



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2022-2023)

Autumn Term				
	EYFS	Y1/2	Y3/4	Y5/6
	Where I Live	Mission to the Moon	The Industrial Revolution	Meet the Flintstones
Geography	Children will study their local environment, Prees/Whitchurch at a basic level, identifying some key features of the areas. They will focus specifically on their houses/homes, recognising some key features and looking at house types at a simple level.	As part of this term's geography, pupils will build on their EYFS knowledge of Whitchurch , by studying the geography of their school and its grounds , and begin to study the county of Shropshire . Children will develop their fieldwork and observation skills; using four compass points, aerial photographs and simple maps/keys.	Children will build on their EYFS work on immediate surroundings, and their KS1 work about Shropshire , to name and locate counties/cities within the UK .	Children will carry out a local geographical study of Old Oswestry Hillfort , with a particular focus on settlement and land use. They will use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Pupils will consider how land use has changed over time.
History	Pupils will begin to think about the people who are familiar to them and who is in their family. They will develop a basic understanding of family trees, which will then be built upon in the KS1 Magical Monarchy unit.	This topic links earlier work on The Wright Brothers and Amy Johnson (EYFS) to the Moon Landing. Children will develop historical understanding of the lives and significance of Neil Armstrong . They will identify the kit needed for an expedition and compare the equipment taken by Armstrong through space to the moon. Children will show an understanding of navigation techniques and identify the properties of a range of materials for their own expedition.	Pupils will develop an understanding of The Industrial Revolution, through studying: cotton production, the steam engine/railways (building on some of the transport work undertaken in EYFS and KS1), iron and coal, and canals. This will be their local history study and they will focus specifically on the impact within the local area, with a chance to study Ironbridge/Coalbrookdale and consider Thomas Telford and George Stephenson as significant individuals.	Children will learn about how cavemen survived, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.
Science	Children will develop an understanding of their local habitat and environment. They will have opportunities to explore the area, beginning to develop an awareness of key features and surroundings.	ANIMALS INCLUDING HUMANS Children will learn how animals, including humans, have offspring which grow into adults and that these offspring don't always look like their parents. They will find out about the basic needs of animals, including humans, for survival (water, shelter, food and air) They will also learn about how humans can stay healthy by eating a balanced diet, exercising and having good hygiene. Significant Scientist: Dr Ernest Madu Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y2)	ELECTRICITY In this unit, children will learn to identify common appliances that run on electricity - they will be able to identify which are battery powered and which are powered through mains electricity. They will be taught to construct simple circuits and identify its basic parts. As part of their work on circuits, they will learn whether a lamp will light in a series circuit dependent upon whether the circuit is a complete loop. Linked to this, the children will use switches in circuits and explain how they can be used to create breaks in a circuit. Children will also recognise some common conductors and insulators of electricity. Significant Scientist: Thomas Edison Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y4) SOUND In this unit, children will learn how sounds are made through vibrations and will learn that these vibrations need to travel through a medium from the sound source to the ear. They will look for and describe patterns between the pitch of a sound and the features of the object producing the sound such as string length, thickness or tightness. They will also look for and describe patterns between the strength of vibrations and the volume of sound; and the volume of sound and the distance from the sound source. Significant Scientist: Christian Doppler Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y4)	EVOLUTION AND INHERITANCE In this unit, children will recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. They will learn recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Children will be taught to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Significant scientists: Charles Darwin and Alfred Wallace Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y6)
PSHE/SRE		Families and Friendships Making friends; feeling lonely and getting help Safe Relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Respecting Ourselves and Others Recognising things in common and differences; playing and working cooperatively; sharing opinions	Families and Friendships Positive friendships, including online Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting Ourselves and Others Respecting differences and similarities; discussing difference sensitively	Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage Safe Relationships Recognising and managing pressure; consent in different situations Respecting Ourselves and Others Expressing opinions and respecting other points of view, including discussing topical issues
Art	Access Art - Wax Resist Autumn Leaves	Space Paintings	Wallpaper Printing	Greek Pottery

	Introduce children to the magic of creating invisible wax lines which are then made to appear on the page with watercolour in the "Wax Resist Autumn Leaves". Use the leaves made by individuals towards a larger shared collage project.	To create their own spaced theme picture by printing. To design their own printing block and then create it using cardboard and string. To then use this block to create simple repeating pattern (stars, planets etc.) Look at some of Van Gogh's paintings of night skies for inspiration.	Begin by looking closely at Thomas Beswick drawing and sketches of nature and animals, use this to create their own observational sketches of nature. Continue to build on their drawing skills by using shading to add texture and begin to make sketches look 3D. Look at William Morris' work and use this and their own sketches to being designing their own print. Create their own piece of wallpaper using their print and build on their printing skills from KS1 by using at least 3 colours and use their carved printing tile/block to create a repeated pattern.	Look closely and compare a range of Greek Pottery. Discuss shapes of the pottery and how they are decorated. Using this knowledge carefully design a piece of pottery. Practise previously taught methods of moulding and shaping clay; slab, coiling and pinching. Develop confidence in carving designs into the clay pots. Consider how pottery can be finished off, paint, glaze or polish. POSSIBLE LINK TO ACCESS ART - FRUIT PINCH BOWLS AND/OR WAVE BOWLS. Artist Links: Julia Galloway or Ernabella & Pukajati Pottery ,
DT	Junk modelling opportunities and large-scale constructions linked to houses and homes	Projects on a Page - Wheels and Axles - space vehicles	Projects on a Page - Electrical Systems - simple circuits and switches (train signal/noise or light)	Projects on a Page - Textiles - RE/worship (Advent calendars)
Music	Charanga Unit - My Stories Children will learn to sing nursery rhymes and coordinate actions.	Charanga Unit - I Wanna Play in a Band I Wanna Play In A Band is a Rock song written especially for children. In this song, they learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.	Charanga Unit - Lean on Me All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	Charanga Unit - The Fresh Prince of Bel-Air All the learning is focused around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.
Computing	Developing a simple understanding of programming in the context of BeeBot use (for directions)	Information Technology Around Us Digital Writing	The Internet Repetition in Shape	Communication - Search Engines Web Page Creation
Languages	N/A	N/A	Getting to Know the Class Ask and answer name/ Ask and answer simple feelings/ Asking someone's age/ Have you ...? I have/ have not Numbers Classroom objects/ Listening and responding/ to target language/ Practising sounds Days in the Town Days, months & colours/ Listening and responding to target language/ Practising sounds/ Shops in town/ Finding out where a place is/ Respond to simple question	School Superheroes School subjects/ Calendar/ Opinions/ Feelings Time-o'clocks/ Daily routine/ Asking and answering a like and dislike/ Conjunctions and extended sentences (feelings/ opinions)/ Following story and exploring more detailed text/ Speaking and writing interesting sentences/ Exploration of 1st,2nd 3rd person singular and verbs Stepping into a New World Nouns and adjectives/ House nouns/ Descriptive sentences using nouns and adjectives/ Numbers to 100/ Dialogues to buy items and tickets/ Describing a place



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Spring Term				
	EYFS	Y1/2	Y3/4	Y5/6
	Where Are All The Wild Things?	Bonjour France!	Poles Apart	Out of this World (Earth and Space)
Geography	Children will consider animals (predominately minibeasts) and plants in the world around us. They will begin to explore habitats, in particular those within the local area.	Providing a springboard for their language learning in KS2, and developing their understanding of Europe, children will focus specifically on drawing comparisons between the United Kingdom and France. They will consider key human and physical features, culture, food and transport.	Children will develop their locational knowledge from Key Stage 1, by locating Antarctica's place on the earth and on a map. They will consider Antarctica as a polar region, studying seasonal/geographical variations in time, different forms of land/terrain and animals. They will focus specifically on hot and cold climate zones (later building on this in UKS2), and the influence of the earth's orbit on climate zones.	N/A due to volume and range of science being covered within this unit.
