

Elephants Inquiry Based Curriculum 2016/17

| Subject Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Ourselves | Christmas | Food | Living Things | Around Our World | Around Our World |
| Science | Ongoing inquiry: We will be working on a year long inquiry involving an observation of the weather and seasons and how these affect living things by observing a tree every month and recording our findings. | | | | | |
| National Curriculum | Animals including Humans | Everyday Materials | Everyday Materials | Plants and Animals | Thinking Scientifically | |
| Key Questions | How do we grow and stay healthy? | What are materials and how do we use them? | Is it an object? Can materials change? | What is it and how do we know? | How and why do the seasons change? | |
| | This is a cross-curricular unit with our PSHEC. We will be learning about the parts of our body, our senses and what we need to stay healthy such as eating well and exercising. | Using a range of Christmas and Seasonal stories, we will be thinking about the best materials to use to solve problems for the characters! | We will be using practical experience to think about what objects made from, what the properties are of the different materials and what happens to materials when they are heated and cooled. | This will link to our work on Charles Darwin and the Galapagos Islands in Geography! We will be growing our own plants and using our local area to find, identify and classify living things as well as comparing with living things around the world. How are animals like us? How are they different? | We will be revisiting the weather and seasons work that we have been doing across the year and looking at how these are different in the UK to other countries around the world. We will be thinking about why this happens and thinking scientifically to use the evidence that we have gathered to draw conclusions. | |
| PSHEC | Learn for Life: Our Happy School. A fresh start with a new class, a sense of belonging and establishing class rules. | Learn for Life: Out and About. Incorporating work on road, fire and firework safety and anti-bullying. | Learn for Life: Looking Forward. Including discussion of different things children like doing and how they like to learn. Explores different jobs that people do and focuses on goal | Learn for Life: My friends and family. Relationships with friends on family including sensitive issues such as loss. | Learn for Life: Healthy Bodies, Healthy Minds. Focusing on developing personal responsibility and teamwork. | Learn for Life: Ready Steady Go. This unit is about safety, the children will develop ways about keeping safe in different situations. We will also focus on developing self confidence using games. |
| PE | Games/Dance | Games/Dance | Gymnastics | Gymnastics | Athletics | Athletics |

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| Art | Explore Portraits and Self Portraits in different media. Examine the work of Paul Klee. | Christmas themed projects using a range of materials and skills. | Look at the work of Arcimboldo and create fruit collages. | Galapagos Island animals, close observational paintings and drawings. | Art linked to countries around the world where possible linked to children's background and interests. | Make carrier pigeon models linked to communication history topic. |
| History | Study family trees and order events in our own lives chronologically. | | A history of the foods we eat and how we prepare it. | who was Charles Darwin? What did he discover? What life like when he was a child? | | Development of communication from human messengers to present day digital communication. |
| Geography | Where the UK is in the world, where in the UK we live and what our local area is like. | Different Christmas customs around the world. | | Where in the world are the Galapagos Islands and why are they important? | Contrast our local area with other countries around the world. | |
| D&T | | Design and make a photo frame. | Design and make a fruit based snack/smoothie. | | | Design items for an international party. |
| Music | Explore ways of using our voices expressively. Develop skills of singing while performing actions. | | | | | |
| ICT | How do we use information technology away from school? | What is an algorithm? | What do we do if our algorithm doesn't work (learning to debug a program) | | Can we use IT to make and save our work? | |