

## 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>Autumn Term – Eco Heros</b>            PSHE focus week to start the year including careers/aspiration session            STEM/DT week (November)            Life Education Bus visit (RSHE/PSHE focus)            KS1 Nativity Production</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, minibeast, pond life</p>
Cygnets /Kingfisher	<p><b>How to look after our World?</b>  <b>Plastics and our Environment</b>  <b>Science:</b>            Seasons:</p> <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> <p>Animals including humans:</p> <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> <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>	<p><b>Conservation – endangered animals</b></p> <p><b>Science:</b>            Animals including Humans Y1/2:</p> <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> <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>

<p><b>Computing:</b>  Online Safety: I am kind and responsible:</p> <ul style="list-style-type: none"> <li>• Class internet rules</li> <li>• Cyberbullying discussions</li> </ul> <p>Describing My Toys – multimedia:</p> <ul style="list-style-type: none"> <li>• Recording and uploading images</li> <li>• Adding text to an image or photo</li> <li>• Creating an interactive story</li> </ul> <p>Showing my Feelings – data Handling:</p> <ul style="list-style-type: none"> <li>• Using 2Count</li> </ul> <p>Move My Bee-bot – Programming (Y1):</p> <ul style="list-style-type: none"> <li>• Investigate Bee-bot movement</li> <li>• Giving instructions</li> <li>• ‘Write’ programmes to move about</li> <li>• Understand the word algorithm</li> </ul> <p>Light up my Bee-bot or Move around to Fix my Factory (Y2)</p> <ul style="list-style-type: none"> <li>• Follow instructions to move through a course</li> <li>• Talk through algorithms</li> <li>• ‘Write’ programmes</li> <li>• Predict and debug sequences</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Poonac (Cygnet), Van Gough (Kingfisher)</li> <li>• Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – Artist Focus – Jean Michel Basquiat (Cygnet), Henri Rousseau (Kingfisher)</li> </ul> <p><b>Music (for detail see Music progression):</b></p> <ul style="list-style-type: none"> <li>• Cygnet: Composer Focus Jean Sibelius (BBC Ten Piece programme)</li> <li>• Kingfisher: Cygnet: Composer Focus Eric Whittaker</li> </ul>	<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> <p><b>Computing:</b>  Online Safety: I am kind and responsible:</p> <ul style="list-style-type: none"> <li>• Class internet rules</li> <li>• Cyberbullying discussions</li> </ul> <p>Present My information – Multimedia:</p> <ul style="list-style-type: none"> <li>• Present information</li> <li>• Develop keyboard skills</li> <li>• Share information with others</li> </ul> <p>My Habitat – Data Handling:</p> <ul style="list-style-type: none"> <li>• Use photos to find out about habitats</li> <li>• Use photos and block graphs to show findings of investigations</li> </ul> <p>Move My Bee-bot – Programming (Y1):</p> <ul style="list-style-type: none"> <li>• Investigate Bee-bot movement</li> <li>• Giving instructions</li> <li>• ‘Write’ programmes to move about</li> <li>• Understand the word algorithm</li> </ul> <p>Light up my Bee-bot or Move around to Fix my Factory (Y2)</p> <ul style="list-style-type: none"> <li>• Follow instructions to move through a course</li> <li>• Talk through algorithms</li> <li>• ‘Write’ programmes</li> <li>• Predict and debug sequences</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Poonac (Cygnet), Van Gough (Kingfisher)</li> </ul>
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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><u>Conservation – what can we do to save species?</u></b>  <b>Geography:</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> <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>Computing:</b></p> <p>Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"> <li>• Class internet rules</li> <li>• Cyberbullying discussions</li> </ul> <p>Make My eBook – Multimedia:</p> <ul style="list-style-type: none"> <li>• Look at eBooks</li> <li>• Learn how to create an eBook, adding text, images, sound and hyperlinks</li> <li>• Add narration to eBook</li> </ul> <p>Show My Device – Data handling:</p> <ul style="list-style-type: none"> <li>• Collect and show data on time spent on playing games with 2Simple 2Graph or Easychart</li> </ul> <p>My Scratch Games – programming:</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>Light:</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><b>Computing:</b></p> <p>Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"> <li>• Class internet rules</li> <li>• Cyberbullying discussions</li> </ul> <p>Show My Teeth – Multimedia (Science link):</p> <ul style="list-style-type: none"> <li>• Note take information about teeth and use to create a report/presentation</li> <li>• Edit text by changing font etc and add images</li> <li>• Use word clouds to present vocab</li> <li>• Create a timelapse film about the effects of cola on teeth</li> </ul> <p>Checking My Facts:</p>
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Y4:

