

Questions.

Week 1 & 2: Why was Crystal Palace famous?
 Week 3: Which dramatic events happened at Crystal Palace?
 Week 4: What would you choose to have at Crystal Palace now to encourage visitors to come?
 Week 5: What is it like at the circus?
 Week 6: How would you feel if you were part of the circus?
 Week 7: [Can you make your own Big Top tent and perform circus skills at our own circus?](#)

Texts: Leon and the Place Between (PoR)

Class Novel: Circus Girl by Jack Sendak

Writing outcomes:

Fiction:	<i>Personal Response</i>	<i>Narrative</i>	<i>Writing In Role</i>
	<i>Character Study</i>	<i>Description</i>	
Non Fiction:	<i>Recount</i>	<i>Information</i>	Instructions <i>Advert</i>

Maths

Number : Place Value (3 weeks)
 Number: Addition and Subtraction (4 weeks)

Science: Materials and their properties

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

Computing: We are researchers: Use technology respectfully; recognise common uses of information technology beyond school; know where to go for help and support when they have concerns about material on the internet; navigate the web to complete simple searches. [UNCRC Article: 17](#)

Enrichment

Circus Skills workshop
 Trip to Crystal Palace
 Design Big Top tents
 Make Big Tops
 Circus posters/ adverts
 Circus skills day—WOW ending

Assessment Foci

Science: I can identify and classify (everyday materials)

History: I can handle sources of information to answer questions about the past.

Computing: I can navigate the web to complete simple searches.

Foundation Subjects Coverage

History: Use common words and phrases related to the passing of time; place objects, people and events into chronological order; understand different ways of life at different times; know about significant historical, events, people and places in their own locality. [UNCRC Article: 17](#)

PE: Gymnastics—Master basic movements developing balance & coordination; develop agility; perform simple gymnastic routines; work independently and with a partner; plan and perform a sequence of movements (link to circus skills).

[UNCRC Article: 29](#)

Games— Develop skills of aiming, throwing and catching and begin to apply these in a range of activities; use tactics in a game (link to circus skills). [UNCRC Article: 29](#)

Art: Use a range of materials creatively to design & make products; choose and use three different grades of pencil when drawing; create a printed piece of art by pressing, rolling, rubbing and stamping; create tints with paint by adding white; use a view finder to focus on a specific part of an artefact before drawing it.

[UNCRC Article: 29](#)

DT: Using scissors to cut shapes; join materials in a variety of ways; using simple finishing techniques (improve); select materials and tools that are appropriate; explain why they have chosen materials and ingredients; choose particular materials and explain why they have been used; talk about how closely the product matches the design. [UNCRC Article: 29](#)

PSHE/ British Values: Learn strategies and skills for keeping themselves healthy and safe (see Take Care, Be Safe booklet—yellow). [UNCRC Articles: 3 and 6](#)

Music: Develop some control of words/expression/breathing when singing; use voice to sing; follow a melody. [UNCRC Article: 29](#)

RE: explain why some things are special; identify objects, places or people that are special to us; explain how we look after special things; explain why people have different beliefs about God; identify objects that are special to followers of different religions. [UNCRC Articles: 14 and 12](#)

[UNCRC Articles: 3, 28, 29, 31](#) are covered across all areas of school life.