



## **Curriculum Map Phase 1 – Perryfields Primary PRU**

### **Statement of Intent:**

When designing the Perryfields curriculum staff considered what our unique pupils need in order to prepare them with the skills and knowledge for the next stage of their education. We have used the 2015 Ofsted Inspection Handbook definition as a focus in creating a broad and balanced curriculum to help plan exciting, inspiring and engaging lessons:

‘a curriculum which provides a range of opportunities...subjects to help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.’

### **Implementation:**

Staff use a variety of pedagogical approaches and strategies in order to provide pupils with experiences and skills that will aid current and future learning, taking account of all different learning styles. We aim to make them effective problem solvers who take ownership and demonstrate independence within their learning and maximise their academic and personal potential. Subsequently, they will present their work and understanding in a variety of different ways and not only in the written form. These strategies include:

- Written work
- Individual and group research
- Group work
- Presentations
- Discussion with higher order questions
- Display work
- Educational visits and visitors
- ICT software
- Special event days/weeks
- Role play and drama
- Homework projects
- Model making
- Art, music and DT work
- Videos
- Stories
- Matching, classifying, sorting and sequence cards.

### **Please Note:**

The national/local frameworks for English, Maths and RE are also within this section of the website as these will give you more detail within these subjects. Therefore, the map below simply shows specific links to the other subjects within the topic being studied.



## Autumn Term 1

| Year 1 Cycle  | Year 2 Cycle   |
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| <p><b>London's Burning:</b></p> <p><b>English:</b> Read extracts from Samuel Pepys' diary. Compare two different versions of the Great Fire of London. Write a recount/report of the fire. Write instructions for fire safety. Create descriptive poems about fire. Choice of activities from English Quests.</p> <p><b>Maths:</b> Practise and develop measurement skills when making the memorial. Choice of activities from Maths Quests.</p> <p><b>History:</b> Create a timeline of events in the Great Fire of London. Compare life in London before and after the Great Fire. Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire.</p> <p><b>Geography:</b> Locate London on a map of the world/UK. Plot key locations on a map of the city to show how the fire spread.</p> <p><b>Design Technology:</b> Design and make model houses in the style of those during the Great Fire. Design a monument as a memorial.</p> <p><b>Art:</b> Use pastels and chalks to create a portrait of the Great Fire in the style of famous artists of the time.</p> <p><b>Music:</b> Create a short piece of music to tell the story of the Great Fire.</p> | <p><b>Transport:</b></p> <p><b>English:</b> Write messages to attach to balloons. Create diary entries about a hot air balloon ride. Create fact files about topical figures. Write postcards from a holiday destination. Choice of activities from English Quests.</p> <p><b>Maths:</b> Sort creatures that fly into Venn diagrams made from giant hoops. Choice of activities from Maths Quests.</p> <p><b>History:</b> Research and present information based on modes of transport over time. Learn about significant figures and events in the history of transport development.</p> <p><b>Geography:</b> Learn about the migration of birds and map out migration patterns. Locate popular flight destinations a map.</p> <p><b>Design Technology:</b> Use papier-mâché techniques to create and decorate their own hot air balloons. Use junk modelling to create their own rocket ships.</p> <p><b>Art:</b> Recreate an impressionist painting of a hot air balloon.</p> <p><b>Music:</b> Children compose their own flight music to create a 'flying' soundscape.</p> <p><b>Citizenship:</b> Discuss job roles at an airport and the qualities needed to carry out these roles.</p> |



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| <p><b>Citizenship:</b> Find out about the history and role of the fire service in British society. Interview fire fighters.</p> <p><b>ICT/Computing:</b> Create the story of the Great Fire through animation, music and illustrations.</p> <p><b>Science:</b> Sort materials to find out which would be the best to build with. Explore the effects of heat on different materials used for buildings during the Great Fire.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) Fire prevention and detection<br/>2) A new London.</p> | <p><b>ICT/Computing:</b> Use programmes such as 'I can Animate' to explain the role of a pilot.</p> <p><b>Science:</b> Make and test paper aeroplanes. Investigate and test how a hot air balloon works.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) Fantastic Flying Machines<br/>2) Aeroplanes.</p> |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Arts Week<br/>Voices and Visions<br/>Greek Week<br/>Anti Bullying and Kindness Week<br/>Diwali – 7/11/18<br/>Remembrance – 11/11/18<br/>St Andrew's Day – 30/11/18</p>  | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Scandinavia Food Day<br/>Arts Week<br/>Voices and Visions<br/>Anti Bullying and Kindness Week<br/>Diwali – 7/11/19<br/>Remembrance – 11/11/19<br/>St Andrew's Day – 30/11/19</p>   |
| <p><b>Educational Visits</b></p> <p>Fire Station - Worcester</p>  | <p><b>Educational Visits:</b></p> <p>Thinktank – Birmingham<br/>Birmingham Airfield<br/>Shobdon Airfield - Herefordshire</p>   |