- Make sprite move and change
- Use if.. then commands
- Create own game

Y3:

- Explore Sprites
- Make things happen using blocks
- Use algorithms to make sprite dance or make a knock knock joke
- Create an animated story

**Art (For details see art progression):**

- Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Diego Fazio
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**Music (for detail see Music progression):**

- Composer Focus Leonard Berstein (BBC Ten Piece programme)

**PE (also see progression of skills):**

Dance	Netball
Gymnastics	Tag Rugby

**RSHE to include PSHE:**  
 Me and My Relationships:  
 Rules, feelings about loss, Teamwork, Looking after our special people, Solving problems, the danger of dares, expressing ideas and thoughts, self esteem, Friends are special  
 Valuing Difference:

- Use an online tool (padlet) to share ideas
- Discuss what is true online and how we can check for reliable information
- Research a topic and begin to consider plagiarism

My Scratch Games – programming:

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**RSHE to include PSHE:**  
 Me and My Relationships:

	<p>Friends and family, My community, respect and challenge, our friends and neighbours, celebrating our differences, exploring prejudice views and why someone is bullied</p>	<p>Rules, Good feelings and not so good ones, Ok or not, teamwork, different feelings, When feelings change, Under pressure</p> <p>Valuing Difference:</p> <p>Finding solutions, understanding personal space, Friend or acquaintance,</p> <p>What would I do?, The people we share our world with, Stereotypes</p>
<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>Computing:</b></p> <p>Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"> <li>Class internet rules</li> <li>Cyberbullying</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> </ul>