History	Pupils will begin to think about how the local area and school has changed over a period of time. They will begin to compare and contrast using photographs, identifying how things have changed.	N/A due to volume and range of geography being covered within this unit.	Children will focus specifically on Sir Ernest Henry Shackleton's journey to Antarctica. They will also study Sir Francis Drake, Christopher Columbus and (optional) Robert Falcon Scott as significant individuals. They will consider Drake's circumnavigation of the world, Columbus' famous voyages and Scott's journey to the South Pole.	Pupils will build on their learning from EYFS and KS1, developing a comprehensive understanding of the history of our solar system. They will be able to confidently articulate the impact of key individuals in relation to this area.
Science	Children will develop the foundations for their Key Stage 1 learning linked to "living things and their habitats." They will focus in particular on minibeasts, identifying and naming these.	<p style="text-align: center;">LIVING THINGS AND THEIR HABITATS</p> <p>Children will learn about the differences between things that are living, that are dead and things that have never been alive. They will understand the term habitat and be able to give examples of habitats and the plants and animals that live in them. They will also use the term 'Microhabitat' and describe some of the creatures that live there. Children will describe how animals obtain their food through using a simple food chain. Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y2)</p>	<p style="text-align: center;">STATES OF MATTER</p> <p>Children will be taught to use the terms 'solid, liquid and gases' and will be able to describe the criteria for a solid, liquid and gas. The children will compare and group materials according to these terms. Children will observe how materials can change state when cooled or heated and measure the temperatures at which these changes take place.</p> <p>Children will be taught the terms condensation and evaporation and will be able to apply their learning in the context of the water cycle.</p> <p style="text-align: center;">Key scientist: Bernard Palissy</p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y4)</p>	<p style="text-align: center;">PROPERTIES AND CHANGES IN MATERIALS</p> <p>In this unit, children will further develop their understanding of materials and their properties. They will group and classify materials on the basis of properties such as: hardness, solubility, transparency, conductivity and response to magnets. They will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. They will learn that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Children will be taught to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Children will learn to demonstrate that dissolving, mixing and changes of state are reversible changes and 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.</p> <p style="text-align: center;">Key scientist: Spencer Silver</p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y5)</p> <p style="text-align: center;">EARTH AND SPACE</p> <p>Un this unit, children will be taught to describe the movement of the Earth and other planets relative to the sun in the solar system. They will learn to describe the movement of the moon relative to the Earth and describe the sun, Earth and moon as approximately spherical bodies.</p> <p>They will also use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p style="text-align: center;">Key scientist: Nicholas Copernicus, Claudius Ptolemy, Alhazen</p> <p>Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y5)</p>
PSHE/SRE		<p style="text-align: center;">Belonging to a Community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>The internet in everyday life; online content and information</p>	<p style="text-align: center;">Belonging to a Community</p> <p>What makes a community; shared responsibilities</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>How data is shared and used</p> <p style="text-align: center;">Money and Work</p>	<p style="text-align: center;">Belonging to a Community</p> <p>Valuing diversity; challenging discrimination and stereotypes</p> <p style="text-align: center;">Media Literacy and Digital Resilience</p> <p>Evaluating media sources; sharing things online</p> <p style="text-align: center;">Money and Work</p>

		Money and Work What money is; needs and wants; looking after money	Making decisions about money; using and keeping money safe	Influences and attitudes to money; money and financial risks
Art	Access Art - Wildflower Meadow Make shared artwork with the "Wildflower Meadow" resource. Children learn how to make large colour washes, print with card, and draw and collage wildlife to create beautiful atmospheric imagery.	Access Art - Drawing Feathers and Making Sculptural Birds (linked to science) The Drawing Feathers mark making resource is the perfect way to help children develop their looking skills and to get them to think about how to make their creative response. Use to develop sketchbook skills and as a precursor to the project below. Let drawing skills develop naturally into 3D making in this construction project which incorporates drawing, collage and sculpture and which will enable pupils to create a whole flock of individual birds!	Access Art - Polar Bears and Icebergs Children will work towards creating a 3D ship or boat that could be used in a voyage. They will continue to build on previous knowledge from KS1 by confidently joining two materials. They will use a range of materials including man-made, natural and recycled materials to create their boat/ship and use clay to add an emblem or medallion. They will carefully shape the clay by beginning use pinching, coiling and slab techniques. Then they need to use tools carve some detail into the clay to create a planned pattern or texture. Key artists: Marcel Duchamp , Grayson Perry and Liz Scrine	Embroidery/Textiles To design and decorate a piece of fabric using embroidery. To continue building on previous knowledge of needle work, using a variety of stitches in their work to show their skills. Explore a range of Arabian clothing and embroidery. Look closely at the patterns they create and incorporate these into your embroidery. Or look at Cas Holmes and Richard Box who do rural inspired embroidery/textile pieces and create a piece following their style of work. Use other materials to add and decorate your piece of fabric.
DT	Malleable and fine motor opportunities (playdough and plasticine) linked to minibests	Projects on a Page - Levers and Linkages - Context: Create a science linked 'habitats' class book with a range of habitats, animals and plants.	Projects on a Page - Textiles - 2D to 3D - designing a bag/purse Context: preparation for an expedition- design a bag/purse to hold expedition passport / key items.	Projects on a Page - Frame Structures
Music	Charanga Unit - Our World Unit Theme - animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea and space.	Charanga Unit - Zootime	Charanga Unit - The Dragon Song	Charanga Unit - Jazz 1
Computing	Taking photographs - using an iPad to capture photographs of the local area to link with geography, history and science	Robot Algorithms - Programming Pictograms	Audio Editing Data Logging	Variables in Games Introduction to Spreadsheets
Languages	N/A	N/A	Alien Family and Other Animals Exploration of nouns (singular /plural and gender)/ Animal nouns/ Colours as adjectives /Family members/ Asking likes and dislikes/ questions and answers Aliens, Physical Puppets and Performance Counting Colours/ Personal information questions and answers/ Body part nouns/ Using colours adjectives /Speaking and writing simple descriptive sentences	Making Food That Is Fit and Healthy Fruits and vegetables and recipes/ Instructional text/ Make a healthy lunch box/ Write read aloud and perform "Masterchef" recipes/ Speaking and writing creative sentences It's Me! 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



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Summer Term				
	EYFS	Y1/2	Y3/4	Y5/6
	Planes, Trains and Automobiles	Food Glorious Food	Invaders and Settlers	Who Let The Gods Out?
Geography	Children will develop an understanding of some transport types and simple journeys. They will begin to think about carrying out, and mapping, simple journeys. They will recognise, for example, that a plane is used to travel to places further away. Pupils will know what Prees/Whitchurch/Wem train station and Liverpool/Manchester airport look like and some of the key features of these.	Children will learn about food production linked to plants and animals. They will learn that food is produced all over the world and identify continents and countries on world maps for a range of food found in our supermarkets. They will learn about how seasonality affects food production and explore how trade and transport allows us to consume a wider range of foods than can be grown locally. They will begin to have some awareness that our food choices influence the world environment. This unit builds on previous local knowledge of food production.	Pupils will consider settlement and land use in the context of Anglo-Saxons and Vikings. They will focus on trade use and agreements, and the impact that this has had on the modern day. Children will use maps to identify that Viking ships reached Britain, France, Spain, Italy and North Africa . They will recognise that traders made long journeys overland through Russia , reaching as far south as Constantinople in modern-day Turkey .	Children will use six-figure grid references and eight compass points to show the location of Ancient Greek city states.
History	Children will begin to develop an understanding of how transport has changed over time. They will use photographs and models to support them with this. Pupils will consider (for example) The Wright Brothers and Amy Johnson .	Children will focus on changes within living memory to explore how our experience of food has changed over the last 100 years. They will explore how changes in our tastes, the availability of food, and how different factors have affected these. They will build on previous understanding of chronology by examining foods which were popular during their parents and grand-parents' eras as well as their understanding of the local area as they explore how shops have changed over time.	Throughout this unit, children will develop their understanding of Vikings and Anglo-Saxons. They will know how, and why, the Vikings raided Britain; understand the resistance by Alfred the Great and Athelstan , know how Vikings lived and worked; and know what Viking warriors were like. Pupils will be able to discuss the rise of Edward the Confessor .	Children will know where/when the Ancient Greek civilisation existed, understand the establishment and maintenance of the Greek Empire , recognise significant achievements, identify culture and influence on the western world; draw comparisons between Athens and Sparta ; study democracy and Greek gods and goddesses.
Science	Children will develop a simple understanding of forces, considering how things move, and pushes and pulls. This will be underpinned by a focus on gross motor skills, and large scale constructions, movements and vehicle work.	SEASONAL CHANGES Children will develop an understanding of the changes that happen in each season. They will describe the weather in each season using a range of scientific vocabulary. They will describe the weather of each season and comment upon how day length changes. Whilst observation in this unit will focus on Autumn and winter, children will need to recap and re-visit this learning as the year progresses. Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y1)	ANIMALS INCLUDING HUMANS In this unit, children will learn how animals (including humans) need to get their nutrition from the food they eat and that they need the right types and amount of nutrition. They will also learn that humans and some other animals have skeletons and muscles for support, movement and protection. Investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y3) ANIMALS INCLUDING HUMANS In this unit, children will learn about the main body parts associated with the digestive system (mouth, tongue, oesophagus, stomach, small and large intestine) and will learn about their functions. They will learn about the types of teeth in humans and their functions and will compare these with the teeth of carnivores and herbivores. Children will also learn about feeding relations between animals by constructing and interpreting a variety of food chains. They will use the terms: producers, predators and prey. Key scientist: William Beaumont investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y4)	LIVING THINGS AND THEIR HABITATS In this unit, children will learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will also learn to describe the life process of reproduction in some plants and animals. Key scientist: Lucy Evelyn Chessman , Sir David Attenborough investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y5) ANIMALS INCLUDING HUMANS Children will be taught to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, they will learn to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function And will describe the ways in which nutrients and water are transported within animals, including humans. Key scientist: William Harvey investigative and experimental work can be drawn from examples suggested in <i>Working Scientifically</i> section of National Curriculum document (Y6)
PSHE/SRE	Christopher Winter RSE: Reception Lesson 1 - Caring Friendships Lesson 2 - Being Kind Lesson 3 - Families	Physical Health and Mental Wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and Changing Growing older; naming body parts; moving class or year Keeping Safe Safety in different environments; risk and safety at home; emergencies Christopher Winter RSE Year 1:	Physical Health and Mental Wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping Safe Medicines and household products; drugs common to everyday life Christopher Winter RSE Year 3: Lesson 1 - Body Differences	Physical Health and Mental Wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Growing and Changing Human reproduction and birth; increasing independence; managing transitions Keeping Safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media Christopher Winter RSE

