

## Non Core Curriculum 2016 - 2017

|           | GEOG   | HIST   | ART   | D/T   | Music  |
|-----------|--|--|---|---|--|
| Y6 Autumn | Visit to Lyme Regis – fossil hunting;<br>Exploring rock formation;<br>sedimentary rocks;   | Mary Anning – paleontology;<br>Viking burials – link to other ancient belief systems                 | Silhouettes<br>Inca art   | Making time machines  | Ukelele – learning 3 chord songs<br>Drumming workshops |
| Y6 Spring | Explore Simpson Desert Australia;  |  | History of shadow puppets and animation (Lotte Reiniger) and making their own!  | Using IT to develop and present writing in new and interesting ways e.g. PowerPoint, Book Creator, Newspaper reports, animation. Children will make their own shadow puppets and cut-out animations |  |
| Y6 Summer | Sustainability; rubbish surveys; recycling; beach visit; environmental study; creating news broadcasts – global warming and protecting the environment | Holding an Election  | Collecting rubbish and creating artwork.<br>Campaign posters for a sustainable future.<br>Artwork around the class text- Underwater art, Greenland artwork. | Using IT to develop and present writing in new and interesting ways e.g. PowerPoint, Book Creator, Newspaper reports, animation.  | End of year production                                 |
| Y5 Autumn | Localities study – look at the development of communities<br>Track Santa – across continents, seas   | Victorians – trip to Morwellan Quay<br>Slavery<br>In French – French Revolution<br>Industrialisation | Exploring photography – link with Cottingley Fairies  | Making clay pots;<br>Making pin hole cameras<br>Using book creator to make brochures  | French – Les Miserables – ‘French Revolution’          |

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| Y5 Spring | Where do different animals live? – Link to map work of the world. Localities study of Cranbrook.                                   |  | Creating the Princess' Blankets based on the descriptions in the book – using collage and paint   | Coding – children used Discovery Coding on the iPads to develop their coding skills. I Can Animate to create animations of the text.                                       | Create some entrance music for a superhero                                     |
| Y5 Summer | Where do different animals live? – Link to map work of the world. – Link To Ice Bear, and Survival at 40 degrees Below in Literacy |  |   | Designing and creating wheelbarrows for the Devon County Show<br>Digital literacy - Picture Perfect<br>Discovery Coding 5b   | End of year Phase 3 production.  |
| Y4 Autumn |  | Explore Roman Exeter; visit from a Roman soldier; battle reenactment | Improving mastery of art and design techniques – including drawing, painting and sculpture, paint and clay  | Make Roman shields   | Creating a song to be played in Mr Weevil's shop                               |
| Y4 Spring |  |  | to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | <ul style="list-style-type: none"> <li>Children complete observational drawings of the hat. Children to create their own 3-D objects from the place in between.</li> </ul> | Write a song to teach others about the properties of solids liquids and gases. |

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| Y4 Summer | Children identify on a map of the world where rainforests are and the importance of the equator and longitude and latitude. Explore the different layers in the rainforest. What lives in the different layers. |   |  | Children plant plants in the polytunnel which they will use to make vegetable soup.                         | What might you hear, feel and taste in the Rainforest - watch video - flying over the rainforest. Use musical instruments to make the sound of the rainforest. Children record their own compositions using symbols. |
| Y3 Autumn | Viking settlements – making a Viking settlement   | Inventions that make the world a better place.<br>Vikings – looking at artefacts; | Using Book Creator to make comic books                           | Deconstructing technology and making time machines<br>Exploring how a toaster works.<br>Making Viking boats |  |
| Y3 Spring | Map reading skills. Looking at key features of a map. Grid references- Using a key<br>Rocks – different geographical structures.  |   | Make your own pet Rock look after. Rock art ( pebble balancing ) | ICT – Discovery Coding 3a/ Things for sale/Show respect online.   | Make a Rock Rap to demonstrate knowledge of rock properties.   |

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| Y3 Summer | <p>Water – creating water from air we breathe; looking at the water cycle linking with solar warming; ice cap melting; how has our weather changed? Look at impact of lack of sufficient water; heat; food has on people around the world, and how certain environments lend themselves to certain diets – eg a mediterranean diet; a seafood diet;</p> <p>Comparison between Western and Eastern cultures through Mirror by Jeannie Baker</p> | <p>Comparisons between life in a Kenyan Slum (Beatrice’s Dream) and Life in Tudor Britain – links to poor sanitation; ill health; life expectancy; poor diet</p> | <p>Giacometti sculptures – link with skeleton understanding in science</p>                                | <p>ICT – time lapse photography; frieze frame</p> <p>Making instruments; samba workshops</p>                         | <p>Children learn to play samba rhythms on drums and percussion instruments they make</p> |
| Y2 Autumn | <p>Understanding about Egypt and its habitat</p>   | <p>Ancient Egypt – Learning about Howard Carter</p>  | <p>Eduardo Paolozzi – artist study; visit to Thelma Hubert art gallery; children develop a sketchbook</p> | <p>Design and make time machines from scrap; design and make Egyptian themed items; use imovie and photo creator</p> |   |

