



# Lower Heath CE Primary School

## Long Term Learning Pathway - Cycle A (2021-2022)

Autumn Term				
	EYFS	Y1/2	Y3/4	Y5/6
	Marvellous Me	London's Burning!	Divorced, Beheaded, Died...	Battles, Blackouts and The Blitz
Geography	Children will learn about the four seasons; exploring change, colours, shapes and scents. They will investigate their <b>local environment and area</b> to build familiarity with their surroundings. They will also study different weather types and associated clothing. Pupils will learn the days of the week and months of the year.	<p>Pupils will build on the houses and homes knowledge acquired in EYFS, by studying houses/homes in further detail. They will draw comparisons between house types then and now. Children will carry out a comparison study of a village/town with a city (<b>London</b>).</p> <p>Children will build on their study of the local area from EYFS, by locating <b>Whitchurch</b> on a map, then identifying the UK on a map. Pupils will recognise the countries that make up the <b>UK</b> and be able to name the capital cities. They will study some significant landmarks, landscapes and buildings within <b>London</b>. They will build their understanding of using UK maps.</p>	N/A due to volume and range of history being covered within this unit.	Geography will be embedded within this unit, with a focus on pupils being able to locate the countries involved, identify where significant battles were fought and know the flags of the nations involved. As part of their work on evacuation, they will compare two different regions in the <b>UK (rural and urban)</b> .
History	Pupils will use photographs to study what they were like as babies, commenting on familiar situations. They will begin to compare and contrast using photographs, identifying how they have changed.	<p>Children will find out about how the Great Fire started and spread across <b>London</b>. They will consider sources of information as key in providing details of the event. They will find out how <b>London</b> was rebuilt after the fire.</p> <p>Pupils will study <b>Samuel Pepys</b> as a significant individual.</p> <p>Pupils will consider the role of a monarch, study and compare significant individuals/British monarchs (such as <b>Richard III, Elizabeth I and Victoria</b>), and find out about family history/trees.</p>	Children will study the Battle of Bosworth and explore how <b>Henry VII</b> came to power. They will consider the origins of the Tudor Rose. They will build on their developing knowledge of monarchs (from KS1) by studying <b>Elizabeth I and Henry VIII</b> as significant individuals. Children will focus on Henry VIII's reign, marriages, crime and punishment, clothing, housing and leisure/entertainment. There will be a particular focus on key characteristics of the Tudor period, using different sources/recognising alternative viewpoints, and building understanding of chronology using timelines.	<p>Pupils will identify the causes and development of World War I, focusing on: the role of the <b>British Empire</b>, recruitment of soldiers, weaponry, trenches/frontline, propaganda, the role of animals and the end of the war.</p> <p>Children will learn when and why World War II began and find out about the key individuals and countries involved. In addition to this, they will study evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Furthermore, they will learn important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of Russia.</p> <p>They will study <b>Winston Churchill</b> as a significant individual, and consider World War I and World War II in relation to other historical events, using more sophisticated time markers/timelines and appreciating ideas of duration/interval.</p>
Science	Senses - a variety of science experiments focusing on the different senses. What happens if one is taken away? Seasonal changes through links with nature in Forest School - the different colours of the leaves and why this happens.	<p style="text-align: center;"><b>EVERYDAY MATERIALS</b></p> <p>Children will describe objects according to the materials they are made from (<i>This is a table, it is made from wood</i>) They will describe the properties of materials and will sort a range of objects according to those properties.</p> <p style="text-align: center;">Key scientist: <b>Charles Macintosh</b></p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y1)</p>	<p style="text-align: center;"><b>LIGHT</b></p> <p>In this unit, children will learn that light is needed in order to see things and that darkness is the absence of light. They will understand that light comes from light sources such as the sun, fire or light bulbs. The children will also learn how light can be reflected from surfaces and that some surfaces reflect light better than others. They will be taught that light from the sun can be dangerous and that we need to protect our eyes.</p> <p>They will learn about how shadows are formed and will discover patterns in the way that the size of shadows change.