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What will I learn on my school journey through Lower Heath?

	History	Geography	Science	Music	Art	Computing	D&T	RE	MFL
EYFS Autumn	What was I like as a baby?	I can talk about my local environment- How can we look after it? How does it change throughout the year? How does Lower Heath prepare for Harvest?	I can talk about what's inside my body and how does it work?	I can sing songs about me	I can safely use and explore a variety of materials and with colour to create a self portrait	I can take photographs of my school and my friends using cameras	I can make a puppet to help me retell a traditional tale.	Why is the word God so important to Christians? Why do Christians perform nativity plays at Christmas?	
Spring	Who is in my family tree?	All creatures great and small. Who lives in Lower Heath? How can we look after God's creatures?	Spring babies – why do chickens lay eggs?	Music maker! I can make music	I can safely use a variety of tools and techniques to create a family portrait	How can I find out what will the weather be like?	I can design and make a Christmas decoration	Why are some stories special? Why do Christians put a cross in the Easter garden?	
Summer	How was my Grandparents life different to mine?	Country to coast – How is lower Heath different to Whitchurch? How is Llandudno different to my home?	Why do boats float? Why do Seagulls live by the sea?	Boogie-Woogie! I can dance	Country to coast collages. I can experiment with texture and form	Where is the coast? How can people use technology to help them find places?	I can make a boat that floats	What happens in our church? Who are special people and am I special?	
KS1 Autumn	I know about changes within living memory. I know about events beyond living memory that are significant nationally or globally 1950-2000 • The Royal Family tree • The coronation OR • First man on the moon, inventions, • Margaret Thatcher	I can talk about the seasonal and daily weather patterns in the United Kingdom I can name, locate and identify characteristics of England, Wales, Scotland and Ireland and capital cities and surrounding seas	Plants • I can identify and name the plants that grow around my school. • I can identify and describe the basic structure of a variety of common flowering plants, including trees. • I can observe and describe how seeds and bulbs grow into mature plants • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Seasons • I can tell you about the changes across the four seasons • I can observe and describe weather associated with the seasons and how day length varies throughout the year.	I can use my voice expressively and creatively by singing songs and speaking chants and rhymes	Portraits I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination	I understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions I can create and debug simple programs	**Making a robe fit for a Queen!** Design I design purposeful, functional, appealing products for themselves and other users based on design criteria Make I can select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate I can explore and evaluate a range of existing products	Who made the world? Why does Christmas matter to Christians?	
Spring	I know about significant historical events, people and places in my own locality. 1900- 1950 • WW1/WW2/VE Day • Wilfred Owen (1893 - 1918) - • Winston Churchill (1874 - 1965) OR • Titanic 1912 • Rudyard Kipling (1865-1936)	I can talk about similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country I can use appropriate key vocabulary to identify and describe key physical features and key human features	Materials • I can identify, name, compare and group a variety of everyday materials on the basis of their simple physical properties and suggest their suitability, for particular uses. • I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Animals • I can identify, name, describe and compare a variety of common animals and sort them into carnivores, herbivores and omnivores.	I can play tuned and un-tuned instruments musically	**Looking after our wildlife** I can use a range of materials creatively to design and make products	I can use logical reasoning to predict the behaviour of simple programs I can use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Boats and things that float** Design I can generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make I can select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics I evaluate my ideas and products against design criteria	What do Jews/Sikhs/ Hindus believe? Why does Easter matter to Christians? (Digging deeper)	