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| <p>Y2 Spring</p> | <p>Children will develop their knowledge about The World, The United Kingdom.<br/>Locational Knowledge<br/>Children will name and locate the continents of the world and five Oceans.<br/>Human and physical Geography<br/>Children to identify key physical features such as: beach, forest, mountain and ocean.<br/>Key human features: city, town and village</p> | <p>Children explore Ancient Egypt, explorers and the period of history connected to this time.<br/>Character study of Amelia Erhart</p> | <p>To use a range of materials creatively to design and make products.<br/><br/>Research Fibonacci-look at patterns in nature. Observational drawing.</p> | <p>Designing and making boats and planes to be tested-children to be generating, developing, modeling and communicating ideas through talking, drawing and where appropriate ICT.</p> | <p>music from other parts of the world</p> |
| <p>Y2 Summer</p> | <p>Children research what it's like to be in the rainforest environment.<br/>Children explore animals and plants who inhabit the rainforest.</p>   |   | <p>To use a range of materials creatively.<br/><br/>Observational drawings of plants.<br/><br/>Patterns of animal fur, skin etc</p>                       | <p>Designing and making small world habitats-rainforest.<br/><br/>ICT using beebots-global positioning to help locate Time Traveller.</p>   |  |

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| Y1 Autumn | Name and locate four countries in UK; identify seasonal weather patterns in UK; use simple directional knowledge   | Changes within living memory; Events beyond living memory – Great Fire of London  | Using a range of materials to make weather boxes; houses for the Three Little Pigs                                   | Gingerbread man slider picture; Design and make pig houses; Design and make weather boxes  | Use their voices expressively – days of the week song; months of the year song; Nativity  |
| Y1 Spring | <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: § key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather § key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Locational knowledge</b><br/>Name and locate the world's seven continents and five oceans</p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <ul style="list-style-type: none"> <li>• <b>Junk modeling – building modes of transport to get to the island</b></li> </ul> <p><b>Big Construction – fort building</b></p> | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Walking through the jungle song</p> <p>Hymn practice</p> <p>We're going on a bear hunt</p> <p>Exploring different musical rhythms in a class band.</p> |

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| Y1 Summer  | <p>Through books explore life in Africa and India.</p> <p>Understand about life cycles under the sea – and the changes in the coral bed.</p> <p>Beach trip! Use our new knowledge to identify beach features and go rock pooling. Perform a beach clean as part of our consideration for the planet</p> |   | <p>Make sea creature puppets for under sea animation</p> <p>Create mini beach environments and seaside habitats</p> | <p>Develop outside planting area to increase understanding of caring for the world</p>   | <p>Compare dance music, and dances from Indis – Bollywood dancing, and England – Morris Dancing, Maypole</p> |
| Rec Autumn | <p>Forest School – knowledge of our world and how it changes and transforms</p>   | <p>Local museum visit – how have we changed over time?<br/>Things from long ago</p> | <p>Butterfly symmetry; balloon painting; leaf printing; finger printing</p>   | <p>Creating something to use in the future<br/>Bottle lid caterpillars<br/>Using pain tool on ipads to make own caterpillars</p> | <p>Nativity<br/>Counting songs<br/>Alphabet song</p>   |

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| <p>Rec Spring</p> | <p>Looking at the changing seasons<br/>         Awe and Wonder - planting the flower beds in our outside area - different smells/textures<br/>         How can we encourage more animals to come and share our space with us? Bird table?<br/>         Learning about the chickens - Can we get more hands on with the chickens? - Build them a pen to come out into and have bales of hay to sit on with them?</p> |  | <p>Chooses particular colours to use for a purpose.</p>   | <p>Tinker tables - children taking apart electrical items with screw drivers etc..<br/><br/>         Building superhero gadgets with blocks and wood<br/><br/>         Building traps for the Joker</p> | <p>Begins to build a repertoire of songs and dances.<br/>         •Explores the different sounds of instruments.</p> |
| <p>Rec Summer</p> | <p>Travel - how to travel to different places - land and sea<br/>         Trying different foods from different countries - what kinds of fruits are they?<br/>         How does the different fruit get to our country?<br/>         Children learn about</p>  |  | <p>Colour mixing to create sunset pictures<br/><br/>         making under the sea sensory bottles, 'wave' makers (alternative to rainmaker), colour mixing blues and greens for the sea</p> | <p>Cooking with fruit/eggs from the hens<br/><br/>         creating information books, learning about pollution, creating own sea creatures, making an animation</p>                                    | <p>Creating different instruments - using different materials<br/><br/>         Drumming - to explore rhythm</p>     |



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|  | <p>Africa - listen to music, learn an African song, taste some African food. African dot painting, colour mixing- an African sunset, African masks, dancing, animal patterns, African fables 'why the lion got his roar etc' Making patterned collars, playing African playground games, weaving</p> <p>Learning about India - cooking, doing Bollywood dancing, rangoli patterns, mendhi on hands, tasting curry, mandalas</p> |  |  |  |  |
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