## Autumn Term 2

| Year 1 Cycle  | Year 2 Cycle   |
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| <p><b>The Great War:</b></p> <p><b>English:</b> Children create fact files about themselves. Children create an information booklet all about poppies and their meaning in relation to WW1.</p> <p><b>Maths:</b> Children practise counting with money then sell poppies to the school and calculate the amount of money that has been raised. Solve simple maths problems related to money and fundraising - How many different ways could a child donate 20p to pay for a poppy?</p> <p><b>History:</b> Children research their own past and memories and use to create a timeline of events within their own lives. Children find out what life would have been like for a child living in WW1 and compare with their own lives today. Find out about Princess Mary's Christmas Boxes that were sent to the troops in WW1. Find out about the Christmas Truce of 1914.</p> <p><b>Geography:</b> Children use maps to identify continents, oceans and key countries involved in the First World War.</p> <p><b>PSHE/Citizenship:</b> Children reflect on why it is important to remember things in the past and think about how people in the future could remember us. Children reflect on the idea of bravery. What is bravery and what does it mean to be brave? Find out about acts of bravery in WW1. Children visit a local war memorial and lay the poppy wreathes that they have made in their design technology work. Children find out about children in other countries who are affected</p> | <p><b>Evacuees:</b></p> <p><b>English:</b> Read and reply to letters from evacuees. Write non-chronological reports based on rationing, building shelters, life as an evacuee and so on. Read stories such as 'The Lion and the Unicorn'. Choice of activities from English Quests.</p> <p><b>Maths:</b> Explore a ration book. Measure out and investigate ingredients. Interpret charts/graphs based on locations where children went to as evacuees. Create class pictogram based on vegetables grown in allotments. Create a street party shopping list following a budget. Choice of activities from Maths Quests.</p> <p><b>History:</b> Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war. Find out about the lives and experiences of children during the war.</p> <p><b>Geography:</b> Use maps of the UK to identify countries and major cities. Locate areas where children were evacuated from and to. Study how the landscape of the UK changed during and after the war. Focused study of own locality and how it was affected by the war.</p> <p><b>PSHE/Citizenship:</b> How would you have felt to be an evacuee? How did the role of the community help to support those who had to be evacuated or lost family within the war?</p> <p><b>Design Technology:</b> Food technology – Make recipes using rationed ingredients. Design and make an air raid shelter.</p> |



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| <p>by war today. Children make Christmas boxes to send abroad.</p> <p><b>Design Technology:</b> Children design and make their own medals for bravery. Children use a range of materials to create their own poppy wreathes.</p> <p><b>Music:</b> Children share some of their favourite music from today—what do they like about it. Compare to popular music from 1910s—how is it different and why?</p> <p><b>Science:</b> Children investigate different materials to decide which materials would be best for a poppy wreath—waterproof, able to be cut etc. and which materials would be suitable for a medal.</p> <p><b>ICT/Computing:</b> Children use ICT to support research and to present and publish their work.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power project planning:<br/> 1) Design a whole school WW1 Armistice celebration event/party with music and songs from WW1, food, dances etc.<br/> 2) Children set up a gallery/museum to showcase the work that they have completed as part of their project. Invite parents/governors into school, show photographs, share theme books etc.</p> | <p><b>Art:</b> War time posters – Dig for Victory etc. – create own. Create drawings based on landscapes/the countryside ‘a view from the train’.</p> <p><b>Science:</b> Find out about the processes involved in growing plants – fruit and vegetables. Plan and plant own vegetables in the school garden, investigating the conditions where they grow best.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/> 1) The Local Area during WW2<br/> 2) Materials.</p> |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Reach for the Stars Aspiration Week<br/> Big Draw<br/> Animal Safety</p>  | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Reach for the Stars Aspiration Week<br/> Big Draw<br/> Fireworks Safety</p>  |



