

Connector 2 Newsletter

We want our curriculum to be.....

- enjoyable - engaging - meaningful - relevant - progressive - risky - empowering - memorable - develop a love of learning

We want our learners to be.....

-curious- obsessed - inspired - invested - engaged - happy - safe - confident- risk-takers - comfortable in failure - reflective - collaborators - resilient - bothered

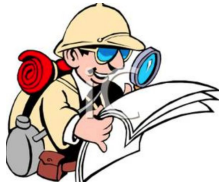


Whole School Connector Topics

	Connector 1	Connector 2	Connector 3	Whole School Connector
Team 1	Dreams	Explore	Play	
Team 2	Reflection	Grow	Soaring	
Team 3	Disaster	Shelter	Transformation	
Team 4	Eureka	Beyond	Compose	
Team 5	Parallel	Warrior	Perspective	
Team 6	Power	The Island		

Connector 2 Topics

Team One



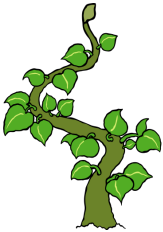
Explore

If we explore, what can we find?

We will embark on an adventure becoming explorers. Before the Christmas holidays, we used the text "The Queen's Present" to join Father Christmas and our Queen on an exploration of the world through a flight in the famous sleigh. We looked at famous landmarks in the world and explored how Christmas was celebrated in the past.

We will continue to be explorers over the next six weeks. We will be reading "The Journey Home" and starting to explore the North Pole and polar bears. We will then begin to explore the theme of conservation, journeying with the different animals the polar bear meets in the text. In Science, we will be thinking about the topic of materials and exploring which materials are best to keep a polar bear warm, dry and even cool, (for when he leaves the North Pole!)

Team Two



Grow

What do you like to eat? Do you know where it comes from?

During this connector we will be focusing on an alternative version of Jack and the Beanstalk; Jack and the Baked Beanstalk. We will also attempt to grow our own beans, which may present a bit of challenge in this weather! However, the children will see first hand what a plant needs to grow.

We will be looking closely at 3 climate zones, the weather in these zones and then the different foods that are available in some of the countries. In DT we will be looking more closely at these foods with the view to devising menus for each zone. We will visit a local supermarket to carry out a taste test to help us gather information.

In art, continuing with the climate theme, we are creating our own collographs and printing our representations of polar, temperate and tropical zones for the front covers of our connector books.

Team Three

MHow



Shelter

What is a shelter?

During this connector we will explore the period of history from the Stone Age through to the Iron Age. This will give the children the opportunity to develop their questioning skills and the ability to use different sources to find out about the past. Our big challenge is to create an interactive museum for parents and other children to learn about the Stone Age. The children have started to plan the elements they want to include. To achieve this they will be learning to make animations, building models, designing and creating Stone Age tools and weapons.

As part of the connector we will explore the problem of homelessness and read Mr Stink. The children will find out more about the causes of homelessness. They will then plan, film and edit a video in groups to raise awareness of the problem.

Team Four



Beyond

How can we overcome immense barriers? Are we able to see beyond the obvious? What impact does this have on us as learners?

During this connector, we will be exploring history during the Roman period. We will be developing our questioning skills to enable us to find out what life was really like during this time.

Team 4 will be producing sculptures in art based on Roman artifacts. Our main class text will be 'Across the Roman Wall' with a PHSE focus upon family and friendship. Through this we will be taking part in many role play activities to help us to understand character thoughts and feelings.

Team Five

Warrior

What is a warrior? Do you need to fight with a sword to be a warrior?

We will be using two main texts, the story 'Beowulf' and the 'Selfish Giant' to support our curiosity of this connector. We will look at the meaning of warrior and how it has changed throughout the years. We will be exploring what life was like during the long struggle between the Anglo-Saxons and the Vikings for control over Britain. Together we will investigate the main cities where the Vikings settled and compare them to the cities of today. We will study how key aspects of physical and human geography influenced the location and growth of these cities/settlements.

Team Six



The Island

Does an have to be an isolated place? Can an island be self sufficient and need no contact with the rest of the world?

The Island is a geography based connector. This will include learning about climate, geographical features, map reading and location. The children will have the opportunity to explore what small island life might be and discover skills that they may need to live successfully. They will use the knowledge gained to design their own island, deciding on the geographical features it will have and where in the world it will be located. Alongside this we will be reading three different texts: 'The Girl of Ink and Stars' and 'The Island at the end of Nowhere' by Kiran Millwood Hargrave in English and using 'The Island' by Armin Greder as part of our PSHE lessons. All three books look at island life in different ways.