</p> <p style="text-align: center;">Key scientist: <b>Justus Von Liebig</b></p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y3)</p> <p style="text-align: center;"><b>FORCES AND MAGNETS</b></p> <p>Children will learn how things move on different surfaces and that some forces need contact to act but magnetic forces can at a distance. They will learn about how magnets attract and repel some materials but not others, will describe magnets as having two poles and will predict whether 2 magnets will attract or repel based on the orientation of the poles.</p> <p style="text-align: center;">Key scientist: <b>Michael Faraday</b></p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y3)</p>	<p style="text-align: center;"><b>LIGHT</b></p> <p>In this unit, children will build upon their learning from Year 3. They will be taught to recognise that light appears to travel in straight lines, they will learn 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, they will 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 and will learn to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p style="text-align: center;">Key scientist: <b>Abu Ali al-Hasan (Alhazen)</b></p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y6)</p> <p style="text-align: center;"><b>ELECTRICITY</b></p> <p>Children will recap upon and build upon what they learnt about electricity in Year 4. They will learn about how the brightness of a bulb or volume of a buzzer can be affected by the number of cells in a circuit and they will be able to explain changes in circuits such as the loudness of buzzers and positions of circuits.</p> <p>Children will also be taught to use recognised circuit symbols when representing circuits in diagrams.</p> <p style="text-align: center;">Key scientist: <b>Nicholas Tesla</b></p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y6)</p>
PSHE/SRE		Relationships Families and Friendships	Relationships Families and Friendships	Relationships Families and Friendships

		<p>Roles of different people; families; feeling cared for</p> <p><b>Safe Relationships</b> Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting Ourselves and Others</b> How behaviour affects others; being polite and respectful</p> <p><b>Christopher Winter RSE</b> Lesson 1 - Different Friends (Year 1 but taught across 1 and 2) To understand that we are all different but can still be friends Know that we can be friends with people who are different to us. Lesson 3 - Families and Care To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe</p>	<p>What makes a family; features of family life To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents That being part of a family provides support, stability and love</p> <p><b>Safe Relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting Ourselves and Others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p>Managing friendships and peer influence What makes a healthy friendship and how they make people feel included Strategies to help someone feel included About peer influence and how it can make people feel or behave The impact of the need for peer approval in different situations, including online.</p> <p><b>Safe Relationships</b> Physical contact and feeling safe To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and not give permission for physical contact How it feels in a person's mind and body when they are uncomfortable</p> <p><b>Respecting Ourselves and Others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>
Art	<p><b>Access Art - Self Portraiture Photography</b> The "Self Portrait Photography" resource is an exciting way to explore self portraits. Children have the opportunity to use props and personal belongings to help explore their sense of self. Photographs are then developed through drawing and collage.</p> <p><b>Access Art - Primal Painting unit</b> The Primal Painting resource shares a session in which children explore nature as a source of natural pigments. Plants are squashed and ground to produce texture and colour with which to make art. This develops opportunities for mark making.</p>	<p><b>Access Art - Houses From Around the World/Be An Architect</b> The Houses from Around the World resource provides an opportunity for children to work from source material and to develop their creative response skills through drawing and collage.</p> <p>The Be An Architect! resource explores design through making to create architectural models. The perfect balance between developing hands on making skills, with intention and imagination.</p>	<p><b>Tudor Portraits</b> Tudor portrait art - to compare them to more modern portraits. Look at the work of <a href="#">Hans Holbein</a> and his portraits. Continue to build on skills from KS1 and with a focus on sketching eyes and noses where a range of shading techniques can be explored. Use this knowledge to create a self-portrait in the style of Holbein. Water colours may be explored and used to add colour to their portraits.</p> <p>Other key artists: <a href="#">Rembrandt</a>, <a href="#">Lucian Freud</a></p>	<p><b>War Art</b> Use pencil, chalk and biro to create images of human bodies. Continue to build on previous knowledge of drawing in proportion by focusing on the perspective, proportion and compositions of drawing bodies. Look at <a href="#">Henry Moore</a> and his art depicting mass evacuation in the underground. Explore a range of mediums as used by Moore. Look at and begin to draw human bodies which are correctly proportioned.</p>