<p>Presenting My Persuasion – Multimedia (Eco Hero’s link):</p> <ul style="list-style-type: none"> <li>• Keyboard and editing skills</li> <li>• Collecting ideas on collaboration tool</li> <li>• Create a strategy document and slide presentation as part of an advertising campaign</li> <li>• Rehearse and present presentation and give feedback to others</li> </ul> <p>Move My Information - TIOL:</p> <ul style="list-style-type: none"> <li>• Build a list of different services the internet provides</li> <li>• Increase understanding of how the internet works and present this</li> </ul> <p>Logo My Shapes – programming (optional) Maths link</p> <ul style="list-style-type: none"> <li>• Create a programme to draw a range of polygons</li> <li>• Refine programme</li> <li>• Use procedures to create patterns of repeating regular polygons</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Leonardo da Vinci</li> <li>• Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – Artist Focus – Paul Klee</li> </ul> <p><b>Music (for detail see Music progression):</b></p> <ul style="list-style-type: none"> <li>• Composer Focus Antonio Vivaldi (BBC Ten Piece programme)</li> </ul> <p><b>PE (also see progression of skills):</b></p> <table border="1" data-bbox="293 1126 1144 1201"> <tr> <td>Swimming</td> <td>Netball</td> </tr> <tr> <td>OAA (Residential)</td> <td>Tag Rugby</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Me and my relationships: Collaboration, give and take, How good a friend are you, Relationship cake, Being Assertive, Our emotional needs, Communication</p>	Swimming	Netball	OAA (Residential)	Tag Rugby	<ul style="list-style-type: none"> <li>• understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Computing:</b> Online Safety – I am kind and responsible:</p> <ul style="list-style-type: none"> <li>• Class internet rules</li> <li>• Cyberbullying</li> </ul> <p>Sell My School – Multimedia (imovie):</p> <ul style="list-style-type: none"> <li>• Look at school’s promotional videos</li> <li>• Discuss how they can promote the school</li> <li>• Form a production team and create a video to promote school</li> <li>• Use a range of multimedia technics in video</li> </ul> <p>Check My Fitness – Handling data (Science PE link):</p> <ul style="list-style-type: none"> <li>• Use data logger or app to check heart rate before and after exercise</li> <li>• Use technology to investigate what happen when you exercise.</li> </ul> <p>Improve My Web Detective Skills - TIOL:</p> <ul style="list-style-type: none"> <li>• Consider the difference between the internet and World Wide Web and how they are linked</li> <li>• Discuss how information online may not be accurate</li> <li>• Create a checklist to ensure the information they use is accurate</li> </ul> <p>My Topic Model – programming (optional) (Science Link)</p> <ul style="list-style-type: none"> <li>• Select appropriate software to create a simulation</li> <li>• Plan and prepare an interactive model of a system of the human body</li> <li>• Program the parts of the model</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Drawing (pencil, charcoal, inks, chalk, pastels, ICT software): - Artist focus: Leonardo da Vinci</li> <li>• Colour (painting, ink, dye, textiles, pencils, crayon, pastels) – Artist Focus – Paul Klee</li> </ul>
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	<p>Valuing Difference: Qualities of friendship, Kind conversations, happy being me, difference and mutual respect, Is it true (online safety), It could happen to anyone (impact of behaviour).</p>	<p><b>Music (for detail see Music progression):</b></p> <ul style="list-style-type: none"> <li>• Composer Focus Antonio Vivaldi (BBC Ten Piece programme)</li> </ul> <p><b>PE (also see progression of skills):</b></p> <table border="1" data-bbox="1178 354 2036 427"> <tr> <td data-bbox="1178 354 1608 395">Swimming</td> <td data-bbox="1608 354 2036 395">Netball</td> </tr> <tr> <td data-bbox="1178 395 1608 427"></td> <td data-bbox="1608 395 2036 427">Tag Rugby</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Me and my relationships: Working together, Let's negotiate, Solve the friendship problem, Assertive skills, the consequences of how you act, showing commitment/forced marriage, appropriate, legal and illegal touch, acting safely and appropriately online.</p>	Swimming	Netball		Tag Rugby
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	<p><b><u>Spring Term – Time Travelers</u></b>  History Visits/visitors  <b>Poetry Week</b> – linked to World Book Day  RE/Values day (January)</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>Computing:</b>  Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>Filming My Background – Multimedia:</p> <ul style="list-style-type: none"> <li>• Present information to an audience using green screening</li> <li>• Prepare, practise and record a green screen film</li> <li>• Review film</li> </ul> <p>Sorting My Birds – Data Handling:</p>	<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> <p><b>Computing:</b>  Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My News Report - Multimedia:</p> <ul style="list-style-type: none"> <li>• Plan and present a news report about an animal</li> <li>• Talk about how to save and retrieve a video</li> </ul> <p>Counting My Information – Data handling:</p> <ul style="list-style-type: none"> <li>• Use 2Simple/2count or online pictograph to record data</li> <li>• Use venn diagrams to sort pictures</li> <li>• Take photos of venn diagrams</li> </ul>

- Investigate and sort birds
- Talk about types of data and how to collect it
- Make a decision tree
- Generate questions
- Collect, record and present data

More than My Bee-Bot – Programming (Y1):

- Giving instructions
- Building a sequence of instructions
- Debugging a programme
- Online route activity

**Art (For details see art progression):**

- Texture (textiles, clay, sand, plaster, stone) Artist focus: Cygnet – Kaffe Fassett, Kingfisher – Gustav Klimt
- Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Cygnet – Henry Moore, Kingfisher – Frances Matua

**Music (for detail see Music progression):**

Composer Focus: Kelly Andrew (BBC Ten Piece programme),  
Kingfisher: John Williams

**PE (also see progression of skills):**

<b>Cygnets:</b>	<b>Kingfisher:</b>
Fundamentals/Multiskills	Multi Skills – Net Wall games
Gymnastics	Gymnastics
Dance	Dance

**RSHE to include PSHE:**

**Cygnets Class:**

Keeping Myself safe:

Medicines, safe indoors/outdoors (road safety), Keeping safe online, People who keep me safe, Sleep, Healthy me, NSPCC PANTS (good

More than My Bee-Bot – Programming (Y1):

