

STAND UP AND SPEAK OUT

Curriculum context: Half Term Theme: Continuing from the NHS rainbows – focus upon events of 1948							
Curriculum Intent: to develop comparing and contrasting of 2 localities ( UK and Caribbean / Seaside / home)							
	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Book to read aloud / Share	We all belong – Natalie Goss Children just like me – Kindersley	Coming to England – Floella Benjamin	Tales from the Caribbean – Trish Cooke	Children that changed the World – Marcia Williams Reading Planet –KS2 All aboard the Empire Windrush = Stars Reading		On the move – Michael Rosen The Story of The Empire Windrush – KN Chimhiri	Windrush Boy – Benjamin Zephaniah
English Focus	To make a non fiction ' Just Like Me' book based upon our individual bubbles	Writing postcards from our holidays	Story writing- a trip to a tropical Island	To create persuasive posters / leaflets about England and working for the NHS for the Caribbean. ( the streets are paved with gold)		To write a balanced text for and against argument for Immigration in UK – in the impersonal style	To write a formal letter of complaint to the UK Government regarding the treatment of people arriving from Empire Windrush <a href="https://youtu.be/Si3IRAPJkkU">https://youtu.be/Si3IRAPJkkU</a>
You, me and PHSE Units	Identity, society and equality Me and other	SRE – Boys, girls and family		Identity, society and equality Celebrating Difference Democracy		Identity, society and equality Stereotypes, discrimination and prejudice	SRE Healthy relationships / how a baby is made
Outdoor learning opps	The seaside – create outdoor learning opps – sandcastles, ice cream shops, deckchair hire. Packing suitcases Now Press Play - Seaside	<a href="https://youtu.be/xHdPzuiBhcc">https://youtu.be/xHdPzuiBhcc</a> Trinidad Fruit Market video Create outdoor role play market in playground		Create a Kippax Weather Station – how much rain can we collect? Recording of daily temperatures, how many different types of trees do we have in school grounds – do the same trees grow in Caribbean?		Compass work – following 4 point compass directions (considering the if you had to flee 'on the move' could you use a compass to get to a set location)	Compass work – following 4-8 point compass directions (considering the if you had to flee 'on the move' could you use a compass to get to a set location)
History	Sorting images of children currently and from the past - identify which a from a long time ago – which look like us now?	Historical Enquiry : Coming to England – Is it a ' long time ago story' or current day story ? Tales from the Caribbean – are the true? Fiction / non fiction?		The story of the NHS and Rainbows – adding WW2 and Empire Windrush to class timeline <a href="https://youtu.be/i234eVT_P8Q">https://youtu.be/i234eVT_P8Q</a>  Children to talk through the timeline and talk about why key dates are there.		Add Windrush to the class timeline Look at Human Rights Convention – discuss how they link or don't link	Adding Empire Windrush to class timeline 1948 – P4C debate - In 1948 Human Right Act, NHS and Empire Windrush all happened – why? Is there a connection with WW2?
Geography	Sorting places we have visited – which places are close by? Which places need a car / bus / boat / aeroplane? Are all seascides' the same? Scarborough? Spain?	To look at globe / maps to find UK and Caribbean (Trinidad) – can you make a route from Trinidad to UK ( assessment) Make comparative list of features of UK vs Trinidad – Google Maps /Atlas etc... Hours of sunshine / rain / population stats ( maths link stats )		To find out about Islands in the Caribbean. Particular focus upon Jamaica – Develop list of questions about Jamaica and develop enquiry approach to find answers. To be careful to model identifying typical features of Jamaica rather than stereotypical concepts. (Assessment) make comparison between UK and Jamaica Make a large scale map of Jamaica with key feature marked and key to refer to. Hours of sunshine / rain / population stats ( maths link stats )		Globe work – looking at Equator and difference in weather around the world comparative to Equator line. Look at Island of Caribbean to identify weather features compared to UK. (Assessment) Looking at Maps of UK and Jamaica – look at difference of areas according to scale – Is Kingston the same size of London or a similar size to other place in UK? Leeds in Jamaica / Leeds in UK -compare and contrast Hours of sunshine / rain / population stats ( maths link stats )	(Assessment) Link with ICT- Identify Primary and Secondary sources of factual information about alternative location. Identify aspects such as proximity to equator and relation with weather. Identify independent sources of information. Look at hurricane season, why is more impact upon Caribbean than UK. Why do we have storms but they have hurricanes?
Science	Sorting and identifying hot weather clothes /cold weather clothes	Making a hammock – what is the best material? How would you connect it? How can you test the weight it will take? Fair Testing Enquiry Type		Green Sea Turtles – Enquiry Questions: What are Green Sea turtles shells made from?  Enquiry type - Research using secondary sources <a href="https://www.natgeokids.com/uk/discover/animals/sea-life/turtle-facts/">https://www.natgeokids.com/uk/discover/animals/sea-life/turtle-facts/</a>		Animal Reproduction – Fresh water crocodile reproduction, food chains and environment  Identifying, classifying and grouping enquiry type	Animal Reproduction – Fresh water crocodile reproduction, food chains and environment  Identifying, classifying and grouping enquiry type for a mammal, reptilian and amphibian
Music	Control uses of drum beat – copy a simple pattern / repeat a simple drummed pattern	<a href="https://youtu.be/SciFvPLwqro">https://youtu.be/SciFvPLwqro</a> Soca Music - Identify the pulse and join in getting slower / faster Accompany by clapping along or playing pulse rhythm		3 Little Birds perform a repeated pattern to a steady pulse  <a href="https://youtu.be/6ZJ6INrXBvE">https://youtu.be/6ZJ6INrXBvE</a> Xylophone version  <a href="https://youtu.be/LanCLS_hlo4">https://youtu.be/LanCLS_hlo4</a> Bob Marley		Identify and control way different instruments sound - play a repeated patter with increasing accuracy and control  <a href="https://youtu.be/6ZJ6INrXBvE">https://youtu.be/6ZJ6INrXBvE</a> Xylophone version  <a href="https://youtu.be/LanCLS_hlo4">https://youtu.be/LanCLS_hlo4</a> Bob Marley	