DT	<p>Joining - scissor skills - <a href="#">Matisse</a> Threading Large scale constructions</p>	<p><b>Projects on a Page - Freestanding Structures</b> (in the context of houses, Tower Bridge, St Paul's Cathedral or Pudding Lane)</p>	<p><b>Projects on a Page - Food and Nutrition</b> - baking bread and using local produce to create a Tudor banquet</p>	<p><b>Projects on a Page - Electrical Systems</b> - monitoring, control and switches/circuits</p>
Music	<p><b>Charanga Unit - Reception - Me!</b> The theme of this unit is growing, homes, colour, toys and how I look.</p>	<p><b>Charanga Unit - Hey You!</b> Style of music - Old School Hip-Hop This will build on skills of moving to music by finding the pulse and the rhythm. The unit theme focuses on how pulse, rhythm and pitch work together.</p>	<p><b>Charanga Unit - Glockenspiel Stage 1</b> This unit focuses on exploring and developing playing skills and being able to talk about instruments used in class. Children will learn to treat instruments carefully and with respect. They will also create simple melodies using one, three or five notes.</p>	<p><b>Charanga Unit - Livin' on a Prayer</b> All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>
Computing	<p>Taking photographs - using an iPad to capture daily routine or self portraits to link with geography, history and art; and to assist with settling into their classroom environment by giving them a sense of ownership of the labels within it</p>	<p><b>Technology Around Us</b>  <b>Digital Painting</b></p>	<p><b>Connecting Computers</b>  <b>Stop Frame Animation</b></p>	<p><b>Sharing Information</b>  <b>Video Editing</b></p>
Languages	N/A	N/A	<p><b>Getting to Know You</b> Ask and answer name/ Ask and answer simple feelings/ Count 0-11/ 6 colours/ Listening and responding to target language /Practising sounds</p> <p><b>Calendars and Celebrations</b> Days &amp; Months/ Listening and responding to target language/ Practising sounds/ Respond to simple question/ Asking the day &amp; month/ Ask birthday month</p>	<p><b>School Time</b> School subjects/ Calendar/ Opinions Feelings Asking and answering/ a like and dislike/ Conjunctions and extended sentences/ Following story and exploring more detailed text/ Speaking and writing interesting sentences/ Exploration of 1st, 2nd 3rd person singular and verbs</p> <p><b>City Life</b> Nouns and adjectives/ House nouns/ Descriptive sentences using nouns and adjectives/ Numbers to 100/ Dialogues to buy items and tickets/ Describing a place</p>



# Lower Heath CE Primary School

## Long Term Learning Pathway - Cycle A (2021-2022)

Spring Term				
	EYFS	Y1/2	Y3/4	Y5/6
	Roots, Shoots and Muddy Boots	What's In The Toy Box?	Earthy Elements	Tomb Raiders
Geography	Children will look at local farms (such as <a href="#">Fordhall Farm</a> ), thinking about food produce; with a particular focus on crops, vegetables and plants. They will be talking about the lives of the people around them and their roles in society, drawing upon similarities and differences.	Children will build on their knowledge from the first term of Cycle A, by studying the <a href="#">UK within Europe</a> . They will be able to name the continents and oceans of the world. Pupils will also build on their prior knowledge of UK maps, and begin to use world maps at a basic level.	Pupils will focus on locating the world's countries using maps and atlases. They will be able to identify the position and significance of the <a href="#">Equator</a> , <a href="#">Northern Hemisphere</a> , <a href="#">Southern Hemisphere</a> , <a href="#">Tropic of Cancer</a> and <a href="#">Tropic of Capricorn</a> . This will build on their continents and oceans knowledge from KS1. They will add depth to their learning by studying specific mountains and mountain ranges (locating and drawing comparisons between <a href="#">Everest</a> and <a href="#">Snowdon</a> ). Children will then learn about the layers of the earth, how volcanoes are formed, and recognise what active; dormant and extinct volcanoes are. They will identify how earthquakes occur and recognise tectonic plate boundaries. Pupils will consider the impact of volcanoes and earthquakes on human society.	Children will revisit the learning from LKS2, locating the world's countries using maps and atlases. They will build on this by developing familiarity with digital/computer mapping systems, <a href="#">locating Egypt, the country's surrounding seas and the River Nile</a> . They will compare and contrast the <a href="#">River Severn</a> and <a href="#">the River Nile</a> . This will build on the rivers knowledge acquired in LKS2. Pupils will be able to discuss population and climate, drawing comparisons with the UK. They will consider settlement and land use in <a href="#">Africa and Asia</a> , with a particular focus on economic activity and distribution of natural resources.