- Giving instructions
- Building a sequence of instructions
- Debugging a programme
- Online route activity

**Art (For details see art progression):**

- Texture (textiles, clay, sand, plaster, stone) Artist focus: Cygnet – Kaffe Fassett, Kingfisher – Gustav Klimt
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<b>Cygnets:</b>	<b>Kingfisher:</b>
Fundamentals/Multiskills	Multi Skills – Net wall games
Gymnastics	Gymnastics
Dance	Dance

**RSHE to include PSHE:**

Keeping Myself safe:

Medicines, safe indoors/outdoors (road safety), Keeping safe online, People who keep me safe, Sleep, Healthy me, NSPCC PANTS (good touch/bad touch), NSPCC – Speak out, stay safe, I can eat a Rainbow (Healthy eating)

Rights and Responsibilities:

Looking after my friends, Caring for our world, Looking after my money, Basic First Aid including when to use 999.

**Kingfisher Class:**

	<p>touch/bad touch), NSPCC – Speak out, stay safe, I can eat a Rainbow (Healthy eating)</p> <p>Rights and Responsibilities:</p> <p>Looking after my friends, Caring for our world, Looking after my money, Basic First Aid including when to use 999.</p> <p><b>Kingfisher Class:</b></p> <p>Keeping My Self safe:</p> <p>How safe do you feel?, I don't like that, Fun or not, Should I tell?, Some secret's should never be kept, How to keep safe online , NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:</p> <p>Getting on with others, When I feel like erupting, Feeling safe, How can we look after the environment, Taking responsibility with money</p>	<p>Keeping Myself safe:</p> <p>Healthy me, Sleep, feelings and feelings dealing with loss, good touch/bad touch, NSPCC PANTS, Keeping safe online, NSPCC – Speak out, stay safe</p> <p>Rights and Responsibilities:</p> <p>Hygiene routines, looking after the environment, taking care of things, looking after money, Basic First Aid including when to use 999.</p>
<p><b>Kites</b></p>	<p><b>What is it like to live in Ancient Egypt?</b></p> <p><b>History:</b></p> <p>The achievements of the earliest civilisations</p> <p><b>OR</b></p> <p><b>How did Early Man live?</b></p> <p>Changes in Britain from Stone Age to the Iron Age</p> <p><b>Science:</b></p> <p>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> </ul>	<p><b>What did the Romans do for us?</b></p> <p><b>History:</b></p> <p>The Roman Empire and its impact on Britain</p> <p><b>Science:</b></p> <p>States of Matter:</p> <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> </ul>

