



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2026-2027)



Autumn Term				
Values	Vision - Let your light shine		Thankfulness	
	EYFS MARVELLOUS ME	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	<ul style="list-style-type: none">➤ EAD: Singing Sal - Storytelling using Story Sticks http://sallytonge.co.uk/general/storytelling.html➤ UW: Visit to Holy Immanuel Church to observe Rev Armstong deliver an EYFS baptism	<ul style="list-style-type: none">➤ Art: Clay Sculptures - Shrewsbury Museum & Art Gallery https://www.shropshiremuseums.org.uk/wp-content/uploads/2024/04/Clay-Sculptures-Overview-KS1-2024.pdf	<ul style="list-style-type: none">➤ History - Blists Hill Victorian Town➤ Science: Xplore - Light and Sound workshop at school	<ul style="list-style-type: none">➤ Science: Xplore - Coding Workshop➤ OUTDOOR LEARNING: YEAR 6 /ENGLISH POETRY
Personal Development Whole School Enrichment Days	<ul style="list-style-type: none">➤ Harvest Festival (September)➤ European Day of Languages (September: https://edl.ecml.at/) HH➤ Yom Kippur (September/October)➤ Diwali (October/November)➤ Black History Month (October) JL➤ Grandparents Day (October)➤ GURPURAB (November)➤ Remembrance (November) HR➤ EYFS/KS1 Nativity at Church (December)➤ KS2 Christmas Carol Service at Church (December)➤ Whole School Pantomime visit (December)			
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 EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	<u>Changing seasons</u> A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. <u>Animal adventures</u> Exploring animals big and small on the school grounds and further afield, identifying similarities and differences and sorting animals into groups.	<u>Sensitive bodies</u> Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work. <u>Everyday materials</u> Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data. Pupils use results to answer questions and sort and group materials based on their properties. YEAR 1 OUTDOOR LEARNING UNIT	<u>Forces and magnets</u> Investigating the movement of vehicles on different surfaces, children learn about the impact of friction and compare uses and drawbacks. They broaden their experience in writing scientific methods and recording data as they investigate contact and non-contact forces. Pupils explore the properties of different magnets and use this to Understand their uses. <u>States of matter</u> Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically. YEAR 4 OUTDOOR LEARNING UNIT	<u>Life cycles and reproduction</u> Studying animal life cycles, children learn about the significance of reproduction for a species' survival. Pupils compare asexual and sexual reproduction in plants and grow cuttings to measure and plot root growth over time. Children compare the life cycles of mammals, birds, amphibians and insects identifying key differences. They analyse secondary data to investigate how the amphibian life cycle is affected by predators and climate change. <u>Unbalanced forces</u> Building on their knowledge of forces, children explore gravity, air resistance and water resistance in more depth and consider the effect of these forces being unbalanced. They demonstrate key principles in the classroom and plan investigations to further their understanding of the effects of these forces. Pupils test their ideas using models and compete to build the most effective pulley system.
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>Families 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>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>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>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>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>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.
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. They use felt tips to explore colour and pencils to create observational drawings of their faces. <u>Optional Activities</u>	<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 and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	<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 combine collage and printmaking to create a piece in their own style.

