



SOARING SKIES



The Curriculum – Summer Term 2019

The key focus for our Summer theme is ‘**Buildings**’. The main curricular subject drivers this term are **Geography, History and Design and Technology**.


Each key stage will focus on the following specific themes:


- EYFS: Buildings in Hackney
- Key Stage One: London Buildings
- Key Stage Two: Architectural London.

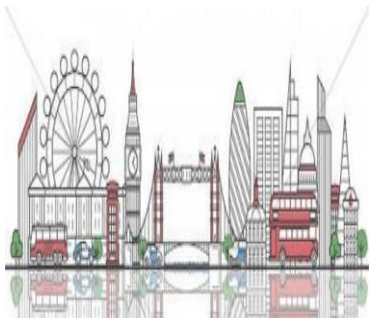


Each year group will have a building linked to the class novel (primary building) and this will be supported by the writing plan. Year groups will also have a secondary building which is linked to the key stage curriculum theme. **Choose 2 buildings from the suggested selection found in the writing planning, for Summer Term 1.** As part of our **STEM** curriculum, year groups will also have a unit title and links will be made with **D.T and Science**. (There will be separate Science books to record children’s learning. The front cover page is to evidence the unit title for the year group, found on the STEM planning overview. The books will be yellow, lined and plain.)

We will continue to make cross-curricular links with all other curricular areas. Our curriculum will be supported by resources from the Islington Library Service.

English	Refer to the weeks 1 and 2 overview circulated prior to the Easter holidays. Refer to the separate year group writing planning.	
Maths	Refer to the separate Maths overview.	
Topic Summer 1 	Week 1 and Week 2 w/c 22.04.19 and 29.04.19	Refer to the weeks 1 and 2 overview that has been created. PSHCE/ School Value(s): Linked to our Achievement and Values theme from last term, children to research the life of Stephen Lawrence, who aspired to be an architect. A biography to be written about the life of Stephen Lawrence. Weekly outcome(s): Communal Display – Friday 3rd May - Refer to the weeks 1 and 2 overview that has been created. Event(s): <ul style="list-style-type: none"> • 22.04.19 – Bank Holiday Monday • Classes to visit either their Primary (linked to class novel) or Secondary (in London) building focus
	Week 3 w/c 06.05.19	PSHCE/ School Value(s): Charity - Children to research information about the charity ‘Shelter’ and investigate how the charity supports the homeless in London and the local community. Learning opportunities: <ul style="list-style-type: none"> • What is Shelter? • Why was Shelter created? • How does the charity support the homeless? Writing Outcome: Refer to Year Group planning guidance. Weekly outcome(s): <ul style="list-style-type: none"> • Name and locate focus buildings on a map. Event(s): <ul style="list-style-type: none"> • 06.05.19 – Bank Holiday Monday • Medium Term Plans to be submitted by 07.05.19.

	<p>Week 4 w/c 13.05.19</p>	<p>PSHCE/ School Value(s): Charity - Children to research information about the charity 'Shelter' and investigate how the charity supports the homeless in London and the local community.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What are the other charitable causes in your local area that support the homeless? • What can we do to support the homeless in the local area? <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • A timeline to show where focus buildings fit in the history of London. • Curricular links to be made with maths (dates, timeline...)
	<p>Week 5 w/c 20.05.19</p>	<p>PSHCE/School Value(s): Equality and Fairness– Children to research information about WaterAid.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What is the purpose of WaterAid? • Which countries are supported by WaterAid? • What type of aid is WaterAid? <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • A comparative study of London in the past with the present day. (Choose the dates when your buildings were designed and built.) <p>Event(s):</p> <ul style="list-style-type: none"> • 23.05.19 – Colvestone closed for children due to European Elections, the school is being used as a Polling Station.
<p>Topic Summer 2</p> 	<p>Week 1 w/c 03.06.19</p>	<p>PSHCE/School Value(s): Equality and Fairness – Children to research information about WaterAid.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What is the purpose of WaterAid? • Which countries are supported by WaterAid? • What type of aid is WaterAid? <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • A comparative study of what London buildings were like in the past with the present day. (Choose the dates when your buildings were designed and built.) <p>Event(s):</p> <ul style="list-style-type: none"> • 03.06.19 - 10 Reports due in.
	<p>Week 2 w/c 10.06.19</p>	<p>PSHCE/ School Value(s): Neighbourly – Children to research information about foodbanks in the local area.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What is a foodbank? • Where is our local foodbank? • What can we do to help? (Children to organise a food bank drive for the local foodbank.) <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • Knowledge of the skills needed to work in the building industry and roles associated with the building industry.



