

The Expansive Curriculum

-expansive

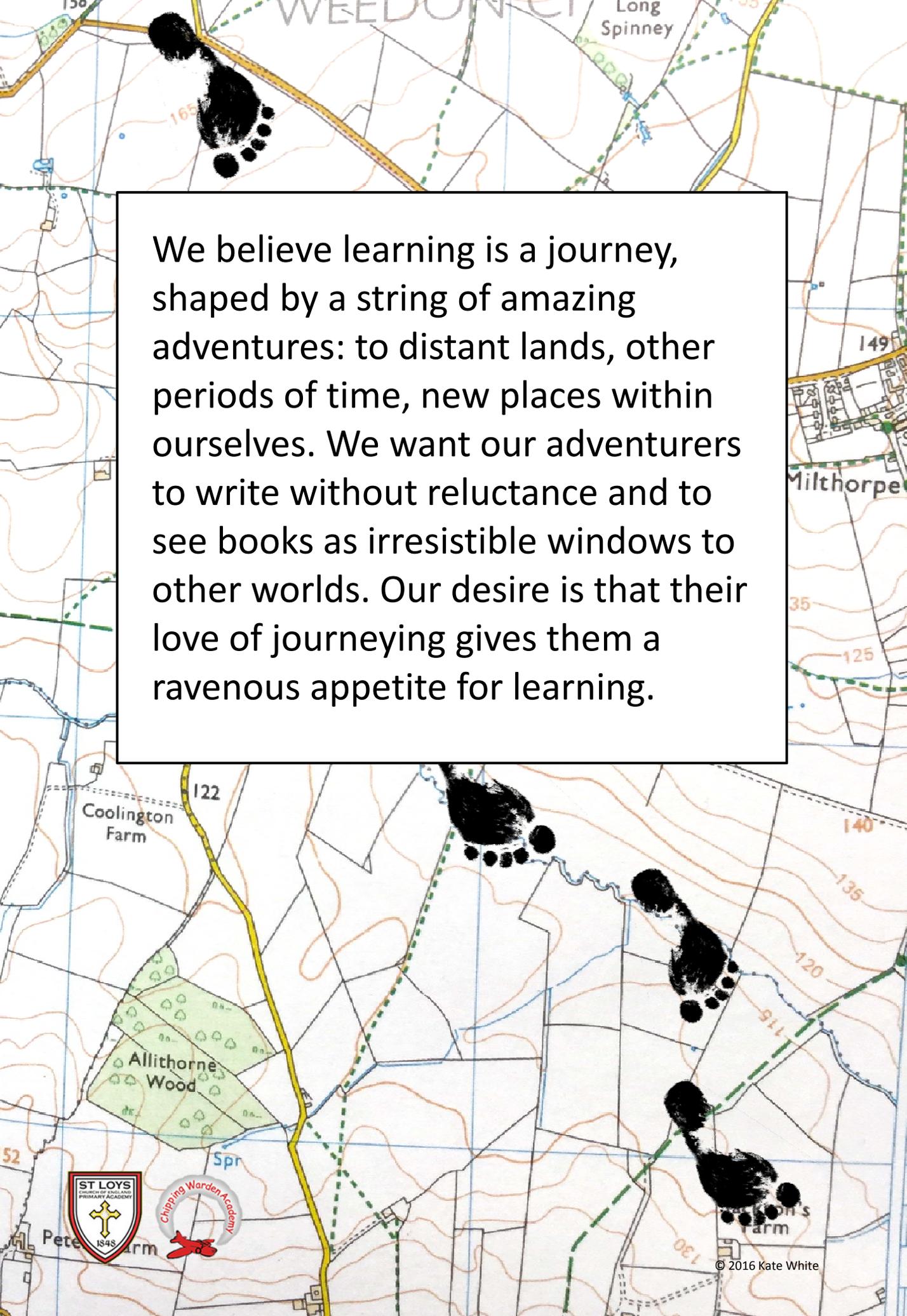
/ɪkˈspænsɪv,ɛk-/

characterised by richness, abundance
or magnificence <*expansive* living>

**So throw off the bowlines.
Sail away from the safe
harbour.
Catch the trade winds in your
sails.
Explore. Dream. Discover.**

