

Topic – History (Ancient Civilisations (i.e Maya) and Geography (Continents))

BOOKS AND AUTHORS (Space focus)	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>Main topic theme of the week: WHAT IS A CONTINENT?</p> <p>Objective: to use maps, atlases and globes to identify countries, continents and oceans. <i>Geography S9 Know that places exist outside their own locality</i></p> <p>Success Criteria Support: I can complete a jigsaw of the world map Core: I can name the seven continents Extension: I can name the continents and Sensory: I can explore the globe and make a globe picture</p> <p>LOTC: M</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Investigate the globe as a group Jigsaw of the world Make a stand up globe Globe craft ideas – make a representation of the globe (see resources) Make a CPS passport to travel with in topic over coming weeks. 	<p>Main topic theme of the week: EUROPE</p> <p>Objective: to explore human characteristics of different countries in Europe <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i></p> <p>Success Criteria Support: I can join in activities from different countries Core: I can link an activity to a country in Europe Extension: I can respond to questions about the activity and country Sensory: I can taste different foods</p> <p>LOTC: Outdoor games from other countries</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Round Europe activities (getting the flag of each country where an activity is completed). Plot their journey on a map of Europe. (these could be generic for other continents too) <ul style="list-style-type: none"> Taste foods from different countries Make paper dolls with national costumes Find out about famous Landmarks in Europe (paint or make them) Play games from different countries <p>http://www.family-games-treasurehouse.com/worldwide-games.html</p>	<p>Main topic theme of the week: AFRICA</p> <p>Objective: to investigate African landscapes and animals <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i></p> <p>Success Criteria Support: I can make a small world using animals found in Africa Core: I can find out about animals in Africa Extension: I can find out about one country in Africa Sensory: I can explore an African sensory habitat</p>  <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Make a small world scene of African animals and take photos Make a PowerPoint about Africa or one country to share information with the class Make a sensory habitat for others to explore 	<p>Main topic theme of the week: AFRICA</p> <p>Objective: to investigate African crafts and traditions <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i></p> <p>Success Criteria Support: I can make an African artefact Core: I can make an African artefact and link it to its context Extension: I can find out about the African artefact that I make Sensory: I can explore African sounds – especially drumming</p> <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Children’s stories from Africa http://www.our-africa.org/ Make an African mask Make African jewellery Make an African musical instrument Listen to African sounds - especially drumming <p>African Artefacts http://www.hamillgallery.com/SITE/Artifacts.html</p> <p>Add flags of Africa to passport</p>	<p>Main topic theme of the week: ASIA</p> <p>Objective: to use maps, atlases and globes to identify features of India and China <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i></p> <p>Success Criteria Support: I can play World Map Twister Core: I can work in a group to find features on a map Extension: I can find features on a map and create my own questions Sensory: I can respond to a sensory map</p> <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> Use maps to find features of India and China in response to questions. Make up own questions for someone else to find. Extend these questions to other parts of Asia. Origami Japanese writing with brush and ink/paint Choose a feature and respond by painting or modelling (e.g. Great Wall of China, Taj Mahal, Mount Everest) Use a floor map to play Twister Make a sensory map <p>Add flags of Asia to passport</p>
	<p>Week 6</p> <p>Main topic theme of the week: AUSTRALASIA</p> <p>Objective: to explore early civilizations in Australia and understand the term indigenous <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i> <i>History S5 With some support answer questions about historical artefacts</i> <i>S7 Listen and respond to stories</i></p>	<p>Week 7</p> <p>Main topic theme of the week: NORTH AMERICA History - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</p> <p>Objective: to investigate Native Americans <i>Geography S8 Use resources given to them and their own observations to respond to simple questions about people and place</i> <i>History S5 With some support answer</i></p>	<p>Week 8</p> <p>Main topic theme of the week: SOUTH AMERICA History - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</p> <p>Objective: to investigate the rainforest as a place to live <i>Geography S8 Express a view on the features of an environment which they find attractive or unattractive</i> <i>History S7 Listen and respond to stories about people from the past</i></p>	<p>Week 9</p> <p>Main topic theme of the week: CENTRAL AMERICA History - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</p> <p>Objective: to discover facts about the Maya civilization <i>History S7 Listen and respond to stories about people from the past</i></p> <p>Success Criteria Support: I can try different dips and</p>	<p>Week 10</p> <p>Main topic theme of the week: CENTRAL AMERICA History - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900; History - a non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</p> <p>Objective: to compare Maya religion with religions today <i>History S7 Listen and respond to stories about people from the past</i></p>

