

ARP OVERVIEW- Working Document

2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Theme</b>	<b>Determination</b> Salt in his Shoes- Deloris Jordan Look Up!- Nathan Byron Stuck- Oliver Jeffers	<b>Teamwork</b> Stone Soup	<b>Love and Understanding</b> Ruby’s Worry- Tom Percival The Invisible String- Patrice Karst Be Kind- Pat Zeitlow Miller Conker the Chameleon- Hannah Peckman	<b>Empathy</b> The Little Prince- Antoine de Saint- Exupery	<b>Resilience</b> Malala’s Magic Pencil- Malala Yousafzai After the Fall-Dan Santat The Hugging Tree-Jill Neimark	<b>Ambition</b> Oh the Places we will go! - Dr Seuss
<b>SEMH/ THRIVE</b>	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
<b>Supportive Texts</b>	Enemy Pie – Derek Munson    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					
<b>English/ Core Text</b>	Boy at the Back of the Class- Onjali Rauf	War Horse- Michael Morpurgo	Stig of the dump- Clive King	Wonder – R J Palacio	The Explorer – Katherine Rundell	Charlotte’s Web – E.B White
Complementary texts	The Journey - Francesca Sanna Buckingham Palace News stories- refugees	Animals in War, Shadow- Michael Morpurgo	5 children & It		Journey to the River Sea – Eva Ibbotson	Sheep Pig – Dick King- Smith
Poetry	TBC	TBC	TBC	TBC	TBC	TBC
Real Read	Cloudbusting	Long Way Home	Owen and the soldier, the house of clouds	The Suitcase Kid	The Secret Garden	Hodgeheg

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Author of the Moment	Malorie Blackman	Michael Morpurgo	Lisa Thompson	Jacqueline Wilson	Francis Hodgson-Burnette	Dick King-Smith
<b>Maths</b>	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
<b>Science</b>	The Human Body Circulatory System	Light and Sound	Rocks and Fossils	Evolution	Plants – Life Cycle/Growth	Classification
Learning Outcomes	<ul style="list-style-type: none"> <li>• Ask questions about science.</li> <li>• Carry out a test and record data they have collected.</li> <li>• Know what a fair test is.</li> <li>• Be able to talk about what they have found out.</li> </ul>					
	<p>-Know humans have a circulatory system which uses the heart to pump blood around the body through blood vessels.</p>	<p>-Know that light is produced by a light source.                      -Know to protect their eyes from direct sunlight.                      -Know light is reflected into our eyes which is why we can see.                      -Know that sound is produced when something vibrates and this sound can change if the vibration changes.</p>	<p>-Know that some things are living and some are not.                      -Know that some things were once alive but are not now.                      -Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.                      -Describe in simple terms how fossils are formed when things that have lived are trapped within rock.                      -Recognise that soils are made from rocks and organic matter.</p>	<p>-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.                      -Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.                      -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>-Name the parts of a plant and their function.                      -Know that plants make their own food. Know plants reproduce, plants produce seeds.                      -Know what a life cycle is.                      investigate the way in which water is transported within plants                      -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>-Identify and name groups of animals, fish, mammals, birds and amphibians.                      -Know that some animals are carnivores and some are herbivores.</p>

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<b>Humanities</b>	Florence Nightingale Mary Seacole Syria	World History- World War Countries at War	Stone Age to Iron Age	Twin Town Solihull/Cholet Globes/Continents and Oceans	Rainforests	
	-Talk about historical people they have learnt about. -Explain connections and contrasts during different periods of time. -Explain the chronological order of historical times they have been taught about.  -Use maps and globes to locate different countries.	-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 they have been taught about.	-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 they have been taught about.	-Discuss some key aspects of their local history.  -Name the world's seven continents and five oceans. -Name and locate counties and cities of United Kingdom. -Can use maps, globes to locate different countries.	-Name the world's seven continents and five oceans. -Can use maps, globes to locate different countries.	
<b>RE</b>	Islam Why is Muhammed called the Messenger of God?	How can we live in Peace?	What do we mean by God and Love? How can I show Devotion?	Why is Easter important for Christians?	Why is it important to belong?	What makes a place sacred?
Learning Outcomes	<ul style="list-style-type: none"> <li>• Help children to acquire and develop knowledge and understanding of the main principal religions from around the world.</li> <li>• Help children to appreciate the way religious beliefs shape life and behaviours</li> <li>• Recognise how religious practice is conducted in a variety of ways and identify similarities and differences within and between religions.</li> </ul>					
<b>ART</b>	Keith Haring – Pop Art	Contrasting Landscapes Before War/during War/Flanders Field	Cave Drawings Comparison the Graffiti - Banksy	Henri Matisse – French Artist	Vincent Van Gogh – Sunflowers Georges Seurat - Pointilism	Nick Mackman – animal sculptor
<b>Design</b>		Anderson Shelters	Stone Age clay Jewellery			

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<p>Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• Develop the use of different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing, side strokes) within their work.</li> <li>• Use scale, proportion and perspective more accurately.</li> <li>• Mix paint with an understanding of primary, secondary, monochromatic and complementary colours.</li> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Create 3D work using a range of materials.</li> <li>• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</li> <li>• Show experience in a range of mono print techniques, e.g. stencils and rolling ink out.</li> <li>• Discuss and review their own and others work, expressing thoughts and feelings. Identify and explain modifications and see how they can be developed further.</li> </ul>					
<p><b>Music</b></p>		<p>War of the Worlds</p>	<p>Rock Music</p>	<p><b>CLD- French</b>                      -Focus on sounds, ability to recognise and repeat key vocabulary. (Greetings, family, food, school)                      -Vocabulary use in simple sentence structure                      French Songs</p>	<p>Sounds of Nature/Mindfulness</p>	<p>Carnival of the Animals</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Play and perform solo and in groups using voices and playing musical instruments with increasing accuracy, fluency and expression.</li> <li>• Improvise and compose music for a range of purposes.</li> </ul>					
<p><b>PE/Outdoor Activities</b></p>	<p>O&amp;A</p>	<p>Fundamental Skills Gymnastics</p>	<p>Boulder Climbing</p>	<p>Tennis/Hockey -Bat and Ball Skills</p>	<p>Athletics</p>	<p>Swimming</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance through Gymnastics.</li> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare performances and demonstrate improvement to achieve their personal best.</li> </ul>					

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<b>Visits</b>	Kingshurst-Forest School		Flash Climbing Lapworth Museum of Geology – Birmingham Uni Palaeoquest Workshop		Botanical Gardens	George’s Swimming Academy
<b>Themes</b>	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