

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips
 NB = Nina Birch unit
 PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory
 Suggested additional History/Geography links

Term Year group	Autumn 1 st half	Autumn 2 nd Half	Spring 1 st Half	Spring 2 nd half	Summer 1st half	Summer 2 nd half
Year 1	<u>TEDDY BEARS PICNIC</u>	<u>OTHER SIDE OF THE STORY</u>	<u>BESIDE THE SEA</u>	<u>WORLD KITCHEN</u>	<u>DRAGONS, KNIGHTS AND CASTLES</u>	<u>TOY STORY</u>
<div style="border: 1px solid black; padding: 5px; display: inline-block; font-size: 2em; font-weight: bold; letter-spacing: 0.5em;">W H O L E S C H O O L S C C O S</div>	<p style="color: red; font-size: 0.8em; margin: 0;">TAKE ONE ARCHITECT CHRISTOPHER WREN (2 weeks)</p> <p style="color: red; font-size: 0.8em; margin: 5px 0;">On A Bear Hunt, The Lost Teddy, Where's my Teddy? Paper Brown Bear, Peace at Last, Paddington and Winnie the Pooh</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Geog: Human and physical geography - environment and weather</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: connectives, full stops, capital letters, questions</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: Invitation to picnic, narrative, descriptive sentences using adjectives</p>	<p style="color: red; font-size: 0.8em; margin: 5px 0;">Not Now Bernard! On the way home.</p> <p style="color: green; font-size: 0.8em; margin: 5px 0;">Discover Centre</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Hist: Study of significant historical figures - heroes / villains from history</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: Exclamation marks moving to exclamative sentences, statements, capital letters for nouns, adjectives, prepositional language</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: narrative, speech bubbles,</p>	<p style="color: red; font-size: 0.8em; margin: 5px 0;">Light house keeper' lunch The Snail and the Whale Blue Fish- by Pie Corbett</p> <p style="color: green; font-size: 0.8em; margin: 5px 0;">Maritime Museum Museum of London Docklands</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Geog: Human and physical geography - rivers, seas, water cycle</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: similes, repetition for rhyme, prepositions, precise language to give clear information (First..... Next.....)</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: narrative- alternative ending, instructions of how to make a sandwich, rhyming sentences, poetry</p>	<p style="color: red; font-size: 0.8em; margin: 5px 0;">Enormous Turnip The Papaya that Spoke by Pie Corbett</p> <p style="color: green; font-size: 0.8em; margin: 5px 0;">Maritime Museum - The World for Breakfast</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Geog: Place knowledge - study of places and peoples around the world, including location contrasting with London / UK</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: imperative verbs, superlatives, comparatives, punctuation, connectives</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: narrative, innovation, recipe, methods, country fact files</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">Through Humanities planning you should explore different cultures and countries through food.</p>	<p style="color: red; font-size: 0.8em; margin: 5px 0;">Fairy tale openings/settings Jack & the Beanstalk (Pie Corbett) George and the Dragon National Gallery</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Hist: Monarchs and Palaces - Queen Victoria and Queen Elizabeth</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: use of relative clause, compound sentences, coordinating conjunctions , similes (as)</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: openings, settings, retell, innovation, character description</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">CLASS READER: OSBOURNE READING COLLECTION</p>	<p style="color: red; font-size: 0.8em; margin: 5px 0;">Traction Man Turbo Dog Toy Story-video clips</p> <p style="color: green; font-size: 0.8em; margin: 5px 0;">Toy Museum</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Hist: Changes in living memory - comparing old and modern toys</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">KS1 Geog: Geographical skills - using map to find lost teddy</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">GRAMMAR: speech marks, first person tense, determiners, imperative verbs, exclamative sentences</p> <p style="color: blue; font-size: 0.8em; margin: 5px 0;">WRITING OUTCOMES: First person narrative, comic strip, dialogue, create an adventure scene,</p>

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips
 NB = Nina Birch unit
 PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory
 Suggested additional History/Geography links