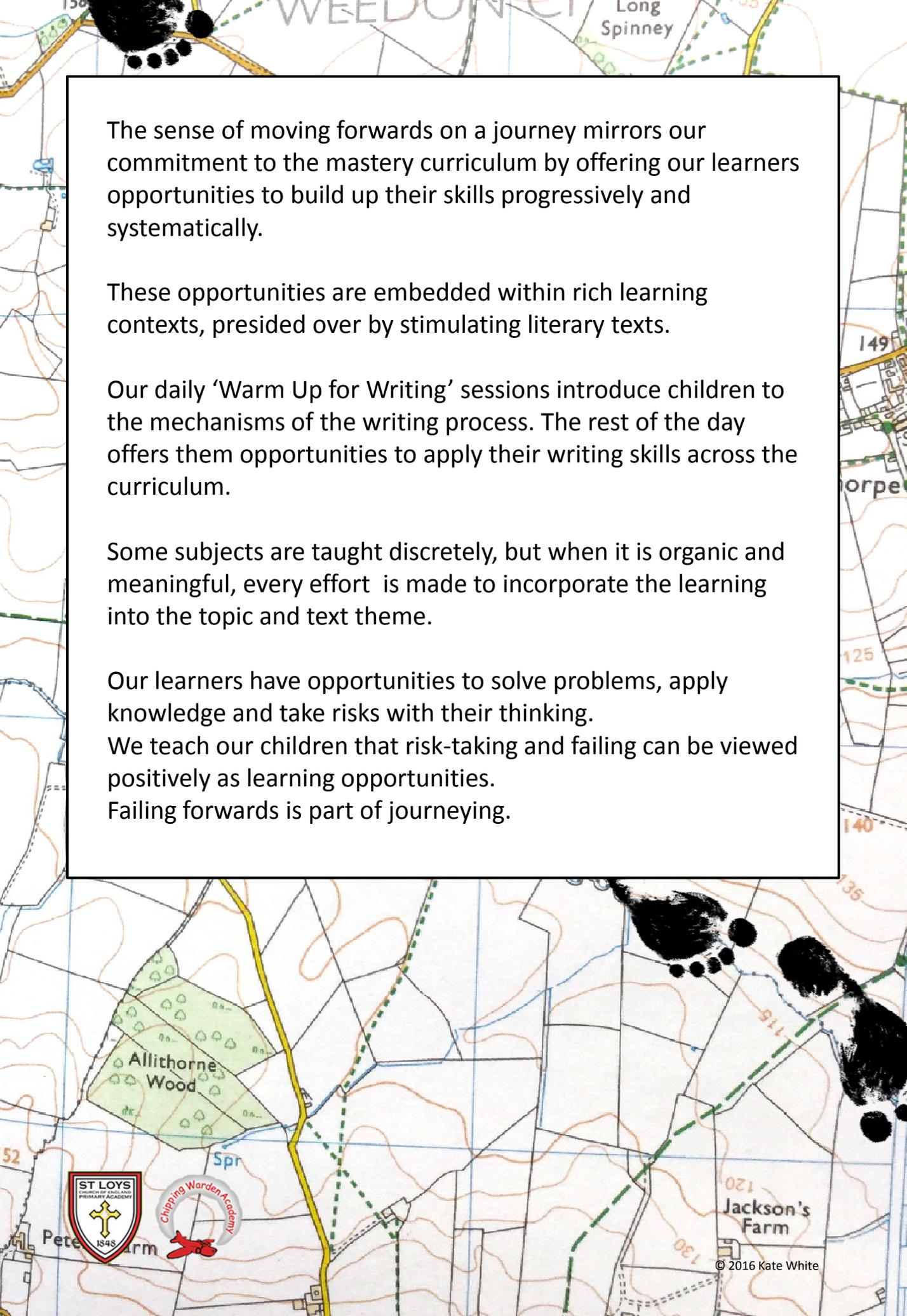
Mark Twain





We believe learning is a journey, shaped by a string of amazing adventures: to distant lands, other periods of time, new places within ourselves. We want our adventurers to write without reluctance and to see books as irresistible windows to other worlds. Our desire is that their love of journeying gives them a ravenous appetite for learning.





The sense of moving forwards on a journey mirrors our commitment to the mastery curriculum by offering our learners opportunities to build up their skills progressively and systematically.

These opportunities are embedded within rich learning contexts, presided over by stimulating literary texts.

Our daily 'Warm Up for Writing' sessions introduce children to the mechanisms of the writing process. The rest of the day offers them opportunities to apply their writing skills across the curriculum.

Some subjects are taught discretely, but when it is organic and meaningful, every effort is made to incorporate the learning into the topic and text theme.

Our learners have opportunities to solve problems, apply knowledge and take risks with their thinking. We teach our children that risk-taking and failing can be viewed positively as learning opportunities. Failing forwards is part of journeying.





Spring terms 1 and 2
Dare to dream, imagine and create.