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| Black History Month assemblies<br>Great War Day<br>Community visitors to be interviewed/talk about the war<br>Army personnel visitors<br>St John's of Bedwardine Church<br>Europe Day | Animal Safety<br>Black History Month assemblies<br>Great War Day<br>Community visitors to be interviewed/talk about the war<br>Army personnel visitors<br>St John's of Bedwardine Church |
| <b>Educational Visits:</b><br><br>RAF Cosford – Birmingham<br>Mosque – Worcester<br>Worcester City Library and Museum<br>Worcester Cathedral  | <b>Educational Visits:</b><br><br>Croome Court – Worcestershire<br>Fromes's Hill - Worcester<br>RAF Cosford – Birmingham<br>Mosque – Worcester<br>Worcester City Library and Museum      |

## Spring Term 1

| Year 1 Cycle  | Year 2 Cycle  |
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| <p><b>Poles Apart:</b></p> <p><b>English:</b> Create a holiday brochure for a contrasting location. Write a fact file about where penguins live. Perform a storyboard drama based on the animation Pingu. Act in the role of weather reporters. Choice of activities from English Quests.</p> <p><b>Maths:</b> Choice of activities from Maths Quests.</p> <p><b>Geography:</b> Name and locate the world's continents on a map. Study of Inuit people. Understand and describe the role of a travel agent. Compare and contrast weather across the world – present ideas as a weather reporter.</p> <p><b>Design Technology:</b> Design and create a role play area for a travel agent.</p> <p><b>Art:</b> Use a range of painting techniques to create artwork depicting the Northern Lights.</p> <p><b>PSHE/Citizenship:</b> Explore the idea of animal captivity. Is it right to keep animals in zoos? Are we protecting them or imprisoning them?</p> <p><b>Music:</b> Children explore 'A'Keelie', an African song. Children make musical instrument using natural products to accompany the music.</p> <p><b>Science:</b> Understand that Arctic regions have less/more hours of daylight than in the UK depending on the time of year. Identify ways that animals and humans adapt to their environments. Carry</p> | <p><b>Wonder Women:</b></p> <p><b>English:</b> Write instructions for spells, adventure stories in the style of 'Mog' stories by Judith Kerr, acrostic poems about feelings, book reviews for literature that they have read and take part in a range of drama activities that represent the literature that they have read. Read fiction books linked to theme by authors such as JK Rowling, Judith Kerr, Julia Donaldson, Lauren Child and Beatrix Potter.</p> <p><b>Maths:</b> Place literature in chronological order on a timeline.</p> <p><b>Science:</b> Explore the habitats of different animals and the suitability of these habitats.</p> <p><b>History:</b> Recognise some of the work of famous female authors and illustrators throughout history.</p> <p><b>Geography:</b> Children will explore the locality by visiting a local library.</p> <p><b>Design Technology/ Art:</b> Create 3D models based on the character in the story. Create collages in the style of the illustrator-Lauren Child.</p> <p><b>PSHE:</b> Explore the emotions felt by the main character of a book about not 'fitting in'.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power Projects based on:<br/>1) Book Reviews<br/>2) Author/Illustrator Study.</p> |



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| <p>out investigations into how materials change at different temperatures. Explore contrasting habitats.</p> <p><b>PE:</b> Invasion Games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power Projects based on:</p> <ol style="list-style-type: none"> <li>1) Life on the Ice</li> <li>2) A day in the life of a Polar animal.</li> </ol> |  |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>The Big Sing<br/> Chinese Week – Chinese New Year 5/2/19<br/> St David's Day – 1/3/19<br/> St Patrick's Day – 17/3/19<br/> Spring Begins – 20/3/19<br/> BST Begins – 31/3/19</p>   | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>The Big Sing<br/> Chinese Week – Chinese New Year<br/> St David's Day<br/> St Patrick's Day – 17/3/20<br/> Spring Begins – 20/3/20<br/> BST Begins – 31/3/20</p> |
| <p><b>Educational Visits:</b></p> <p>All Things Wild Nature Centre – Evesham<br/> Snowdome - Tamworth<br/> Sealife Centre – Birmingham</p>   | <p><b>Educational Visits:</b></p> <p>The Hive Library - Worcester<br/> Cotswold Wildlife Park – Burford<br/> Upton Warren/Malvern Outdoor Adventure Pursuit Centre<br/> Fishing Lessons – Cobb House</p>                     |