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Art	<p>Self portrait Making a passport for a holiday try out different materials – chalk/pencil/crayon select material they like the best. And why.</p>	<p>Self portrait Making a passport style image – Investigate media crayons, pens, felt tip – draw for a sustained time using a mirror or photo for guidance</p>	<p>Pencil skills self portrait Making a passport style image Practice shading and shadow techniques. Effect of pencil position and grip / using pencil on its side rather than tip. Use mirror or photo of self as guide</p>	<p>Pencil skills self portrait – Passport <a href="https://youtu.be/oCDta3CQ9Ak">https://youtu.be/oCDta3CQ9Ak</a> <a href="https://www.waterside.stoke.sch.uk/art-12">https://www.waterside.stoke.sch.uk/art-12</a> Practice shading and shadow techniques. Effect of pencil position and grip / using pencil on its side rather than tip. Use mirror or photo of self as guide – focus upon</p>	<p>Pencil skills self portrait – Passport image <a href="https://youtu.be/SABRrcoUeTY">https://youtu.be/SABRrcoUeTY</a> Practice shading and shadow techniques. Effect of pencil position and grip / using pencil on its side rather than tip. Use mirror or photo of self as guide, focus upon accuracy of sizing</p>
RE	<p>The Selfish Crocodile <a href="https://youtu.be/0-NhjJ_RZI">https://youtu.be/0-NhjJ_RZI</a> Understating concept of being sorry</p>	<p>Easter Story <a href="https://youtu.be/StlJqYF-Ki8">https://youtu.be/StlJqYF-Ki8</a> Why is the Cross important to people who go to Church? People who go to church are called Christians - Q&amp;A with someone who attends a church</p>	<p>Identity – I can talk about an item that is really special to me. Show and Tell activity. Share examples of how people show that their religions / belief is important to them e.g: Crucifix, Kara Bangle, Hijab, turban, dog collar, dreadlocks etc...</p>	<p>Compare and contrast different ways of worship – within the same religion Christianity – Church of England vs Born-again Christianity popular in Caribbean  What feature do they both have? What features are different? Some difference are cultural and some belief based.  Enquiry what is the difference between culture and religion?</p>	