Summer terms 1 and 2
Discover amazing people, stories and events from the past.

Autumn terms 1 and 2
Explore our wonderful world, as well as those areas closer to home.



Enjoy books that focus on dreaming big and being bold. They tell of amazing stories of teams working together to face their fears. How can we be great team players?

Delve into texts about exploring our world and learning how we can take care of it. How can we make a difference? How can we be world-changer?



Dig deep into books that transport us to a world gone by. They challenge our thinking and cause us to ask: what were people like in the past? What impact did they have and how will we be world-changers?

Frozen Lands

Spring terms *Information for parents*

Communication and Language (C&L)

Talk about keeping warm, mime making a snowman and role play in the Ice Cave. Discuss facts about polar animals and how to look after our planet. Talk about friendship and share ideas.

Literacy (L)

Read 'The Snowman', 'Penguin Small' by Mick Inkpen 'Penguin' by Polly Dunbar and fact books about the Arctic and Antarctic. Memorise penguin poems to perform and write facts about polar animals.

Mathematics (M)

Hamilton Maths Scheme Reception – counting, adding, comparing, data handling, 2d and 3d shapes and patterns.

Expressive Arts and Design (EaD)

Exploring the cold palette and painting on blue, black and silver paper, designing and making boats and mittens.

Understanding the World (Utw)

Learn about the North and South Pole, the difference in the weather and temperature there, what it is like for people who live in those conditions. Explore floating and sinking and what happens when ice melts.

Physical Development (PD)

Move like a penguin, polar bear and seal. Listen to Arctic music and move like a snowflake. Place water droplets on objects using tweezers and cut out snowflakes using scissors.

Personal, Social, Emotional Development (PSED)

Share what it is like to have a friend and what it is like to be scared. Talk about how we can communicate without speaking and what to do when someone is upset.

Frozen Lands

Information for Parents

DT, Art and Music

Art -create sketch books, review ideas, improve techniques, learn about great artists - Frances Hatch. Sheena Fraser McGoogan

(<http://polarartists.com/artists/SMcGoogan/SMhorme.html>)

DT – designing and making warm clothing

Music – listen to great composers - 'Music From the Ice' www.alwaysnorth.com/antarctica.html

Geography and History

History - Hamilton Trust KS1 Topic. *Famous for more than Five Minutes* – Ice Explorers - Shackleton and Tenzing

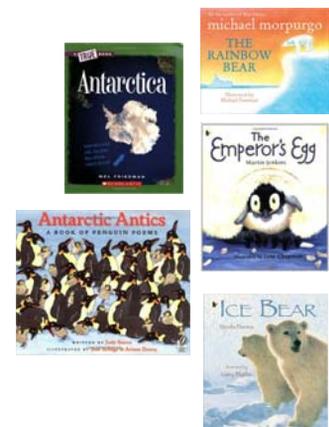
Geog – become familiar with the continent of Antarctica and also Northern Canada, the North Pole and the Arctic circle. Compare these places with the UK.

Literacy

Reading Comprehension – to enjoy reading different styles of books about Antarctica and the Arctic, including books about the animals there, the climate and location. To learn poetry off by heart and perform it to an audience, to check for meaning of words, use dictionaries and retrieve information.

Writing Composition - plan writing for a variety of reasons and audiences, draft, organise in paragraphs, evaluate and edit, proof read, read aloud. Write diary entries, postcards home, descriptive sentences and poetry.

WUFW Grammar - Nouns and Plurals, Adjectives, Verbs, Adverbs, Pronouns, Prefixes and Suffixes, Sentences, Paragraphs, Vocabulary, Punctuation



PSHE

Learning about care and responsibility, what is it like to look after something? What place would you like to explore and why? What is it like to feel homesick? What does it mean to be brave?

Relevant seasonal and school celebrations will still take place

These subjects will be taught separately - Warm Up for Writing, (mainly spelling and phonics), Maths, French, ICT, RE, PE, Music, Science - Hamilton Trust Year 3 or 4 Spring Terms plans

ICE TRAP!

SHACKLETON'S INCREDIBLE EXPEDITION

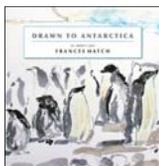
Information for Parents

DT, Art and Music

Art -create sketch books, review ideas, improve techniques, learn about great artists - Frances Hatch.

DT – exploring knots and boat design

Music – listen to and compose, listen to great composers - 'Music From the Ice', www.allwaysnorth.com/antarctica.html Sea Shanties (write own and perform).