Year 2	<u>LONDON'S BURNING</u>	<u>OUT OF THIS WORLD</u>	<u>UNDER THE SEA</u>	<u>OTHER SIDE OF THE STORY</u>	<u>WORLD KITCHEN</u>	<u>FIRST IMPRESSIONS</u>
	<p>How do we know about the fire? (NB - Deborah Fox) Non-fiction texts</p> <p>Museum of London</p> <p>KS1 Hist: Study of significant historical events (and local history) - Fire of London</p> <p>GRAMMAR: imperative verbs, speech marks, speech punctuating, past tense, present tense, complex sentences</p> <p>WRITING OUTCOME: Diary entries, instructions, formal/informal letters, timeline with direct/reported speech</p>	<p>Man on the Moon (PoR) Space</p> <p>Royal Greenwich Planetarium</p> <p>KS1 Hist: Study of significant historical figures and events: Buzz Aldrin / Neil Armstrong, moon landing</p> <p>KS1 Geog: Location knowledge - bird's eye view of earth; use of globes</p> <p>GRAMMAR: speech marks, punctuation, expanding noun phrases, adjectives, past and present tense, metaphors, similes, additional subordinating conjunctions, paragraphing</p> <p>WRITING OUTCOME: Character Profile/description, letters, newspaper reports, questions, setting</p>	<p>Leila and the Rain (PoR) Sea horse</p> <p>Seaside Rescue - The Story of Grace Darling- <u>use this book for humanities lessons</u></p> <p>RNLI</p> <p>KS1 Geog: Human and physical geography - rivers, seas, water cycle</p> <p>KS1 Hist: Study of significant figures - Grace Darling</p> <p>GRAMMAR: punctuation, varied openers, suffixes, present and past tense, speech punctuation, paragraphing</p> <p>WRITING OUTCOME: narrative, informative reports, non-fiction, descriptions</p>	<p>Three Little Pigs (real story) Spider School</p> <p>Discover Centre</p> <p>KS1 Hist: Study of significant historical figures - heroes / villains from history</p> <p>GRAMMAR: speech punctuation, commas after openers, fronted adverbials, (-ly starters) additional subordinating conjunctions, expanded noun phrases, apostrophes, paragraphing</p> <p>WRITING OUTCOME: newspaper report, formal letter, wanted poster, true story of another fairy tale in first person, first person narrative from wolf's point of view, split narrative</p>	<p>GEORGE'S MARVELLOUS MEDICINE</p> <p>Visitors to come in and cook with children (Class cooking/food tasting on Fridays)</p> <p>GRAMMAR: imperative verbs, persuasive language, sequencing language, rhetorical questions, adverbs for information, paragraphing</p> <p>WRITING OUTCOME: Instructions, recipes, menu's, persuasive letter writing/advert, character description</p>	<p>Horrid Henry meets the Queen</p> <p>Buckingham Palace The Queen's House Eltham Palace</p> <p>KS1 Hist: Study of significant historical figures - Henry VIII</p> <p>KS1 Geog: Link with local area studies - Tudors in Greenwich/Eltham</p> <p>GRAMMAR: alliteration, directed and reported speech, paragraphing</p> <p>WRITING OUTCOME: narrative, character description, own version, own ending or beginning</p>
Year 3	<u>TIME TRAVELLERS</u>	<u>CUNNING CREATURES</u>	<u>SECRETS OF NATURE</u>	<u>RISE OF THE ROMANS</u>	<u>AMAZING INVENTIONS</u>	<u>OUT OF AFRICA</u>
	<p>(Ug, Boy Genius of the Stone Age (PoR) used as HOOK)</p>	<p>The Frog Prince The Frog Prince Continued...</p>	<p>The Selfish Giant</p> <p>Local woods</p>	<p>The Rise of the Romans Remus and Romulus Julius Ceasar's Speech</p>	<p>Charlie and the Chocolate Factory</p> <p>KS2 Hist: Anglo-Saxons</p>	<p>The Village that Vanished</p>

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips
 NB = Nina Birch unit
 PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory
 Suggested additional History/Geography links