<ul style="list-style-type: none"> <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> <p><b>Computing:</b> Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My Mystery imovie – multimedia:</p> <ul style="list-style-type: none"> <li>• Discuss a video showing a mystery and how they could make their own</li> <li>• Create own mystery object video</li> <li>• Edit, improve and share video</li> <li>• Create a timelapse film</li> </ul> <p>My Safe Searching – TIOL:</p> <ul style="list-style-type: none"> <li>• Search for information online and discuss the best ways to find answers</li> <li>• Learn about the world wide web as part of the internet</li> <li>• Search for copyright safe picture and edit</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Texture (textiles, clay, sand, plaster, stone) Artist focus: Sheila Hicks</li> <li>• Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Barbara Hepworth (Sculptor), Zaha Hadid (Architect)</li> </ul>	<ul style="list-style-type: none"> <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>Computing:</b> Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My Comic Book – Multimedia:</p> <ul style="list-style-type: none"> <li>• Explore conventions of comic books</li> <li>• Create their own comic book to support science learning</li> </ul> <p>Investigate My Sounds – Data handling (Science link):</p> <ul style="list-style-type: none"> <li>• Consider the difference between data and information</li> <li>• Measure sound levels in the classroom using a datalogger</li> <li>• Record outside sound and create a graph (continuous data)</li> <li>• Investigate insulators of sound</li> </ul> <p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Texture (textiles, clay, sand, plaster, stone) Artist focus: Sheila Hicks</li> <li>• Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Barbara Hepworth (Sculptor), Zaha Hadid (Architect)</li> </ul> <p><b>Music (for detail see Music progression):</b> Composer Focus: Gabriel Prokofiev (BBC Ten Piece programme)</p> <p><b>PE (also see progression of skills):</b></p>
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	<p><b>Music (for detail see Music progression):</b> Composer Focus: Gabriel Prokofiev (BBC Ten Piece programme)</p> <p><b>PE (also see progression of skills):</b></p> <table border="1" data-bbox="338 389 1149 464"> <tr> <td>Dance</td> <td>Hockey</td> </tr> <tr> <td>Gymnastics</td> <td>Tennis</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Keeping Myself Safe: Safe or unsafe?, Danger or risk?, Alcohol and cigarettes, online safety, understanding medicines, NSPCC – Speak out, stay safe Rights and Responsibilities: Volunteers, Helping each other stay safe, The environment, Earning money</p>	Dance	Hockey	Gymnastics	Tennis	<table border="1"> <tr> <td>Dance</td> <td>Hockey</td> </tr> <tr> <td>Gymnastics</td> <td>Tennis</td> </tr> </table>	Dance	Hockey	Gymnastics	Tennis	<p><b>RSHE to include PSHE:</b> Keeping Myself safe: Danger, risk or hazard, online safety, How dare you, Medicines – check the label, Knowing the norms, Keeping ourselves safe, understanding influence, NSPCC – Speak out, stay safe Rights and Responsibilities: Who helps us stay healthy and safe, It’s your right, How do we make a difference, media influence, Bullying and being a bystander, understanding money – income and expenditure.</p>
Dance	Hockey										
Gymnastics	Tennis										
Dance	Hockey										
Gymnastics	Tennis										
<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> <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. <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> <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><b><u>What did the Greeks do for us?</u></b> <b>History:</b> A study of Greek life, achievements and their influence on the western world <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> <li>• Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul>									

<p><b>Light:</b></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> <p><b>Computing:</b></p> <p>Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My Minecraft Story – Multimedia:</p> <ul style="list-style-type: none"> <li>• Discuss rules for using Minecraft</li> <li>• Build the location of the class story</li> <li>• Present their location to the class using descriptive language</li> <li>• Photograph a Minecraft location in their story and use it as a stimulus for creative writing</li> </ul> <p>Discovering My Solar System – Handling Data:</p> <ul style="list-style-type: none"> <li>• Collect, record and analyse data about planets using 2investigate (Excel/Microsoft forms)</li> <li>• Interrogate each others databases</li> <li>• Compare with online database</li> </ul> <p>Test My Topic – programming:</p> <ul style="list-style-type: none"> <li>• Create Scratch Times Table quiz</li> <li>• Plan a game adapting times table quiz for a quiz game</li> <li>• Collect/create sound and image files to use</li> <li>• Plan an algorithm for a game</li> </ul>	<ul style="list-style-type: none"> <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> <p><b>Computing:</b></p> <p>Online safety – I am safe:</p> <ul style="list-style-type: none"> <li>• Keeping personal details private</li> <li>• Think about who you talk to online</li> <li>• Make sure a trusted adult knows what you are doing online</li> </ul> <p>My sound, My mood – Multimedia (Audacity/podcasting):</p> <ul style="list-style-type: none"> <li>• Discuss how music affects our impression of a video clip</li> <li>• Create a piece of music to accompany fictional writing and add atmosphere</li> <li>• Record story and combine narration with sound</li> </ul> <p>Changing My Materials – Handling Data (Science link):</p> <ul style="list-style-type: none"> <li>• Use datalogger to investigate ice melting and tea cooling</li> </ul>
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- Program the game in Scratch using variable to add a score (Y5 will need to be taught variable section before hand)

**Art (For details see art progression):**

- Texture (textiles, clay, sand, plaster, stone) Artist focus: William Morris
- Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Bernard Leach – other potters/sculptors to compare, Architect: Norman Foster.

