

# WHOLE SCHOOL SKILLS BASED THEMATIC CURRICULUM 2017/18

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

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

TAKE ONE ARCHITECT CHRISTOPHER WREN (2 weeks)

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|---------------|--|--|--|--|--|--|
| <b>Year 2</b> | <b><u>LONDON'S BURNING</u></b>   | <b><u>OUT OF THIS WORLD</u></b>  | <b><u>UNDER THE SEA</u></b>  | <b><u>OTHER SIDE OF THE STORY</u></b>  | <b><u>WORLD KITCHEN</u></b>  | <b><u>FIRST IMPRESSIONS</u></b>  |
|               | <p>How do we know about the fire? (NB - Deborah Fox)<br/>Non-fiction texts</p> <p style="color: green;">Museum of London</p> <p><b>KS1 Hist: Study of significant historical events (and local history) - Fire of London</b></p> <p style="color: blue;">GRAMMAR: imperative verbs, speech marks, speech punctuating, past tense, present tense, complex sentences</p> <p style="color: blue;">WRITING OUTCOME: Diary entries, instructions, formal/informal letters, timeline with direct/reported speech</p> | <p style="color: red;">Man on the Moon (PoR)<br/>Space</p> <p style="color: green;">Royal Greenwich Planetarium</p> <p><b>KS1 Hist: Study of significant historical figures and events: Buzz Aldrin / Neil Armstrong, moon landing</b></p> <p><b>KS1 Geog: Location knowledge - bird's eye view of earth; use of globes</b></p> <p style="color: blue;">GRAMMAR: speech marks, punctuation, expanding noun phrases, adjectives, past and present tense, metaphors, similes, additional subordinating conjunctions, paragraphing</p> <p style="color: blue;">WRITING OUTCOME: Character Profile/description, letters, newspaper reports, questions, setting</p> | <p style="color: red;">Leila and the Rain (PoR)<br/>Sea horse<br/>Seaside Rescue - The Story of Grace Darling- <u>use this book for humanities lessons</u></p> <p style="color: green;">RNLI</p> <p><b>KS1 Geog: Human and physical geography - rivers, seas, water cycle</b></p> <p><b>KS1 Hist: Study of significant figures - Grace Darling</b></p> <p style="color: blue;">GRAMMAR: punctuation, varied openers, suffixes, present and past tense, speech punctuation, paragraphing</p> <p style="color: blue;">WRITING OUTCOME: narrative, informative reports, non-fiction, descriptions</p> | <p style="color: red;">Three Little Pigs (real story)<br/>Spider School</p> <p style="color: green;">Discover Centre</p> <p><b>KS1 Hist: Study of significant historical figures - heroes / villains from history</b></p> <p style="color: blue;">GRAMMAR: speech punctuation, commas after openers, fronted adverbials, (-ly starters) additional subordinating conjunctions, expanded noun phrases, apostrophes, paragraphing</p> <p style="color: blue;">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 style="color: red;">GEORGE'S MARVELLOUS MEDICINE</p> <p style="color: green;">Visitors to come in and cook with children (Class cooking/food tasting on Fridays)</p> <p style="color: blue;">GRAMMAR: imperative verbs, persuasive language, sequencing language, rhetorical questions, adverbs for information, paragraphing</p> <p style="color: blue;">WRITING OUTCOME: Instructions, recipes, menu's, persuasive letter writing/advert, character description</p> | <p style="color: red;">Horrid Henry meets the Queen</p> <p style="color: green;">Buckingham Palace<br/>The Queen's House<br/>Eltham Palace</p> <p><b>KS1 Hist: Study of significant historical figures - Henry VIII</b></p> <p style="color: blue;"><b>KS1 Geog: Link with local area studies - Tudors in Greenwich/Eltham</b></p> <p style="color: blue;">GRAMMAR: alliteration, directed and reported speech, paragraphing</p> <p style="color: blue;">WRITING OUTCOME: narrative, character description, own version, own ending or beginning</p> |
