







Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2024-2025)





Autumn Term				
Values	Vision - Let your light shine		Thankfulness	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 SCIENCE, PSHE, D&T	 PSHE	 HISTORY	 GEOGRAPHY, PSHE
	MARVELLOUS ME	THE HOUSE THAT JACK BUILT	WIRED FOR SOUND	FROM MERCURY TO NEPTUNE
Geography Kapow Scheme of Work	<u>Exploring maps</u> Exploring maps through discussion, story-telling, games and creative activity.	<u>Where am I?</u> Locating the countries of the UK on a map, recognising features within the school grounds. Using directional language to explore the location of features on maps. Creating their own map using symbols to represent features and thinking about how places on the school grounds make them feel.	<u>Who lives in Antarctica?</u> Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	<u>Why does population change?</u> Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.
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>What is 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. Exploring what holidays were like in the past through asking questions and examining photographs.	<u>How have children's lives changed?</u> Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.	<u>What does the Census tell us about our local area?</u> Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.
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. Children will also consider how and why we are all unique. <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>Seasonal Changes</u> Children will learn how to observe changes across the four seasons and observe and describe weather associated with the seasons and how the day length varies. They will learn about the changes that take place in autumn and winter. <u>Uses of Everyday Materials</u> Children will learn how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They will learn how to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Electricity</u> 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 <u>Sound</u> 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. 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	<u>Electricity</u> 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. Children will also be taught to use recognised circuit symbols when representing circuits in diagrams. Key scientist: Nicholas Tesla <u>Earth and Space</u> Children will learn about celestial bodies in our solar system. They will start with an exploration of each planet - from Mercury to Neptune. They will then explore how scientific ideas surrounding Earth's movement and placement have changed and developed over time. They will deepen their understanding of the Moon, time zones and the night and day cycle.
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> Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an issue.	<u>Mixed Y3/4 planning</u> <u>Family and Relationships</u> Learning about how to deal with friendship issues and the difference between these problems and bullying, understanding that families are different but they support each other, learning about the issues with stereotyping and reflecting on how we communicate with others. <u>Mixed Y3/4 planning</u> <u>Citizenship</u> Learning about the importance of reusing and recycling; considering community groups in the local area; learning about the role of the local council; understanding the value of diversity in a community; understanding their rights as a child; considering different ways to support charities.	<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> Recognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others; considering how rights and responsibilities are linked.
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 different surfaces.	<u>Sculpture and 3D: Clay houses</u> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread	<u>Painting and mixed media: Light and dark</u> Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.	<u>Drawing: I need space</u> Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They

	<p>They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> <p><u>Autumn Crafts: Nature wreaths</u></p> <p>Designing and making autumn wreaths using natural objects; exploring colour and pattern to crate individual designs.</p> <p><u>Winter Crafts: Threaded snowflakes</u></p> <p>Making pipe-cleaner snowflakes; applying skills with threading, choosing colours and shapes to create patterns.</p>	<p>and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>		<p>combine collage and printmaking to create a piece in their own style.</p>
<p>D&T</p> <p>Kapow Scheme of Work</p>	<p><u>Cooking and Nutrition: Soup</u></p> <p>Explore differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story ‘The best pumpkin soup’ and develop a vegetable soup recipe.</p> <p><u>Christmas: Sliding Santa chimneys</u></p> <p>Children explore a simple paper slider mechanism as part of a practical example and then apply it to create their own sliding Santa chimney</p>	<p><u>Structures: Baby bear's chair</u></p> <p>Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.</p>	<p><u>Electrical systems: Torches</u></p> <p>Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>	<p><u>Textiles: Waistcoats</u></p> <p>Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p>