	<p>Autumn Crafts: Nature wreaths Designing and making autumn wreaths using natural objects; exploring colour and pattern to crate individual designs.</p> <p>Winter Crafts: Threaded snowflakes Making pipe-cleaner snowflakes; applying skills with threading, choosing colours and shapes to create patterns.</p> <p>Christmas Craft: Salt dough decorations Manipulating salt dough and using a range of tools to create a Christmas decoration</p>			
D&T Kapow Scheme of Work	<p>Structures: Junk modelling Exploring and learning about various types of permanent and temporary join. Pupils are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> <p>Christmas: Sliding Santa chimneys 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>Mechanisms: Making a moving monster Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster. Example theme: Moving monster.</p>	<p>Structures: Pavilions 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. YEAR 4 OUTDOOR LEARNING UNIT</p>	<p>Textiles: Waistcoats Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p>
Computing Kapow Scheme of Work	<p>Using a computer The main parts of a computer, how to use the keyboard and mouse and logging in and out All about instructions Learn to receive and give instructions and understand the importance of precise instructions</p>	<p>Online Safety Lesson 1: What happens when I post online? Discussing what information is safe to share online. Online Safety Lesson 2: How do I keep my things safe online? Learning how to keep personal and private information secure. Option 2: Virtual Bee-Bot Exploring programming by giving clear instructions to a virtual Bee-Bot and explaining how it works. Digital Imagery Developing photography and image editing skills to capture photos to create an adventure story.</p>	<p>Online Safety Lesson 1: What happens when I search online? Learning how to search for information and judge the accuracy of the results. Online Safety Lesson 2: How do companies encourage us to buy online? Learning some of the methods used to encourage people to buy things online. Networks Introduction to the concept of networks, learning how devices communicate. From identifying components, learn how information is shared and deepen this understanding by exploring examples of real-world networks. Comparison cards and databases Learning to work with data by understanding fields, records, and spreadsheets. Comparing databases, sorting and interpreting data, creating graphs, and explaining how visuals help present information.</p>	<p>Online Safety Lesson 1: Life online Understanding the positive and negative effects of the internet and exploring ways to overcome negative feelings from being online. Online Safety Lesson 2: Sharing online Learning about privacy settings and exploring the positive and negative effects of sharing online. Music Applying programming skills to create sounds and melodies, leading to a battle of the bands performance. Option 2: Stop-motion animation with cameras Learning to create simple stop-motion animations by designing toys, planning stories with storyboards, making smooth transitions, adding effects and giving feedback to improve animations.</p>
Languages Primary Languages Network Scheme of Work	<p>Let's Sing Explore core language through song. Greetings, colours, birthdays, numbers. Listen and join in Listen and join in with core language. Name, feelings, colours, numbers, commands.</p>	<p>At the Farm Nouns for farm animals, rhyme, numbers, 'more than one' (plural nouns), farm song Autumn Walk and Harvest Colours, numbers, Autumn Walk story, fruits and vegetables, 'Giant Pumpkin' story.</p>	<p>Welcome to School</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>Bonfire night, classroom commands, places in town</p> <ul style="list-style-type: none"> • Write a fireworks poem • Listen and respond accurately to sequence of commands • Communicate simple instructions • Recognise and read places in town nouns • Identify and name shops in French 	<p>Revisiting me, telling the time, daily life</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>Homes and Houses, Elf on the Shelf</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
Music Kapow Scheme of Work	<p>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. Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p>	<p>Dynamics (Seaside) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas. Sound Patterns (Fairy Tales) Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Creating compositions for an animation Learning to express how music feels, create matching movements, and perform in time with others. Playing melodies and rhythms that reflect animation sections with attention to dynamics. Rock and Roll Learning to perform in time by singing, playing walking bass notes, and coordinating hand jive actions, with growing independence and awareness of others.</p>	<p>Looping and remixing Creating structured music using loops, rhythm, and melody, with accurate group performance and confident instrumental playing. Blues Exploring blues music through chords, scales, and improvisation, with expressive singing and confident instrumental performance.</p>
Religion and Worldviews Kapow Scheme of Work	<p>Time to celebrate (Adaptable unit to be delivered at an appropriate time in the year) Exploring the significance of various festivals, through stories, images and creative activities; learning about the customs and meanings behind these celebrations. What makes us special? Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special. What are special times? Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.</p>	<p>Introductory lesson: What are big questions? A stand-alone introductory lesson exploring different ideas about life's big questions and how they can be answered. What is God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people. Why should we care for others? Investigating the importance of taking care of others from different views. Additional celebration lesson: What can light mean at Christmas? Investigating why light is important to some people at Christmas.</p>	<p>Introductory lesson: Respectful Religion and worldviews - How can we talk about religions and worldviews respectfully? Developing speaking and listening skills when respectfully talking about religion and worldviews. Is scripture central to religion? Exploring the origins of religious texts and considering their value to some followers. Where do our morals come from? 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. Additional celebration lesson: How is Christmas part of a bigger story? Exploring the importance of Christmas to many Christians based on events before and after the birth of Jesus.</p>	<p>Introductory lesson: Respectful Religion and worldviews - What do people think about God? Exploring how different beliefs can influence people's responses to the same situation. Why doesn't Christianity always look the same? Investigating why Christian worship looks different across the world when key beliefs are the same. Why are some places in the world significant to believers? Using maps, pictures and texts, children investigate why some places are significant to some religions. Additional celebration lesson: Who celebrates Christmas? Investigating what Christmas means to some people and how this can influence what happens during the Christmas period.</p>
Physical Education Complete PE Scheme of Work	<ul style="list-style-type: none"> • Play: Playing through games • Locomotion: Walking • Ourselves • Ball Skills: Hands 	<ul style="list-style-type: none"> • Locomotion: Dodging • Play: Creating Games • Dance: Water • Ball Skills: Hands 	<ul style="list-style-type: none"> • Health and Wellbeing: Mindfulness • Game Sense: Invasion • Hockey • Outdoor Adventure: Problem Solving 	<ul style="list-style-type: none"> • Health Related Exercise • Game Sense: Invasion • Hockey • Outdoor Adventure: Leadership