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| 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)<br/>The Stone Age Boy<br/>Stig of the Dump- Class Novel</p> <p style="color: green;">Museum of London</p> <p><b>KS2 Hist: Stone Age and Iron Age using Horrible Histories</b></p> <p><b>ROCKS</b><br/>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>The Frog Prince<br/>The Frog Prince Continued...</p> <p style="color: green;">Science Museum</p> <p><b>ROCKS AND SOIL</b><br/>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>The Selfish Giant</p> <p style="color: green;">Local woods</p> <p><b>KS2 Geog: Place knowledge and physical geog - local area</b><br/>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>The Rise of the Romans<br/>Remus and Romulus<br/>Julius Ceasar's Speech</p> <p style="color: green;">Museum of London</p> <p><b>KS2 Hist: Roman Empire in Britain</b><br/>GRAMMAR: modal verbs, figurative language, shifts in formality, similes. metaphors</p> <p>WRITING OUTCOME: Speech, narrative, writing a powerful opener, different ending.</p> | <p><b>Charlie and the Chocolate Factory</b><br/>KS2 Hist: Anglo-Saxons</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, formal language, colloquial language</p> <p>Maths/DT/ART- measuring, making net, packaging</p> | <p>The Village that Vanished</p> <p><b>KS2 Geog: African biomes - Sahara desert and Congolese rainforest</b><br/>GRAMMAR: argumentative language, persuasive languages, adverbial phrases, plural or singular nouns</p> <p>WRITING OUTCOME: Socratic dialogue, balanced argument, narrative, news report</p> |
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| <b>Year 4</b> | <p style="text-align: center;"><b>AMAZING INVENTIONS</b></p> <p style="text-align: center; color: red;">Titanic (NB)<br/>Pie Corbett- Model Text-<br/>crash scene<br/>Ice Palace- Class Novel<br/><span style="color: green;">Maritime Museum</span><br/><span style="color: green;">Ice Age related?</span></p> <p style="color: blue;">KS2 Hist: Local history study - Maritime Greenwich</p> <p style="color: blue;">GRAMMAR: apostrophes, formal language, paragraphs, direct, indirect speech, modal verbs, relative clauses, embedded clauses</p> <p style="color: blue;">WRITING OUTCOME: Letters- formal/informal, diary extract, newspaper report, postcards</p> | <p style="text-align: center;"><b>CUNNING CREATURES</b></p> <p style="text-align: center; color: red;">Varjak Paw<br/>Zelda Claw</p> <p style="text-align: center; color: green;">Science Museum</p> <p style="color: blue;">KS2 Hist: Charles Darwin<br/>KS2 Geog: Habitats</p> <p style="color: blue;">GRAMMAR: first person, main and subordinate clauses,</p> <p style="color: blue;">WRITING OUTCOME: narrative, setting</p> | <p style="text-align: center;"><b>SECRETS OF NATURE</b></p> <p style="text-align: center; color: red;">Peddlar of Swatham<br/>Pebble in my pocket-<br/>HOOK/Starting point for volcanoes - DT/SCIENCE writing</p> <p style="text-align: center; color: green;">Local woods</p> <p style="color: blue;">KS2 Geog: Physical geog - Volcanoes and earthquakes (link with Iceland - Norse setting for Ice Palace)</p> <p style="color: blue;">GRAMMAR: paragraphs, fronted adverbials, complex sentences, relative clauses, short sentences for effect, similes, compound sentences, different sentence starters</p> <p style="color: blue;">WRITING OUTCOME: narrative, innovation, debate- Socratic dialogue, character description</p> | <p style="text-align: center;"><b>KNOWLEDGE IS POWER</b></p> <p style="text-align: center; color: red;">Iron Man</p> <p style="color: blue;">KS2 Hist: Baghdad 900AD<br/>KS2 Geog: Compared with London</p> <p style="color: blue;">GRAMMAR: comprehension, metaphors, text analysis, PEE</p> <p style="color: blue;">WRITING OUTCOME: setting, character description, opener to a story, own ending</p> | <p style="text-align: center;"><b>TOMBRAIDERS</b></p> <p style="text-align: center; color: red;">Who built the pyramids?<br/>(Meredith Hooper)<br/>Myth- Isis and Osiris</p> <p style="color: blue;">KS2 Hist: Ancient Egypt</p> <p style="color: blue;">KS2 Geography: Modern Mexico - compared with ancient and London</p> <p style="color: blue;">GRAMMAR: reported speech, directed speech, punctuation, informal language- colloquial, apostrophes</p> <p style="color: blue;">WRITING OUTCOME: play script, character description</p> | <p style="text-align: center;"><b>OUT OF AFRICA</b></p> <p style="text-align: center; color: red;">Fastest Boy</p> <p style="color: blue;">KS2 Hist: Benin<br/>KS2 Geog: Rainforest</p> <p style="color: blue;">GRAMMAR:</p> <p style="color: blue;">WRITING OUTCOME: cross curricular links to country- foods.</p> |