<p>Computing</p> <p>Year 1-6 Teach</p> <p>Computing Scheme of Work</p>	<p>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.</p>	<p>Computing Systems and Networks: IT around us</p> <p>Creating Media: Digital photography</p>	<p>Computing systems and networks - The Internet</p> <p>Creating media - Audio production</p>	<p>Computing systems and networks - Communication and collaboration</p> <p>Creating media - Web page creation</p>
<p>Languages</p> <p>Primary Languages</p> <p>Network Scheme of Work</p>			<p><u>Welcome to School</u></p> <ul style="list-style-type: none"> • Answer several questions about themselves • Ask several questions about a friend • Understand and respond to classroom instructions • Recall days of week • Recall months of year • Say and write some nouns for classroom objects <p><u>My town, your town</u></p> <ul style="list-style-type: none"> • Listen and respond accurately to sequence of commands • Communicate simple instructions • Recognise and read places in town nouns • Ask and respond appropriately to where something is 	<p><u>Revisiting me/Telling the time/Everyday life</u></p> <ul style="list-style-type: none"> • Participate in brief conversations about themselves and others. • Understand and say several o'clock time phrases • Say and write a sequence of daily routine sentences • Ask and answer some question about own daily routine <p><u>Homes and Houses</u></p> <ul style="list-style-type: none"> • Understand brief descriptions of items in a house • Use a sequence of simple sentences with nouns and adjectives to describe a house • Ask and answer where something is, using prepositions of place
<p>Music</p> <p>Kapow Scheme of Work</p>	<p><u>Musical Stories</u></p> <p>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.</p> <p><u>Celebration Music</u></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p><u>Traditional western stories</u></p> <p><u>Orchestral instruments</u></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> <p><u>Fairy tales</u></p> <p><u>Timbre and rhythmic patterns</u></p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key points in a story. They explore creating rhythmic patterns to tell a fairy tale.</p>	<p><u>Instrumental unit</u></p> <p>Caribbean</p> <p><u>Rock and Roll</u></p> <p>Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.</p>	<p><u>Looping and remixing</u></p> <p>In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.</p> <p><u>Blues</u></p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>
<p>Religion and Worldviews</p> <p>Kapow Scheme of Work</p>	<p>Being special: where do we belong? (Shropshire Agreed Syllabus)</p> <p>Why is Christmas special for Christians? (Understanding Christianity)</p>	<p><u>Why do we need to give thanks?</u></p> <p>Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.</p> <p><u>What do candles mean to people?</u></p> <p>Children investigate the ways light is used in religious and worldview contexts. They explore different festivals through artwork and stories, use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah.</p>	<p><u>Are all religions equal?</u></p> <p>As children explore the origins of various religions, they discover geographical and historical connections among them. They investigate Sikh and Bahá’í beliefs and practices, reflecting unity and equality, and plan a promotional video, poster or slide show for World Religion Day.</p> <p><u>What makes some texts sacred?</u></p> <p>Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p>	<p><u>Why does religion look different around the world? (Part 1)</u></p> <p>Building on comparisons about the origins of the Abrahamic religions, children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.</p> <p><u>Why does religion look different around the world? (Part 2)</u></p> <p>Building on their learning from part 1, children discover the diversity within the Buddhist, Hindu and Sikh worldviews. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.</p>
<p>Physical Education</p> <p>PE Planning Scheme of Work</p>	<p><u>Me and Myself</u></p> <p>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</p> <p><u>Movement and Development</u></p> <p>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.</p>	<p><u>Hockey / Tag Rugby</u></p> <p>improve their ability to move fluently changing speed and direction. They should continue to develop key fundamental movement skills, both with and without a ball, moving in a safe way.</p> <p><u>Gymnastics 1</u></p> <p>Increase confidence and competence and include travelling, balancing, rolling, and jumping.</p> <p><u>Fitness</u></p> <p>Develop skills, such as running, jumping, balancing and hopping, improve physical components such as strength, speed, agility.</p>	<p><u>Hockey / Tag Rugby</u></p> <p>Develop ball control and increase the accuracy and control when passing, shooting and receiving.</p> <p><u>Gymnastics 1</u></p> <p>Develop, and combine the key elements required to perform gymnastic sequences, with sequences becoming longer and more effective.</p> <p><u>Fitness</u></p> <p>Develop fitness, such as strength, speed, aerobic fitness and coordination, show good control and coordination when performing skills in combination.</p>	<p><u>Hockey / Tag Rugby</u></p> <p>Perform and combine skills, at speed, with confidence and control, apply skills that meet the need of the situation.</p> <p><u>Gymnastics 1</u></p> <p>Learn, develop, and refine elements required to perform gymnastic sequences</p> <p><u>Fitness</u></p> <p>Show determination when participating in activities such as circuit training and boxercise.</p>