## Spring Term 2

| Year 1 Cycle   | Year 2 Cycle  |
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| <p><b>Get Out of My Swamp:</b></p> <p><b>English:</b> Write a fact file for a swamp. Describe a fairy tale character. Read and re- tell traditional fairy tales. Read and write stories/poems with predictable patterns e.g. 'Each Peach Pear Plum'. Write instructions for making gingerbread men. Choice of activities from English Quests.</p> <p><b>Maths:</b> Measure and compare the length and height of beanstalks and giant's footsteps. Measure weight and capacity when making gingerbread men. Choice of activities from Maths Quests.</p> <p><b>History:</b> Identify features of a historical castle.</p> <p><b>Geography:</b> Discuss what a map is and why we need them. Make a simple map of the settings in Shrek. Identify features of the local area. Take photos of different types of buildings and compare the local area to the fairy tale world in Shrek. Draw pictures and label features of the local area.</p> <p><b>Design Technology/Art:</b> Use natural materials to make a shelter/den. Used natural materials to make a sculpture in the style of Andy Goldsworthy. Find out how gingerbread men are made. Bake and decorate gingerbread men. Create a silhouette picture of a fairy tale castle.</p> <p><b>Music:</b> Compose music to tell the story of 'The Three Billy Goats Gruff'.</p> <p><b>ICT/Computing:</b> Use 'Puppet Pals' or other programmes/apps to create a digital version of a fairy story.</p> | <p><b>Pioneers:</b></p> <p><b>English:</b> Write in role as an astronaut. Information texts based on space and moon landings. Recount of a space mission. Choice of activities from English Quests.</p> <p><b>Maths:</b> Compare and order dates. Use data about planets to draw graphs and tables. Use all four operations to solve problems involved with buying and selling souvenirs. Choice of activities from Maths Quests.</p> <p><b>History:</b> Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, rail pioneers, Isambard Kingdom Brunel, reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.</p> <p><b>Geography:</b> Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.</p> <p><b>Design Technology/Art:</b> Design, make and evaluate a Victorian seaside souvenir. Create own method of transport.</p> <p><b>ICT/Computing:</b> Use ICT to record space music and create a video clip to accompany the soundscape. Create a PowerPoint presentation about a pioneer.</p> <p><b>Music:</b> Compose a space 'soundscape.'</p> |



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| <p><b>Science:</b> Compare and sort materials when deciding which materials are best for the three little pigs to build houses out of. What does waterproof mean? What is the best material for a roof? Find out how to grow a beanstalk from a seed. Name the parts of a plant.</p> <p><b>PE:</b> Use our bodies to create a sequence of movements to tell the story of 'The Three Billy Goats Gruff'. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power project based on Shrek.</p> | <p><b>Science:</b> Investigate materials used for astronauts' suits. What properties do they need to have? Investigate conditions needed to grow plants – can we grow food in space?</p> <p><b>PE:</b> Use our bodies to create a sequence of movements to tell the story of 'Movement in Space'. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) Take One Pioneer<br/>2) Dragon's Den.</p> |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>World Book Day – 7/3/19<br/>Health Education and Science Week<br/>Easter<br/>St George's Day 23/4/19</p>   | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Mexican Food Week<br/>World Book Day – 7/3/20<br/>Health Education and Science Week<br/>Easter<br/>St George's Day 23/4/20</p>   |
| <p><b>Educational Visits:</b></p> <p>Warwick Castle<br/>Raglan and Whites Castle – Wales<br/>The Odeon Cinema - Worcester</p>  | <p><b>Educational Visits:</b></p> <p>Severn Valley Railway - Bridgnorth<br/>Weston Super Mare Beach</p>  |