		<p>The Stone Age Boy Stig of the Dump- Class Novel</p> <p style="color: green;">Museum of London</p> <p>KS2 Hist: Stone Age and Iron Age using Horrible Histories</p> <p style="text-align: center;">ROCKS</p> <p>GRAMMAR: fronted adverbials, varying sentence lengths, prepositions, relative clauses, persuasive language, rhetorical questions</p> <p>WRITING OUTCOME: settings, retell- narrative, persuasive letter, persuasive posters/adverts</p>	<p style="color: green;">Science Museum</p> <p style="text-align: center;">ROCKS AND SOIL</p> <p>GRAMMAR: prepositions, expanded noun phrases, paragraphing, punctuation, past, present tense, rhyming language, commas</p> <p>WRITING OUTCOME: narrative, retell, their own version, innovation, character descriptions, WANTED posters, shape poems, calligrams</p>	<p>KS2 Geog: Place knowledge and physical geog - local area</p> <p>GRAMMAR: apostrophes, first person, past tense, persuasive language, rhetorical questions, descriptive- similes, metaphors, adjectives, powerful verbs</p> <p>WRITING OUTCOME: persuasive letter, list of rules for the garden, persuasive posters, description of a setting- garden of my wildest dreams,</p>	<p style="color: green;">Museum of London</p> <p>KS2 Hist: Roman Empire in Britain</p> <p>GRAMMAR: modal verbs, figurative language, shifts in formality, similes. metaphors</p> <p>WRITING OUTCOME: Speech, narrative, writing a powerful opener, different ending.</p>	<p>GRAMMAR: descriptive language, tense work, fronted adverbials, prepositional language, formal language, colloquial language</p> <p>WRITING Character innovation of a chapter in a different room, wrote formal letter to Wonka, comparative diary entry from Charlie, newspaper article</p> <p>OUTCOME: description, Maths/DT/ART- measuring, making net, packaging</p>	<p>KS2 Geog: African biomes - Sahara desert and Congolese rainforest</p> <p>GRAMMAR: argumentative language, persuasive languages, adverbial phrases, plural or singular nouns</p> <p>WRITING OUTCOME: Socratic dialogue, balanced argument, narrative, news report</p>
Year 4		<p style="text-align: center;">AMAZING INVENTIONS</p> <p>Titanic (NB) Pie Corbett- Model Text- crash scene Ice Palace- Class Novel Maritime Museum Ice Age related?</p> <p>KS2 Hist: Local history study - Maritime Greenwich</p>	<p style="text-align: center;">CUNNING CREATURES</p> <p>Varjak Paw Zelda Claw</p> <p style="color: green;">Science Museum</p> <p>KS2 Hist: Charles Darwin KS2 Geog: Habitats</p> <p>GRAMMAR: first person, main and subordinate clauses,</p>	<p style="text-align: center;">SECRETS OF NATURE</p> <p>Peddler of Swatham Pebble in my pocket- HOOK/Starting point for volcanoes - DT/SCIENCE writing</p> <p style="color: green;">Local woods</p> <p>KS2 Geog: Physical geog - Volcanoes and earthquakes (link with Iceland - Norse setting for Ice Palace)</p>	<p style="text-align: center;">KNOWLEDGE IS POWER</p> <p style="color: red;">Iron Man</p> <p>KS2 Hist: Baghdad 900AD KS2 Geog: Compared with London</p> <p>GRAMMAR: comprehension, metaphors, text analysis, PEE</p>	<p style="text-align: center;">TOMBRAIDERS</p> <p>Who built the pyramids? (Meredith Hooper) Myth- Isis and Osiris</p> <p>KS2 Hist: Ancient Egypt</p> <p>KS2 Geography: Modern Mexico - compared with ancient and London</p> <p>GRAMMAR: reported speech,</p>	<p style="text-align: center;">OUT OF AFRICA</p> <p>Fastest Boy</p> <p>KS2 Hist: Benin KS2 Geog: Rainforest</p> <p>GRAMMAR:</p> <p>WRITING OUTCOME: cross curricular links to country- foods.</p>

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips
 NB = Nina Birch unit
 PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory
 Suggested additional History/Geography links

		<p>GRAMMAR: apostrophes, formal language, paragraphs, direct, indirect speech, modal verbs, relative clauses, embedded clauses</p> <p>WRITING OUTCOME: Letters- formal/informal, diary extract, newspaper report, postcards</p>	<p>WRITING OUTCOME: narrative, setting</p>	<p>GRAMMAR: paragraphs, fronted adverbials, complex sentences, relative clauses, short sentences for effect, similes, compound sentences, different sentence starters</p> <p>WRITING OUTCOME: narrative, innovation, debate- Socratic dialogue, character description</p>	<p>WRITING OUTCOME: setting, character description, opener to a story, own ending</p>	<p>directed speech, punctuation, informal language- colloquial, apostrophes</p> <p>WRITING OUTCOME: play script, character description</p>	
Year 5		<p><u>The GREAT BRITISH EMPIRE</u></p> <p style="color: red;">Street Child (PoR) Use Railways Children and The Secret Garden for comprehension Charles Dickens extracts</p> <p>Museum of London/Ragged School Museum of London Docklands</p> <p>KS2 Geog: Human geography - British Empire trade links</p> <p>GRAMMAR: (for newspaper reports) formal language and grammatical structures, active and passive voice, direct and</p>	<p><u>IT'S ALL GREEK TO ME!</u></p> <p style="color: red;">Myths and Legends -Theseus and the Minotaur (NB) British Museum Royal Greenwich Planetarium</p> <p>KS2 Hist: Ancient Greece</p> <p>KS2 Geog: Place knowledge - modern Greece</p> <p>GRAMMAR: tenses, multi-clause sentences, sentence openers, expanded noun phrases, prepositional phrases</p> <p>WRITING OUTCOME: invention of new myth, character descriptions,</p>	<p><u>EXTREME ENVIRONMENTS</u></p> <p style="color: red;">Ice Trap! (Ernest Shackleton's expedition)</p> <p style="color: green;">Maritime Museum- BOOK EARLY!</p> <p>KS2 Geog: Place knowledge- Antartic</p> <p>KS2 Hist: Timeline of Antartic exploration</p> <p>GRAMMAR: headings, rhetorical questions, tense work, complex sentences, personification</p> <p>WRITING OUTCOME: non-chronological report, newspaper report, leaflet,</p>	<p><u>IT'S A MYSTERY</u></p> <p style="color: red;">The London Eye Mystery</p> <p style="color: green;">Visit to London Eye</p> <p>GRAMMAR: (for newspaper reports) formal language and grammatical structures, active and passive voice, direct and indirect speech</p> <p>WRITING OUTCOME: writing a chapter, split narrative newspaper articles, character descriptions,</p>	<p><u>ENCHANTED WORLDS</u></p> <p style="color: red;">The Tree Giants Café le Nuit</p> <p>KS2 Hist: Ancient Societies - Maya</p> <p>KS2 Geog: Maps and Fieldwork - Design garden; visit local parks and record observations. Use of OS maps, grid references, bearings and digital mapping.</p> <p>GRAMMAR: shifts in levels of formalities, active and passive voice</p> <p>WRITING OUTCOME: writing a</p>	<p><u>INSPIRATIONAL VOICES</u></p> <p style="color: red;">Magna Carta Chronicles</p> <p>KS2 Hist: Magna Carta</p> <p>GRAMMAR: first person</p> <p>WRITING OUTCOME: first person speech, biographies</p>

