

## Creative Curriculum Yearly Overview 2019-2020

*Building Learning Power: I am a Resilient Learner; I am a Resourceful Learner; I am a Reflective Learner; I am a Reciprocal Learner*

|               | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|---------------|---|--|--|--|---|---|
| Theme Weeks   | Week 1: Citizenship Day (PSHE/Speaking & Listening)<br>October: Enterprise Week | November: Anti-Bullying Week including Anti-Bullying Day (PSHE/RE) | February: World Week including World Day (PSHE/ Geography) | March: World Book Day<br>March: Science & Engineering Week (Science-linked Trip & Science Day) | May: Art Week (Auction artwork)<br>PSHE Workshop: Keeping Safe (Road safety, Drugs) | July: Fitness Week including Sports Day<br>Healthy Living Day (Science/P.E./ RSE) |
| Relationships |   |  |  |  | Religious Education Reconciliation  |   |
| N             | All About Me  | Celebrations: At home  | Under the Sea  | Growing  | Traditional Tales   | Minibeasts  |
| R             | Patterns  | Celebrations: Around the World                                     | Dinosaurs  | Seasons  | Traditional Tales   | Jungle  |

| Theme Weeks | Week 1: Citizenship Day (PSHE/Speaking & Listening)<br>October: Enterprise Week | November: Anti-Bullying Week including Anti-Bullying Day (PSHE/RE)  | February: World Week including World Day (PSHE/ Geography)   | March: World Book Day<br>March: Science & Engineering Week  | May: Art Week (Auction artwork)<br>PSHE Workshop: Keeping Safe (Road safety, Drugs)  | July: Fitness Week including Sports Day<br>Healthy Living Day (Science/P.E./ RSE)  |
|-------------|---|---|--|---|--|--|
| Year 1      | Project Theme   | Toys  | Keeping Healthy  | Journeys / Travel and Transport / Explorers<br>NB First half term focus is Space (History / Art/Science)<br>Second half term focus is Transport and Travel(History / DT)  | Wish You Were here / Around the World<br>NB First half term focus is focus is Seaside Holidays (History of holidays, study of a UK beach locality eg Broadstairs)<br>Second half term focus is different world destinations including the different countries in the U.K. (Geography)- depending on children's interests and heritage countries. |  |
|             | Big Questions   | Did my grandparents play with the same toys as me?<br>How are my toys made?<br>What new toy could I invent?<br>What is the best toy to have?<br>What toys do children like to play with across the world? | How healthy am I?<br>Would it be better to be ill now or in the past?  | What is the best way to travel?<br>What is the best invention to help us to travel?<br>What would happen if we journeyed beyond our planet?   | Would you prefer a holiday in the city, at the beach or somewhere else?<br>What would a seaside holiday be like in the past?<br>Why do we like to be beside the seaside?<br>Where would you visit in the world and why?  |  |
|             | Green, Global, Healthy Living Links   | <b>Green Link:</b> Energy (Eco-Schools: Ideal Bedroom)<br><b>Global Link:</b> Children in other countries   | <b>Green Link:</b> Healthy Living: (Eco-Schools: Healthy Picnic, Let's Get Fit)<br><b>Global Link:</b> Where does my food come from? | <b>Green Link:</b> Transport and Travel (Eco-Schools: Design a future car) Green forms of transport<br><b>Healthy Living:</b> Healthy ways of travelling<br>Road safety<br><b>Global Link:</b> What other countries do I know about?      | <b>Green Link:</b> Food CAFOD- FairTrade<br><b>Healthy Living:</b> Being safe in the sun<br><b>Global Link:</b> RE Come and See CAFOD project: Neighbours  |  |
| Year 2      | Project Theme   | London: The Place Where We Live   |  | Planet Earth: Reduce, Re-use, Recycle   |  | Superheroes & Monsters / Heroes and Villains   |
|             | Big Questions   | Why do we love London?<br>Is London the best place to live?<br>What are the most important people and events in the history of London?  |  | Do we really need rainforests?<br>Does it matter if I recycle or not?<br>Is rubbish Trash or Treasure?<br>Can we save our world?  |  | What does it mean to be a hero?<br>Who are your top three heroes of all time?<br>Who has helped to make the world a better place?  |
|             | Green, Global, Healthy Living Links   | <b>Green Link:</b> Energy<br><b>Global Link:</b> Diversity in London- our Global City   |  | <b>Green Link:</b> Recycling/ Biodiversity (Eco-Schools: Recycled Crafts, Cookie packaging, Minibeast sculpture trail, Designs on Dance) Rainforests, Fair trade products from South America<br><b>Global Link:</b> Life in South America |  | <b>Green Link:</b> Healthy Living/Water (Eco-Schools: You are what you eat, Is it safe to drink?) CAFOD- Water<br><b>Global Link:</b> RE Come and See CAFOD project: Treasures<br><b>Healthy Living:</b> Science topic: humans- healthy diet/ drinking water |

