

# Our Curriculum of Hope



## Twineham CofE School

Nurture Togetheress Resilience Creativity



Outcomes	Texts	Key vocabulary	Curriculum intent
<p>Know and play different games, especially in play and lunch times</p> <p>Rewrite and retell nursery rhymes and traditional tales, making our own versions</p> <p>Find out about toys of the past by asking questions.</p> <p>Make our own toy museum</p> <p>Making puppets</p>	<p><i>Hairy Tales and Nursery Crimes</i> - Michael Rosen</p> <p><i>Not Now, Bernard!</i> - David McKee</p> <p><i>Can I Play?</i> - Nicola Kinnear</p> <p><i>Anansi and Mr Dry Bone</i> - Fiona French</p> <p><i>For Every Child</i> - Various contributors</p>	<p>Play, fair, good <b>sportsmanship</b>, The past, <b>childhood, adulthood</b>, toys and their names, fairy tales, <b>traditional</b> tales, <b>nursery</b> rhymes, once upon a time...</p> <p><b>materials: plastic, metal</b>, wood, baby, <b>toddler</b>, child, <b>teenager</b>, adult (Bold words taught through <i>Sounds Write</i> lessons)</p>	<p>To understand how childhood has changed over time, to engage with parents and extended family members to find out about their childhoods, to understand chronology and their role in a family tree, to know how to play safely and with respect, to have a bank of games to play in their free time.</p>
Narrative hook	Poppy Class Spring 2024		Our School Values
<p>Play is cancelled for children! Do you think this is fair? Tell and show us why you think play is important.</p>	<p><b>Inquiry Question: Has Childhood always been like this?</b></p> <p><b>Have children always been able to play?</b></p> <p><b>Why is play important and how can we do it safely?</b></p> <p><b>Concept: heritage and change</b></p>		<p>Nurture: How the needs of children change over time, how to look after each other and play nicely</p> <p>Togetheress: learning to play different games and work as a team, sharing toys</p> <p>Resilience: Understand that we can't always be the winner, taking turns</p> <p>Creativity: take traditional stories and games and make them our own</p>

**Credibility:** what will we learn?

**Creativity:** how will we show our understanding in multiple ways?

**Coherence:** connections to past and future learning

**Compassion:** empathy and understanding

**Community:** local, national and global links

<p>How stories and rhymes have been handed down over time,  Recall and retell stories and rhymes,  Creating our own versions of nursery rhymes and stories  How toys have changed over time,  How to play safely and respectfully,  Different games from around the world,  How play is important for wellbeing and staying active keeps you healthy</p>	<p>Interviews with family members - asking questions and recording answers,  Creating videos to explain different toys from different times at home</p> <p>Retell different nursery rhymes and stories, creating own puppets</p> <p>Evidence of games initiated independently during free time</p> <p>Sorting and organising toys to create our class toy museum</p>	<p>Links to literacy: building on work on traditional tales</p> <p>Learning about games from around the world - building on the Ghanaian game <i>Kye Kye Kule</i></p> <p>Revising map skills to find different countries around the world.</p> <p>Building on sewing skills - to add embellishments</p> <p>Links to maths: shape work, building blocks, naming and knowing properties of different shapes</p> <p>Learn about money</p>	<p>Developing empathy for people in the past,  developing empathy for children who might have a different childhood,  Know that in games there are winners and losers and understand how to deal with disappointment.</p>	<p>Children to interview parents or other adults and make videos about their own toys and childhood</p> <p>Creating a toy museum and sharing our knowledge with our school friends and our parents</p>
--	--	--	---	--