		<p>Lesson 2 - Growing and Changing: discuss how children grow and change</p> <p>Year 2: Lesson 1 - Differences Lesson 2 - Male and Female Animals Lesson 3 - Naming Body Parts</p>	<p>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>Year 5: Lesson 1 - Talking About Puberty Lesson 2 - The Reproductive System Lesson 3 - Help and Support</p> <p>Year 6: Lesson 1 - Puberty and Reproduction Lesson 2 - Communication in Relationships Lesson 3 - Families, Conception and Pregnancy Lesson 4 - Online Relationships</p>
Art	Printing and mark-making using vehicles	<p>Portraits and Paintings Children will find out about the work of Arcimboldo; they will explore and recreate the Four Seasons paintings; they will consider representations of the four elements. Pupils will then select and arrange a range of materials to make portraits. Finally, they will experiment with oil paints or pastels to create animal portraits.</p> <p>Key artists: Giuseppe Arcimboldo</p>	<p>Weaving To research and practise weaving. This was a huge industry during the Anglo-Saxon and Viking time. Continue to build on their weaving skills by using thinner materials such as wool or thick thread. Experiment with dyeing different fabrics (wool, cotton etc.) Create a final piece incorporating the dyed fabrics, some weaving as well as some stitching. (Create a Viking Ship/an Anglo Saxon brooch decorated with beads or embroidery)</p> <p>Key artists: Jilly Edwards (Weaving) and Ulla Stina Wikander (Stitching/Embroidery)</p>	<p>Printing and Patterns To create a patterned piece of art by printing. Spend time exploring a range of Celtic patterns as well as other patterns in art. Using previous drawing skills, practise sketching these first in sketchbooks. Design a piece using printing methods, use 2 or more colours to create this design. Build of previous knowledge of printing by exploring printing onto a range of materials including fabric.</p> <p>Key artists: Evgeny Kiselev and Michael Brenneand (both of these are more focussed on patterns in art)</p>
DT	Junk modelling opportunities and large-scale constructions linked to vehicles; opportunity to introduce wheels and axles at basic level (to provide foundations for learning in Key Stages 1 and 2. Children will focus on manipulating and cutting materials.	Food and Nutrition - sandwiches -'The Giant Jam Sandwich' by John Vernon Lord - children will investigate, disassemble, and evaluate existing sandwich and bread products. They will then design, prepare and make their own sandwiches	Food and Nutrition - supermarket produce and visits; Eat Well Plate Context: Local produce, foraging, Visit from local chef example: www.wildshropshire.net James Sherwin Or wild forage at National Trust Day Research, plan, prepare and cook a dish sourced with locally grown produce, e.g. soup Skills: vegetable preparation: peeling, slicing, dicing, grating	Food and Nutrition - developing understanding of food from other cultures, with a particular focus on Greece; pupils planning, preparing and cooking a Greek dish
Music	Topic Songs - Journeys Wheels on the Bus, Beyond the Sea, Row Row Row your boat, Big ship sails through the Illey-Alley-O, Ship on the Ocean	Topic Songs - Changes	Charanga Unit - Mama Mia	Year 6 Leavers' Performance The year 6 leavers (supported by Year 5) prepare to perform at their Leavers celebration
Computing	Working with adult support to access contextual apps, games and systems on iPad devices	Making Music - create a digital piece of music for an animal	Photo Editing	3D Modelling - to develop and improve a digital 3D model
Languages	N/A	An Introduction to Quizzes - Programming	Repetition in Games - Programming	Sensing - to create a program to run on a controllable device
		N/A	<p>Ice Creams, Fruit and Vegetable Flavours Polite request/ Listening and responding/ Following and performing a dialogue/ Fruits and flavours/ Ice creams Following, joining in and performing a story</p> <p>Going on a Jungle Journey Following, joining in and performing a story/ Speaking and writing simple descriptive sentences/ Counting/ Colours/ Personal information questions and answers/ Body part nouns/ Jungle animal nouns</p>	<p>A Meal in Outer Space Cafes, dialogues/ Asking and answering questions/ Investigating information about foods in short texts/ Designing out of this world meals and menus/ Understanding, remembering, recalling and performing a sketch</p> <p>Summer Sports Day Sports nouns and opinions/ Exploring the present tense of the verb "to play"/ Exploring text to understand and re-use language/ Speaking and writing extended sentences/ Performing to an audience</p>