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			• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • I know that animals, including humans, have offspring which grow into adults • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and can describe the importance for humans of exercise, diet, and hygiene.						
Summer	I know about the lives of significant individuals in the past who have contributed to national and international achievements. 1837-1901 The Victorians • Prince Albert (1819 - 1861) • Emmeline Pankhurst (1858 - 1928) • Marie Curie (1867 - 1934) • Vincent Van Gogh (1853-1890) • Florence Nightingale (1820 - 1910) • Charles Darwin (1809 - 1882) • Charles Dickens (1812 - 1870) • Michael Faraday (1791-1867) • Mary Seacole (1805 - 1881) -	I can name and locate the world's 7 continents and 5 oceans I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Living things and their habitats • I can explore and compare the differences between things that are living, dead, and things that have never been alive • I can 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. • I can 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.	I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music.	I can develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space I can talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to my own work.	I recognise common uses of information technology beyond school I can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Technical knowledge I can build structures, exploring how they can be made stronger, stiffer and more stable I can explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	What is the good news that Jesus brings? What is faith and what difference does it make?	
LKS2 Autumn	1700-1800's: I will complete a local history study – Ironbridge and the Industrial Revolution, The first railway George Stephenson (1781-1848) OR I will learn about the Great Fire of London including Guy Fawkes and Samuel Pepys (1633 - 1703)	I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. I understand how some of these aspects have changed over time	**Plants** • I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • I can 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 • I can investigate the way in which water is transported within plants • I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. **Animals including humans** • I can identify that animals, including humans, need the	Choir and Recorder I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression	I use my own sketch book to record my observations and use them to review and revisit ideas I can explore the properties and use of charcoal and know how to mix and match colours using dry materials eg blending, layering colour I can record patterns and colours from first hand observation	I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	**Bridges or Structures** **Design** I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **Make** I can select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **Evaluate** I can investigate and analyse a range of existing products I understand how key events and individuals in design and technology have helped shape the world	**What do Christians learn from the creation story?** **What is the Trinity? – (Digging deeper – the Incarnation)**	**Pupils should be taught to:** **• listen attentively to spoken language and show understanding by joining in and responding** **• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words** **• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*** **• speak in sentences, using familiar**

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			right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. I know they have skeletons and muscles for support, protection and movement. • I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • I can recognise that environments can change and that this can sometimes pose dangers to living things. • I can describe the simple functions of the basic parts of the digestive system in humans • I can identify the different types of teeth in humans and their simple functions • I can construct and interpret a variety of food chains, identifying producers, predators and prey.						**vocabulary, phrases and basic language structures** **□ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*** **□ present ideas and information orally to a range of audiences*** • **Greetings** • **How are you?** • **Numbers (1-10)** • **Age** • **Days of the week** • **Months of the year** • **Writing the date** • **Birthdays** • **Classroom Instructions** • **Classroom Language** • **Christmas**
Spring	A study of an aspect or theme in British history that extends pupils' chronological knowledge **beyond 1066,** **An aspect of social history, crime and punishment, medical knowledge, crime and punishment, monarchy and power, food, leisure, clothes, transport from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century** **OR** The Tudors • Henry VIII (1491 - 1547) • Walter Raleigh (c.1552 - 1618) • Elizabeth I (1533 - 1603) • Mary, Queen of Scots (1542 – 1587) • William Shakespeare (1564 - 1616) Water was collected from village pumps, wells or streams	Physical geography: • I can explain the Water Cycle (Mountains & Rivers), • I can explain cause and effect for natural disasters (Volcanoes & Earthquakes) • I can identify climate zones, biomes and vegetation belts	**Rocks** • I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • I can describe in simple terms how fossils are formed when things that have lived are trapped within rock Forces and Magnets • I can compare how things move on different surfaces • I notice that some forces need contact between two objects, but magnetic forces can act at a distance • I observe how magnets attract or repel each other and attract some materials and not others • I 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 • I describe magnets as having two poles	Tudor music-The Recorder Improvise and compose music for a range of purposes using the inter-related dimensions of music Liisten with attention to detail and recall sounds with increasing aural memory	I am learning to improve my mastery of art and design techniques, including drawing, painting and sculpture with a range of materials I can mix secondary / tertiary colours and tone. I understand how to use light pencil marks, then a wash and then adding layers and detail. I am able to experiment with and explore brush strokes. I can sketch lines and shapes from first hand observation	use sequence, selection, and repetition in programs; work with variables and various forms of input and output	**Science Fair project- Making volcanoes and Water Cycle models** Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate: evaluate my ideas and products against my own design criteria and consider the views of others to improve my work	What can we learn from a synagogue / Gurdwara / Mandir? How do Christians remember Jesus' last supper?	• Colours • Where do you live? • Numbers (11-69) • Classroom • Objects • Family • Brothers and Sisters

