

Willow Brook Whole School Topic Planning – Trivial Pursuit



Our Concept: if you have ever played the game of Trivial Pursuit, you will know that your goal is to test your knowledge in six categories. From science and nature to art, music, history, literature and sport, the challenge is to collect all six pieces.

This next half term, whether learning at home or in school, will include a series of themed weeks in which we will play the game and boost knowledge and understanding in key areas of the curriculum as well as supporting national initiatives.

Lessons and activities will include:

- Knowledge that stems from guided research and the exploration of age-related, National Curriculum focussed study.
- Maths that incorporates rich data handling opportunities where children can apply their skills to wonder, notice, reason and conclude.
- Writing that handles both fiction and non-fiction skills that will lead to polished pieces.
- Effort and depth of study that is rewarded with the ‘wedge’ piece and forms a showcase of quality learning and progress.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Feb 22 nd – Feb 26 th Literature ▲	<i>My Fantastic Flying Book – by Maurice Lessmore. Read. Watch. Comprehend.</i> AS well as enjoying the story, we will talk about YOUR story and draft and create a book that recounts an autobiographical family episode				
March 1 st – March 5 th Literature ▲	<i>Poetry</i> Children will be immersed in poetry. Read / Write Create and illustrate to compile a collective Willow Brook Poetry anthology			<i>World Book Day</i> Activities and learning brought to us from famous authors and illustrators Our Teachers will publish their Top Ten reading lists for their class.	

Our Week 1 National Curriculum aims:

KS1 ‘writing narratives about personal experiences and those of others (real and fictional) ... write about real events...’

KS2 ‘think and explore and collect idea, draft, reread to check for meaning...create narratives in which they describe settings, characters, and atmosphere and integrate dialogue to convey character and advance the action.’

Week 2 curriculum delivery

KS1 ‘continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear... participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say... explain and discuss their understanding of books and poems, both those that they listen to and those that they read for themselves.’

KS2 ‘To develop a love of literature through widespread reading for enjoyment... To appreciate a rich and varied literary heritage... acquire a wide vocabulary, understanding of grammar and knowledge of linguistic conventions for reading... We hope to (as the NC puts it) ‘open up a treasure house of wonder and joy for curious young minds.’

EYFS: ‘Children must be given access to a wide range of reading materials such as books, poems...to ignite their interest.’

All other year groups: Year 1 ‘learning to appreciate rhyme and poems...’ Year 2 writing composition - ‘writing poetry’ Year 3/4 ‘plan and write in order to understand and learn from its structure and vocabulary’ Year 5/6 to understand ‘metaphor, simile interest...’, analogy, imagery, style and effect’.

March 8th – March 12th Science and Nature 	National science week A week full of practical investigation where the key is to think, predict, watch, test, record and explain.	The Willow Brook Science Awards We will be asking you to share your scientific thinking and practical skills
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EYFS: Understanding the Worlds states: *‘they make observations...and explain why things occur and talk about changes.’*

KS1 states: As well as inspiring science through inspiring activities, focus on the **Science Curriculum statutory requirements** of **‘working scientifically’** – these include: *‘asking simple questions...observing closely...performing simple tests... identifying and classifying... using observations to suggest answers...recording data to help.’*

Lower KS2 adds: *‘asking questions... setting up practical enquiries... making systematic and careful observations...make improvements and raise questions...using straightforward scientific evidence to raise questions about the world around them.’*

Upper KS2 adds: *‘using test results to make predictions and set up further comparative and fair tests... decide how to record... use scientific language...justify and talk.’*

March 15th – 19th Art and Entertainment 	Artists – sound and vision Our aim is to add depth, knowledge and practical experience to essential elements of the foundation curriculum. Great composers, artists and musicians will provide a strong example of work that can spark inspiration and exploration of essential human joy, wellbeing and expression. Each class will select their own musician and visual artist.	Classroom Gallery We will create accomplished pieces of artwork that we can publish in an online Willow Brook Gallery.
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The Art Curriculum requires pupils to:

‘Evaluate and analyse creative works using the language of art, craft and design...’

‘Know about GREAT artists, craft makers and designers and understand the historical and cultural development of their art forms...’

‘Draw, paint, sculpt and develop independent imaginative ideas through this experience and study...’

The Music Curriculum requires pupils to:

‘perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians...’

‘appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians...’

<p>March 22nd – 26th History ▲</p>	<p>The Power of the People</p> <p>Through teaching, debate, research, online clips and books, our aim is to challenge the children to debate how people have faced adversity, overcome prejudice and shown determination to make the world a better place. Whether barriers of gender, ethnicity, culture or economics have stood in the way, their contribution to progress has been world-changing.</p> <p>Each class will focus on their own age appropriate ‘hero’.</p>	<p>The Great Willow Brook Balloon debate</p> <p>Explain to the other passengers in your balloon why your hero deserves their place on the journey. Create and deliver a structured speech that explains your compelling reasons and be the last man (or woman!) in the balloon’s basket.</p>
<p>Curriculum Links: History KS1: <i>‘lives of significant individuals in the past who have contributed to national and international achievements...’</i> KS2: Find a person whose contribution has signalled a <i>‘significant turning point in British History.’</i> Whilst they may not be British, it would be interesting to chart their impact on our heritage and social development.</p> <p>PSHE KS1 and 2 Living in the wider world unit (PSHE Association) <i>Belonging to a Community ‘valuing diversity; challenging discrimination and stereotypes...’</i> KS2: <i>‘Our rights, our responsibilities... The UN Convention on the Rights of the Child... Community roles and responsibilities’</i></p>		
<p>March 29th – April 1st Sport and Leisure ▲</p>	<p>Mathletics</p> <p>Measurement, geometry and statistics</p> <p>The week will focus on maths teaching and practical application of measurement, geometry and statistics. Based on sporting statistics and data, children will secure key concepts from these areas of the curriculum and put their knowledge of the 4 basic operations (element covered during school closure) into operation. This will combine with PE and the world of sport and will bring together the maths teaching from across the Spring Term.</p>	

LET THE GAME BEGIN... WE’LL ROLL FIRST...