**Together, through Christ, we grow and learn.**

## Creative Curriculum Yearly Overview 2019-2020

*Building Learning Power: I am a Resilient Learner; I am a Resourceful Learner; I am a Reflective Learner; I am a Reciprocal Learner*

|             |                                     | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|-------------|-------------------------------------|---|---|--|--|---|---|
| Theme Weeks |                                     | <b>Week 1: Citizenship Day</b><br>(PSHE/Speaking & Listening)<br><b>October: Enterprise Week</b>  | <b>November: Anti-Bullying Week</b> including Anti-Bullying Day (PSHE/RE) | <b>February: World Week</b> including World Day (PSHE/ Geography)  | <b>March: World Book Day</b><br><b>March: Science &amp; Engineering Week</b> (Science-linked Trip & Science Day) | <b>May: Art Week</b> (Auction artwork)<br><b>PSHE Workshop: Keeping Safe</b> (Road safety, Drugs)   | <b>July: Fitness Week</b> including Sports Day<br><b>Healthy Living Day</b> (Science/P.E./ RSE)   |
| Year 3      | Project Theme                       | <b>Egypt</b>  |   | <b>Back in Time to Ancient Britain</b>   |  | <b>Food, Glorious Food / World Kitchen / Our Garden</b>   |   |
|             | Big Questions                       | Why was the River Nile so important to Ancient Egyptians?<br>Were the Egyptians awful?<br>How do we know so much about the Ancient Egyptians?   |   | Who were the first people in Britain? Were Ancient Britons different from modern British people?<br>Would you like to time-travel back to the Stone Age?   |  | Where does my food come from?<br>How does my garden grow?<br>How can we feed the world?   |   |
|             | Green, Global, Healthy Living Links | <b>Green Link:</b> Looking at water (Eco-Schools: The importance of Water)<br><b>Global Link:</b> Water around the world- impact of climate change on developing countries<br><b>Healthy Living:</b> Drinking water |   | <b>Green Link:</b><br><b>Global Link:</b><br><b>Healthy Living:</b> Science topic: humans- nutrition   |  | <b>Green Link/ Healthy Living: Food</b> (Eco-Schools: A growing enterprise, how does your garden grow) Fairtrade<br><b>Global Link:</b> RE Come and See CAFOD project: Special Places |   |
| Year 4      | Project Theme                       | <b>The Romans</b>   |   | <b>Wild Weather/ Extreme Earth</b>   |  | <b>Shakespeare Project</b>  | <b>Our Friends in Nepal</b>   |
|             | Big Questions                       | How do we know that the Romans really lived in Britain?<br>Were the Romans really rotten?   |   | Which is the most destructive weather and why?<br>Can humans stop natural disasters from happening? What makes weather happen? Will we ever run out of water?  |  | Linked to play being studied  | What would my life be like if I lived in Nepal?<br>Why is Asia so amazing?  |
|             | Green, Global, Healthy Living Links | <b>Green Link:</b><br><b>Global Link:</b><br><b>Healthy Living:</b> Science topic- humans and diet  |   | <b>Green Link: Water</b> (Eco-Schools: The big drip, the water cycle, Importance of Water)<br><b>Global Link:</b> Impact of climate change world-wide<br>International disaster relief organisations<br><b>Healthy Living:</b> Safety around electricity (Science) |  |   | <b>Green Link: Climate Change</b> - Impact on Asia<br>Science: habitats- humans' impact on the natural environment<br><b>Global Link:</b> RE Come and See CAFOD project: God's people<br>Nepal partners<br>Send My Friend to School charity (focus on Asia) |

