

# Identity: All About Me

## All About Me



### We want children to:

- Learn about their school, their skills, their bodies and their likes/dislikes.
- Confidently access provision, resources and learning with support.
- Enjoy the responsibility of small tasks.
- Value praise.
- Accept their own and others needs.
- Talk about their likes and dislikes.
- Share what they are good at.

### Opportunities:

- Tour of school & staff
- Listening walks
- School rules
- Social groups
- Painting portraits
- Making choices
- Skills activities

### Texts:

Harry & the dinosaurs start school/Funnybones/Zog/Spinderella

## Where do I belong?



### Opportunities:

- Forest school sessions.
- Make a family tree - home questionnaire.
- Leaf artwork: printing, collaging, crushing and clay.
- Transient artwork.
- Beach artwork.

### Texts:

Stick Man  
Mum & Dad Glue/The Storm  
Whale  
Leaf Man  
Journey to Grandpa's

### Trips & Experiences:

- Forest School Stick Man launch morning.
- Beach School session at Filey [Oct 2019].

### We want children to:

- Learn about their local community, including the Forest School woods, and about seasonal change.
- We want children to compare their community with a different community: seaside/coast.
- Communicate about home.
- Become more outgoing.
- Talk about special family routines and events.
- Know similarities in relation to family and friends.
- Talk about change over time.
- Make simple observations about their environment.

# Festivals of light: Diwali



### We want children to:

- Learn about how Hindus celebrate their special festival.
- Know some similarities and differences among communities and traditions. (compare with Bonfire Night).
- Use present tense accurately.
- Develop explanations.
- Make links and notice patterns.
- Use their senses to explore the world around them.
- Answer how and why questions.

### Trips & Experiences:

- Diwali celebration meal food tasting

### Texts:

The Return of Rama & Sita  
Non-fiction texts on Diwali

### Opportunities:

- Lamp making
- Making lanterns
- Henna hand patterns
- Food tasting
- Rangoli patterns
- Mask making - drama and story retelling

## People Who Help Us



### Opportunities:

- Box modelling emergency vehicles
- Making lollipop signs
- Road safety signs
- Printing with cars
- Fingerprinting
- Roadworks small world and construction
- Hospital and garage role play

### Trips & Experiences:

- Lollipop person visitor
- Fire engine visitor
- Police visitor
- Paramedic visitor

### Texts:

Crossing the road.  
Non-fiction people who help us books.  
Bob the builder.  
Charlie the Firefighter  
Peppa goes to hospital.

### We want children to:

- Learn about the different people who help us in our community.
- Represent experiences in their play
- Show curiosity about people and their jobs
- Explain their own knowledge.
- Maintain concentration.
- Answer how and why questions.
- Show some understanding of how to keep safe.
- Talk about different occupations and ways of life.

EYFS

### Geography

Identify seasonal and daily weather patterns in the United Kingdom.

### Science - Seasonal Changes

**SC:** Observe and describe weather associated with the seasons and how day length varies.

## My Body.

### Science - Animals incl Humans and Seasons

**AIH:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**WS:** Observe closely, using simple equipment.

**WS:** Perform simple tests.

**SC:** Observe changes across the four seasons.

### Writing - Autobiographies

Create a miniature or whole class book in the style of an autobiography, including what I look like, my interests and hobbies, etc.

### British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

### Art - Drawing Skills & Self Portraits

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Pop Art - Photobooth on Mac, colour linking to seasons)
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Andy Warhol and Pop Art (4 of same image in seasonal colours.).

### Experiences: Eureka!

Linking to My Body.

### Experiences: Brotherton Walk

Linking to My Community.

### Geography - My Home and School.

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple compass directions (N, S, E & W), locational & directional language [near / far; left / right], to describe the location of features and routes on a map.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## Guy Fawkes.

### History

Events beyond living memory that are significant nationally or globally

## Year 1: Identity

### Art & Design - Homes

Use a range of materials creatively to design and make products.

### Writing - Traditional Tales

Rewrite or recreate the story of The Three Little Pigs.

### British Values - Individual Liberty

Choices and responsibilities in different environments.

## My Environment.

### Science - Animals incl Humans and Seasons

**AIH:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

**AIH:** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

**AIH:** Describe and compare the structure of a variety of common animals (fish, etc including pets).

**WS:** Using observations and ideas, suggest answers to questions.

**WS:** Identify and classify.

**WS:** Ask simple questions and recognise they can be answered in different ways.

**WS:** Gather and record data to help answer questions.

### Art & Design - Animals

Clay models of animals of different classification.

### Writing - Fact File

Create a fact file all about animals and classification.

### Key Texts

#### My Body

We're Different We're the Same, The Name Jar

#### My School

The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, The Colour of Home

#### My Environment

The Rainbow Fish, Meerkat Mail, The Giraffe The Pelly and Me, What's Eating You?

# London and my home

## Geography

Compare London and Brotherton. Then and now. Fieldwork in Brotherton.  
Use of aerial images (computer program)

## Writing - Queen Victoria's Bathing Machine

Description, setting/character.  
Postcard as if you were king/queen about her experience with the bathing machine and swimming.