**Music (for detail see Music progression):**

Composer Focus: Delia Derbyshire (Dr Who theme) (BBC Ten Piece programme)

**PE (also see progression of skills):**

Dance	Hockey
Gymnastics	Tennis

**RSHE to include PSHE:**

Keeping Myself safe:

Habits, Risks, Spot bullying, Dares, Decision dilemmas, Play, like share (online safety), Drugs: true or false, NSPCC – Speak out, stay safe

Rights and Responsibilities:

Understanding health and wellbeing, fact or opinion, Rights, responsibilities and duties, making a difference, Spending wisely, Local Councils

- Use online database to think of difference in the processes around the world

My Roman Numerals – programming (Maths link):

- Use Scratch to help count in number sequences
- Create a program that counts in number sequences
- Record voices to add to Scratch counting program
- Create a program to count in Roman numerals
- Combine counting programs

**Art (For details see art progression):**

- Texture (textiles, clay, sand, plaster, stone) Artist focus: William Morris
- Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) Artist focus: Barbara Hepworth, Anthony Gormley Architect: Norman Foster.

**Music (for detail see Music progression):**

Composer Focus: Delia Derbyshire (Dr Who theme) (BBC Ten Piece programme)

**PE (also see progression of skills):**

Dance	Hockey
Gymnastics	Tennis

**RSHE to include PSHE:**

Keeping Myself Safe:

Think before you click, Keeping personal information safe online, Sharing images, addiction, drugs awareness and categorisation, the law around drugs, alcohol, what is normal, Emotional needs , NSPCC – Speak out, stay safe

Rights and Responsibilities:

Two sides to every story, Fakebook friends, Money – saving, taxes, jobs etc, Action stations, the environment, Democracy



	<p><b>Summer Term - Globe Trotters</b>          Whole School Walk along the River Parrett          Arts Week          Poetry competition          KS2 Production</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>
Cygnets /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>Computing:</b>          Online safety – I am healthy:  <ul style="list-style-type: none"> <li>Age-appropriate and healthy use of technology</li> </ul>         Technology In my Life – TIOL:</p>	<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> <p><b>Computing:</b>          Online safety – I am healthy:  <ul style="list-style-type: none"> <li>Age-appropriate and healthy use of technology</li> </ul>         Discovering my Technology – TIOL:</p>

- Present a timeline of technology
- Talk about the benefits of using technology
- Talk about where different technology is used

**Technology and My Toys – TIOL:**

- Complete and compare an offline and online jigsaw
- Explore and retrieve information from a website
- Discuss the devices children play games

**Draw My Shapes – programming (Y2):**

- Draw shapes with a floor robot
- Write instructions for a friend to follow
- Use web link to draw shapes
- Create shapes with logo software

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Artist Focus: Cygnet: Jessica Warboys/Dan mather, Kingfisher: Kara Walker
- Pattern ( paint, pencil, textiles, clay, printing) Cygnet: Piet Mondrian, Kingfisher: Andy Warhol
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**Music (for detail see Music progression):**

Composer Focus: Cygnet: Ralph Vaughan Williams (BBC 10 Pieces), Kingfisher: Edward Elgar

**PE (also see progression of skills):**

Athletics	Swimming
Multi skills – striking and fielding games	

**RSHE to include PSHE:**

**Cygnet Class:**

Growth Mindset:

Bouncing back when things go wrong, Yes I can, Learning Muscles

- Find technology around the school and discuss its purpose, uses etc – same for home

**Do I trust My Internet Search – TIOL:**

- What is the internet?
- Validity of websites
- Consider where the information on the school website comes from
- Make own creature and information on a ‘website’

**Draw My Shapes – programming (Y2):**

- Draw shapes with a floor robot
- Write instructions for a friend to follow
- Use web link to draw shapes
- Create shapes with logo software

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Artist Focus: Cygnet: Jessica Warboys/Dan mather, Kingfisher: Kara Walker
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**PE (also see progression of skills):**

Athletics	Swimming
Multi skills – striking and fielding games	

**RSHE to include PSHE:**

**Cygnet Class:**

Growth Mindset:

	<p>Growing and Changing: Cycles and transitions, Life stages (babies), Becoming independent, My body parts, Surprises and secrets</p> <p><b>Kingfisher Class:</b> Being My Best: You can do it, My day, Keeping clean and healthy, Dental hygiene, What my body needs, What my body does (body parts)</p> <p>Growing and Changing: Co-operation and team work, feelings and dealing with loss, life stages and growing up, My body, your body (understanding which parts of the body are private, correct names for body parts), Basic First Aid including when to use 999.</p>	<p>Bouncing back when things go wrong, Yes I can, Learning Muscles</p> <p>Growing and Changing: Cycles and transitions, Life stages (babies), Becoming independent, My body parts, Surprises and secrets</p> <p><b>Kingfisher Class:</b> Being my Best: Healthy eating (5 a day), Catch, Bin it, Kill it (understanding how disease spreads), learning new skills/achievements, giving and receiving positive feed back, understanding how our behaviour can affect others</p> <p>Growing and Changing: Body parts (internal), taking care of a baby, how you have changed since you were a baby, Bullying and who can help, secrets and surprises, Keeping privates private, transition</p>
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>	<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>

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

**Computing:**

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Where is My Information – TIOL:

- Talk about the school network and the different resources they can access
- Consider a search query based on topic learning and identify key words
- Create a learning resource for others using hyperlinks to the WWW

Helping My Plants – Handling Data (Science link):

- Use datalogger or app to test amount of light in different parts of the school
- Take photographs and measurements of plants
- Present data to others

Explore My LegoWeDo Software – Programming (Y3):

- Use tilt sensor and motor
- Make a bird turn
- Make own moving model or control lego with scratch

Making My Shapes using Hopscotch – Programming (Y4):

- Explore Hopscotch
- Take part in coordinate challenge
- Use repeat to make something happen again and again
- Use Hopscotch to create 2d shapes
- Look at scripts to see what they make

Or My Scratch Maths Pattern – Programming Y4

**Computing:**

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Scan My Code – TIOL:

- Learn how to scan a QR code to retrieve information
- Create own QR codes to link to information and resources

My Detective Work – Handling Data (Literacy link):

- Use Naace Whodunnit database to ask and answer questions
- Use 2Investigate to interrogate an existing database
- Make a database to sort information to solve a crime

Explore My LegoWeDo Software – Programming (Y3):

- Use tilt sensor and motor
- Make a bird turn
- Make own moving model or control lego with scratch

Making My Shapes using Hopscotch – Programming (Y4):

- Explore Hopscotch
- Take part in coordinate challenge
- Use repeat to make something happen again and again
- Use Hopscotch to create 2d shapes
- Look at scripts to see what they make

Or My Scratch Maths Pattern – Programming Y4

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Pablo Picasso
- Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: MC Escher (Tessellations)

**Music (for detail see Music progression):**

Composer Focus: Antonin Dvorak (BBC Ten Pieces)

- **PE (also see progression of skills):**

Athletics	OAA
Cricket/Rounders	Swimming

	<p><b>Art (For details see art progression):</b></p> <ul style="list-style-type: none"> <li>• Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Pablo Picasso</li> <li>• Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: MC Escher (Tessellations)</li> </ul> <p><b>Music (for detail see Music progression):</b> Composer Focus: Antonin Dvorak (BBC Ten Pieces)</p> <p><b>PE (also see progression of skills):</b></p> <table border="1" data-bbox="293 499 1106 572"> <tr> <td>Athletics</td> <td>OAA</td> </tr> <tr> <td>Cricket/Rounders</td> <td>Swimming</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Being My Best: Healthy eating, illness and hygiene, tolerance, I am fantastic, Getting on with your nerves, how the body works, Top talents</p> <p>Growing and Changing: Different types of relationships, positive relationships, Personal space, safe and unsafe secrets, Basic First Aid including when to use 999.</p>	Athletics	OAA	Cricket/Rounders	Swimming	<p><b>RSHE to include PSHE:</b> Being My Best: What makes me ME, Making choices, Healthy life style and eating, Caring for the environment, My school community, Basic First Aid including when to use 999.</p> <p>Growing and Changing: Moving house, My feelings are all over the place, All change (body parts), Secret or surprise, relationships including marriage and living together</p>
Athletics	OAA					
Cricket/Rounders	Swimming					
Harriers	<p><b>What would it be like to live near the River Amazon? UK region</b></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, including maps.</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> <li>• Describe the life process of reproduction in some plants and animals</li> </ul>	<p><b><u>What is like to live in North &amp; Central America?</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 &amp; Central America, including maps.</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 similarities and differences, including micro-organisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> </ul>				

Y6: Describe the changes as humans develop from birth to old age.

