







# Lower Heath CE Primary School

## Long Term Learning Pathway - Cycle A (2023-2024)





Autumn Term				
Values	Vision - Let Your Light Shine		Respect	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 SCIENCE, PSHE, D&T	 PSHE	 GEOGRAPHY	 PSHE
	MARVELLOUS ME	MAP IT OUT	FOOD GLORIOUS FOOD	MOUNTAIN EXPLORERS
Geography Kapow Scheme of Work	<u>Exploring maps</u> Exploring maps through discussion, story-telling, games and creative activity.	<u>What is it like here?</u> In line with the KS1 Geography curriculum, in this unit, children are locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	<u>Where does our food come from?</u> Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	<u>What is life like in the Alps?</u> Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.
History Kapow Scheme of Work	<u>Peek into the past</u> Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	<u>How am I making history?</u> Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	<u>British history 1:</u> <u>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u> Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	<u>British history 4:</u> <u>Were the Vikings raiders, traders or something else?</u> Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.
Science Developing Experts Scheme of Work	<u>Weather and Seasons</u> Children will learn about the different seasons here in the UK and the weather that comes with them. They will measure and record different weather types and also consider how we need to be careful in different seasons. <u>Health and Safety</u> Children will learn how to stay safe around the home when using equipment and how to take precautions if they are unsafe. <u>Our Body</u> This unit will enable learning about our different body parts and what they are useful for, as well as encouraging children to consider how our bodies change from when we are a baby. <u>Senses</u> Children look at the different senses, how they interact with one another and what our senses enable us to do. <u>Space</u> Children will be encouraged to star-gaze and understand more about what is in Space, and what happens in Space. They will also find out about how Space travel is conducted by learning about rockets	<u>Exploring Everyday Materials - 1</u> Children will learn how to distinguish between an object and the material from which it is made. They will identify and name a variety of materials - wood, plastic, glass, metal, water and rock. They will describe the simple physical properties of a variety of everyday materials, compare and group them together based on these properties. <u>Exploring Everyday Materials - 2</u> Children will use their knowledge about materials to build a structure strong enough to withstand wind and a waterproof structure. They will be able explain the uses of different materials and why they are suitable. Key scientist: <u>Charles Macintosh</u>	<u>Scientific Enquiry</u> Children will learn the scientific skills they will need to apply during each unit of learning during key stage 2. <u>Animals including humans - 1</u> In this unit, children will learn how animals (including humans) need to get their nutrition from the food they eat, they need the right types and amount of nutrition and they cannot make their own food. They will also learn that humans and some other animals have skeletons and muscles for support, movement and protection.	<u>Forces</u> 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: <u>Galileo Galilei, Sir Isaac Newton</u> <u>Properties of Materials</u> Children will learn to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets. They will know that some materials will dissolve in liquid to form a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including though filtering, sieving, and evaporating. They will give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
PSHE/SRE Kapow Scheme of Work	<u>Self-Regulation</u> <u>My feelings</u> In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. <u>Building relationships: Special relationships</u> In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about similarities and differences.	<u>Mixed Y1/2 planning</u> <u>Family and Relationships</u> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect <u>Mixed Y1/2 planning</u> <u>Citizenship</u> Identify groups we belong to; explain the roles people have in the local community; discuss what makes a good school environment and recognise that everyone has a responsibility to maintain it.	<u>Mixed Y3/4 planning</u> <u>Family and Relationships</u> Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement. <u>Mixed Y3/4 planning</u> <u>Citizenship</u> Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.	<u>Mixed Y5/6 planning</u> <u>Family and Relationships</u> Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement <u>Mixed Y5/6 planning</u> <u>Citizenship</u> Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works.
Art Kapow Scheme of Work	<u>Drawing: Marvellous marks</u> Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on	<u>Craft and design: Map it out</u> Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end	<u>Sculpture and 3D: Abstract shape and space</u> Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways	<u>Sculpture and 3D: Interactive installation</u> Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design

	different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces. <b><u>Autumn Crafts: Nature wreaths</u></b> Designing and making autumn wreaths using natural objects; exploring colour and pattern to crate individual designs. <b><u>Winter Crafts: Threaded snowflakes</u></b> Making pipe-cleaner snowflakes; applying skills with threading, choosing colours and shapes to create patterns.	of the project, evaluate their design ideas, choosing the best to meet the brief.	to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.