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| Year 5 |  | <u>The GREAT BRITISH EMPIRE</u>   | <u>IT'S ALL GREEK TO ME!</u>   | <u>EXTREME ENVIRONMENTS</u>   | <u>IT'S A MYSTERY</u>  | <u>ENCHANTED WORLDS</u>   | <u>INSPIRATIONAL VOICES</u>  |
|--------|--|---|--|---|--|---|--|
|        |  | <p style="color: red;">Street Child (PoR)<br/>Use Railways Children and The Secret Garden for comprehension<br/>Charles Dickens extracts</p> <p style="color: green;">Museum of London/Ragged School<br/>Museum of London Docklands</p> <p style="color: blue;"><b>KS2 Geog: Human geography - British Empire trade links</b></p> <p style="color: blue;">GRAMMAR: (for newspaper reports) formal language and grammatical structures, active and passive voice, direct and indirect speech, verb forms, modals, relative and embedded clauses</p> <p style="color: blue;">WRITING OUTCOME: innovation of a chapter, invention of a chapter, incidental pieces of writing, newspaper report</p> | <p style="color: red;">Myths and Legends - Theseus and the Minotaur (NB)<br/>British Museum<br/>Royal Greenwich Planetarium</p> <p style="color: blue;"><b>KS2 Hist: Ancient Greece</b></p> <p style="color: blue;"><b>KS2 Geog: Place knowledge - modern Greece</b></p> <p style="color: blue;">GRAMMAR: tenses, multi-clause sentences, sentence openers, expanded noun phrases, prepositional phrases</p> <p style="color: blue;">WRITING OUTCOME: invention of new myth, character descriptions,</p> | <p style="color: green;">Ice Trap! (Ernest Shackleton's expedition)</p> <p style="color: green;">Maritime Museum- BOOK EARLY!</p> <p style="color: blue;"><b>KS2 Geog: Place knowledge- Antarctic</b></p> <p style="color: blue;"><b>KS2 Hist: Timeline of Antarctic exploration</b></p> <p style="color: blue;">GRAMMAR: headings, rhetorical questions, tense work, complex sentences, personification</p> <p style="color: blue;">WRITING OUTCOME: non-chronological report, newspaper report, leaflet, survival guide</p> | <p style="color: red;">The London Eye Mystery</p> <p style="color: green;">Visit to London Eye</p> <p style="color: blue;">GRAMMAR: (for newspaper reports) formal language and grammatical structures, active and passive voice, direct and indirect speech</p> <p style="color: blue;">WRITING OUTCOME: writing a chapter, split narrative newspaper articles, character descriptions,</p> | <p style="color: red;">The Tree Giants<br/>Café le Nuit</p> <p style="color: blue;"><b>KS2 Hist: Ancient Societies - Maya</b></p> <p style="color: blue;"><b>KS2 Geog: Maps and Fieldwork</b> - Design garden; visit local parks and record observations. Use of OS maps, grid references, bearings and digital mapping.</p> <p style="color: blue;">GRAMMAR: shifts in levels of formalities, active and passive voice</p> <p style="color: blue;">WRITING OUTCOME: writing a fictional non-chronological report- invention and innovation</p> | <p style="color: red;">Magna Carta Chronicles</p> <p style="color: blue;"><b>KS2 Hist: Magna Carta</b></p> <p style="color: blue;">GRAMMAR: first person</p> <p style="color: blue;">WRITING OUTCOME: first person speech, biographies</p> |
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| <p><b>Year 6</b></p> <p><b>Other ideas:</b><br/>                     *dark fairytales<br/>                     *dystopian speech-hunger games<br/>                     *Holidays from Hell/negative review<br/>                     *Letter of complaint</p> | <p><b>UNDERCOVER...</b></p> <p>Stormbreaker</p> <p>London Eye</p> <p><b>KS2 Geog: Local area study</b></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 gadgets and write persuasive letter/leaflet</p> | <p><b>HOME FROM HOME</b></p> <p>Stone Cold<br/>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><b>NOT AS IT SEEMS...</b></p> <p>The Night Bus<br/>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><b>CANDAL..</b></p> <p>Macbeth</p> <p>Tower of London</p> <p><b>KS2 Hist: Tudors - local history. Greenwich, Eltham Palace, Deptford...</b></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><b>FANTASY WORLDS/ SATS</b></p> <p>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><b>PEACE AND WAR</b></p> <p>Rose Blanche</p> <p><b>KS2 Hist: WW1- influence and effects afterwards - life in Britain</b></p> <p>Battle of Britain - Churchill's War Rooms</p> |
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