<p><i>about people from the past</i> Success Criteria Support: I can follow a pattern to make aboriginal art Core: I can talk about the meaning of pattern I have made Extension: I can compare aboriginal art with art from other parts of the world. Sensory: I can make a petroglyph</p> <p>LOTC: making aboriginal houses</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make indigenous style houses (outdoor with woodland resources; indoor as models) • Rock painting • Aboriginal dot painting • Make cave drawings (petroglyphs) using paint or crayons on sand paper <p>Add flags of Australasia to passport</p>	<p><i>questions about historical artefacts</i> S7 Listen and respond to stories about people from the past</p> <p>Success Criteria Support: I can create a Native American pattern to include on my stick Core: I can compare the stories of Columbus and Pocohontis Extension: I can link the stories with stories of other indigenous people around the world Sensory: I can make a personal owner stick with objects that are important to me</p> <p>LOTC:</p> <p>BOOK/STORY = Story of Pocohontis Story of Christopher Columbus</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make a Native American owner stick with personal objects • Create a Native American pattern on squared paper (colouring, mosaic, stamper) • Make a dream catcher • Make a totem – pole or object <p>Add flags of N America to passport</p>	<p>Success Criteria Support: I can make things for the rainforest Core: I can role play living in the rainforest Extension: I can imagine what it would be like to live in the rainforest Sensory: I can experience the classroom rainforest and listen to the sounds</p> <p>LOTC: Make an outdoor rainforest</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Turn the classroom into a rainforest environment (or an area within the classroom) – what would it be like to live in the rainforest (add sounds and images on the IWB to make it more real) <p>Add flags of S and C America to passport</p>	<p>choose which ones I like Core: I can prepare food for the tortilla dips Extension: I can compare modern dips with food that the Maya prepared Sensory: I can taste the different tortilla dips</p> <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Introduction to the Mayan people http://www.bbc.co.uk/education/clips/zsdrqty Make a headdress • Where did the Maya live? How did they live – what did they eat? • Make dips for tortilla chips 	<p>Success Criteria Support: I can match silhouettes to the real object Core: I can choose characteristics for my Maya god Extension: I can explain the choices I have made of characteristics for my Maya god Sensory: I can make silhouettes of objects</p> <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Look at the Maya gods and their characteristics. Design a Maya god and draw it (side profile) • Make silhouette side profiles of different objects – can you work out what they are from the silhouette? • Make a clay head plaque (side profile)
Week 11	Week 12			HOME LEARNING SUGGESTIONS
<p>Main topic theme of the week: CENTRAL AMERICA</p> <p>Objective: to find out how the Maya counted History S7 Listen and respond to stories about people from the past</p> <p>Success Criteria Support: I can match numbers Core: I can use the Maya numbers to correspond to our numbers Extension: I can do simple calculations using the Maya numbers Sensory: I can make the numbers</p> <p>LOTC:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make the numbers in paint, cream etc • Order the numbers • Play Snap or Pairs • Make calculations using the number system 	<p>Main topic theme of the week: OUR FESTIVAL</p> <p>Objective: to combine the experiences of our topic into a festival celebration which is unique to Churchill Park School.</p> <p>Success Criteria Support: I can help prepare for the festival Core: I can help plan the festival Extension: I can link the festival to work we have done in the topic Sensory: I can join in the festival</p> <p>LOTC: festival procession</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Plan, prepare and enjoy a festival afternoon which combines arts, food, music and movement from the topic. The festival reflects something that we want to celebrate about CPS. 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Find out about countries that you are interested in and make a scrap book or poster for each one. • Start a collection of artefacts from places you visit • Colouring flags of the world • Continue the paper doll collection with other national costumes Add flags of Australasia to passport

PSHE & C -- Being involved in my community/ Rights Responsibilities and the Law

	Week 1	Week 2	Week 3	Week 4	Week 5
	<p>BEING INVOLVED IN MY COMMUNITY Objective: to explain the terms community and environment</p> <p>Success Criteria Support: I can take photos of the school environment Core: I know who is in my community and what environment I am in Extension: I can explain that community is about who I belong with and environment is where we are Sensory: I can recognise pictures of people in my class</p> <p>LOTG: school environment walk</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make a my community poster – Me, in my class, my year group, my key stage, my school • Take photos of the school environment and make a photo board • Take it in turns to add something positive to a sheet for each member of the class (including staff) • Update All About Me facts • Make a video blog of a walk round school 	<p>BEING INVOLVED IN MY COMMUNITY) Objective: to investigate the jobs people do in school</p> <p>Success Criteria Support: I Core: I know some of the jobs that go on in school Extension: I know some of the jobs and who does them in school Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make a photo board of important people in school • Make a job board of the roles inside school • Interview key people about their jobs • Make a video blog about the jobs people do in school • Role play the school and the jobs people do. 	<p>BEING INVOLVED IN MY COMMUNITY Objective: to celebrate what makes a good school environment</p> <p>Success Criteria Support: I can help look after school by... Core: I can identify things that make an environment good Extension: I can explain how a good environment makes us feel better Sensory: I can experience sensory parts of the school environment (e.g. feely caterpillars, sensory room, soft play)</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Use the photos taken in week 1 to help talk about things that make school a good place to be – keep us safe, look appealing, help us learn, fun to play with etc. • I can help look after school by... Draw a picture or take photos of doing things to help in school (e.g. washing up, tidying) • Go for a walk outside school and visit our wider environment/community • Look at pictures of – compare things which make an environment good/bad (e.g. litter, graffiti) • 	<p>BEING INVOLVED IN MY COMMUNITY Objective: to plan something to improve the school environment and help my community</p> <p>Success Criteria Support: I can sequence the activity Core: I can plan with my group something to help my community and environment Extension: I can suggest ways to help my school community and environment Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Encourage the children to share their own ideas. • Plan to do something the following week (e.g. help another class tidy up; look at things we waste and encourage recycling; posters to remind people to put the lid on the glue, visit the allotments,) Make a plan: what can we do? How will it help? How will we do it? What preparations do we need to make? How will we know if we have succeeded? • Do something for another class – e.g. make some biscuits to give away. (Support group can sequence the things involved to create now/next board for following week – doing the activity with adult this week and then with another child next week) • Organise some games to play at playtime (as play leaders) 	<p>BEING INVOLVED IN MY COMMUNITY Objective: to do something to improve the school environment and help my community</p> <p>Success Criteria Support: I can take part in an activity with another child Core: I can do something to help my community and environment Extension: I can do something to help my community and environment and record the activity. Sensory: I can</p> <p>LOTG</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Follow through with the activity planned in week 4. Take photos and make video blogs of the activity.
	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>BEING INVOLVED IN MY COMMUNITY Objective: to assess the impact of the improvement</p> <p>Success Criteria Support: I can make a photo story of an activity Core: I can recall an activity Extension: I can reflect on an activity Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Look at the photos/videos of the 	<p>RIGHTS AND RESPONSIBILITES Objective: to understand rights, wants and needs</p> <p>Success Criteria Support: I can choose between pictures of things that are ok and not Core: I can sort pictures into rights, wants and needs Extension: I can explain the difference between rights, wants and needs Sensory: I can</p>	<p>RIGHTS AND RESPONSIBILITES Objective: to understand responsibilities</p> <p>Success Criteria Support: I can take responsibility for a classroom job Core: I can identify things that I am responsible for at home and school Extension: I can link responsibilities and rights Sensory: I can</p> <p>LOTG:</p>	<p>RIGHTS AND RESPONSIBILITES Objective: to understand respect</p> <p>Success Criteria Support: I can show that people are all different Core: I can talk about the similarities and differences between people Extension: I can explain what respect is Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p>	<p>RIGHTS AND RESPONSIBILITES Objective: to understand democracy</p> <p>Success Criteria Support: I can make a choice Core: I can take part in an election Extension: I can explain what democracy is Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p>

	<p>activity in week 5. What went well? What could we have done differently or better? How has it improved or helped our community/environment? How did we feel when we were doing it? How do we feel now? Do we need to say thank you to anyone?</p> <ul style="list-style-type: none"> • Make a reflective response to the activity – write, draw, record – what was good about the activity. 	<p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Look at the UN Rights of the Child • https://www.unicef.org/siteguide/resources_27932.html UNICEF activities to help understand the needs of children around the world • Sorting pictures into rights, wants and needs • Is it ok? Yes/No – show pictures of different situations (e.g. is it ok to hurt someone? Is it ok to play with friends?) • How do we look after animals? How do we look after human beings? Compare the things that they need. 	<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Make a poster of jobs that are done for us (e.g. unlocking, answering the phone, cleaning) and jobs we have to do for ourselves. • I am responsible for ... things that I do to look after myself (e.g. brushing my teeth, making my bed) • Matching rights and responsibilities – (e.g. The right to have a clean environment and the responsibility to look after it) 	<ul style="list-style-type: none"> • Let's celebrate all the different things about us. Make a praise board which recognises that we are all different, unique and special. • Make a poster "Respect is..." • Create a collage using magazine pictures that shows all kinds of different people. • Who do we respect and why? Profiles of people we listen to (famous and not). 	<ul style="list-style-type: none"> • Role play an election • Investigate how Parliament and the Government works • Meet local MP •
Week 11	Week 12				HOME LEARNING SUGGESTIONS
	<p>RIGHTS AND RESPONSIBILITIES Objective: to find fair solutions to problems</p> <p>Success Criteria Support: I can choose between two different endings Core: I can choose between different endings Extension: I can see more than one point of view Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Find solutions to scenarios. Role play and discuss alternative ways of resolving or responding. • Fair and unfair world (How can we change one thing to make the world a better place e.g. reuse, recycle, reduce) • Write a class charter together • 	<p>RIGHTS AND RESPONSIBILITIES Objective: to demonstrate rights and responsibilities in a practical way</p> <p>Success Criteria Support: I can have a responsibility in the project Core: I can work as part of a team to make a difference Extension: I can recognise my rights and responsibilities Sensory: I can</p> <p>LOTG:</p> <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Have a Random Acts of Kindness week. How can we do something for someone and expect nothing in return? • Fund raise for an charity agreed on by the children - children take on different roles and work together to achieve positive outcome 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Help your child to understand the community/communities they belong to outside school – family, village, clubs etc – what jobs, roles or responsibilities do people have? Who looks after who?