History	There will be a focus on how shops and supermarkets have changed, with children thinking about how their grandparents bought and sourced their food. They will make comparisons with arrangements in modern day society.	There will be a focus on how toys and games have changed. Children will develop their understanding of time language and use simple timelines to sequence developments. Pupils will begin to use some sources to recognise old and new toys, labelling/annotating simple drawings of these.	N/A due to volume and range of geography being covered within this unit.	Pupils will explore the difference between AC and BC and then consider this period of time in relation to other historical events studied. They will investigate the daily lives of ancient Egyptians; consider <a href="#">Tutankhamun</a> and the process of mummification; explore the significance of tombs and pyramids; investigate the roles/responsibilities of pharaohs; study communication and hieroglyphics; and consider religious beliefs.
Science	Life cycles: frog, chicken, butterfly, bee, lamb Understand animals and their babies - Monkey Puzzle to support contextual understanding of why not all babies look like their parents.  Plants - planting a variety of seeds; fruits and vegetables and flowers.	<b>ANIMALS INCLUDING HUMANS</b> Children will learn to identify and name common animals such as fish, amphibians, reptiles birds and mammals. They will learn about the terms carnivore, herbivore and omnivore and will be able to give examples of each. They will also learn about the features of different animals and they will learn to identify, draw and label parts of the human body and link each sense with a part of the human body.  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y1)	<b>ROCKS</b> Children will be taught to compare and group together different types of rocks based on appearance and properties; to describe how fossils are formed and recognise that soils are made from rocks and organic matter.  Key scientist: <a href="#">Mary Anning</a>  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y3)	<b>FORCES</b> In this unit, children will learn to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, they will identify the effects of air resistance, water resistance and friction, that act between moving surfaces and will be taught to recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  Key scientists: <a href="#">Galileo Galilei</a> , <a href="#">Sir Isaac Newton</a>  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y5)
PSHE/SRE		<b>Living in the Wider World</b> Belonging to a Community What rules are; caring for others' needs; looking after the environment  <b>Media Literacy and Digital Resilience</b> Using the internet and digital devices; communicating online  <b>Money and Work</b> Strengths and interests; jobs in the community	<b>Living in the Wider World</b> Belonging to a Community: The value of rules and laws; rights, freedoms and responsibilities  <b>Media Literacy and Digital Resilience</b> How the internet is used; assessing information online  <b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals	<b>Living in the Wider World</b> Belonging to a Community: Protecting the environment; compassion towards others (Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean Rescue)  <b>Media Literacy and Digital Resilience</b> How information online is targeted; different media types, their role and impact  <b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes
Art	<b>Access Art - Minibeast Artwork</b> The "Minibeast Artwork" resource enables children to undertake a fun exploration of minibeasts, inspired by the natural world and into a fantasy one!  <b>Access Art - Making Finger Puppets</b> The "Making Finger Puppets" resource was originally created as part of a wellbeing project in collaboration with Mind". This resource shares simple ways to make finger puppets which children can make their own. The finished puppets can be used to share stories, act out dialogue and explore drama.	<b>Access Art - The Colour Wheel and Minibeasts</b> Introduce children to the colour wheel. Follow up with "Minibeasts" collage and colour project linked to science (and building on the unit explored in EYFS). This uplifting project enables children to explore colour and collage and create fantastical minibeasts. Helps develop dexterity and decision making skills. Mini Beast Artwork.  Key artist: <a href="#">Monet</a> - looking at harmonious colours: 3 colours side by side on the colour wheel (12 section)	<b>Volcano Art</b> Practise Pop art cartoon strips in <a href="#">Roy Lichtenstein's</a> style as well as practising <i>ben day dots</i> . Using prior knowledge from KS1, confidently mix colours with an expected outcome and experiment with using light and dark to create colours that complement each other. Explore using a range of brushes (size and shape) and use them with control to get a desired effect. For final piece create all colours they need by colour mixing.  Key artist: <a href="#">Roy Lichtenstein</a>	<b>Egyptian Death Masks</b> Create a mask using cardboard and papier Mache - manipulate both to get their desired effect. Ensure face is correctly proportioned based on prior knowledge.  Painting to decorate - continue to build on their knowledge of colour mixing to create the colours they need by mixing considering light/dark tones as well as colours that will complement each other.

DT	Baking Bread Butter Create a picnic with items grown or made in class e.g. bread and jam sandwiches	Projects on a Page - Textiles - design, make and evaluate glove puppet/finger puppet/clothes for teddy or soft toy	Projects on a Page - Shell Structures and Computer Aided Design - rocks and fossils	Projects on a Page - Electrical Systems/Mechanical Systems
Music	<b>Charanga Unit - Everyone!</b> This unit includes Nursery Rhymes and music from around the world. It explores family, friends, people and music from around the world.	<b>Charanga Unit - In the Groove</b> This main style of this unit is Blues, Baroque, Latin, Bhangra, folk and funk. It builds upon the theme of being 'in the groove' with different styles of music.	<b>Charanga Unit - Let Your Spirit Fly</b> The main style for this unit is RnB Skills will be developed through games and children will have opportunities to sing, dance, play instruments, listen and appraise songs using key terminology.	<b>Charanga Unit - Glockenspiel 2</b> The learning is focused around exploring and developing playing skills through the glockenspiel or if pupils have previous knowledge, the recorder.
Computing	Link with maths - planning a farm - shape, space and measure	Making a Robot - Programming  Grouping Data	Sequence in Music - Programming  Branching Databases	Selection in Physical Computing - Lights and Motion  Flat-file Databases
Languages	N/A	N/A	<b>My Pets and Family</b> Exploration of nouns (singular /plural and gender)/ Animal nouns/ Ask and answer/ a like/dislike/ Following a story/ simple sentences with adjectives/ Family members  <b>Carnival, Animals and Aliens</b> Animal nouns/ Plurals/ Expressing opinions/ Family member nouns/ Facial features/ Associating colour adjectives with nouns/ Writing a description	<b>Healthy Food and Off to Market!</b> Fruits and vegetables and recipes/ Instructional text Make a sandwich/ Follow, read aloud and perform the story of Jack and the Beanstalk/ Speaking and writing creative sentences  <b>Clothes Make The Person</b> Clothes nouns and use of adjectives to describe clothes/ Speaking and writing descriptive sentences- Fashion Show Reading aloud text/ Follow, join in and perform Lost Pirate's Treasure story Play board game/ Explore verb "to have" and designing a wizard's cloak



# Lower Heath CE Primary School

## Long Term Learning Pathway - Cycle A (2021-2022)

Summer Term				
	EYFS	Y1/2	Y3/4	Y5/6
	<b>Country to Coast</b>	<b>We're Going on Safari!</b>	<b>Rome Wasn't Built In A Day</b>	<b>The Vanishing Rainforest</b>
Geography	Children will study a coastal location ( <b>Llandudno</b> ), thinking about the journey to get there and some key physical/human features. They will use photographs to compare <b>Whitchurch and Llandudno</b> ; developing their understanding of similarities and differences.	Children will locate <b>Kenya and Africa</b> on world maps. They will identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will consider African animals and endangered animals. Pupils will look at some <b>National Parks</b> . They will also study the <b>Masaai Tribe</b> and compare ways of life.	Children will learn the eight points of a compass, use 2 figure grid references (maths co-ordinates), understand some basic symbols and a key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the Roman occupation of <b>Britain</b> .	Children will locate the <b>Amazon Basin within South America</b> , concentrating on its key physical and human characteristics, and major cities. They will understand geographical similarities and differences. Pupils will study the rainforest climate, layers, inhabitants and deforestation. Pupils will locate areas of similar environmental regions and draw comparisons with an area of the UK (e.g. <b>Sherwood Forest</b> ).  As part of this unit, children will develop an understanding of rivers, their journeys, the water cycle and erosion/deposition. They will carry out a local river study on the <b>River Severn</b> . They will then extend their knowledge beyond Shropshire, studying and locating the <b>River Thames</b> and other UK major rivers. They will use OS maps and six-figure grid references. They will then make a comparison with the Amazon river.
History	There will be a focus on how holidays and holiday destinations have changed, with children thinking about how holidays were for their parents/grandparents.	Whilst this unit predominately focuses upon the development of geographical skills and knowledge, children will have an opportunity to study <b>Nelson Mandela</b> as a significant individual.	Children will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. Pupils will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of <b>Boudicca</b> , considering the rebellion from different perspectives. They will investigate <b>Hadrian's Wall</b> , examining how, where and why it was built.	Whilst this unit predominately focuses upon the development of geographical skills and knowledge, children will have an opportunity to study <b>Juliane Koepcke</b> as a significant individual.
Science	Children will develop a basic understanding of materials and their properties (the foundations for their Key Stage 1 learning). They will focus in particular on sinking and floating, with opportunities to participate in scientific experiments and water tray activities. There will be a large focus on sensory tasks and textures.	<b>PLANTS</b> Children will be taught to identify and name a variety of wild and garden plants including deciduous and evergreen trees. They will also be taught to identify and describe the main parts of a plant and tree.  Key scientist: <b>Wangari Maathai</b>  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y1) <b>Local Habitat</b> should be used wherever possible	<b>PLANTS</b> In this unit, children will identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers) They will explore the needs of plants to have air, light, water, nutrients from the soil and room. Children will investigate how water is transported in plants and the role of flowers in the life cycle of flowers using the terms pollination, seed formation and seed dispersal.  Key scientist: <b>Joseph Dalton Hooker</b>  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y3)  <b>LIVING THINGS AND THEIR HABITATS</b> Children will learn that living things can be grouped in a variety of ways, they will use terms such as vertebrates and invertebrates and will further categorise vertebrates into mammals, fish, reptiles, amphibians and birds. They will explore the use of classification keys to help group and identify living things in their local environment. Children will also be taught that environments can change and that this can pose dangers to living things. Significant scientists: <b>Jane Goodall</b> Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y4)	<b>LIVING THINGS AND THEIR HABITATS</b> Children will build upon their understanding of classification from Year 4 and will learn to 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 They will learn to give reasons for classifying plants and animals based on specific characteristics.  Key scientist: <b>Carl Linnaeus</b>  Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y6)  <b>ANIMALS INCLUDING HUMANS</b> <b>This topic should be taught alongside PSHE with careful consideration of the school's Sex and Relationship Education Policy.</b>  In this unit, children will learn about the changes that occur in humans from birth to old age. Children will be taught to compare human gestation to that of different animals. Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y5)
PSHE/SRE	Sun safety Being safe  <b>Christopher Winter RSE: Reception</b> Lesson 1 - Caring Friendships Lesson 2 - Being Kind	<b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing</b> Keeping healthy; food and exercise; hygiene routines; sun safety  <b>Growing and Changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong Growing older; naming body parts; moving class or year	<b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing</b> Health choices and habits; what affects feelings; expressing feelings  <b>Growing and Changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<b>Health and Wellbeing</b> <b>Physical Health and Mental Wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies  <b>Growing and Changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing

	Lesson 3 - Families	<p><b>Keeping Safe</b> How rules and age restrictions help us; keeping safe online</p> <p><b>Christopher Winter RSE</b> Year 1: Lesson 2 - Growing and Changing: discuss how children grow and change. Year 2: Lesson 1 - Differences Lesson 2 - Male and Female Animals Lesson 3 - Naming Body Parts</p>	<p>Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p> <p><b>Christopher Winter RSE</b> Year 3: Valuing Difference and Keeping Safe Lesson 1 - Body Differences Lesson 2 - Personal Space Lesson 3 - Help and Support</p> <p>Year 4: Growing Up Lesson 1 - Changes Lesson 2 - What is Puberty? Lesson 3 - Healthy Relationships</p>	<p>About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes That for some people their gender identity does not correspond with their biological sex.</p> <p><b>Keeping Safe</b> Keeping safe in different situations, including responding in emergencies, first aid</p> <p><b>Christopher Winter RSE</b> Year 5: Puberty Lesson 1 - Talking about Puberty Lesson 2 - The Reproductive System Lesson 3 - Help and Support</p> <p>Year 6: Puberty, Relationships and Reproduction Lesson 1 - Puberty and Reproduction Lesson 2 - Communication in Relationships Lesson 3 - Families, Conception and Pregnancy Lesson 4 - Online Relationships</p>
