



# Whole School Enrichment 2023/2024

**FOLLOW YOUR PATHWAY AND WE GROW TOGETHER WITH CONFIDENCE**

*You did not choose me, I chose you that you might **go and bear fruit, fruit that will last** so that whatever you ask in my name the Father will give you. John 15:16*

**Respect**

**Friendship**

**Forgiveness**

**Determination**

# Autumn Term – Spanish Day

	Oak Geography	Holly Music	Beech Art	Apple DT
<b>9:20 – 10:20</b>	Blue	Green	Yellow	Red
<b>11:00 – 12:00</b>	Red	Blue	Green	Yellow
<b>1:10 – 2:00</b>	Yellow	Red	Blue	Green
<b>2:15 – 3:05</b>	Green	Yellow	Red	Blue
<b>3:05 – 3:20</b>	Review of the day – whole school			

# Learning Focus

<b>Geography – Mrs Rayner</b>	
Objective	To develop knowledge of Spain
Context	Madrid and Barcelona
Intended outcome	To create a map of Spain's physical features and explore Barcelona's key landmarks
EYFS Development Matters	Understanding the world Recognise some similarities and differences between life in this country and another country
KS1 programme of study objective	Human and physical geography: Use basic geographical vocabulary to refer to key physical and human features e.g. city, beach, town, harbour, port
KS2 programme of study objective	Geographical skills and fieldwork: Use maps, atlases, globes and digital mapping to locate countries and describe features studied

# Learning Focus

## Music – Mrs Seligman

Objective	To develop knowledge of Spanish music
Context	Different genres of Spanish music
Intended outcome	To learn a Spanish pop song
EYFS Development Matters	Expressive arts and design Sing in a group increasingly matching the pitch and following the melody
KS1 programme of study objective	Use their voices expressively and creatively by singing songs; listen with concentration to a range of recorded music
KS2 programme of study objective	Listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of recorded music drawn from different traditions

# Learning Focus

<b>Art – Miss Walker</b>	
Objective	To develop knowledge of Spanish artists and architecture
Context	Picasso
Intended outcome	To create a self portrait
EYFS Development Matters	Expressive arts and design Explore, use and refine a variety of artistic effects to express their ideas and feelings
KS1 programme of study objective	About the work of a range of artists
KS2 programme of study objective	About great artists and architects in history

# Learning Focus

<b>DT – Mrs Helfferich</b>	
Objective	To develop knowledge of Spanish food
Context	White bean stew; Patatas Bravas; Olives
Intended outcome	To try different Spanish dishes
EYFS understanding the world	Understanding the world Recognise some similarities and differences between life in this country and another country
KS1 programme of study objective	
KS2 programme of study objective	

# Incidental Learning

- Co-operation and collaboration in mixed age groups
- Contrasting culture and language
- Resilience
- Opportunity to work in different classrooms
- Work with a range of adults within school
- Keep momentum for Spanish language (KS2)



# Spring Term – STEM/Science Day

	Oak DT	Holly Maths	Beech Art	Apple P.E
9:05 – 10:30	Bowie	Fitzgerald	Wonder	Mozart
10.45 – 11.45	Mozart	Bowie	Fitzgerald	Wonder
1:05 – 2:00	Wonder	Mozart	Bowie	Fitzgerald
2:15 – 3:05	Fitzgerald	Wonder	Mozart	Bowie
3:05 – 3:20	Review of the day – whole school – LD to lead			

## A couple of points to note:

- The first session of the day is longer as each house team will have the opportunity to visit the car park where the Unsworth's are bringing a sheep and their baby lamb to show how animals change over time and answer any questions the children have.
- Worship/Whole school review will be at the end of the day which LD will lead.
- Break times 10.30-10.45 & 2.00-2.15.



# Learning Focus

## Art – Mrs Dobson/Mrs Walsh

Objective	To understand how animals adapt to their environment over time.
Context	Camouflaged moths
Intended outcome	To create a collaged moth using natural materials
Link to 'Time'	How animals adapt and change over time to suit their environment
EYFS ELG	<u>Understanding the world</u> Explore the natural world around them, making observations and drawing pictures of animals and plants. <u>Expressive Arts</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
KS1 programme of study objectives	<u>Science</u> - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. <u>Art</u> - to use a range of materials creatively to design and make products.
KS2 programme of study objectives	<u>Science</u> - recognise that environments can change and that this can sometimes pose dangers to living things. <u>Art</u> - to improve their mastery of art and design techniques, including sculpture with a range of materials.

# Learning Focus

## DT – Mrs Rayner

Objective	To carry out a fair test
Context	Adding a different fruit to the same jelly mixture to see if any affect the rate of setting
Intended outcome	Children understand the concept of a 'fair test' including the use of a 'control' jelly with no fruit in
Link to 'Time'	Timing how long each of the jellies take to set
EYFS ELG	ELG – Understand the World- Materials To know about similarities and differences in relation to places, objects, materials
KS1 programme of study objectives	<p><u>Science:</u> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests using their observations and ideas to suggest answers to questions ☐ gathering and recording data to help in answering questions.</p> <p><u>DT:</u> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>
KS2 programme of study objectives	<p><u>Science: Y3/4:</u> asking relevant questions and using different types of scientific enquiries to answer them ☐ setting up simple practical enquiries, comparative and fair tests using straightforward scientific evidence to answer questions or to support their findings.</p> <p><u>Y5/6:</u> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☐ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p><u>DT:</u> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>

# Learning Focus

## Maths – Mrs Chandler/Mrs Shirley

Objective:	How can we use a force to tell the time without a clock?
Context:	Make a simple water clock
Intended outcome	To measure the amount of time that has passed using the force of gravity.
Link to 'Time'	Each time a minute passes, draw a line on the side of the bottom half of the bottle at the water line/. Water clocks are one of the oldest timekeeping devices and use the flow of water into, or out of, a vessel to measure the amount of time that has passed.
EYFS ELG	<u>Mathematics Numerical patterns ELG</u> Verbally count beyond 20, recognising the pattern of the counting system; <u>Understanding the World Past and Present ELG</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
KS1 programme of study objective	<u>Science:</u> observe changes across the four seasons (LINKED TO TIME) <u>Maths:</u> Measure/time: quicker, slower etc.. Hours, minutes, seconds
KS2 programme of study objective	<u>Science:Forces and Magnets:</u> notice that some forces need contact between two objects (LKS2) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (UKS2) <u>Maths:</u> Measure/time: compare durations, estimate and read time

# Learning Focus

## P.E – Mrs Helfferich/Miss Walker

Objective	To see how many times they can do a physical activity in 1 minute
Context	Variety of physical activities – rotating round
Intended outcome	To do as many activities that they can in one minute which will be recorded on their sheets. Children will see the effect physical exercise has on their bodies and develop skills.
Link to 'Time'	Timing their partner to carry out different exercises for 1 minute
EYFS	<u>PSED</u> To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity <u>Physical Development</u> : To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
KS1 programme of study objective	<u>Science</u> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <u>PE</u> To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
KS2 programme of study objective	<u>Science</u> To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <u>PE</u> To develop flexibility, strength, technique, control and balance

# Incidental Learning

- Co-operation and collaboration in mixed age groups
- Resilience
- Opportunity to work in different classrooms
- Work with a range of adults within school
- See how science can link to other subjects and everyday life

# Summer Term – Sports Week

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