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	but was often polluted. It was believed water could infect people through their pores so they cleaned their bodies by rubbing them with linen and cleaned their hair by combing it daily. During the Tudor times, water was both a life-giver and taker. The Tudors knew that they needed it to survive but it also often brought them illness and disease. A supply of fresh, clean water was much coveted and hard to come by. A fit, motivated water carrier could make a solid living by ferrying water day in-day out. Portraits, the flushing toilet, newspapers, tudor feasts, the invention of breakfast and the discovery of chocolate, tea and coffee and taking in a show at the theatre		• I predict whether two magnets will attract or repel each other, depending on which poles are facing. States of matter • I can compare and group materials together, according to whether they are solids, liquids or gases • I can 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) • I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature						
Summer	**700- 1310: Invaders!** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • William Wallace (c. 1270 - 1305) • Vikings/ Normans • Battle of Hastings • William the Conqueror (c.1028 - c.1087) • Edward the Confessor (c.1003 - 1066)	I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Sound • I can identify how sounds are made, associating some of them with something vibrating • I recognise that vibrations from sounds travel through a medium to the ear • I find patterns between the pitch of a sound and features of the object that produced it • I find patterns between the volume of a sound and the strength of the vibrations that produced it • I recognise that sounds get fainter as the distance from the sound source increases. • Electricity • I can identify common appliances that run on electricity • I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • I can 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 • I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • I can recognise some common conductors and	Choir and Recorder **Use and understand staff and other musical notations** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I have developed an understanding of the history of music.	I will learn about great artists, architects and designers in history. I understand how to consider and design a model from 3D perspective I can use slabbing technique and dragging clay to join. I know how to pinch out and pull out clay. I can design and make own print block based on patterns and print using two colours I am able to adapt and improve designs and prints I can apply basic stitching techniques (running and cross). I know how to use a range of stitches for different purposes and functions (to hold and attach). I can choose colours and textures for effect and suitable for the purpose.	I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Things that light uo and go whizz! **Technical knowledge** I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures I understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages] I understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] I can apply my understanding of computing to program, monitor and control my products.	When Jesus left, what was the impact of Pentecost? What is it like to follow God?	Fruits Foods A story in French: Hungry caterpillar/ La chenille qui faisait des trous Body parts Imperatives High 5 French story: Le loup Clothes French story: Le petit chaperon rouge (Little Red Riding Hood)

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			insulators, and associate metals with being good conductors. Light • I recognise that I need light in order to see things and that dark is the absence of light • I notice that light is reflected from surfaces • I recognise that light from the sun can be dangerous and that there are ways to protect their eyes • I recognise that shadows are formed when the light from a light source is blocked by an opaque object • I can find patterns in the way that the size of shadows change.						
UKS2 **Autumn**	500BC – 400AD TRIBES • Britain's settlement by Anglo-Saxons and Scots • Tribes: Celts, Scots, Saxons • Alfred the Great (849 AD - 899 AD) • Alexander the Great (356 - 323 BC) **OR** A non-European society that provides contrasts with British history. One study chosen from: • Early Islamic civilization, including a study of Baghdad c. AD 900; • Mayan civilization c. AD 900; • Benin (West Africa) c. AD 900-1300.	Human geography: I can identify and talk about the different types of settlement and land use around the world I can explain economic activity, including trade links, and the distribution of natural resources including energy, food, minerals and water	Living things and their habitats • I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • I can describe the life process of reproduction in some plants and animals. • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • I can give reasons for classifying plants and animals based on specific characteristics. Animals including humans • I can describe the changes as humans develop to old age. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • I recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • I can describe the ways in which nutrients and water are transported within animals, including humans. Evolution and inheritance	**Choir and Recorder** I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression	• I am able to colour match accurately and mix a full range of secondary, tertiary colours, tints and tones. • I understand how to use light pencil marks, then a wash, before adding layers and detail. • I am able to use a range of brush strokes to achieve different effects. • I understand how to use a range of techniques to mix dry materials and match colour eg blending, layering. • I recognise/understand the difference between marks to represent texture and marks to portray light and dark. • I am able to record accurately from first hand observation. • I use imagination to apply skills by designing and drawing my own imaginary creature		• I practice practical skills to a reasonable standard to produce products and use a variety of stitching techniques to join fabrics. • I understand the purpose of and include a seam allowance. • I can combine designs from several significant designers explaining the selections. • I cut with precision and produce a good finish to my products. • I select appropriate tools to cut and shape a particular type of material • I can start with existing desings and invent improved ones. • I can evaluate the design of products and identify possible further changes to improve it performance	Creation and science: conflicting or complementary? Was Jesus the Messiah?	Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly • Describe people, places, things and actions orally* and in writing Introduction of the written form: How are you? Classroom instructions Numbers 1-31 Classroom objects Le la les Un une des Poems: Colours and School Bag A story in French:

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			• I recognise that living things have changed over time and that fossils provide • information about living things that inhabited the Earth millions of years ago • I recognise that living things produce offspring of the same kind, but normally offspringvary and are not identical to their parents • I identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.						Boucle d'or Mon anniversaire Numbers up to 100 Days of the week Months of the year Writing the date Birthdays Age Christmas vocabulary French Christmas Songs
Spring	I know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: • Ancient Sumer; • The Indus Valley; • Ancient Egypt; Tutankhamun (1336 BC - 1327 BC) • The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world **OR** I know about the Roman Empire and its impact on Britain 2000 - 1300 BC The Roman Empire by AD 42 and the power of its army. Julius Caesar (100BC - 44BC) Spartacus (died 71 BC) Cleopatra (c.69 BC - 30 BC) Julius Caesar's attempted invasion in 55-54 BC The successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	I know about geographical similarities and differences between a region of the United Kingdom, a region in a European country, and a region in North or South America	**Properties and changes of materials** • I compare and group together everyday materials on the basis of their properties and response to magnets. • I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • I demonstrate that dissolving, mixing and changes of state are reversible changes • I 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. **Electricity** • I associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • I 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 • I use recognised symbols when representing a simple circuit in a diagram.	I can improvise and compose music for a range of purposes using the inter-related dimensions of music I listen with attention to detail and recall sounds with increasing aural memory **Choir and Recorder** I can use and understand staff and other musical notations	• I can design and make own press print block using polystyrene and wood. • I am able to line up and overlay print block to build up image using several colours. • I am able to make a precise pattern by cutting accurate print blocks to make several clean prints • I will learn how to make fabric resist dye and reapply sewing techniques to add design details and pattern	• I understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • I can use search technologies effectively.	• I can produce several prototypes each building upon the previous to optimise design • I can create circuits using electronics kits that combine a number of parts (e.g. LEDs, resistors, chips etc.) • I can combine electronics and mechanics to produce original designs • I can use cams to change a rotation into a push/pull movement • I can evaluate the design of products and identify possible further changes to improve its performance	What does it mean to live as a Jew/Sikh/Hindu/ Buddhist today? What difference does the resurrection make for Christians?	Les animaux Unusual animals/ Pets Plurals Colours Agreement of colours and adjectives J'aime / je déteste/ J'adore/ je n'aime pas A story in French: Brown bear/ ours Brun Connectives/ simple conjunctions French cultural links: Story/video: Ma famille Décris-toi Hair Eyes Tall/short/medium sized Describing personality

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Summer	I know about changes in Britain from the Stone Age to the Iron Age 130,000BC- 12,000BC • Stone-age/Iron-age/ Celts • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones	**Earth and Space** • I describe the movement of the Earth, and other planets, relative to the Sun in the solar system • I describe the movement of the Moon relative to the Earth • I describe the Sun, Earth and Moon as approximately spherical bodies • I use the idea of the Earth's rotation to explain day and night and the apparent • movement of the sun across the sky. **Forces** • I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • I can identify the effects of air resistance, water resistance and friction, that act between • moving surfaces • I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Light** • I recognise that light appears to travel in straight lines • I 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 • I 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 • I use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	I appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I have developed an understanding of the history of music	I am able to create more complex shapes using scrunched, torn and plaited paper to form a human figure. I understand how to consider model from 3D perspective and adapt and improve model where necessary and create a good quality finish to my models (smooth) I can create a mythical beast model by reapplying knowledge of making thumb pots, rolling and pulling out clay. I can use knowledge of pattern and texture to impress designs into the figure. I can use the technique of cross hatch and slip for joining clay	I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	• I understand how to store and handle food ingredients properly. • I can invent and modify own recipes including ingredients, methods, cooking times and temperatures • I can evaluate the design of products and identify possible further changes to improve it performance	What kind of king was Jesus? How can following God bring freedom and justice?	La météo Seasons The weather The environment Au café privces Au snack-bar A conversation at the café Buying an ice cream Opinions and food. A French Story: J'aime Understanding a story: Les quatre amis Understanding a song