

## LONG SUTTON CURRICULUM OVERVIEW 2020

### 'Learn to love and love to learn'

**Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God's family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.**

*Be kind and loving to each other. Forgive each other just as God forgave you in Christ. You are God's children whom he loves. So try to be like God. Live a life of love. Love other people just as Christ loved us.*

Our vision for our children when they move on to the next stage of their education is that they will:

- Strive to be the best they can be and achieve well in all they do
- Be resilient and able to think for themselves
- Be good communicators
- value and respect themselves as well as others
- Show curiosity and have a love of learning
- Be compassionate, showing tolerance and accepting others
- Be excited about all they learn, have a passion
- Be able to work well as part of a team and independently
- Know what is right and wrong and take responsibility for what they do
- Show gratitude
- Love and care for the world around them and the environment

#### **Our curriculum principles**

- Having a real purpose
- Based on real experiences
- Involving active learning
- Being engaging
- Having child input
- Involve choices

**Intent and Rationale:**

- To give the children great and memorable experiences where they learn subject specific knowledge and skills alongside developing their learning muscles (Resilience, Reflection and Collaboration) to enable them to be life-long learners.
- To focus on depth of learning in all learning experiences
- Talk to be a key part of all learning, developing vocab, confidence and an ability to express ones own views.
- To begin each learning experience with a wow day and immersion week to enable deeper learning and to engage the children. This week will enable the children to guide the learning in the rest of the term through their questions, engagement and ideas.
- To link learning to our local area, the children and their families and enable them to compare this to other places outside their normal experiences to help prepare them for the wider world.
- To develop children's cultural capital, giving them the essential knowledge to prepare them for future success as well educated citizens, ensuring the curriculum widens their horizons and prepares them for a world outside their day to day experience; helping them understand and accept difference in the widest sense.
- Involving our local community and area is important to help the child understand this and become part of it and be able to be a positive influence within it.
- To have a Christian Value as a learning focus for each term and link this to PSHE where possible.
- To develop self motivation, independence and a positive mindset ensuring good learning attitudes
- Progression from KS1, lower KS2 to upper KS2 is a key focus and will focus on subject specific skills as well as content. (see curriculum tool words, subject skills progressions etc)

	Year A (2019/20)	Year B (2020/21)
	<p><b><u>Autumn Term – Eco Heros</u></b>            Computing – Animation            PSHE – Scarf year group resources – Week 1 focus on this – Life Bus visit            Art – Textiles focus (see progression in Art skills)            PE – Ball skills (Netball/Tag Rugby), Dance            Music – 10 pieces Focus (see music progression)            MFL – Spanish  <b>DT week</b></p>	
Toy Box	<p><b>How to look after our World?</b>            Plastics and our Environment            Natural/man made materials            Waste-How to turn food into compost            Recycling            Water preservation</p>	<p><b>Conservation-            Superhero animals-</b>            Bees, minibeasts, pond life</p>
Cygnets /Kingfisher	<p><b>How to look after our World?</b>  <b>Plastics and our Environment</b>  <b>Science:</b>            Seasons:  <ul style="list-style-type: none"> <li>• Ongoing: Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>           Animals including humans:  <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <b>DT:</b>  <ul style="list-style-type: none"> <li>• Design, Make and Evaluate (see NC)</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> </ul> </p>	<p><b>Conservation – endangered animals</b>   <b>Science:</b>            Animals including Humans Y1/2:  <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> <li>• Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> </p>

	<ul style="list-style-type: none"> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Design, Make and Evaluate (see NC)</li> <li>• build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Kites	<p><b><u>How to change the energy we use to save our world?</u></b>  <u>Plastics and our environment</u></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Design, Make and Evaluate (see NC)</li> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> </ul>	<p><b><u>Conservation – what can we do to save species?</u></b></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><b>Science:</b></p> <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>Light:</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Find patterns in the way that the sizes of shadows change.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>• Design, Make and Evaluate (see NC)</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>

<p>Harriers</p>	<p><u>How to change the energy we use to save our world?</u>  <u>Renewable energy and the environment</u>  <u>Renewables – climate zones and change – our environment and how to save it</u></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Science:</b></p> <p>Forces:</p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>Design, Make and Evaluate (see NC)</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	<p><b><u>Conservation – what can we do to save species? What is the human impact on animals and the environment?</u></b></p> <p><b><u>Focus on fair trade and where our food comes from</u></b></p> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Science:</b></p> <p>Animals including humans:</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> </ul> <p>Evolution:</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
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	<p><b><u>Spring Term – Time Travelers</u></b>  History Visits – Cheddar Caves (Kites), Glastonbury Abbey  Computing – Green Screen  PSHE – Scarf year group resources  Art – Linked to History Era – printing, Jewellery/metal work (see progression in Art skills)  PE – Hockey, Gym, Dance/fitness  Music – creating music (see music progression)  MFL – Spanish  <b>Poetry Week</b> – linked to World Book Day</p>	
<b>Toy Box</b>	<p><b>What was it like to live in Long Sutton in our grandparents and great grandparent’s time?</b></p>	<p><b>Homes</b>-Now and then  What toys did they play with when they were little?  Old photographs of them then &amp; now</p>
<b>Cygnets Kingfisher Class</b>	<p><b><u>What was it like to live in London in Samuel Pepys’s time?</u></b>  <b>History:</b></p> <ul style="list-style-type: none"> <li>• Great Fire of London and Pepys</li> <li>• Events beyond living memory that are nationally significant.</li> <li>• Lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p><b>Science:</b>  Materials (y1 unit):</p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their physical properties.</li> </ul>	<p><b><u>How has my life changed over time? How have local people and events affected us?</u></b>  <b>History:</b>  Changes within living Memory. Significant local historical events and people.</p> <p><b>Science:</b>  Materials (Y2 unit)</p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
<b>Kites</b>	<p><b>What is it like to live in Ancient Egypt?</b>  <b>History:</b>  The achievements of the earliest civilisations  <b>OR</b>  <b>How did Early Man live?</b>  Changes in Britain from Stone Age to the Iron Age</p>	<p><b>What did the Romans do for us?</b>  <b>History:</b>  The Roman Empire and its impact on Britain  <b>Science:</b>  States of Matter:</p>