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2024-2025)





Spring Term				
Values	Respect		Faith	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 SCIENCE	 HISTORY	 GEOGRAPHY, PSHE	 GEOGRAPHY, SCIENCE
	WHERE THE WILD THINGS ARE	COLOURFUL CREATIONS	WALK LIKE AN EGYPTIAN	PICTURE THIS
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 it like to live in Shanghai?</u> Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.	<u>Are all settlements the same?</u> Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.	<u>Why do oceans matter?</u> Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.
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 was school different in the past?</u> Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	<u>What did the ancient Egyptians believe?</u> Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.	<u>What did the Greeks ever do for us?</u> Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.
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>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>Seasonal Changes</u> Children will learn how to observe changes across the four seasons and observe and describe weather associated with the seasons and how the day length varies. They will learn about the changes that take place in Spring. <u>Animals, Including Humans 1 - Growth</u> Children will learn how to notice that animals, including humans, have offspring which grow into adults. They find out about the basic needs of animals for survival (water, food and air) and can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <u>Animals, Including Humans 2 - Life Cycles</u> Children are taught about the stages of the human life cycle to old age and how to match offspring to their parent. They will explore the life cycle of chickens, butterflies and frogs. Key Scientist: Dr Ernest Madu	<u>States of Matter</u> Children will be taught to use the terms 'solid, liquid and gas' 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. Children will be taught the terms condensation and evaporation and will be able to apply their learning in the context of the water cycle. Key scientist: Bernard Palissy <u>Forces and Magnets</u> 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. Key scientist: Michael Faraday	<u>Animals including humans</u> 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 <u>Looking after our environment</u> This unit further develops children's working scientifically skills. Children will explore the core concepts: what a climate is; how it changes, the difference between a man-made and natural environment and compare data associated with the weather Key scientist: Nicholas Copernicus, Claudius Ptolemy, Alhazen
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 Health and wellbeing</u> Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth. <u>Mixed Y1/2 planning Economic Wellbeing</u> Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests influence career choices.	<u>Mixed Y3/4 planning Health and wellbeing</u> Learning how to look after our teeth, practising visualisation as a way to relax, considering our strengths and future career options, learning how to break down barriers to help us achieve a goal, identifying a range of emotions and understanding the term 'mental health.' <u>Mixed Y3/4 planning Economic Wellbeing</u> Introduction to creating a budget and learning about: the emotional impact of money, the spending choices that we make and why and thinking about potential jobs and careers	<u>Mixed Y5/6 planning 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; living a healthy lifestyle; the impact of technology on mental health and wellbeing; creating resilience strategies; the benefits of immunisation; creating good habits. <u>Mixed Y5/6 planning Economic Wellbeing</u> Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths.
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>Painting and mixed media: Life in colour</u> Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.	<u>Craft and design: Ancient Egyptian scrolls</u> Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'	<u>Craft and design: Photo opportunity</u> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

	Spring Craft: Petal mandala suncatchers 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	Textiles: Bookmarks 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 Easter: Hanging egg decoration After listening to the Easter story, and learning about the history of Easter eggs, pupils design and make their own Easter egg hanging decorations.	Mechanisms: Making a moving monster After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.	Mechanical systems: Making a slingshot car Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.	Structures: Playgrounds Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.
