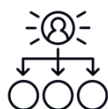


CURRICULUM with Unity Schools Partnership

We are writing to you with some exciting news. We thought you'd be really interested in an invitation to join us and be part of **Unity Schools Curriculum Partnership**.

The demand from schools asking whether it is possible to buy access to the resources that our trust schools have has inspired us to think differently.

In line with our values, rather than simply selling the curriculum as a one-off product with no improvements, updates or on-going support, we have decided to invite schools to work in partnership with us to develop the most amazing curriculum we can for children. This offers schools a unique opportunity to aspire for excellence, work collaboratively and enrich pupil outcomes across the country. We see this as potentially as a continuous improvement process, over years, rather than an event, but without any long-term commitment unless partners would like a long-term relationship



With membership you can access comprehensive and sequenced Y1 - Y6 Science, Geography and History units that **each** include:

- previous learning connections EYFS – Y6 with clear national curriculum expectations and contextual Tier 2 vocabulary
- **knowledge organiser** that is dual coded and focuses on Tier 3 vocabulary
- a suggested sequence of learning through a series of **cumulative questions**
- **comprehensive, cumulative and academic vocabulary** curriculum with teacher guides
- editable **digital or paper-based quizzes** for all units of science, history and geography from Y2 summer term - Y6. (Note Y1 - Y2 spring term quizzing is through verbal questioning and low-threat retrieval practice)
- **comprehensive dual coded knowledge notes** that match and elaborate the suggested sequence of learning, quizzes and content. Schools decide the time allocated to the sequence (increase, add to or reduce)
- High quality science, history and geography **diagrams, maps and images** included for school use



Built around a cohesive and comprehensive digital non-fiction literature spine (school and home)

To get the most out of the learning modules we recommend subscribing with our partners at **Curriculum Visions**. Access hundreds of high-quality digital books directly linked to the learning sequence and modules. (Additional yearly subscription can be arranged through Unity Schools Partnership – please ask for discounted rates)



With membership you can reduce teacher workload and increase productivity

- Learning modules unleash teachers to **focus on planning high quality lessons**, accessing quality subject knowledge and improving vocabulary acquisition, rather than searching for content on the internet.
- Learning modules give schools the opportunity to further **enhance consistency** between classes and raise subject expectations across the country.
- By going online through our **Curriculum Website**, you will be able to access and download examples from pupil books outlining learning tasks, sequence and excellence. (September 2020)
- Connect and support parents and children at home with our dual coded knowledge organisers.

Teacher information

Sequence of learning and cumulative quizzing

SCIENCE Earth and space Year 5 Spring Term

Earth and Space

- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

Previous learning

Year 3: Stone Age – Iron Age
 Year 4: Light
 Year 5: Mayan civilisation

Plan enquiries, including appropriate techniques, apparatus, and materials during fieldwork and laboratory work where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
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Academic and elaborative vocabulary (Tier 2)

attraction	drawn together by the force of gravity	approximately	more or less - roughly
luminous	giving off light - bright or shining	diverse	very different - not the same
extreme	very great in its intensity	challenge	a call to prove or justify something
spectacular	very impressive	clarify	make clear through a statement or situation
coincidence	occurring at the same time without planning	phenomenon	extraordinary occurrence

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Earth in space study summary

Suggested lesson	Learning question	Cumulative questions from quiz
1	What are the planets in our solar system?	1-6
2	How does our view of the Moon change in a lunar month?	1 - 6
3		1 - 6 7 - 13
4	Why does the rotation of Earth result in night and day?	1 - 13 14 - 19
5	Why is the Earth's tilt (axis) responsible for the seasons?	1-19 19-21
6	Review and summarise - present what you know about Earth and Space	Incorporate 1 - 21

Curriculum Visions Resources and video books Other books

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5. How many days does it take the dwarf planet, Pluto, to orbit the sun once?
 273 Earth years
 280 Earth years
 284 Earth years
 I'm not sure

6. Spell the name of the well-known dwarf planet in our solar system

7. The Moon changes size as it orbits the Earth
 True
 False

8. Waxing means...
 getting larger
 getting smaller
 I'm not sure

9. Gibbous means...
 a thin sliver of moon.
 a new moon shrouded in darkness.
 inbetween a half and full moon.

10. After a FULL moon the next phase is...
 waning gibbous
 waxing gibbous
 I'm not sure?

Digital or paper quiz written to match sequence

Page 2 of 4

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Dual coded Knowledge Organiser

Science study Earth in space Year 5 Spring Term

Sun = star

4 rocky inner planets: Mercury, Venus, Earth, Mars
4 gas giants: Jupiter, Saturn, Uranus, Neptune
 Pluto = dwarf planet

Solar system

- 8 planets orbit the sun
- sun's gravitational force holds planets in orbit
- orbit = curved path around star or planet
- Earth orbits sun once every 365 1/4 days
- Sun, Earth and moon are approximately spherical bodies

Moon

- phases - the changing shape of the Moon
- The Moon doesn't change shape - the light reflects changes as the Moon orbits the Earth
- lunar month - a complete cycle of Moon phases
- gibbous - in between half and full moon
- waxing - increase
- waning - decrease

The Earth **tilts** on its **axis** as it spins around the sun

Earth spins **anti-clockwise**

Right 'thumbs up' - fingers tell you the spin direction of the Earth

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Knowledge notes elaborate and support each lesson in sequence

1. What are the planets in our solar system?
 Planets **orbit** the sun

Each one spins on an axis

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

Planets are described as approximately spherical bodies

2 and 3. How does our view of the Moon change in a lunar month?
WORKING SCIENTIFICALLY

The Moon **doesn't** change shape

Our view of the Moon changes as it **orbits** Earth

waxing = increase
 waning = decrease

crescent = less than a quarter
 gibbous = in between a 1/2 and full moon

new moon, waxing crescent, first quarter, waxing gibbous, full moon, waning gibbous, third quarter, waning crescent

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High quality graphics, diagrams and image resources included to support more effective teaching

Why is the Earth's tilt (axis) responsible for the seasons?

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For detailed information about Unity Learning Modules please read the guidance information attached with this email

Examples of impact

Year 4 September 2020

Whole Classbooks (A3) record practical tasks

Word	Living things and their habitats	What it means	Clue
vertebrates	animals with a backbone		✓
invertebrates	animal without a backbone		X
organism	A living thing		✓
Life process	are the things organisms need to do to stay alive	Mrs Green	✓
classification key	is used to identify the living things by asking simple questions		✓
Biodiversity	the huge variety of animals, plants and other organisms on planet Earth		✓
Mammals	- warm blooded - breathe with lungs - give birth to live young		✓
Reptiles	- cold blooded - dry, thick scaly skin - live on land and some live in water		✓
Birds	- warm blooded - large feathers - wings - two legs - beaks		✓
Amphibians	- cold blooded - they can live on land and water - they have gills when they were born		✓
Fish	- cold blooded - use gills to take oxygen from water		✓

Tuesday 22nd September 2020
 Hi I am learning what groups plants are classified into.

What groups are plants classified into?

Plants

classified as ✓
 ✓ flowering ✓ non-flowering

Photosynthesis ✓
 Plants produce their own food by a chemical process called photosynthesis, using water, carbon dioxide, and the energy of sunlight.

flowering plants

non-flowering plants
 plants that reproduce using spores and seed cones.

spore
 minute organism that grows into a new plant all by itself (no fertilisation needed)

photoynthesis
 is a chemical process used by plants to produce their own food.
 Sunlight Carbon dioxide water oxygen

The plant kingdom:
 not within the plant Kingdom plants are divided into two main groups (classified)
 Flowering and NON-Flowering

How are they different?
 The main difference is how they reproduce.
 - Flowering
 - Flowering plants rely on pollination (insects and birds taking pollen between plants)
 - Non-flowering plants rely on spores.

Flowering plants
 - Simply means a plant that at some point in its life cycle will produce a flower.
 - All flowering plants produce seeds.

Non-Flowering plants (do not give seeds)
 The plants that never produce a flower.
 Some can still produce seeds.
 Spores
 @ spores grow on the underside of fern and moss.
 fern moss

Science

Our first blocked subject this year was science. We had a great time learning to classify plants and animals. We also learnt to identify a range of different vertebrates and invertebrates.

This is a ~~vertebrate~~ like a ~~fish~~ like a ~~snake~~ like a ~~spider~~.

I am holding moss. It is a type of plant you find in damp places.