## Summer Term 1

| Year 1 Cycle   | Year 2 Cycle  |
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| <p><b>School Days (Victorian Britain):</b></p> <p><b>English:</b> Write a recount of a trip to a Victorian school room or museum. Describe differences between schools of the past and modern day schools. Write a set of instructions for a playground game. Write a letter to a local museum. Choice of activities from English Quests.</p> <p><b>Maths:</b> Research their favourite playground game and record in a bar chart. Choice of activities from Maths Quests.</p> <p><b>History:</b> Compare modern day schools and schools in the past. Identify key similarities and differences. Find pictures from the history of their own school – sequence to create a timeline.</p> <p><b>Geography:</b> Investigate the local area around the school. Identify key features of the school and its grounds. Identify own classroom on a simple plan of the school. Use the plan of the school to follow directions to another place.</p> <p><b>Design Technology:</b> Children draw and design their own perfect school.</p> <p><b>Art:</b> Create a pastel/painting of the school in the style of L.S. Lowry.</p> <p><b>Music:</b> Sing a range of playground songs and rhymes.</p> <p><b>P.E.:</b> Children take part in a variety of playground /school sports/net/wall/striking and fielding games. Swimming.</p> | <p><b>Toys:</b></p> <p><b>English:</b> Write captions for photographs from the Teddy Bear's Picnic. Re-tell traditional tales – Goldilocks and the Three Bears. Write a description of a favourite toy. Choice of activities from English Quests.</p> <p><b>Maths:</b> Create a class pictogram to show favourite toys. Sort toys according to one criteria. Use time language. Choice of activities from Maths Quests.</p> <p><b>History:</b> Recognise the difference between toys of the past and toys of today. Sequence toys from today and those from previous generations in a timeline.</p> <p><b>Geography:</b> Compare toys from around the world.</p> <p><b>Design Technology:</b> Design and make a peg doll or a sock puppet.</p> <p><b>Art:</b> Teddy Bear art work based on the work of AA Milne. Create toy collages.</p> <p><b>Music:</b> Compose a piece of music to represent a toy shop.</p> <p><b>ICT/Computing:</b> Create pictures of toys using a paint programme or drawing app. Take photos of toys and type captions using apps such as 'Popplet.'</p> |



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| <p><b>Citizenship:</b> Why do we need rules and routines in school? Should all children be able to go to school?</p> <p><b>Science:</b> Identify and name plants, wildlife and trees found in the school grounds. Identify other common British garden plants, wild plants and trees.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) Our School<br/>2) Victorian School Days.</p> | <p><b>Science:</b> Recognise and name the variety of materials that toys are made from. Investigate how toys move, for example pushes and pulls.</p> <p><b>PE/Dance:</b> Create and perform a dance sequence about a magical toy shop. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) Toys from the past<br/>2) Toys of the future.</p> |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Road Safety<br/>Careers Day<br/>Mental Health Awareness Week 13/5/19 – Self Image</p>   | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>Road Safety<br/>Careers Day<br/>Mental Health Awareness Week 13/5/20</p>  |
| <p><b>Educational Visits:</b></p> <p>Kempsey CE Church – Worcestershire<br/>Black Country Museum - Birmingham</p>   | <p><b>Educational Visits:</b></p> <p>Kempsey CE Church – Worcestershire<br/>Wise Owl Toy Shop – Worcester<br/>Mechanical Art and Design Museum – Stratford Upon Avon<br/>Hartlebury Museum – Worcestershire</p>   |

## Summer Term 2

| Year 1 Cycle  | Year 2 Cycle  |
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| <p><b>Journey Through Europe:</b></p> <p><b>English:</b> Non- Fiction: Children to write postcards from a holiday destination in Europe. Children to write information texts in the form of posters about different modes of transport that can be used to travel to Europe. Reading: Children to read fiction books linked to theme for example: 'Olivia goes to Venice' by Ian Falconer and 'Linnea in Monet's Garden' by Cristina Bjork.</p> <p><b>Maths:</b> Data Handling: Children will read climate charts for weather in European countries from holiday brochures (with assistance).</p> <p><b>Geography:</b> Children will identify the major countries that make up Europe on a map. Children will identify a range of ways of travelling to Europe from the UK. Children will locate famous landmarks in Europe on a map. Children will gather key facts about a holiday destination in Europe.</p> <p><b>History:</b> Children will learn about traditional songs in Europe. Children will learn about historic landmarks in Europe. Children will learn about the history of art and artists in Europe.</p> <p><b>PSHE and Citizenship:</b> Children will consider the importance of belonging to a culture and nation. Children will consider how people from different beliefs and religions can live together in harmony as one nation. Children will discuss why we need passports to travel and how they keep us safe. Children will research the different European languages and cultures within the local and national communities. Children will come together to celebrate European culture, language and traditions and invite parents/carers/governors to share the celebrations. Pupils will work together on a variety of</p> | <p><b>Indian Spice:</b></p> <p><b>English:</b> Write descriptions about people, experiences and places in India. Make written comparisons between places. Write instructions for cooking. Choice of activities from English Quests.</p> <p><b>Maths:</b> Make simple measurements of time, capacity and weight. Collect, record and organise data about temperature. Investigate lines of symmetry in Rangoli patterns. Choice of activities from Maths Quests.</p> <p><b>Geography:</b> Use maps to identify continents and countries of the world. Locate the UK and India on a world map and identify main regions and cities. Investigate the environments in India and consider how animals and communities adapt to these environments. Compare the UK to India, identifying key similarities and differences including size, climate, wildlife and so on. Research food and farming in India. Compare life for a child in the UK and India.</p> <p><b>Design Technology:</b> Prepare and cook Indian food. Make an Indian Drum.</p> <p><b>Art:</b> Use symmetry to create traditional Rangoli patterns. Use pastels and charcoal to create a picture of an elephant.</p> <p><b>Music:</b> Investigate instruments played in India. Play a range of different rhythms on a drum and use it to accompany Indian music and singing.</p> |