**Together, through Christ, we grow and learn.**

## Creative Curriculum Yearly Overview 2019-2020

*Building Learning Power: I am a Resilient Learner; I am a Resourceful Learner; I am a Reflective Learner; I am a Reciprocal Learner*

|             |                                     | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-------------|-------------------------------------|--|--|--|--|--|---|
| Theme Weeks |                                     | Week 1: Citizenship Day (PSHE/Speaking & Listening)<br>October: Enterprise Week  | November: Anti-Bullying Week including Anti-Bullying Day (PSHE/RE) | February: World Week including World Day (PSHE/Geography)  | March: World Book Day<br>March: Science & Engineering Week (Science-linked Trip & Science Day) | May: Art Week (Auction artwork)<br>PSHE Workshop: Keeping Safe (Road safety, Drugs)  | July: Fitness Week including Sports Day<br>Healthy Living Day (Science/P.E./ RSE) |
| Year 5      | Project Theme                       | Invaders and Settlers/ Our Island  |  | Films  |  | Ancient Greece   |   |
|             | Big Questions                       | Where would you settle and how would you protect your settlement?<br>What are the Dark Ages? Is this a good name?<br>How would you have survived an invasion?<br>Should the Romans have left Britain?                          |  | What is the most important part of making a film?<br>Have people always watched films?<br>Are films or books better?   |  | Would you rather be an Athenian or a Spartan?<br>How would our life today be different if the Ancient Greeks had never existed?  |   |
|             | Green, Global, Healthy Living Links | <b>Green Link:</b> Sustainable living: humans' impact on the environment<br><b>Global Link:</b> Democracy / Human Rights in Society<br><b>Healthy Living:</b>  |  | <b>Green Link:</b><br><b>Global Link:</b><br><b>Healthy Living:</b> Science topic: humans- keeping healthy   |  | <b>Green Link:</b> / <b>Global Link:</b> RE Come and See CAFOD project: Stewardship - protecting God's creation<br><b>Healthy Living:</b> Importance of exercise- the Olympics |   |
| Year 6      | Project Theme                       | World War 2  |  | Freedom & Slavery  |  | All the World's a Stage  |   |
|             | Curriculum Focus                    | <b>History:</b> eg WW2-causes. Local History study : Evacuation/ The Blitz, <b>PSHCE:</b> Holocaust<br><b>Geography:</b> Europe, changing map  |  | History: Animals in war, history of animal rights, Suffragettes, anti-slavery movement<br>Geography: Trade routes  |  |  |   |
|             | Big Questions                       | Would you have liked to live during World War II?<br>What lessons can we learn from World War II?<br>Why did the world go to war?  |  | Has the fight for freedom and equality already been won?<br>Should animals have the same rights as humans?   |  | How is our show similar to and different from theatre shows through history?<br>What skills do you need to put on a show?  |   |
|             | Green, Global, Healthy Living Links | <b>Green Link:</b> Energy/ Biodiversity/Recycling (Eco Schools: Classrooms past present and future, Pollution, Make do and Mend) <b>Global Link:</b> Refugees<br><b>Healthy Living:</b> Cooking with healthy ingredients (WW2) |  | <b>Green Link:</b> Animal rights- environmentalism<br><b>Global Link:</b> Amnesty International-Nepal<br>Modern Day slavery, Human rights<br><b>Healthy Living:</b> Science topic: Humans- keeping healthy |  | <b>Green Link:</b> / <b>Global Link:</b> RE Come and See CAFOD project: Common Good<br><b>Healthy Living:</b>  |   |

|  |                                |  |  |  |  |   |
|--|--------------------------------|--|--|--|--|---|
|  | Enterprise Week                | Anti-bullying Week                               | World Week   | Science Week   | Art Week   | Health and Fitness Week   |
|  | Practical problem-solving week | Whole week themed around PSHCE and anti-bullying | Whole school could focus on one country or one theme (e.g. music, food, etc)<br><b>Charity link:</b> Nepal | Theme to change each year depending on school priorities/national science week | Theme to change each year depending on school priorities | Linked to major sporting events, e.g. Olympics/World Cup/Cricket<br>Take place during sports day week |

**Together, through Christ, we grow and learn.**