Geography and History

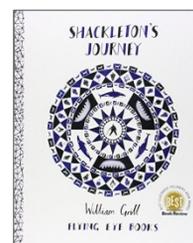
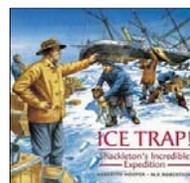
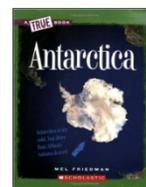
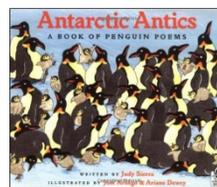
History - Shackleton's expedition. Understand what it was like to be a crew member at the time of Shackleton's Endurance Expedition.

Geog - locate world's countries, identify Northern and Southern hemisphere, different biomes, climate zones, compare UK to another country, polar regions - Antarctic a

Literacy

Reading Comprehension – to enjoy reading different styles of books about Antarctica and Shackleton's Expedition, to enjoy fiction and non-fiction, to learn poetry off by heart and perform it to an audience, to check for meaning of words, use dictionaries and retrieve information. Interpret some of Shackleton's own words from his autobiography.

Writing Composition - plan writing, draft, organise in paragraphs, evaluate and edit, proof read, read aloud. Write diary entries, log books and postcards home. Plan and write a newspaper report and rewrite lyrics to Sea Shanties.



WUFW Grammar

Nouns, plurals, adjectives, verbs, adverbs, pronouns, prefixes and suffixes, sentences, paragraphs, vocabulary, punctuation

PSHE

What sort of leader was Ernest Shackleton?
 What skills did the crew need?
 Why were they important? What is teamwork?
 What would it be like to be in a survival situation?
 What is it like to miss home?
 Can you imagine not being sure if you will ever go home again?
 What does being brave mean?
 What is it like to face our fears?

Relevant seasonal and school celebrations will still take place

These subjects will be taught separately - Warm Up for Writing, (mainly spelling and phonics), Maths, French, ICT, RE, PE, Music, Science - Hamilton Trust Year 3 or 4 Spring Terms plans

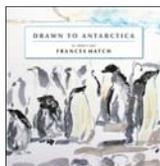
Endurance

SHACKLETON'S JOURNEY SOUTH

Information for Parents

DT, Art and Music

Art - create sketch books, review ideas, improve techniques, learn about great artists - Frances Hatch, photographer Frank Hurley.



Music - play and perform in groups and solo, improvise and compose, listen, great composers - Vangelis, Theme from Antarctica

Geography and History

History - Shackleton's expedition. Understand what motivated Shackleton, his struggles and successes and what was going on in the world at the time.

Geog - locate world's countries, identify Northern and Southern hemisphere, different biomes, climate zones, compare UK to another country, polar regions - Antarctic

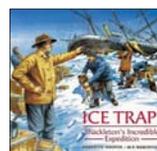
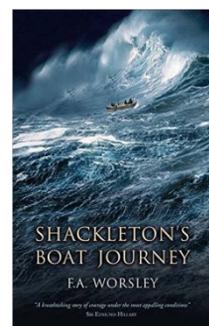
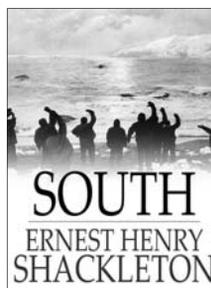
Literacy

Reading Comprehension - maintain positive attitudes to reading, listen to fiction and autobiographical accounts from Shackleton himself and several of his crew. Use dictionaries, identify themes in the journey and the writings, compare accounts and retrieve information, predict and comment on inference. Learn sea poems by heart, prepare and perform poems, distinguish between fact and fiction, debate and provide reasoned arguments.

Writing Composition – be aware of different audiences when writing, develop ideas, characters and settings, atmosphere etc. Assess effectiveness of own writing through self and peer review. Perform own compositions.

WUFW Grammar

Adjectives, verbs, adverbs, prefixes and suffixes, sentences, vocabulary and punctuation.



PSHE

What leadership skills were crucial for Shackleton's success? What skills did the crew need? Why were they important? What is teamwork?

What pressures are on people and teams in survival situations?

What is it like to miss home? Can you imagine not being sure if you will ever go home again?

What does it mean to be courageous? What can we gain from facing our fears? And doing it together?

Can we define resilience? How can we get better at it?

Science

Properties of Materials

Do you know your thermal insulators from your thermal conductors? Can you find the best materials for take-out bags and drinks bottles?

Changes in Materials

Carrying out a range of investigations into the changes that occur to certain materials when they are heated, cooled and mixed with other materials.

Relevant seasonal and school celebrations will still take place.

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