic opinions about food Use numbers 21–31 Recognise and use the months Form dates</p>
<p style="text-align: center;"><b>Physical Education &amp; Sport</b></p>					
<p style="text-align: center;">Symmetry &amp; Asymmetry</p> <p style="text-align: center;">Netball</p>	<p style="text-align: center;">Bridges</p> <p style="text-align: center;">Swimming</p>	<p style="text-align: center;">Football</p> <p style="text-align: center;">Wild animals</p>	<p style="text-align: center;">Football</p> <p style="text-align: center;">Rounders</p>	<p style="text-align: center;">Running</p> <p style="text-align: center;">Cricket</p>	<p style="text-align: center;">Running</p> <p style="text-align: center;">Cricket</p>
<p style="text-align: center;"><b>Religious Education</b></p>					
<p>L2.1 What do Christians learn from the creation story? (<i>Creation</i>)</p>	<p>L2.2 What is it like for someone to follow God? (<i>People of God</i>)</p>	<p>L2.9 How do festivals and worship show what matters to a Muslim? Ibadah (<i>Worship</i>)</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people? (<i>God/Torah/People/the Land</i>)</p>	<p>L2.4 What kind of world did Jesus want? (<i>Gospel</i>)</p>	<p>L2.12 How and why do people try to make the world a better place?</p>
<p style="text-align: center;"><b>PSHE &amp; RSE</b></p>					



Family and Relationships  	Health & Well-being  	Safety & changing bodies  	Citizenship  	Economic Well-being  	Transition   
<b>Mathematics</b>					
Investigating Number Systems Pattern Sniffing	Solving Calculation Problems Generalising Arithmetic Exploring Shape	Reasoning with Measures Discovering Equivalence	Reasoning with Fractions Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating