

ARP OVERVIEW- Working Document

| 1 | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| Theme | Determination Salt in his Shoes- Deloris Jordan Look Up!- Nathan Byron Stuck- Oliver Jeffers | Teamwork Stone Soup | Love and Understanding Ruby's Worry- Tom Percival The Invisible String- Patrice Karst Be Kind- Pat Zeitlow Miller Conker the Chameleon- Hannah Peckman | Empathy The Little Prince-Antoine de Saint-Exupery | Resilience Malala's Magic Pencil- Malala Yousafzai After the Fall-Dan Santat The Hugging Tree-Jill Neimark | Ambition Oh the Places we will go! -Dr Seuss |
| SEMH/ THRIVE | Thrive Group and Individual Targets | Thrive Group and Individual Targets | Thrive Group and Individual Targets | Thrive Group and Individual Targets | Thrive Group and Individual Targets | Thrive Group and Individual Targets |
| Supportive Texts | Enemy Pie – Derek Munsun The Book of Feelings – Amanda McCardie A Huge Bag of Worries – Virginia Ironside Tell me Tree – Karen Inglis Lion in a Flap – Sue Graves Tiger in a Tantrum – Sue Graves Have you filled a Bucket Today – Carol McCloud We are all so Different – Frances Duggan A Child of Books, Stuck, The Heart and the Bottle, Lost and Found, Here We Are -Oliver Jeffers Julian is a Mermaid – Jessica Love Nem and the Lonely Fisherman – Ian Eagleton Max Kowalski Didn't Mean It – Susie Day | | | | | |
| English/ Core Text | The Journey-Aaron Becker | Millions Frank Cottrell-Boyce | Purple Lady (Blackberry Blue) Jamila Gavin | Charlie and the Chocolate Factory- Roald Dahl | The Iron Man- Ted Hughes | James and the Giant Peach- Roald Dahl |
| Complementary texts | The Quest, Return | | The Golden Carp, Emeka the pathfinder etc (Blackberry Blue) | Non-fiction- chocolate Cadbury family, Bournville, Chocolate Poems | The Iron Woman | Giraffe, Pelly and Me. Non-fiction, insects and animals |
| Poetry | TBC | TBC | TBC | TBC | TBC | TBC |
| Real Read | Harry Potter and the Philosopher's Stone | The Christmasaurus, Christmasaurus and the Naughty List, Christmasaurus and the Winter Witch | The Chicken Nugget Ambush, The Great Caravan Catastrophe etc... | The BFG | Skellig, My Name is Mina, The Boy who Swam with Piranhas | Boy in the Dress |

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| Author of the Moment | JK Rowling | Tom Fletcher | Mark Lowrey | Roald Dahl | David Almond | David Walliams |
| Maths | White Rose- Planned and differentiated by Age/Ability | White Rose- Planned and differentiated by Age/Ability | White Rose- Planned and differentiated by Age/Ability | White Rose- Planned and differentiated by Age/Ability | White Rose- Planned and differentiated by Age/Ability | White Rose- Planned and differentiated by Age/Ability |
| Science | Earth and Space | The Human Body – Skeleton and Digestion | Forces | States of Matter | Electricity | Life Cycles/Food Chains and habitats of animals and insects |
| Learning Outcomes | <ul style="list-style-type: none"> • Ask questions about science. • Carry out a test and record data they have collected. • Know what a fair test is. • Be able to talk about what they have found out. | | | | | |
| | <p>-Know the Solar System includes the sun, moon and planets.</p> <p>-Know the Earth rotates to create day and night.</p> <p>-Know there is a force called Gravity which makes objects fall towards the Earth.</p> <p>-Describe the movement of the Moon relative to the Earth.</p> <p>-Describe the Sun, Earth and Moon as approximately spherical bodies.</p> | <p>-Know humans and some animals have skeletons and be able to name some of the bones.</p> <p>-Know humans have a digestive system and the function their teeth, stomach and intestines have in this.</p> | <p>-Know there is a force called Gravity which makes objects fall towards the Earth.</p> <p>-Know that pushes, pulls and twists are types of forces.</p> <p>-Know that friction, water and air resistance are forces which can slow moving things.</p> <p>-Know that magnets create a force on other magnetic materials.</p> | <p>-Know that materials exist as solids, liquids and gases.</p> <p>-Know that water can change to a solid by freezing and a gas by heating.</p> <p>-Know that some materials such as sugar and salt dissolve.</p> | <p>-Name some appliances which work using electricity.</p> <p>-Know that electricity can be dangerous.</p> <p>-Know what a bulb, a cell, a switch and a circuit are and how to use them.</p> <p>-Make a simple circuit light up.</p> | <p>-Know what a life cycle is.</p> <p>-Know that humans and animals reproduce.</p> <p>-Know that animals live in different habitats. Name animals and plants in a desert, arctic, ocean and woodland habitat.</p> <p>-Describe a food chain within one of the above habitats knowing that the food chain starts with a producer (a plant)</p> |
| Humanities | Thrive Town | The Local Area | | World History-The Mayans | United Kingdom – Capital and Countries | British History – Kings and Queens Henry VIII |

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| | | Using a compass. Using directional language | | Local History/Geog – Bourneville/The Cadbury Family | | Elizabeth I Elizabeth II |
| Learning Outcomes | | Be able to discuss some key aspects of their local history. -Name and use an eight- point compass, symbols and keys on a map and grid references. -Use directional language. | | -Discuss historical events beyond living memory. -Discuss world history they have learnt about. -Explain connections and contrasts during different periods of time. -Explain the chronological order of historical times and events. Name and locate counties and cities of the United Kingdom. | --Name the world’s seven continents and five oceans. -Name the capital city of England and the four countries of the United Kingdom. -Name and locate counties and cities of the United Kingdom. -Use maps, globes and digital maps to locate different countries. | -Discuss historical events beyond living memory. -Talk about historical people they have learnt about. -Discuss British history they - have learnt about. -Explain connections and contrasts during different periods of time. -Explain the chronological order of historical times and events. |
| RE | Judaism | Why do Christians celebrate Christmas? | Sikhism | The Easter Story Why do we call Jesus our Saviour? | Buddhism | Hinduism |
| Learning Outcomes | <ul style="list-style-type: none"> • Help children to acquire and develop knowledge and understanding of the main principal religions from around the world. • Help children to appreciate the way religious beliefs shape life and behaviours • Recognise how religious practice is conducted in a variety of ways and identify similarities and differences within and between religions. | | | | | |
| ART | Lowry – Buildings and people Clay/Model Magic/Junk Modelling | Portraits Artist- Giueseppe Arcimboldo | | Mayan Art | | Andy Goldsworthy |
| Design | | Sewing – Cross Stitch Calendars | Kites | Ancient Mayan Masks | Moving Monsters Electrical Games (Science) | Bird Boxes Shoe Box Habitats |
| Learning Outcomes | <ul style="list-style-type: none"> • Develop the use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes) within their work. • Use scale, proportion and perspective more accurately. • Mix paint with an understanding of primary, secondary, monochromatic and complementary colours. • Mix colour, shades and tones with confidence building on previous knowledge. • Create 3D work using a range of materials. • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Show experience in a range of mono print techniques, e.g. stencils and rolling ink out. | | | | | |

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| | <ul style="list-style-type: none"> Discuss and review their own and others work, expressing thoughts and feelings. Identify and explain modifications and see how they can be developed further. | | | | | |
| Music | Great Composers - Holst | Percussion Instruments/ Body Percussion | Charanga – ‘Make you feel my Love’ | Songs in Films. Poetry changed to songs – Charlie and the Chocolate Factory | | Night of the Proms |
| Learning Outcomes | <ul style="list-style-type: none"> Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Play and perform solo and in groups using voices and playing musical instruments with increasing accuracy, fluency and expression. Improvise and compose music for a range of purposes. | | | | | |
| PE/Outdoor Activities | Fundamental Skills Gymnastics | | Tennis/Hockey -Bat and Ball Skills | | Kwik Cricket | Flash Climbing |
| Learning Outcomes | <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance through Gymnastics. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare performances and demonstrate improvement to achieve their personal best. | | | | | |
| Visits | | Barston Sewage Works | | Cadbury World | | Canon Hill Park/Nature Reserve |
| Themes | National Poetry Day World Mental Health Day | Remembrance Sunday Inter Faith Week | Anti-Bullying Safer Internet Children’s MH Random Act of Kindness Week Fair Trade | World Book Day Science Week Water Aid | World Environment Day | |

** Computing will be threaded through the ARP Curriculum.

-Information Technology – word processing, creating music, using and creating databases and presentations.

-Digital Literacy – Online Safety. Safer Internet Week