D&T Kapow Scheme of Work	<b><u>Cooking and Nutrition: Soup</u></b> In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe. <b><u>Christmas: Sliding Santa chimneys</u></b> Children explore a simple paper slider mechanism as part of a practical example and then apply it to create their own sliding Santa chimney	<b><u>Structures: Constructing a windmill</u></b> Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.	<b><u>Cooking and nutrition: Eating seasonally</u></b> Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.	<b><u>Electrical systems: Doodlers</u></b> Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.
Computing Year 1-6 Teach Computing Scheme of Work	Taking photographs - using an iPad to capture daily routine or self portraits to link with History, Geography and to assist with settling into their classroom environment by giving them a sense of ownership of the labels within it.	Computing systems and networks: Technology around us  Creating media: Digital Painting	Computing systems and networks - Connecting computers  Creating media - Stop-frame animation	Computing systems and networks - Systems and searching  Creating media - Video production
Languages Year 3-6 Primary Languages Network Scheme of Work			<b><u>Getting to Know You</u></b> <ul style="list-style-type: none"> <li>Say a greeting</li> <li>Respond to a question about name or feelings</li> <li>Attempt a question - name or feelings</li> <li>Remember some numbers between 0-11</li> <li>Say at least 4 colours</li> </ul> <b><u>Calendars and Celebrations</u></b> <ul style="list-style-type: none"> <li>Read and say some adjectives of colour</li> <li>Recognise and say a day of week</li> <li>Attempt to copywrite accurately a day of week</li> <li>Recognise and say most months</li> <li>Attempt to write accurately an important month of year</li> </ul>	<b><u>Talking about us/school subjects</u></b> <ul style="list-style-type: none"> <li>Say an extended sentence about how you are feeling with a reason</li> <li>Say a 3<sup>rd</sup> person singular sentence with details about someone else</li> <li>Recognise and say at least 5 school subjects</li> <li>Say and write an extended opinion about a school subject using a like/dislike verb</li> </ul> <b><u>Time in the city</u></b> <ul style="list-style-type: none"> <li>Understand at least 5 places in the city/town nouns</li> <li>Say and write a simple sentence to describe what is in a town/city</li> <li>Can say and write the nouns for presents on a charity stall</li> <li>Can ask and answer politely to purchase an item</li> <li>Write a simple descriptive sentence about a festive jumper</li> </ul>
Music Kapow Scheme of Work	<b><u>Musical Stories</u></b> A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. <b><u>Celebration Music</u></b> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas	<b><u>All about me!</u></b> <b><u>Pulse and rhythm</u></b> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. <b><u>Musical me</u></b> Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using notation to write a melody.	<b><u>Instrumental Unit</u></b> South Africa <b><u>South America</u></b> Samba and carnival sounds and instruments Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	<b><u>Film music</u></b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. <b><u>Ancient Egypt</u></b> <b><u>Composition notation</u></b> Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.
Religion and Worldviews Kapow Scheme of Work	Being Special: where do we belong? (Shropshire Agreed Syllabus)  <b>Why is Christmas special for Christians?</b> <b>(Understanding Christianity)</b>	<b><u>How did the world begin?</u></b> Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like. <b><u>What do some people believe God looks like?</u></b> Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	<b><u>What makes us human?</u></b> Children interpret and use art to express beliefs about spirituality, inner self and the soul. They also design the cover and blurb for a book titled ‘What makes us human?’ <b><u>Where do our morals come from?</u></b> Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.	<b><u>Why do people have to stand up for what they believe in?</u></b> Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues. <b><u>Why doesn't Christianity always look the same?</u></b> Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they investigate why Christian worship looks different across the world when key beliefs are the same.
Physical Education PE Planning Scheme of Work	<b><u>Me and Myself</u></b> Children should show the ability to manage basic personal needs, including dressing themselves, moving freely, show understanding towards the effects of activity on their body <b><u>Movement and Development</u></b> Children should improve speed, agility, balance, strength and coordination and develop jumping/hopping and landing techniques, understanding the importance of moving, landing and stopping safely	<b><u>Football / Handball</u></b> Improve ability to move fluently changing speed and direction, continue to develop key fundamental movement skills both with and without a ball, moving in a safe way.. <b><u>Gymnastics 1</u></b> Learn and develop fundamental movement skills, increase confidence and include travelling, balancing, rolling, and jumping. <b><u>Fitness</u></b> Develop fundamental movement skills, such as running, jumping, balancing and hopping.	<b><u>Football / Handball</u></b> Develop ball control, improving control when moving around, and increasing the accuracy and control when passing, shooting and receiving. <b><u>Gymnastics 1</u></b> Develop, and combine the key elements required to perform gymnastic sequences, with sequences becoming longer and more effective. <b><u>Fitness</u></b> Develop components of fitness, such as strength, speed, aerobic fitness and coordination. Children will show good control and coordination when performing skills in combination.	<b><u>Football / Handball</u></b> Perform and combine skills, at speed, with confidence and control, choose and apply skills that meet the need of the situation such as keeping possession or moving to get away from an opponent. <b><u>Gymnastics 1</u></b> Learn, develop, and refine the key elements required to perform gymnastic sequences including key shapes, balances, movement and travelling. <b><u>Fitness</u></b> improve in a range of aerobic and anaerobic fitness areas; being able to show determination to complete a task: circuit training, boxercise and key component specific, working individually, in pairs, and in small groups.



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## Long Term Learning Pathway - Cycle A (2023-2024)

Spring Term				
Values	Thankfulness		Faith	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 SCIENCE	 GEOGRAPHY	 PSHE	 PSHE
	WHERE THE WILD THINGS ARE	CHANGING TOYS	WHAT THE ROMANS DID FOR US	KINGS AND QUEENS
Geography Kapow Scheme of Work	<u>Outdoor adventures</u> Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	<u>What is the weather like in the UK?</u> Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	<u>Why do people live near volcanoes</u> Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	<u>Would you like to live in the desert?</u> Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.
History Kapow Scheme of Work	<u>Adventures through time</u> Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	<u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	<u>British history 2:</u> <u>Why did the Romans settle in Britain?</u> Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	<u>British history 5:</u> <u>What was life like in Tudor England?</u> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.
Science Developing Experts Scheme of Work	<u>Weather and Seasons</u> Children will learn about the different seasons here in the UK and the weather that comes with them. They will measure and record different weather types and also consider how we need to be careful in different seasons. <u>Animals</u> Children will discover different types of animals, from mammals to birds to insects. They will see lots of images and video clips which show animals in different habitats around the world, including those that live on a farm. <u>Insects</u> Children will discover the world of insects and invertebrates. They will see a large range of fascinating pictures and film clips of insect and will learn about their habitats by going on an insect hunt in school. <u>Food</u> Children will begin to think about where the food they eat comes from as well as what forms a healthy diet. They will begin thinking about how animals are used in food production.	<u>ANIMALS INCLUDING HUMANS 1 - All About Me</u> Children will learn how to identify, name, draw and label the basic parts of the human body, and say which part of the body is associated with each sense. <u>ANIMALS INCLUDING HUMANS 2 - All About Animals</u> Children will learn how to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will learn how to identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets.	<u>Animals including humans - 2</u> Children will learn how to describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions. They will construct and interpret a variety of food chains, identifying producers, predators and prey.  Key scientist: <u>William Beaumont</u> <u>Rocks</u> 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: <u>Mary Anning</u>	<u>Changes of Materials</u> Children will learn to describe how to recover a substance from a solution; demonstrate that dissolving, mixing and changes of state are reversible changes; and learn how to 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.  Key scientist: <u>Spencer Silver</u> <u>Living things and their habitats</u> This unit deepens children's understanding of life cycles, reproduction and animal characteristics. New concepts such as asexual reproduction and metamorphosis are introduced. Children will have the opportunity to dissect an egg, pretend to be David Attenborough or Jane Goodall as they research their favourite creature to create their own reports.  Key scientist: <u>Lucy Evelyn Chessman, Sir David Attenborough</u>
PSHE/SRE Kapow Scheme of Work	<u>Managing self: Taking on challenges</u> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge. <u>Self-regulation: Listening and following instructions</u> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	<u>Mixed Y1/2 planning</u> <u>Health and Wellbeing</u> Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic reactions, thinking about the people who help to keep us healthy  <u>Mixed Y1/2 planning</u> <u>Economic Wellbeing</u> Learning about what money is, where it comes from and how people make money; understand the difference between wants and needs; how to keep cash safe; benefits of banks and building societies; understand that skills and interests help us decide what job to do	<u>Mixed Y3/4 planning</u> <u>Health and Wellbeing</u> Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.  <u>Mixed Y3/4 planning</u> <u>Economic Wellbeing</u> Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.	<u>Mixed Y5/6 planning</u> <u>Health and Wellbeing</u> Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation.  <u>Mixed Y5/6 planning</u> <u>Economic Wellbeing</u> Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.
Art Kapow Scheme of Work	<u>Painting and mixed media: Paint my world</u> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	<u>Sculpture and 3D: Paper play</u> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	<u>Drawing: Growing artists</u> Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	<u>Painting and mixed media: Portraits</u> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.







	<b>Spring Craft: Petal mandala suncatchers</b> Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.			
D&T Kapow Scheme of Work	<b>Textiles: Bookmarks</b> Developing and practising threading and weaving techniques using various materials and objects. Pupils look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their <b>Easter: Hanging egg decoration</b> After listening to the Easter story, and learning about the history of Easter eggs, pupils design and make their own Easter egg hanging decorations.	<b>Textiles: Puppets</b> Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Children work to develop their technical skills of cutting, gluing, stapling and pinning.	<b>Digital world: Electronic charm</b> Designing, coding, making and promoting a Micro: bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.	<b>Mechanical systems: Making a pop-up book</b> Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.
Computing Year 1-6 Teach Computing Scheme of Work	Link with maths - planning a farm - shape, space and measure. CGJ	Programming A: Moving a robot  Data and Information: Grouping data	Programming A - Sequencing sounds  Data and information - Branching databases	Programming A - Selection in physical computing  Data and information - Flat-file databases
Languages Primary Languages Network Scheme of Work			<b>Animals I like and don't like</b> <ul style="list-style-type: none"><li>Remember and say animal nouns</li><li>Write a simple sentence about a favourite animal</li><li>Recognise a noun in a sentence</li></ul> <b>Carnival and using numbers</b> <ul style="list-style-type: none"><li>Recall numbers 0-11</li><li>Recall personal info questions from Autumn 1</li><li>Say age</li><li>Recall some months of year</li><li>Recall some days of week</li><li>Attempt to say and write the date</li></ul>	<b>Healthy Eating, going to the market</b> <ul style="list-style-type: none"><li>Remember and say familiar fruit/veg nouns</li><li>Identify cognates and semi cognates (fruit/veg nouns)</li><li>Say some numbers between 0 and 100</li><li>Participate in an at the market roleplay</li><li>Follow simple instructions for a recipe</li><li>Give simple instructions for a recipe</li></ul> <b>Clothes, colours and fancy dress</b> <ul style="list-style-type: none"><li>Identify and understand clothes nouns</li><li>Can say nouns for clothes accurately</li><li>Can read and understand descriptive sentences about clothes</li></ul>
Music Kapow Scheme of Work	<b>Exploring Sound</b> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment. <b>Music and Movement</b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	<b>Superheroes</b> <b>Pitch and tempo</b> Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting. <b>Animals</b> <b>Classical music, dynamics and tempo</b> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.	<b>Mountains</b> <b>Creating a composition in response to an animation</b> Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture. <b>Romans</b> <b>Adapting and transposing motifs</b> Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	<b>Musical Theatre</b> Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance. <b>Pop Art</b> <b>Theme and variations</b> Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.
Religion and Worldviews Kapow Scheme of Work	<b>Why is the word of God so important to Christians?</b> <b>(Understanding Christianity)</b>  <b>Why is Easter special to Christians?</b> <b>(Understanding Christianity)</b>	<b>What is God's job?</b> Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people. <b>Why should we care for the world?</b> This unit will be available from 9th February 2024.	<b>Is scripture central to religion?</b> Reflecting on what revelation means to some people; exploring the significance of some scriptures from the way they are treated and used by some people. <b>What happens if we do wrong?</b> This unit will be available from 9th February 2024.	<b>What happens when we die? (Part 1)</b> From Abrahamic and non-religious perspectives, children interpret different sources of wisdom and beliefs about what happens when we die and the importance of funerals. <b>What happens when we die? (Part 2)</b> This unit will be available from 9th February 2024.
Physical Education PE Planning Scheme of Work	<b>Throwing and Catching</b> Move freely, with pleasure and confidence in a range of skilful ways, learn to accept the needs of others, turn taking and sharing. <b>Ball Skills</b> Move confidently and safely, considering and managing risks when using equipment, develop fundamental movement skills, showing control when throwing and catching a large ball.	<b>Dance</b> Move confidently and safely, develop fundamental movement skills, linking different ways of travelling to music, with control. <b>Dodgeball</b> Improve ability to move fluently both with and without a ball, improving their ability to move in a safe, controlled way. <b>Gymnastics 2</b> Increase a child's confidence and competence and include travelling, balancing, rolling, and jumping. <b>Orienteering</b> Learn basic map reading skills, understanding some features on a map and what they represent to enable children to navigate a map, select a route, and solve problems.	<b>Dance</b> Create dance phrases, performing with quality and fluency, apply speed, tension and continuity, develop understanding of stimuli to create narratives. <b>Dodgeball</b> Improving control when moving around, and increasing accuracy and control when performing skills such as handling, striking, dodging and catching. <b>Gymnastics 2</b> Learn, develop, and combine the key elements required to perform gymnastic sequences, with sequences becoming longer and more effective. <b>Orienteering</b> Recognise locations on a map, plot routes on a map between controls and build their own map, develop map reading techniques such as scaling and thumbing and folding and should be able to apply these in games.	<b>Dance</b> Perform a range of movement patterns, and explore movements ideas inspired by a stimuli, combine movements and perform dances. <b>Dodgeball</b> Perform and combine skills, at speed, with confidence and control, choose and apply skills that meet the needs of the situation. <b>Gymnastics 2</b> Learn, develop, and refine the key elements required to perform gymnastic sequences, including key shapes, balances, movement and travelling. <b>Orienteering</b> Use a map confidently, designing routes to controls and building detailed maps, take part in orienteering events, choosing and applying appropriate skills for the challenge.



# Lower Heath CE Primary School

## Long Term Learning Pathway - Cycle A (2023-2024)

Summer Term				
Values	Love		Fellowship	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 GEOGRAPHY	 GEOGRAPHY	 GEOGRAPHY AND SCIENCE	 GEOGRAPHY
	PLANES, TRAINS AND AUTOMOBILES	FRUITS, SHOOTS AND MUDDY BOOTS	FORESTS AND FLOWERS	WE'LL MEET AGAIN
Geography Kapow Scheme of Work	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.	<u>What can you see at the coast?</u> Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	<u>Why are rainforests important to us?</u> Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	<u>Where does our energy come from?</u> Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.
History Kapow Scheme of Work	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.	<u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	<u>British history 3:</u> <u>How hard was it to invade and settle in Britain?</u> Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	<u>British history 6:</u> <u>What was the impact of World War II on the people of Britain?</u> Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.
Science Developing Experts Scheme of Work	<u>Weather and Seasons</u> Children will learn about the different seasons here in the UK and the weather that comes with them. <u>Machines</u> Children will begin learning about non-living things before moving on to learn about machinery and how it makes it easier for humans to complete certain jobs. Children will also think about different types of transport and how we use them. <u>Forces</u> This unit includes how we can apply force to an object but also how the nature and material of an object can dictate how it responds to forces and conditions. <u>Materials</u> Discover, with their sense, the materials around them every day. Children can begin to use vocabulary to describe different materials, learn how and why materials can change and investigate natural and man-made materials. <u>Plants</u> Explore plants, learning about how plants are made, where they come from and how to look after them. Learn some key vocabulary about different parts of plants. <u>The Beach</u> Understand more about the beach through activities like making sandcastles and measuring footprints. They will also learn how coastlines can wear away and think about why this happens.	<u>PLANTS - 1</u> 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 basic structure of a variety of common flowering plants, including trees. <u>PLANTS - 2</u> Children learn how to observe and describe how seeds and bulbs grow into mature plants. They will find out and describe how plants need water, light and suitable temperature to grow and stay healthy.  Key scientist: <u>Wangari Maathai</u>	<u>Plants</u> Children will learn how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They 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. They investigate the way in which water is transported within plants and how to explore the part that flowers play in the life cycle of flowering plants: pollination, seed formation and seed dispersal.  Key scientist: <u>Joseph Dalton Hooker</u> <u>Light</u> Children will learn how to recognise that they need light to see and that dark is the absence of light. They notice that light is reflected from surfaces, that light from the sun can be dangerous and that there are ways to protect their eyes. Children will recognise that shadows are formed when the light from a light source is blocked by an opaque object. They will find patterns in the way that the size of shadows change.  Key scientist: <u>Justus Von Liebig</u>	<u>Light</u> 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 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.  Key scientist: <u>Abu Ali al-Hasan (Alhazen)</u> <u>Animals including humans</u> This topic should be taught alongside PSHE with careful consideration of the school's Sex and Relationship Education Policy.  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. They will learn about the changes experience in puberty.
PSHE/SRE Kapow Scheme of Work	<u>Building relationships: My family and friends</u> In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend and how we need to listen to one another. <u>Managing self: My wellbeing</u> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.	<u>Mixed Y1/2 planning</u> <u>Safety and the changing body</u> Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact <u>Mixed Y1/2 planning</u> <u>Transition</u> An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.	<u>Mixed Y3/4 planning</u> <u>Safety and the changing body</u> Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4) <u>Mixed Y3/4 planning</u> <u>Transition</u> This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.	<u>Mixed Y5/6 planning</u> <u>Safety and the changing body</u> Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6). <u>Mixed Y5/6 planning</u> <u>YEAR 6 ONLY</u> <u>Identity</u> Two lessons for Y6 pupils with presentations and classroom resources on the theme of personal identity and body image. <u>Mixed Y5/6 planning</u> <u>Transition</u>

				In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.
Art Kapow Scheme of Work	<u>Sculpture and 3D: Creation station</u> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors. <u>Summer Craft: Salt painting</u> Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.	<u>Drawing: Make your mark</u> Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	<u>Craft and design: Fabric of nature</u> Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.	<u>Drawing: Make my voice heard</u> On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.
D&T Kapow Scheme of Work	<u>Structures: Boats</u> Exploring what is meant by 'waterproof', 'floating' and 'sinking', pupils experiment and make predictions with various materials to carry out a series of tests. <u>Summer: Making a rainbow salad</u> After revisiting health and safety rules, pupils design, prepare and evaluate the ingredients to create their own rainbow salad.	<u>Cooking and nutrition: Fruit and vegetables</u> Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make design packaging for.	<u>Structures: Pavilions</u> Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.	<u>Cooking and nutrition: What could be healthier?</u> Researching and modifying a traditional Bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.
