

Our Curriculum: Summer 2024



Twineham CofE School

Nurture Togetherness Resilience Creativity



Outcomes	Texts	Key vocabulary	Curriculum intent
<p>An emotional poem based on the opening to the Arrival</p> <p>Creating fictional backstories for characters and biography writing</p> <p>Explanation writing linked to Rivers and/or mountains</p> <p>Read music and play the recorder in a performance</p>	<p>-The Arrival by Shaun Tan</p> <p>- examples of biographies and explanation texts</p> <p>-Romeo and Juliet</p>	<p>Mountains, ranges, legend, valley, foot, slope, summit, fold mountains, tourism, contour, outcrop, ridge, snowline, tree line, peak, plateaux, water cycle, precipitation, source, upper, middle, lower course, meanders, waterfalls, dams, oxbow lake, erosion, deposition</p> <p>Migration, risk, cause, consequence, relocate,</p>	<p>Understanding and respect for people who take risks and some of the many varied reasons why people may have to do so. Develop an understanding of family relationships including feuds.</p>
Narrative hook	Oakwood Class Year 5-6 (Summer 2024)		Our School Values
<p>The Arrival - Who is taking a risk? Why? What are the possible consequences of taking this risk? What are the possible consequences of not taking the risk? What would you do?</p>	<p>Inquiry Question: Why do people take risks?</p> <p>Concepts: migration, rivers and mountains</p>		<ul style="list-style-type: none"> • Togetherness - how people can support each other when taking risks • Resilience- understanding risk takers often suffer set backs and have to overcome these and be resilient • Nurture - kindness, towards others, respecting the needs of others, supporting them with empathy • Creativity - there are different ways to reduce or overcome risks



Credibility: what will we learn?	Creativity: how will we show our understanding in multiple ways?	Coherence: connections to past and future learning	Compassion: empathy and understanding	Community: local, national and global links
<p>Be able to locate mountains and rivers on maps of the world.</p> <p>To understand the impact and achievements of people who have taken risks and be able to critically reflect on these.</p> <p>Knowing how mountains and rivers are formed and some of their features.</p> <p>Know about how people interact in both positive and negative ways with river and mountain environments.</p> <p>Be able to explain the water cycle and how it links to mountains and rivers.</p> <p>Understand how the Sun, moon and Earth form part of the solar system and their movements</p> <p>To read music and play the descant recorder</p>	<p>Write poems that create an emotional response.</p> <p>Make models of mountains and rivers and create explanations to go with them.</p> <p>Write narratives</p> <p>Create biographies</p> <p>Undertake geographical fieldwork</p> <p>Make explanation and models linked to space</p> <p>Take part in a recorder performance</p> <p>Speak in French about school and friendships</p>	<p>Link to plate tectonics from volcanoes and earthquakes learning in the autumn term.</p> <p>Rivers revise some aspects from the Amazon from rainforest work in Y3/4.</p>	<p>To understand that groups who take risks can be marginalised</p> <p>To understand some people have a choice about taking risks while others may feel they have no choice.</p> <p>To understand that tourism can have positive and negative impacts on different mountain communities.</p> <p>Know that people can use rivers in many varying ways and human activity can impact the river environment.</p> <p>To reflect on their personal role in changing the world</p>	<p>Communities are rich and diverse and include many different types of risk takers.</p> <p>Migration</p> <p>Local fieldwork</p> <p>Recorder performance at the Summer Fair</p> <p>Converse in French</p>