**Computing:**

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Using my information – TIOL:

- Use resources to build children’s understanding of search engines
- Search the internet to find information
- Children discover how to check reliability of information
- Make sure sources of information are acknowledged

My Scratch Merry Go Round (Lego or Scratch addon):

- Use a motor to make a duck turn
- Add sound to a program
- Use Scratch to model what happens when a duck sees a cat
- Use tilt sensor and variable

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Paul Caulfield (Printing techniques by various artists)
- Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: Esther Mahlangu, Joan Miro

**Music (for detail see Music progression):**

Composer Focus: Igor Stravinsky (BBC Ten Pieces)

School Musical Production

**PE (also see progression of skills):**

Athletics	Swimming
Cricket/	Rounders

**RSHE to include PSHE:**

Being My Best:

Y6: Describe the changes as humans develop from birth to old age.

**Computing:**

Online safety – I am healthy:

- Age-appropriate and healthy use of technology

Answer My Questions – Handling Data:

- Consider data and information
- Identify data about the Olympics
- Explore online databases
- Plan an investigation using the databases
- Present the outcomes

Exploring My World – TIOL:

- Explore the world using Google Earth and look at the layers of information.
- Create and record a virtual tour from their home to school and another destination
- Create a presentation about their dream destination

My Logo Web and function machines – programming (J2code/logo free)

- Review knowledge of Logo and create shapes of different colours
- Meet challenges to recreate unusual shapes
- Make shapes grow and create a spider web
- Make numbers and function machines

**Art (For details see art progression):**

- Printing (found materials, fruit/veg, wood blocks, press print, lino, string) Focus Artist: Paul Caulfield (Printing techniques by various artists)
- Pattern ( paint, pencil, textiles, clay, printing) Focus Artist: Esther Mahlangu, Joan Miro

**Music (for detail see Music progression):**

Composer Focus: Igor Stravinsky (BBC Ten Pieces)

School Musical Production

<p>Getting fit, How the body works and is interconnected, Strengths and talents, My school community, Independence and responsibility, Star qualities, Basic First Aid including when to use 999.</p> <p>Growing and Changing: How they are feeling, Taking notice of our feelings, I'm a teenager – get me out of here, Stereotypes, safe and unsafe secrets</p> <p>Each year: Year 5 – My changing body (puberty), Preparing for periods, growing up and changing bodies (naming body parts) Year 6 – Is it normal? (Puberty), growing up and changing bodies, Safe and unsafe secrets, making babies, How puberty impacts relationships, gender stereo types, hygiene, contraception in terms of staying healthy, Dealing with Social Media, Staying safe online, Peer pressure, What's the truth and what's fake.</p>	<p><b>PE (also see progression of skills):</b></p> <table border="1" data-bbox="1178 244 1995 320"> <tr> <td data-bbox="1178 244 1610 280">Athletics</td> <td data-bbox="1610 244 1995 280">Swimming</td> </tr> <tr> <td data-bbox="1178 280 1610 320">Cricket</td> <td data-bbox="1610 280 1995 320">Rounders</td> </tr> </table> <p><b>RSHE to include PSHE:</b> Being My Best: Five ways to Wellbeing project, aspirations and goals, What's the risk?, Basic First Aid including when to use 999. Growing and Changing: Managing change, I look great, Media manipulation, pressure online</p> <p>Each year: Year 5 – My changing body (puberty), Preparing for periods, growing up and changing bodies (naming body parts) Year 6 – Is it normal? (Puberty), growing up and changing bodies, Safe and unsafe secrets, making babies, How puberty impacts relationships, gender stereo types, hygiene, contraception in terms of staying healthy, Dealing with Social Media, Staying safe online, Peer pressure, What's the truth and what's fake.</p>	Athletics	Swimming	Cricket	Rounders
Athletics	Swimming				
Cricket	Rounders				

**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
- Can do Maths plans
- RE rolling programme links made where possible
- Letters and Sounds phonics KS1
- Spelling and grammar KS2