## Science - Animals incl Humans

### Basic needs and survival

What basic needs do humans and animals need (food, water, air) comparisons between different animals.  
Similarities and differences between victorian and modern survival. How times have changed, what are necessities?

## History - History of workhouses, class system.

**Art - Lowry**-Contrast settings, Brotherton plus London (Manchester) to make own matchstick men work, then whole class art work with chimneys.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Lowry

## **Experiences: Eureka!**

Linking to science, human needs and survival.

## **Experiences: Brotherton Walk**

compare Brotherton to London, compare Brotherton then and now.

# Year 2 Identity: A Victorian life for me.

## History- Queen Victoria/ Victorian Era. (Throughout)

Comparing victorian / modern life, the impact, compare life/ queens

## **Experiences: Day in the life of a Victorian child**

Chn experience what it might have been like as a Victorian child.

## Science

### Exercise and eating healthy

What do we need to keep healthy and why is it important. Look at our diets and physical activity

## History- Health in the Victorian era.

## Geography - the UK

4 countries and capitals, compare and contrast.

Use of maps and globes. locate

## Writing - Oliver Twist (child Friendly)

Diary entry from a victorian child. (explore Charles Dickens)

# If i were a Victorian child...

## Week 9-

Writing - making gruel - instructions.

## British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

# Traditions

## History- Queen Victoria/ Victorian Era. (Throughout)

What traditions are still in place from the Victorians. Look at xmas traditions.

## Science - Animals incl Humans

### Life cycles, offspring

Insects, animals and humans.  
Look at the different life cycles, compare growth and stages.

## Geography - the UK (history)

What is the british empire? exploring map of the world.

## Art & Design - Match stick animals to show life cycle.

## Writing - A Christmas Carol? Recount, story, comic?

## Key Texts

Queen Victoria's Bathing Machine  
You Wouldn't want to be a Victorian  
Charles Dickens , Oliver Twist (child friendly)  
Christmas Carol?  
(Daisy saves the day, Hetty feather)  
Hungry Caterpillar

# Identity: Mighty, Mighty Yorkshire

Y3

## Our Great County

### Geography

- Location of counties within the UK and their landscapes
- Location of major cities within Yorkshire and what they are known for (land usage, settlement and trade links) e.g. Sheffield for steel, Bradford for textiles etc.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Writing - Welcome to Yorkshire

- Brochure description of each Yorkshire county explaining key geographical features.
- expanding noun phrases
  - developing verb choice
  - subordinating/coordinating conjunctions

### British Values - Rule of Law

Local MPS: what's their job? How do they help make our county great?

## Yorkshire Bees

### Science - Plants

- identify and describe functions of different parts of flowering plants
- explore requirements of plants for life and growth
- life cycle of plants incl. pollination, seed formation and seed dispersal.

## People of Yorkshire

### British Values/Religious Education - Mutual Respect and Tolerance

- How does faith and belief shape the identity of Yorkshire?
- How do people of different faiths live their daily lives differently?

### Writing - Anthony Browne

- Study the work of Anthony Browne and use his books to generate own narrative.
- subordinating conjunctions to start sentences
  - initial adverbs
  - developing a longer story

## Farm to Fork

### Geography - Yorkshire Produce

- Land usage and agriculture within Yorkshire. How has this changed over time?

### Science - Animals incl Humans

- identify that animals need the right types and amounts of nutrition and get this from what they eat
- identify humans and some animals have skeletons and muscles for protection and movement

### Writing - Wonders of the Wolds

- Creating fairy and folktales set in the Yorkshire Wolds. Ley Texts: Cottingley fairies, Magic Faraway Tree.
- building description
  - when, where, how adverbs including to start sentences

### History - Local History

- How Yorkshire's people have shaped and influenced our nation and the wider world
- Potential studies: William Wilberforce, Amy Johnson, Captain James Cook, Henry Moore, George Caley, Matthew Murray, Barbara Hepworth

### Design and Technology - Cooking and Nutrition

- understand and apply principles of healthy diet
- prepare and cook savoury dishes
- understand seasonality of produce

### Art and Design - David Hockney

- The Yorkshire Wolds
- form, shape, line and colour
  - using a variety of mediums and techniques to create landscapes
  - comparison to Van Gogh and Monet

**TRIP:** Drewton's Farm Shop and The Yorkshire Wolds



# Identity: The Roman Empire

Y4

## Rome v's Brotherton

### Writing - The Journal of Iliona

Recount - diary of a Roman child v diary of a Brotherton child.  
Instructions - shield & armour (art/dt)  
Poetry - a Roman slave (child)

### History - The Romans

- Who, when and where
- What the Romans did
- How does that affect us now?
- Life as a Roman v life in Brotherton

### Science - Rocks

- Compare and sort rocks (Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties)  
- Roman structures/architecture  
- What materials made our buildings better?  
- What materials are our buildings built from?

