

English

Narrative:

Using the story 'Where the Wild Things Are' by Maurice Sendak, children will write stories with imaginary settings. With a focus on the character Max and the use of his imagination to escape from reality. We will then compare this story to other stories set in familiar places.

Non-Fiction:

Children will revise instruction writing. After reading 'Owl Babies' by Martin Waddell and 'The Owl who was Afraid of the Dark' by Jill Tomlinson the children will write non-chronological reports about owls.

Poetry:

Children will write nonsense and humorous poems, including those that use pattern and rhyme using 'The Owl and the Pussycat' by Edward Lear as a stimulus.

History

Children will explore Lyme Park, a significant historical site in our locality. Children will consolidate skills in chronology, enquiry, source use and evaluation. Children will explore the Legh family and their importance at Lyme Park.

Art and Design

Children will master sculpturing techniques to create a unique Wild Thing. Children will explore sculpturing techniques adopted by Nick Park.

Design and Technology

Children will take inspiration from Archimedes to construct a moving picture that contains levers, wheels and mechanisms. The pictures the children create will illustrate the children's favourite scene from the story: 'Where the Wild Things Are'

Maths

- Number – fractions
- Measurement – time and statistics
- Geometry – position and direction

Children will participate in a range of theme related activities that will include solving mischievous maths problems set by the King of the Wild Things to test their knowledge on fractions; describing the position, direction and movement of the Wild Things as they play 'dirt wars'; and use their measuring skills to support them in planning and preparing for the wild rumpus!



Music

Children will combine dynamics, timbre, tempo, and motifs to compose a larger piece of music. The children will be learning how to play the Glockenspiel and incorporate this new skill into their music composition.

Religious Education

Why are leaders, symbols and artefacts important to people?

Children will identify key religious artefacts in Judaism/Christianity and explore the role of leaders of different religious communities.

How do religious/non-religious families show they belong?

Children will explain how different groups welcome babies and consider if there is a right way to welcome babies.

PSHE

Health and Wellbeing

Physical health and mental wellbeing:

children will focus on how to maintain a healthy lifestyle, including sleep and how it impacts on their mental health.

Growing and changing: children will explore the human life cycle.

Keeping Safe: children will learn how to assess for risks and keep themselves safe.

Science

Working Scientifically

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Living things and their habitats: identify and name a variety of plants and animals in their habitats, including micro-habitats. Then using their new knowledge the children will devise and complete an enquiry unit about an area of interest within living things and their habitats.

Geography

Children will focus on answering the question: What is it like to live by the coast? within this question children will consolidate their understanding of continents and oceans, revise UK seas, cities and countries, Jurassic coast (physical and human features over time).

Physical Education

Children will be exploring and enhancing different skills and techniques through a variety of units: striking and fielding, tri-golf, dance, and athletics.

Computing

Program A: robot algorithms – children will design algorithms and then test those algorithms as programs and debug them, using BeeBots.

Program B: an introduction to quizzes – using Scratch Jr children will modify designs to create their own quiz questions.

Curriculum Values

As creative and curious people, we will:

... using the narrative 'Where the Wild Things Are', the children will use a variety of dramatic techniques to support their learning across the curriculum, with a particular focus on imaginative role play to develop their understanding of imaginative settings and character perspectives.

As independent people, we will:

... children will relate to Max and his independence of escaping to his own world. We will explore the themes underlying the narrative such as taking responsibility for our actions, the nature of emotions and empathy. We will build-on our learning from the spring term developing further our independent skills that will help us to work on our own, make our own decisions and think carefully about our individual targets.

As respectful and cooperative people, we will:

... the children will have the opportunity to explore the themes of parental love; the nature of our emotion; power and control; resolving conflict; and empathy for others' feelings. They will become key role models for the younger members of the school.