Computing Year 1-6 Teach Computing Scheme of Work		Creating Media: Digital writing  Programming B: Animations	Creating media - Desktop publishing  Programming B - Events and actions in programs	Creating media - Introduction to vector graphics  Programming B - Selection in quizzes
Languages Primary Languages Network Scheme of Work			<u>Fruit, Veg and a Hungry Giant</u> <ul style="list-style-type: none"><li>Understand and say fruit/veg nouns</li><li>Recall numbers 0-15</li><li>Count fruits</li><li>Understand, enjoy, join in with story and board game</li><li>Ask politely for an item</li><li>Attempt to write a simple sentence using conjunction "and"</li></ul> <u>Going on a Picnic</u> <ul style="list-style-type: none"><li>Identify and understand familiar colours in a sentence</li><li>Remember and say familiar colours</li><li>Understand and join in with a story</li></ul> <u>Aliens in France</u> <ul style="list-style-type: none"><li>Ask the question "Where do you live/</li><li>Respond to the question with "I live in..."</li></ul>	<u>Out of this World</u> <ul style="list-style-type: none"><li>Understand information on a simple ID card</li><li>Ask and answer details about identity</li><li>Recognise planets in target language</li><li>Use adjectives accurately to describe planets</li><li>Read and understand simple facts about the planets</li><li>Recall and use prior learning to create a simple imaginary planet description.</li></ul> <u>Going to the Seaside</u> <ul style="list-style-type: none"><li>Understand and say nouns for beach bag items</li><li>Use sentence starters to create a sequence of sentences</li><li>Use "you can" + infinitive of a verb to create a persuasive sentence</li><li>Say/write extended sentences to describe a day at the seaside</li></ul>
Music Kapow Scheme of Work	<u>Big Band</u> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience	<u>By the sea</u> <u>Vocal and body sounds</u> Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. <u>Myths and legends</u> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	<u>Vikings</u> <u>Developing singing technique</u> The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions. <u>Rainforests</u> Body and tuned percussion A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.	<u>Songs of World War Two</u> Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts. <u>Leavers' songs</u> <u>Composing and performing</u> Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Religion and Worldviews Kapow Scheme of Work	What places are special and why?  What times / stories are special and why?	<u>How do we know that new babies are special?</u> This unit will be available from 1st April 2024. <u>Why should we care for others?</u> This unit will be available from 31st May 2024.	<u>Why is water symbolic?</u> This unit will be available from 1st April 2024. <u>Why is fire used ceremonially?</u> This unit will be available from 31st May 2024.	<u>Who should get to be in charge?</u> This unit will be available from 1st April 2024. <u>Why are some places in the world significant to believers?</u> This unit will be available from 31st May 2024.
Physical Education PE Planning Scheme of Work	<u>Fun and Games</u> Move freely, with pleasure and confidence in a range of skilful ways, learn to accept the needs of others, turn taking and sharing, run in a controlled way, changing speed and direction to avoid obstacles. <u>Working with others</u> Run with control and coordination, negotiating space successfully, adjusting speed or direction to avoid obstacles, develop basic ball control and be aware of boundaries set.	<u>Netball / tennis / badminton</u> Improve ability to move fluently changing speed and direction, develop fundamental skills, both with and without a ball. <u>Athletics</u> Apply basic athletic skills and techniques to a range of activities, including jumping, hoping, and balancing with control. <u>Rounders</u> Improve ability to move fluently changing speed and direction avoiding collisions, develop skills to catch and stop a ball, getting in to throw and hit the ball, showing basic control.	<u>Netball</u> Develop ball control, improving control when moving around, and increasing the accuracy and control when passing, shooting and receiving. <u>Tennis or Badminton</u> Develop racket and ball control, improving control when moving around, and increasing the accuracy and control when performing shots. <u>Athletics</u> Apply a broad range of athletic skills in different ways, including running, jumping, and throwing with control and consistency. <u>Rounders</u> Develop control of the bat and ball, knowing how to throw and catch over an increasing distance, and hit the ball with the correct technique.	<u>Netball</u> Combine skills, at speed such as keeping possession or moving to get away from an opponent. <u>Tennis or Badminton</u> Combine skills, at speed, choose and apply skills that meet the needs of the situation such as shot selection, height, depth and speed. <u>Athletics</u> Develop, and refine techniques such as running, jumping, and throwing skills in isolation and combination. <u>Rounders</u> Combine skills, at speed, that meet the needs of the situation such as retrieving, intercepting, bowling and hitting.