### Art and Design

Research/plan/make/evaluate a Roman shield and armour.

Weeks 1-4

### British Values - Rule of Law

Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

## Life as a Roman

Weeks 5-8

### Reading

- What the Romans did for us.  
- The twelve tasks of Flavia Gemini.  
- Roman myths.  
The dolphins of Laventum.

## A Changed Britain?

### Science - Rocks

- Make and explore different fossils  
Explore the properties of different materials (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)

### Art and Design

Research/plan/make/evaluate/compare a piece of Roman pottery.

Week 9

### Art and Design

Research/plan/make/evaluate/compare Roman bread,

Weeks 10-13

## The lasting Impact

### British Values/Religious

#### Education -

- Tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures

### History -

- How did the Romans change Britain?
- The impact of the Romans

### Writing - Escape from Pompeii

Sensory description  
Thesaurus work  
Volcanic poetry  
Drama performance  
Use of powerful verbs  
Narrative

### Art and Design

Research/plan/make/evaluate/compare a Roman mosaic.

### Texts:

- The Thieves of Ostia by Caroline Lawrence  
- Escape from Pompeii by Christine Balit  
- The Journal of Iliona by Richard Pratt

### Geography -

- Roman Cities
- Rome v Britain
- Roman sites and remains in Britain.

**TRIP/Experiences:**  
TBC

# Identity: The Roman Empire

Y5

## Call to Conquer

Weeks 1-4

### Launch -

### History - The Roman Empire and the impact on Britain

- Who, when and where
- Britain pre-Roman invasion (what was Britain like)
- Why did they want to build an empire?

### Science - Properties and changes of materials.

- Compare and group together everyday materials on the basis of their properties,
- including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how
- to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular
- uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind
- of change is not usually reversible, including changes associated with burning and
- the action of acid on bicarbonate of soda.

### Writing - The Battle Cry

Persuasive speech to recruit soldiers.

- rhetoric
- verb and adjective choices
- short sentences

### British Values - Rule of Law

- EU - courts and justice

Week 9

### Science - States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Formidable rulers

Weeks 5-8

### Design and Technology -

- about great artists, architects and designers in history.
- Roman mosaics

### Art and Design - Telling a story

- sketch booking - shape, form, texture, mixed media leading to creation of own composition.  
(Representing emotion through Art)

### Writing - Newspaper

- Use a range of presentational devices, including use of title, subheadings and bullet points.

### History - Invasion of Britain (Leadership)

- Invasion of Britain, expansion and dissolution of the empire including : failed attempts at invasion.
- Leadership of Julius Caesar and Boudicca.
- The power of the Army.

Weeks 10-13

## Lasting Legacy

### British Values/Religious Education - Mutual Respect and Tolerance

- Multi Faith society.

### History - Legacy

- The Romanisation of Britain
- The Legacy on technology, culture and beliefs.
- Empires - are they a good idea or not? (closing)

### Writing - Narrative

Discuss and develop initial ideas in order to plan and draft before writing.

Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.

### Texts:

Escape from Rome by Caroline Lawrence  
Raman Invasion by  
Wanted by Kate Thompson  
The Journal of Iliona - Richard Pratt

### TRIP/Experiences:

Aldborough Roman Site.  
East Riding Museum.  
Diwali/Bonfire Night/Halloween/

# Identity: Ancient Greece v. UK Today

## Greece Then v. UK Today

Weeks 1-4

### History - Ancient Greece

- Who, where, when
- Greek Beliefs
- Daily Life: Ancient Greece v. UK Today
- How have the Ancient Greeks affected me?

## Moving On

Week 9

### Writing

- Narrative Fiction: Greek Myths
- Revise dialogue to show character and advance action
  - Commas for clauses
  - Embedded clauses
  - Using semicolons
  - Revise range of sentence openers

### Design Technology

- Understand and apply the principles of a healthy diet
- prepare and cook a savoury dish

### Art

- Create moving figures using a range of drawing techniques.

### History - Ancient Greece

- Athens and Sparta
- Birth of Democracy
- Greek Warfare
- How does this affect me?

Weeks 5-8

### Science - Animals Including Humans

- Describe simple functions of the human digestive system
- Identify that animals need the right types and amounts of nutrition and get this from what they eat

## Dawn of Democracy

### British Values

Democracy and dictatorship

Weeks 10 - 13

## The Lasting Impact

### History - Ancient Greece

- Impact on the world and on me  
(eg. language, science, education, architecture, olympic games)

### Writing:

- Non-Fiction: Writing a commentary
- Create atmosphere
  - Revise modal verbs
  - Shift in formality

### Art

- Create moving figures using 3d modelling

### Science - Animals Including Humans

- Identify and name the main parts of the human circulatory system.
- Describe the functions of the heart, blood vessels and blood.
- Understand the impact of diet, exercise, drugs and lifestyle on the function of the human body.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Key Texts

- The Orchard Book of Greek Myths
- Tales of the Greek Heroes
- The Girl of Ink and Stars by Kiran Millwood Hargrave