	<p><b>Science:</b> Magnets:</p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p>Animals including Humans:</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p>Sound:</p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from a sound travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>
<p><b>Harriers</b></p>	<p><b><u>What can we learn from Long Sutton and its residents about WW1 or WW2? Local history</u></b> <b><u>OR</u></b> <b><u>What did the Anglo Saxons and Vikings leave us?</u></b></p> <p><b>History:</b> Britain's settlement by the Anglo Saxons and the scots. The Viking struggle for the Kingdom of England of Edward the Confessor.</p> <p><b>Science:</b> Earth and Space:</p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> </ul>	<p><b><u>What did the Greeks do for us?</u></b></p> <p><b>History:</b> A study of Greek life, achievements and their influence on the western world</p> <p><b>Science:</b> Properties of changing materials:</p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</li> </ul> <p>Light:</p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p>Electricity:</p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
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	<p><b>Summer Term - Globe Trotters</b>          Whole School Walk along the River Parrett          Computing – programming          PSHE – Scarf year group resources          Art – Artist Focus, 3D work (see progression in Art skills) –  <b>Arts Week –</b>          PE – Cricket, Rounders, Athletics          Music – 10 Reading music (see music progression)          MFL - Spanish</p>	
Toy Box	<p><b>What do we know about rivers?</b>          What lives and grows there?          How are they useful?          Where do they go?          How can we look after them?          Safety</p>	<p><b>What is like to live in....?</b>          A city</p>
Cygnet /Kingfisher	<p><b>What lives around the River Parrett?</b>  <b>Geography:</b>          Rivers- plants and animals around these          understand geographical similarities and differences through studying          the human and physical geography of a small area of the United          Kingdom.</p> <p><b>Science (Plants Y1/2):</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>• Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p><b>What is like to live in....?</b>  <b>Geography:</b>          Understand geographical similarities and differences through studying          the human and physical geography of a small area in a contrasting non-          European country</p> <p><b>Science (All Living things and their habitats)</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

Kites	<p><b><u>How do Rivers influence the lives of those around them?</u></b></p> <p><b>Geography:</b> River _____ - Rivers and the water cycle understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> <p><b>Science:</b> Plants:</p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</li> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</li> <li>• Investigate the ways in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p>All Living things:</p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p><b><u>What is like to live in....?</u></b></p> <p><b>Geography:</b> Understand geographical similarities and differences through the study of human and physical geography of a region in a European country Volcanoes and earthquakes</p> <p><b>Science:</b> Rocks:</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p>DT:</p> <ul style="list-style-type: none"> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>
Harriers	<p><b><u>What would it be like to live near the River Amazon?</u></b> UK region</p> <p><b>Geography:</b> Compared to south America (Parrett to the Amazon) –Rain Forests understand geographical similarities and differences through the study of human and physical geography of a region within or South America</p> <p><b>Science (All Living things Y5):</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>	<p><b><u>What is like to live in....?</u></b></p> <p><b>Geography:</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North - map work – focus on farming and mountain</p> <p><b>Science (All living things Y6):</b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on</li> </ul>

	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p>Y6: Describe the changes as humans develop from birth to old age.</p>	<p>similarities and differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p>Y6: Describe the changes as humans develop from birth to old age.</p>
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**Annually:**

Start each year with PSHE focus week to include a Careers/aspiration Day

Life Bus to support the teaching of PSHE and RSE

Focus charity for the year – at least 1 focus day on learning from this

STEM/DT week linked to learning experience – November

RE Day linked to Christian values - January

Poetry Week – Spring term

Arts Week Summer Term

Each learning experience to begin with a focus week to included English and maths through the topic including a Wow

KS2 Production and KS1 Nativity

Poetry competitions and writing

Poetry performance from each class

Dance performance from each class

Music performance from each class

Book focus – inspiring children to read

**English and Maths:**

Linked to topic where possible and taught through learning experiences

Practical maths linked to real life

Writing for real purposes

**Alongside this plan:**

- TfW rolling programme linked to learning experiences
- RE rolling programme links made where possible
- Letters and Sounds phonics KS1
- Spelling and grammar KS2
- Scarf PSHE programme (see long term plan)