Computing Year 1-6 Teach Computing Scheme of Work	Link with maths - planning a farm - shape, space and measure. CGJ	Programming A: Robot algorithms Data and Information: Pictograms	Programming A - Repetition in shapes Data and information - Data logging	Programming A - Variables in games Data and information - Spreadsheets
Languages Primary Languages Network Scheme of Work			Family tree and faces <ul style="list-style-type: none">Remember and say nouns for members of familyRecognise, understand and say parts of face nounsWrite a simple sentence with a part of face and a colour Face and body parts <ul style="list-style-type: none">Recognise and use accurately body part nounsUnderstand simple descriptive sentence about body parts with colour adjectives and size adjectivesSay and write simple sentence about a physical descriptionFollow a simple sequence of physical movement commandsCommunicate a simple sequence of physical movement commands	Playing and Enjoying Sport <ul style="list-style-type: none">Say and write nouns for sportIdentify cognates and semi-cognatesExpress a like/dislike of a sportIdentify and attempt to use parts of the present tense of jouerSay and write a description of a sport Funfair and Favourites <ul style="list-style-type: none">Understand information about a theme parkDescribe funfair rides in simple sentencesSay a simple statement about favourite thingsWrite a simple statement about favourite things
Music Kapow Scheme of Work	Exploring Sound 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. Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	Animals African call and response song Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms. Space Dynamics, timbre, tempo and motifs Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad. Hanami festival Haiku, music and performance This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together.	Holi festival Composition to represent the festival of colour Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil. Fingal's Cave by Mendelssohn Dynamics, pitch and texture Appraising the work of Mendelssohn and further developing improvisation and composition skills.
Religion and Worldviews Kapow Scheme of Work	Why is the word 'God' so important to Christians? (Understanding Christianity) Why is Easter special to Christians? (Understanding Christianity)	How do we know some people have a special connection to God? Exploring how we know that some people are believed to have a special connection to God through looking for clues in religious stories. What is a prophet? Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across varying worldviews and what this suggests about their importance to some people.	Just how important are our beliefs? Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways. Who was Jesus? This unit will be available from 9th February 2024.	Why is it better to be there in person? Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people. Why is there suffering? (Part 1) This unit will be available from 9th February 2024.
Physical Education PE Planning Scheme of Work	Throwing and Catching Move freely, with pleasure and confidence in a range of skilful ways, learn to accept the needs of others, turn taking and sharing. Ball Skills Move confidently and safely, considering and managing risks when using equipment, develop fundamental movement skills, showing control when throwing and catching a large ball.	Dance Move confidently and safely, develop fundamental movement skills, linking different ways of travelling to music, with control. Golf Develop manipulation skills - pushing, rolling and putting a ball towards a target, performing with some control and accuracy. Gymnastics 2 Explore and form simple sequences of different actions, moving safely, changing direction and speed. Orienteering learn basic map reading skills, understanding some features on a map and what they represent, navigate a map and, select a route.	Dance Develop a range of expressive qualities and movement patterns, create dance phrases, performing with quality and fluency. Golf Develop ball control, handling skills and develop techniques needed for competitive games such as, the chipping and putting. Gymnastics 2 Develop, and combine the key elements required to perform gymnastic sequences, with sequences becoming longer and more effective. Orienteering Recognise locations on a map, plot routes on a map between controls and build their own map, develop map reading techniques.	Dance Perform a range of movement patterns, and explore movements ideas inspired by a stimuli. Golf Develop an accurate putting technique, an effective chipping for height technique, and a controlled driving for distance technique. Gymnastics 2 Refine the key elements required to perform sequences, include key shapes, balances, movement and travelling. Orienteering Use a map confidently, design routes to controls, build detailed maps, take part in orienteering events.