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| <p>group tasks and show they can listen to others' opinions and negotiate to create a joint end result.</p> <p><b>Art:</b> Children will use simple impressionist techniques to create their own interpretations of the work of Claude Monet.</p> <p><b>Music:</b> Children will learn and perform traditional songs from other European countries in a foreign language.</p> <p><b>MFL:</b> Children will learn some basic vocabulary in European languages.</p> <p><b>Science:</b> Children will consider the speed of different vehicles as well as the impact of transport on the environment.</p> <p><b>ICT/Computing:</b> Children will search for and use information from a range of sources and make decisions about the usefulness of that information. Children will use an ICT application and device to communicate their research.</p> <p><b>PE:</b> Striking and fielding games. Swimming.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) European Country Study<br/>2) European Artist Study.</p> | <p><b>PE/Dance:</b> Learn simple Indian traditional dance moves. Take part in a yoga session. Learn the rules of cricket and apply them in the context of a game. Swimming.</p> <p><b>RE:</b> Research Indian religions: Hinduism and Sikhism – compare with beliefs and values of Christianity.</p> <p><b>Science:</b> Investigate different habitats and compare the different plants and animals that grow or live there. Collect climate data using thermometers and data loggers.</p> <p><b>Homework/Independent Learning:</b> Power projects based on:<br/>1) India in our local area<br/>2) Life in an Indian Village.</p> |
| <p><b>Additional Special Themes/Projects/Events:</b></p> <p>European Country Day<br/>E-Safety Week<br/>Canal Safety</p>   | <p><b>Additional Special Themes/Projects/Events:</b></p> <p>India Week<br/>E-Safety Week<br/>Canal Safety</p>   |



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| Carers Day<br>Transition  | Carers Day<br>Transition   |
| <b>Educational Visits:</b><br><br>Birmingham Museum and Art Gallery | <b>Educational Visits:</b><br><br>Indian Restaurant – Worcester<br>Sikh Gurdwara Visit – Birmingham<br>Hoorays Ice Cream Parlour – Worcestershire<br>Woodfield House Camping Residential |

In addition to the above curriculum Perryfields pupils also have the opportunity to receive the following enrichment activities through local visits and visitors:

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| Acton Mill Care Farm – every other week<br>Swimming – weekly<br>Mixed martial arts – weekly<br>Drum tuition – weekly<br>Art therapy – twice weekly<br>THRIVE – daily<br>Therapy dog visits – daily<br>Ukulele lessons – weekly<br>Worcester Woods<br>Cooking lessons<br>County Hall visit<br>Guildhall Visit<br>The Hive Library Visit<br>Beanies Café Visit<br>Reverend Phil Thompson assemblies<br>Reverend Rich Jackson assemblies<br>African assembly visitor<br>Fortis Housing | Perdiswell Park<br>Ghulevelt Park<br>Restaurants – Indian, Chinese, Italian and Mexican<br>Tesco<br>Canal and Rivers Trust<br>Mosaic Artist<br>History visitors<br>School nurse<br>Dental nurse<br>Theatre groups<br>Animal Mania<br>St Peter's Church – Malawi<br>Community Support Officers<br>Performing musical groups<br>Beekeeper<br>Fireman<br>Witley Court<br>Worcester University – Inclusion Games |
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| Food bank<br>Severn Flats – Cripplegate Tower<br>Swan Theatre – pantomime | Yoga |
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