* Right! Respecting life - Article 28
 "The right to a good education"

The earth is a ~~small~~ ~~planet~~ ~~and~~ ~~it~~ ~~is~~ ~~not~~ ~~just~~ ~~empty~~ ~~it~~ ~~has~~ ~~the~~ ~~most~~ ~~of~~ ~~the~~ ~~universe~~

invertebrates like ~~invertebrates~~ ~~with~~ ~~a~~ ~~backbone~~ ~~are~~ ~~not~~ ~~in~~ ~~the~~ ~~same~~ ~~group~~ ~~as~~ ~~vertebrates~~ ~~are~~ ~~in~~ ~~the~~ ~~same~~ ~~group~~ ~~as~~ ~~vertebrates~~

Key vocabulary -
 * vertebrate * habitat *
 * invertebrate * biodiversity *
 * species * * organism *
 * MRS GREEN *

Year 1 Animals, including humans following practical sorting and classifying tasks.

Year 5 take inspiration from significant and important scientists. A comprehensive literature spine provides enrichment and fascination.

Tuesday 14 January 2020
 Achieved a LI to give a ~~assignment~~ ~~assignment~~

What is an animal?

animals ...
 ✓ move freely
 ✓ eat other living things
 ✓ need water
 ✓ need

An animal
 X is not a plant
 X does not make food from the sun
 X is not rooted to the ground

A Bear is a mammal because it can move freely. A Bear is a mammal because it can give birth and a Bear breathes water and Sun light.

Elephants are mammals because they can move and they have legs and need sun shine.

Foals are mammals because they give and they swim freely.

Tuesday 29th September
 Maria Merian

Maria Merion born in Frankfurt, Germany 1647 - 1717

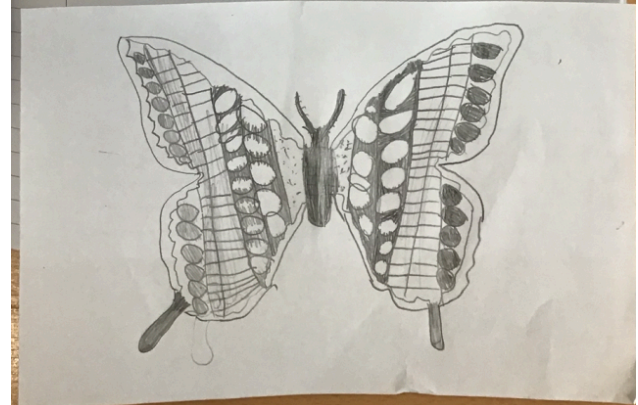
- Artist, scientist and explorer
- people thought insects were evil and born from mud
- scared of human regeneration

Maria Merion

- fascinated by butterflies and silkworms
- watched their biochemical change
- made notes and detailed drawings
- studied their entomology
- made notes and detailed drawings
- metamorphosis
- published her drawings and findings in 1705

Maria Merian was born in Frankfurt, Germany in 1647, she died aged 70 in 1717. She is best known as a scientist, artist and explorer. In 1687 Europeans got insects was made from mud and they were mad evil. They thought if insects could change then humans could also change into were-wolves. Maria caught caterpillars, tadpoles and butterflies and put them into jars, she fed them leaves and she watched for them for changes. She made lots of sketches of their changes. Her work was published in 1705, it proved that insects go through metamorphosis, they biochemical change and are not born from mud.

thought ✓





Whole Class Assessment templates for science and foundation subjects - recognised as being effective in recent Ofsted inspections (Autumn 2019 and Spring 2020)



Generic Subject leader guidance and templates

To join our curriculum partnership, the following one-off fees apply:

	September 2020	Multi Academy Trust (30% reduction)
Rural school	£1,250	£875 per school
Small school	£2,250	£1,575 per school
Medium school	£3,000	£2,100 per school
Large School	£3,750	£2,625 per school

In general, we have assumed:

- Rural school: up to 60 pupils
- Small school: 60 -150 pupils
- Medium school: 150 - 300 pupils
- Large School: 300+ pupils

- For schools not in a trust, reductions can be considered for a group of 3 ore more schools joining together. Please get in touch to discuss further.

- Initial membership costs can be spread over three equal termly payments. This is a one-off fee to access all the curriculum materials.

- A small annual subscription will be invoiced one year after the joining date.
 - Rural school: £100
 - Small school: £200
 - Medium school: £300
 - Large School: £400



Please contact Alex Bedford to find out more or to secure the curriculum content for your school.

abedford@unitysp.co.uk



Additional CPD Modules can be purchased to support Professional Growth – these range from Sweller’s Cognitive Load Theory, Principles of Instruction to Retrieval Practice and Planning tools.

All resources, including Learning Modules, CPD Modules and handbooks, curriculum maps, assessment templates, pupil learning sequences can be downloaded from the website once subscription is live.

Please ask for and read terms and conditions