

Oakwood Academy Scheme of Work - Unit overview		Unit Title/Topic: Passport to Europe	Year: Foundation A (5,6,7)	Duration: 6 Weeks
Inspire		Impact		Independence
<p>How will pupils be inspired?</p> <ul style="list-style-type: none"> • Pupils will engage with a topic based curriculum which will cross into all subjects. • Pupils will be inspired through a "hook day" at the beginning of the topic to engage, inspire and excite them. • Pupils will gain a "passport" to take them around Europe, where they can earn stamps after learning about each country. • Pupils will create their own fairy tale and create art work to bind it into a fairy tale book which can be shared with Willows and put in the school library. • Pupils' work will be given an opportunity to be on the Foundation Topic display board and have the opportunity of becoming "Pobble published authors". • Pupils will write a letter to Father Christmas from themselves or (depending on social ability) take the role of Bradley Bartleby (The Santa Trap) a naughty boy who never gets a present from Santa and so creates a Santa Trap. 		<p>As this topic is cross curricular, the language, terminology and other new learning will be applied into other areas of pupils' learning such as report writing in English.</p> <p>What is the focus of the unit?</p> <p>This topic is mainly humanities focused, but has strong cross curricular links to all aspects of the curriculum including Science, Computing, Design and Technology and English.</p> <p>What skills, knowledge or content is revisited from previous schemes of work?</p> <p>Pupils are mostly new to Oakwood and so many skills are unknown or under developed. This topic will build on basic Literacy and Speaking and Listening skills. Pupils will also develop their sentence writing skills, knowledge of fiction (in particular, fairy tales) and basic maths knowledge such as place value numeracy skills.</p> <p>What new learning will take place?</p> <p>Pupils will continue to develop their knowledge of how to use an atlas. Pupils will develop new writing skills such as narrative skills and letter writing. They will also gain strategies and knowledge which they will implement cross curricularly throughout their pieces of work. Pupils will gain knowledge of countries within Europe and will focus on Grimm's Fairy Tales. Pupils will learn new fairy tales and will learn how to create a basic story which follows a beginning, middle and end. They will also understand the themes that are throughout stories like "good over evil".</p>		<p>How is independence promoted in this unit?</p> <p>Pupil independence is promoted through:</p> <ul style="list-style-type: none"> • Pupils creating their own fairy tale. • Pupils presenting their work to the class and other classes around school. • Pupils will peer and self-assess each other's work throughout the topic. • Pupils will be consolidating their knowledge of atlases, gaining confidence to work independently.

British Values

Democracy

• What democracy means, how was this invented? What is the European Union. What is democracy and politics like in other countries

Rule of law

- Pupils follow the class rules.
- Pupils learn about the laws across Europe and if they differ from British law.

Mutual respect and tolerance

- There will be a focus on mutual respect when pupils are presenting their stories.
- Pupils will have respect for individuals from different countries and cultures.
- Pupils will have respect for people from different faiths and communities.

Individual liberty

- Pupils will be encouraged to share their thoughts and opinions about countries and stories.
- Pupils will share their own personal morals that they like to live by.

Spiritual, Moral, Social and Cultural Development:

- Pupils will develop their understanding of the triumph of good over evil.
- Pupils will understand morals and what key human morals are around Europe.
- Pupils will look at the morals behind how habitats have changed across time across Europe and how animals such as wolves have gone mostly extinct.
- Pupils will look at how Europe is mostly a Christian continent and how human faiths have changed.
- Pupils will understand that fairy tales are told to children and used to be a form of socialising in the past.
- Pupils will understand why Christmas is celebrated and how celebrations are different across Europe.

Key vocabulary

Vocabulary will depend on the abilities of pupils and staff are advised to edit and choose suitable vocabulary for their classes. Below are some vocabulary examples that staff may want to use:

Once upon a time; Long, long ago; In a land far, far away
Narrative, fairy tale, climate zones, biomes and vegetation belts, rivers and mountains, forest, atlas, index, Europe, continent, human and physical geography, triumph, good, evil, moral, magic, dragon, witch, prince, princess, queen, step-mother, step-sister, savory, sweet, cuisine, nutrition, mammals, habitat, adaptation, weather, camouflage, predator, prey...

Subject specific links to the National Curriculum

English

Links to KS2 Curriculum:

- be able to prepare readings, with appropriate intonation to show their understanding
- pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.
- choosing the writing implement that is best suited for a task.
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Links to KS3 Curriculum:

- writing for a wide range of purposes and audiences, including: notes and polished scripts for talks and presentations
- plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

Science

Links to KS2 Curriculum:

- identifying scientific evidence that has been used to support or refute ideas or arguments.
- They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.
- find out about the significance of the work of scientists

Links to KS3 Curriculum:

- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.
- ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.
- make predictions using scientific knowledge and understanding.

Maths

Links to KS2 Curriculum:

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- count backwards through zero to include negative numbers
- Convert between different units of measure

Links to KS3 Curriculum:

- extend their understanding of the number system use standard units of mass, length, time, money and other measures
- derive and illustrate properties of triangles, quadrilaterals, circles, and other plane figures [for example, equal lengths and angles] using appropriate language and technologies
- use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D

Literacy and Numeracy links

- Reading, writing and performing/speaking and listening throughout the unit.
 - Use of Vocabulary board to develop understanding of key vocabulary.
 - Communicate in Print used where necessary
 - Many scientific inventors from the past were also mathematicians - look at famous mathematicians and sequences (Fibonacci sequence)
- Pupils will use an abacus to count and for multiplications.
Pupils will investigate Base 10 and use it to understand place value.

Geography, History, Computing

Links to KS2 Curriculum:

Geography: • name and locate counties and cities of the United Kingdom

• identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • describe and understand key aspects of: distribution of natural resources including energy, food, minerals and water • describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers

History: • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: a significant turning point in British history, for example, the first railways • the achievements of the earliest civilizations including the Roman Empire and its impact on Britain, 'Romanisation' of Britain and the impact of technology.

Computing

• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Links to KS3 Curriculum:

Geography: • extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

• human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources

History: the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 • ideas, political power, industry and empire • Britain, 1745-1901: Britain as the first industrial nation - the impact on society
the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists.

• Understand historical concepts such as continuity and change

• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; achievements and follies of mankind

Computing

• understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users • create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Pupil outcomes: (This is based on pupils' ability and OLS stage. This is just a starting point. Class Teachers will need to edit this based on the differing needs of the classes within the Foundation Base)

Humanities

- Pupils will develop their understanding of the importance of inventions, a history of inventions through time and will develop and understanding of how inventions have changed our lives throughout history.
- Pupils will be able to locate the homes of famous inventors on a map by gaining atlas reading skills.
- Pupils will look at inventions which are being made currently to help the environment, and inventions that are eco-friendly and already made (such as solar panels). Pupils will know where these are being used and how they are making an impact on our planet.
- Pupils will know an inspirational person from their local area, some will be able to name other inspirational/important people from the past. They will be able to say what they are famous for or what their impact was.

English

- Pupils will make a report on inventions through the ages or about an invention they find inspirational.
- Pupils will know what non-fiction writing is and will be able to name reports as a sub category of non-fiction.
- Pupils will know what makes a report successful.
- Pupils will use grammar and punctuation appropriate for their ability and OLS stage.

Science

- Pupils will find plants in the local area; give the names of people who brought new plants to Britain; design a new plant and answer questions about it.
- Pupils will know facts about Marie Curie's life and work; identify bones in x-ray images;
- Pupils will know the names of other scientists and what they are famous for inventing.
- Pupils will identify concave and convex mirrors as curved mirrors; participate in an investigation into convex and concave mirrors; identify devices and inventions that use curved mirrors; describe how the first electromagnets were developed and name a scientist who worked on them; recognise that inventions and discoveries come from all over the world and give an example of how some things are invented to make people's lives easier.

Maths

- Pupils will understand that there are positive and negative numbers.
- Pupils will be able to move up and down a number line to solve addition and subtraction operations.
- Pupils will read, record and measure positive and negative numbers on different scales of measurement.
- Pupils will know different units of measure and when best to use them.
- Some pupils will convert measure by multiplying and dividing by 10, 100 and 1000.

Computing

- Pupils will identify different uses for computers at home and school
- Pupils will identify and select Hardware and Software
- Pupils will use ICT to communicate.
- Pupils will understand safety when using ICT
- Pupils will recognise inappropriate conduct, content and contact and will know how to report concerns.
- Pupils will know who Alan Turing is and why he is important to computing.
- Pupils will use a recording device.
- Pupils will use some Microsoft applications (Word, PowerPoint, Publisher)

Assessment

Summative assessment:

Assessments will be added into SIMS.

Lower ability or Working Towards pupils using Stepping Stones

Formative Assessment:

Teacher and TA questioning.

TA feedback.

Pupils will complete a KWL grid at the beginning and end of each topic to show what they have learned throughout the topic.

Application of SPaG in isolation and writing. Grammar assessed throughout unit and also in isolation.

Reading comprehension through reading, asking and answering questions both verbally and in books.

Spoken language through performance of poems and discussion of poems.

Week 1 Week commencing Monday	Week 2 Week commencing Monday	Week 3 Week commencing Monday	Week 4 Week commencing Monday	Week 5 Week commencing Monday	Week 6 Week commencing Monday
English Read a selection of fairy tales. Have a selection of fairy tales available in reading areas. Create character descriptions.	English Role play characters. Ask and answer questions in role. Interview characters.	English Plan fairy tale. Begin to write fairy tale. <i>Some pupils re-writing a known fairy tale.</i>	English Complete fairy tale. Edit and improve fairy tale. Illustrate fairy tale, "publish" and create a book of traditional tales.	English Write a letter to Father Christmas.	English Write a corresponding letter from Father Christmas.
Maths <u>Number -</u> Recap on addition and subtraction. Introduce use of a number line as a mental method.	Maths <u>Number -</u> Introduce negative numbers. Add and subtract negative numbers moving along a number line. <u>Measure -</u> <i>Apply knowledge of negative numbers by reading, recording and writing temperatures on a range of scales.</i>	Maths <u>Measure -</u> Introduce units of measure. Pupils can measure in cm and mm. Take careful observations and measure distance and height.	Maths <u>Measure -</u> Take careful observations and measure distance and height. <i>Some pupils can convert measure (recap on place value columns and how numbers move across when multiplying/dividing by 10 etc)</i>	Maths <u>Properties of shape</u> Introduce 3D shapes. All pupils can identify some to all common 3D shapes. All pupils learn key shape vocabulary such as faces, edges, vertices. Most pupils can identify 3D shapes in every day life. Most pupils can identify the 2d faces on 3D shapes. <i>Some pupils can create 3D nets.</i>	
Science - weather/climate Introduction to Norway and the weather in Norway. Discuss weather and climate.	Science - weather/climate Compare the weather, climate and seasons of the UK to that of Norway.	Science - forces Introduce the winter Olympics. Look at videos of Olympians skiing etc. Introduce forces such as gravity. <u>Who "invented" gravity? Link to history as an inspirational person.</u> <i>Some pupils introduce to pushes and pulls and identify this in real life.</i>		Science - forces Experiments: How do things move on different surfaces? How can we make objects speed up or slow down?	
Humanities/Topic Introduction to Europe as a continent and the countries within it. Use atlases to locate the countries and seas in Europe. Locate capital cities. Learn the flags of countries in Europe. Look at mountain ranges and rivers across Europe. <i>LA focus on Norway. Learn about the landscape of Norway, its flag and capital city. Can also learn England's flag and capital city.</i>			Humanities/Topic Learn key dates from the monarchies across Europe. Identify a significant person from a country in Europe e.g Vincent Van Gogh, Ann Frank, Brothers Grimm. <i>Cultural Capital.</i>	Humanities/Topic Create a holiday brochure to advertise for a country/countries of their choice that they have learned about in humanities. Include what they have learned about weather, mountains and rivers.	