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2024-2025)

Summer Term				
Values	Love		Fellowship	
	EYFS	Y1/2	Y3/4	Y5/6
Global Goals Courageous Advocacy	 GEOGRAPHY	 GEOGRAPHY, SCIENCE	 GEOGRAPHY	 PSHE
	PLANES, TRAINS AND AUTOMOBILES	CONQUERING KINGS	ROVING RIVERS	JOURNEY THROUGH TIME
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>Would you prefer to live in a hot or cold place?</u> Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	<u>What are rivers and how are they used?</u> Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.	<u>Can I carry out an independent fieldwork enquiry?</u> Observing, measuring, recording and presenting their own fieldwork study of the local area.
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>What is a monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	<u>How did the achievements of the Maya civilisation influence their society and beyond?</u> This unit will be available from April 2024.	<u>Unheard histories: Who should go on the banknote?</u> This unit prepares the children for the challenges of Key stage 3 History. It gives them the historical skills of inference, extracting information from sources, evaluating historical figures and the opportunity, like historians, to decide their criteria for significance. The unit also allows the children to consider the contributions to Britain of a diverse group of people, whose experiences are less well-known.
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>Seasonal Changes</u> Children will learn how to observe changes across the four seasons and observe and describe weather associated with the seasons and how the day length varies. They will learn about the changes that take place in summer. <u>Living things and their habitats</u> Children will explore the differences between things that are living, dead, and things that have never been alive. They learn how to identify and name a variety of plants and animals in their habitats, including microhabitats. They will describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. <u>Living things and their habitats - Habitats around the world</u> Children will learn that habitats are constantly changing, exploring the rainforest and its problems. They will describe life in the ocean, discover the Arctic and Antarctic habitat and create a model of a habitat	<u>Living things and their habitats - 1</u> Children will learn that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <u>Living things and their habitats 2 - Conservation</u> Children will learn how to recognise that environments can change and that this can sometime pose dangers to living things.	<u>Living things and their habitats</u> Children identify the kingdoms of life and classify living things within those kingdoms. They will be introduced to the Linnean system of classification and will be able to develop their practical scientific skills through investigating mould growth on bread and mushroom spore dispersal. Key scientist: Carl Linnaeus <u>Evolution and Inheritance</u> Children are introduced to the key concepts of evolution and inheritance, including animal characteristics and fossils. Children will learn about inherited traits and apply their knowledge to various animals and plants before being introduced to the work of Mary Anning and Charles Darwin. They will learn about the history of the human race and discover links between extinct animals and those which are still living today. Significant scientists: Charles Darwin and Mary Anning
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; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the internet; learning about appropriate and inappropriate contact <u>Mixed Y1/2 planning</u> <u>Transition</u>	<u>Mixed Y3/4 planning</u> <u>Safety and the changing body</u> Learning how to spot fake emails; understanding the purpose of age restrictions online; evaluating online searches; considering the risks of smoking and the influences that affect our choices; learning how to deal with someone having an asthma attack; 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>	<u>Mixed Y5/6 planning</u> <u>Safety and the changing body</u> Learning how to be critical digital consumers; understanding that online relationships should be treated the same as face to face relationships; learning how to deal with first aid emergencies such as bleeding and giving life support; learning about puberty and menstruation (Y5) and conception, pregnancy and birth (Y6) <u>Mixed Y5/6 planning</u> <u>YEAR 6 ONLY</u> <u>Identity</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.	This end-of-year lesson supports children with the transition between year groups. Year 3 pupils create goals to aim for in Year 4, whilst Year 4 pupils consider the strategies that they can use to deal with change.	Two lessons on the theme of personal identity and body image <u>Mixed Y5/6 planning 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. <u>Summer Craft: Salt painting</u> Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.	<u>Painting and mixed media: Colour splash</u> Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	<u>Drawing: Power prints</u> Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	<u>Sculpture and 3D: Making memories</u> Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
D&T Kapow Scheme of Work	<u>Structures: Boats</u> Exploring what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, pupils experiment with various materials to carry out a series of tests. They learn about the different features of boats and ships before building their own. <u>Summer: Making a rainbow salad</u> After revisiting health and safety rules, pupils design, prepare and evaluate a rainbow salad.	<u>Mechanisms: Fairground wheel</u> Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills.	<u>Structures: Constructing a castle</u> Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.	<u>Digital world: Navigating the world</u> Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to ‘sell’ their product.
