| Our topic       | Our learning                                | Aspects of the National                               | Questions we might       | Books we may read                                   | Ways we might                   |
|-----------------|---|---|--------------------------|---|---------------------------------|
|                 |   | Curriculum we will cover                              | answer                   |   | enrich our                      |
|                 | As scientists we will                       | To find out how the shapes                            | How does it move?        |   | learning further                |
| EYFS & KS1      | focus on forces, using technical vocabulary | of solid objects made from some materials can be      | Why does it slow down?   | Spot Goes<br>to the                                 | Learning some                   |
|                 | such as squeeze and                         | changed by squashing,                                 | why does it slow down:   | Circus  | circus skills and               |
|                 | manipulate.                                 | bending, twisting and                                 |                          | Eric Hill   | developing our                  |
| Roll up!        | As historians we will                       | stretching.  To develop an awareness of               | Why is the Chinese       | lift-the-flag book                                  | physical strength and dexterity |
| _               | discover how the                            | the past, using a wide                                | State circus different?  |   | and dexienty                    |
| Roll up!        | circus began and how                        | vocabulary of everyday                                |                          | US COINE VERY FIRST BY ADMINISTRACE SCORE 22 CO.    | 4 F                             |
| 1               | circuses have changed.                      | historical terms. To ask and answer questions.        | Who invented the circus? | The Circus under the Sea                            |                                 |
| <b>&gt;</b>     | As artists we shall                         | To develop a wide range of                            | Which is the best        | A 22  |                                 |
|                 | make a big top, design                      | art and design techniques in                          | colour?                  |   |                                 |
|                 | and make shoe box circuses, paint           | using colour, pattern,<br>texture, line, shape, form  | How can I make it        |   | 6 93                            |
|                 | performers and create                       | and space   | move?                    | Marici Modificación<br>Illustrated by Born Marville | 000                             |
|                 | moving pictures.                            |   |                          | * •   | 6-99                            |
|                 | As musicians We will learn lots of circus   | To use our voices expressively and creatively         | Can I compose my own     | * IF I ***  |                                 |
| "Soar on wings" | songs and listen to                         | To play tuned and untuned                             | music for a circus       | * KAN ∗   | Visit to the                    |
| Respect         | classical music related                     | instruments To experiment                             | performance?             | IHE *   | Hippodrome in                   |
| Responsibility  | to the circus.  In RE we will ask           | with and combine sounds.  To think about the theology | Who was Moses?           | CIRCUS  | Great Yarmouth                  |
| Courage         | what Jewish people                          | of the Jewish faith                                   | Why do Jews think        | Dr. Seuss   |                                 |
| Compassion      | learn from the story of                     |   | Moses was important?     |   |                                 |
| Trust           | Moses.                                      |   |                          |   | Control of the second           |
| Perseverance    |   |   |                          |   |                                 |