Art	<p><b>Access Art - Plasticine Printmaking and Painting with Plasticine</b> The "Plasticine Printmaking" resource shares a very simple way to make prints. Use this method to help children explore the natural world and create their own marks and patterns. The finished prints can be used as collage elements in other artwork.</p> <p>A great way to explore colour mixing and develop fine motor skills - the "Painting with Plasticine" resource enables children to create small images in "relief".</p>	<p><b>Access Art - Animal Masks</b> Animal masks- explore masks around the world and how they are made. Link to animals in Kenya - design, mark, measure, cut and join materials.</p> <p><b>Roly Poly Bird Models</b> Sketch birds develop adding tone and using lines of different thickness. Express themselves in their drawings of birds by adding details and colours. Create a paper model of their design by rolling and pinching to get a planned effect. Carefully shape and model paper. They may wish to decorate paper before making the model using patterns or paint.</p> <p>Artist Links: <a href="#">Mark Powell</a> (Bird Drawings), <a href="#">Andy Singleton</a> (Look at African Weaver Bird)</p>	<p><b>Roman Mosaics</b> Learn about different mosaics and develop techniques on how to create mosaics. Experiment using different colours and then carefully select the colours to use in their final piece to create the desired effect. Consider patterns and textures used. Cut materials and shapes using previous knowledge for the mosaics with increasing accuracy.</p> <p>Artist Links: <a href="#">Cleo Mussi</a> and <a href="#">Gaudi</a></p>	<p><b>Rainforest Paintings</b> Inspiration from <a href="#">Henri Rousseau's</a> rainforest pictures. Use a range of mediums to create a collage on a painted, drawn or printed background. Carefully select mediums using prior knowledge, based on texture and pattern to use within the collage.</p> <p>Artist Links: <a href="#">Teesha Moore</a> or <a href="#">Tony Fitzpatrick</a>.</p>
DT	Link to science - boats - floating/sinking	Projects on a Page - Food and Nutrition - fruit smoothies and fruit kebabs; vegetables	Projects on a Page - Mechanical Systems - levers and linkages/pneumatics	Projects on a Page - Food and Nutrition - celebrating culture and seasonality
Music	<b>Charanga Unit - Big Bear Funk</b> Preparing for music learning in KS1	<b>Charanga Unit - Friendship</b> This main style of music in this unit is pop. It focuses on songs about being friends and builds musical knowledge through a variety of musical activities	<b>Charanga Unit - Bringing Us Together</b> This is a disco song focusing on friendship, peace, hope and unity. You will have the opportunity to play along using instruments or to create choreography to support the song.	<b>Year 6 Leavers' Performance</b> The year 6 leavers (supported by Year 5) prepare to perform at their end-of-year celebration
Computing	Developing a simple understanding of programming in the context of BeeBot use for directions	<b>Programming Animations</b> <b>Digital Photography - linked to Carl Warner World of Food</b>	<b>Desktop Publishing</b> <b>Events and Actions - a maze-based challenge - Programming</b>	<b>Vector Drawing</b> <b>Selection in Quizzes - Programming</b>
Languages	N/A	N/A	<p><b>Fruit, Veg and a Hungry Giant</b> Polite request/ Listening and responding to polite requests/ Following, joining in and performing a story/ Nouns/ Playing a board game/ Fruits and vegetables</p> <p><b>Going on a Picnic with the Gingerbread Man</b> Following, joining in and performing a story/ Speaking and writing simple descriptive sentences/ Counting/ Colours/ Personal information questions and</p>	<p><b>Out of this World</b> Planets Speaking and writing descriptive sentences with nouns and adjectives and the verb "to be"/ Creating personal IDs/ Personal information questions and answers to form dialogues/ Listening to and investigating information about planets/ Designing own imaginary outer space worlds</p> <p><b>Summer Day at the Seaside</b> Seaside nouns and verbs/ Exploring text to understand and re-use language/ Speaking and writing persuasive sentences/ Extended sentences/ Performing to an audience</p>