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips
 NB = Nina Birch unit
 PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory
 Suggested additional History/Geography links

	<p>indirect speech, verb forms, modals, relative and embedded clauses</p> <p>WRITING OUTCOME: innovation of a chapter, invention of a chapter, incidental pieces of writing, newspaper report</p>		survival guide		fictional non-chronological report- invention and innovation	
<p style="text-align: center;">Year 6</p> <p style="text-align: center;">Other ideas: *dark fairytales *dystopian speech-hunger games *Holidays from Hell/negative review *Letter of complaint</p>	<p><u>UNDERCOVER...</u></p> <p style="color: red; text-align: center;">Stormbreaker</p> <p style="color: green; text-align: center;">London Eye</p> <p style="color: blue; text-align: center;">KS2 Geog: Local area study</p> <p>KS2 Geog: Maps and fieldwork - design maps of crime scene. Use to solve mystery?</p> <p>GRAMMAR: multi-clause sentences, sentence openers, use of simple sentences for effect, power of 3</p> <p>WRITING OUTCOME: re-write a chapter in Horowitz style, create own MI5</p>	<p style="color: blue; text-align: center;"><u>HOME FROM HOME</u></p> <p style="color: red; text-align: center;">Stone Cold Homelessness</p> <p>GRAMMAR: shifts in level of formalities, apostrophes, shift between tenses, active and passive voices, direct and indirect speech, relative and embedded clauses</p> <p>WRITING OUTCOME: split narrative, character description, newspaper article</p>	<p style="color: blue; text-align: center;"><u>NOT AS IT SEEMS...</u></p> <p style="color: red; text-align: center;">The Night Bus The Landlady</p> <p>GRAMMAR: creating atmosphere, dialogue to create character, range of cohesive devices, expanded noun phrases, composition, sentence and paragraph lengths, pathetic fallacy</p> <p>WRITING OUTCOME: suspense story, incidental pieces of writing, settings</p>	<p style="color: blue; text-align: center;"><u>SCANDAL...</u></p> <p style="color: red; text-align: center;">Macbeth</p> <p style="color: green; text-align: center;">Tower of London</p> <p style="color: blue; text-align: center;">KS2 Hist: Tudors - local history. Greenwich, Eltham Palace, Deptford...</p> <p>GRAMMAR: decisive language, puns, direct and indirect speech, active and passive, tenses, managing shifts in formalities, subjunctive mood, modal verbs</p> <p>WRITING OUTCOME: poetry, tabloid report</p>	<p style="color: blue; text-align: center;"><u>FANTASY WORLDS/ SATS</u></p> <p style="color: red; text-align: center;">Dystopian- Hunger Games Exerts</p> <p>GRAMMAR: parallel structures for cohesion and effect, triadic structures, shifts in formalities, figurative language and subjunctive clause (if I were)</p> <p>WRITING OUTCOME: Dystopian speech</p>	<p style="color: blue; text-align: center;"><u>PEACE AND WAR</u></p> <p style="color: red; text-align: center;">Rose Blanche</p> <p style="color: blue; text-align: center;">KS2 Hist: WW1- influence and effects afterwards - life in Britain</p> <p style="color: green; text-align: center;">Battle of Britain - Churchill's War Rooms</p>

WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2016-17

Green = suggested trips NB = Nina Birch unit PoR = Power of Reading unit
Links with History/Geography curriculum - compulsory Suggested additional History/Geography links

		gadgets and write persuasive letter/leaflet					
--	--	--	--	--	--	--	--

Green = suggested trips NB = Nina Birch unit PoR = Power of Reading unit Blue = History and Geography units in NC