Computing Year 1-6 Teach Computing Scheme of Work		Creating media: Digital music Programming B: Programming quizzes	Creating media - Photo editing Programming B - Repetition in games	Creating media - 3D Modelling Programming B - Sensing movement
Languages Primary Languages Network Scheme of Work			<u>Feeling unwell</u> <ul style="list-style-type: none">Recall body part nounsExplain what hurts and how feelingTake part in at the doctors’ roleplay <u>Jungle animals</u> <ul style="list-style-type: none">Identify jungle animal nounsIdentify and find meaning of unfamiliar adjectivesUnderstand and join in with a story <u>The weather</u> <ul style="list-style-type: none">Read and understand 3 simple sentences about the weatherSay and write 3 simple sentences about the weather <u>Ice creams</u> <ul style="list-style-type: none">Understand some ice cream flavoursDescribe a favourite ice creamParticipate in a buy an ice cream roleplay	<u>Café Culture</u> <ul style="list-style-type: none">Understand a target language menu.Ask for 3 drinks politelyAsk for 3 snacks politelyAsk politely for typical target language breakfast itemsParticipate in short café roleplays <u>Performance Time</u> <ul style="list-style-type: none">Understand a simple short sketchDevelop and adapt a simple short sketch and add new languageRemember a short sketchParticipate in a sketchUse a word reference tool and comprehension strategies to access unfamiliar languageCompile over time and write a sequence of short texts to describe themselves and the things they like
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>British songs and sounds</u> <u>On this island</u> Creating sounds to represent three contrasting landscapes: seaside, countryside and city. <u>Under the sea</u> <u>Musical vocabulary</u> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	<u>Rivers</u> <u>Changes in pitch, tempo and dynamics</u> Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance. <u>Jazz</u> Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.	<u>South and West Africa</u> Children learn ‘Shosholoza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety. <u>Leavers’ song</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? (Shropshire Agreed Syllabus) What times / stories are special and why? (Shropshire Agreed Syllabus)	<u>How do some people talk to God?</u> This unit will be available from 1st April 2024. <u>Where do some people talk to God?</u> This unit will be available from 31st May 2024.	<u>Why is the Bible the best-selling book of all time?</u> This unit will be available from 1st April 2024. <u>Does the language of scripture matter?</u> This unit will be available from 31st May 2024.	<u>Why is there suffering? (Part 2)</u> This unit will be available from 1st April 2024. <u>What place does religion have in our world today?</u> This unit will be available from 1st April 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>Basketball / Volleyball</u> Improve their ability to move fluently changing speed and direction, develop key fundamental movement skills, both with and without a ball/ball, improving their ability to move in a safe, controlled way. <u>Athletics</u> Apply basic athletic skills and techniques to a range of activities. These skills include jumping, hoping, and balancing with control. <u>Cricket</u> Improve ability to move fluently changing speed and direction, avoiding collisions, develop skills to catch and stop a ball	<u>Basketball / Volleyball</u> Develop ball control, improving control when moving around, and increasing the accuracy and control. <u>Athletics</u> Apply a broad range of athletic skills in different ways including running, jumping and throwing with control and consistency. <u>Cricket</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>Basketball / Volleyball</u> Combine skills, at speed, with confidence and control. Children should choose and apply skills that meet the need of the situation. <u>Athletics</u> Develop and refine techniques and actions needed for a range of athletic disciplines. <u>Cricket</u> Perform and combine skills, at speed, with confidence and purpose, apply skills that meet the needs of the situation such as retrieving, intercepting, bowling and hitting.