<p>Week 3 w/c 17.06.19</p>	<p>PSHCE/ School Value(s): Neighbourly – Children to research information about foodbanks in the local area.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What is a foodbank? • Where is our local foodbank? • What can we do to help? (Children to organise a food bank drive for the local foodbank.) <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • School foodbank drive is publicised and requests for donations are communicated to the school community. • Maps of the local area where focus buildings are located. <p>Event(s):</p> <ul style="list-style-type: none"> • School foodbank drive collection of donated goods from the school community.
<p>Week 4 w/c 24.06.19</p>	<p>PSHCE/ School Value(s): Health and Safety – Children to research information about Health and Safety in the local area and in buildings.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What’s in the local community that helps to keep us healthy? • What’s in school that helps us to be healthy? • Children to compare places where food is served in the local area (Healthy v Not Healthy). <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • Maps of the local area where focus buildings are located. <p>Event(s):</p> <ul style="list-style-type: none"> • 24.06.19 – INSET Day Report Writing • 25.06.19 – All reports due in. • 28.06.19 - School foodbank drive • 29.06.19 – Colvestone Summer Fete
<p>Week 5 w/c 01.07.19</p>	<p>PSHCE/ School Value(s): Health and Safety – Children to research information about Health and Safety in the local area and in buildings.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • What’s in the school environment that helps us to stay safe? • Children to create a map that indicates where the fire exits/ fire extinguishers/fire alarms are located in the school. • Why do we have fire drills, take registers...? • Who are the people in school that help you to stay safe? • How accessible is the school building? <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> • Maps of the local area where the focus buildings are located that evidence a key and symbols.
<p>Week 6 w/c 08.07.19</p>	<p>PSHCE/ School Value(s): Enriching – Children to research places in the local community that promote well-being and healthy lifestyle choices.</p> <p>Learning opportunities:</p> <ul style="list-style-type: none"> • Local area walk to identify places in the local community.

		<ul style="list-style-type: none"> Have the buildings been adapted for a specific or intended purpose? <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> Record of the impact of the focus building on its local area and the building industry. <p>Event(s):</p> <ul style="list-style-type: none"> 09.07.19 – Parent(s)/Carer(s) Conferences at Colvestone. 10.07.19 – Parent(s)/Carer(s) Conferences at Thomas Fairchild.
	Week 7 w/c 15.07.19	<p>PSHCE/ School Value(s): Health and Safety – Children to research information about Health and Safety in the local area and in buildings.</p> <p>Writing Outcome: Refer to Year Group planning guidance.</p> <p>Weekly outcome(s):</p> <ul style="list-style-type: none"> Comparative study of other buildings in London and the rest of the world that are similar to the year group’s focus building. Children to write a review about what they have learnt from the curriculum.
	Week 8 w/c 22.07.19	22.07 and 23.07.19 - INSET DAYS
Religious Education	<p>Summer 1: We are using the Hackney agreed syllabus this term. Year 1 – What does Diwali teach Hindus about good and evil? Year 2 – What does it mean for a Christian to belong to the church? Year 3 – Who are the Jews? Year 4 – How do different Christians show their beliefs? Year 5 – What are some of the beliefs and values of Sikhism? Year 6 – Hajj and Id Ul Adha</p> <p>Week 1</p> <ul style="list-style-type: none"> Each child is to have a title page showing the religion and key question for the unit Class display sharing what children know already and what they want to know about the new unit Key vocabulary for religion or unit to be displayed <p>Summer 2: Year Group unit from the Agreed Syllabus.</p>	
Creative Development: Art and Design	<p>Each class will carry out a DT project and create structures/models linked to the unit titles.</p> <p>Unit titles: EYFS: Story Homes Years 1 and 2: Homes Around the World Years 3 and 4: Building Bridges Years 5 and 6: Theme Parks See separate guidance.</p>	
Music	See separate guidance.	
Science	<p>EYFS: Knowledge and Understanding of the World. There will be separate Science books to record children’s learning in KS1 and KS2. The front cover page is to evidence the unit title for the year group. The books will be yellow lined and plain. Years 1 and 2: Materials and Seasonal changes</p>	

	Years 3 and 4: Forces, Levers, Pulleys and Gears Years 5 and 6: Electricity and Circuits See separate guidance.
PHSCE	Summer 1 and Summer 2: The Values will be used fortnightly as the learning point for PSHCE.
Homework	Children have been set homework to complete over the Easter holiday. Children are to continue to research information linked to their focus buildings. Homework to be set by class teachers.