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2026-2027)



Spring Term				
Values	Respect		Faith	
	EYFS WHERE THE WILD THINGS ARE	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	<ul style="list-style-type: none">➤ UW: Fordhall Farm➤ Appleby's Dairy➤ EAD: Rhythm Time into school	<ul style="list-style-type: none">➤ History: Blists Hill Victorian Town➤ Visit to Market Drayton Library	<ul style="list-style-type: none">➤ History: Shropshire Museums Egyptians Workshop➤ Religious Education: Link with Nishkam Primary - Gurdwara visit➤ Visit to Market Drayton Library	<ul style="list-style-type: none">➤ History: Shropshire Museums Discovering Ancient Greece➤ Religious Education: Islamic Experience Exhibition Birmingham➤ Visit to Market Drayton Library
Personal Development Whole School Enrichment Days	<ul style="list-style-type: none">➤ NSPCC Number Day (February) JHW➤ Safer Internet Day (February) JHW➤ Ramadan (February/March)➤ Eid al-fitr (March)➤ Holi Festival - link with Colour Run (March)➤ Science Week (March) JL➤ World Book Day (March) HR➤ KS2 Drama Club Performance (March / April)➤ Passover (April)➤ Vaisakhi (April)			
Geography Kapow Scheme of Work	Outdoor adventures Using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons.	What is it like to live in Shanghai? 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.	Are all settlements the same? 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.	Why do oceans matter? 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	Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.	How was school different in the past? 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.	What was important to ancient Egyptians? Children explore the origins and geography of Ancient Egypt, asking questions about sources and investigating the significance of the River Nile, the Rosetta Stone, and Egyptian beliefs. They examine gods, goddesses, and mummification to understand views on the afterlife, and reflect on what mattered most to people in ancient Egypt.	What is the legacy of the ancient Greek civilisation? 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 EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	Changing seasons A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. I am a scientist Encouraging curiosity, the children explore the natural world through hands-on investigation, discovering how processes and changes occur around us.	Comparing animals Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild. Uses of everyday materials Building on their knowledge of everyday materials and their properties, pupils recognise that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. Children learn about the harmful effects of plastic and explore eco-friendly alternatives. YEAR 2 OUTDOOR LEARNING UNIT	Sound and vibrations Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They study dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles. Classification and changing habitats Identifying different ways to group living things, children make classification keys to explore which grouping methods are most effective. Pupils study ways habitats change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of conservationists and design conservation pamphlets.	Classifying big and small Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce classification keys to sort and identify organisms. Circuits, batteries and switches Using their prior knowledge of electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and consider the effect on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.
PSHE/SRE Kapow Scheme of Work	Managing self: Taking on challenges 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. Self-regulation: Listening and following instructions 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.	Safety and the changing body 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 Citizenship 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.	Safety and the changing body 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) Citizenship 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.	Safety and the changing body 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) Citizenship 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	Painting and mixed media: Paint my world 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. Optional Activities	Painting and mixed media: Colour splash 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.	Craft and design: Ancient Egyptian scrolls 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'	Craft and design: Photo opportunity 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. LINK THIS UNIT TO OUTDOOR LEARNING

	<p><u>Spring Craft: Petal mandala suncatchers</u> Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.</p> <p><u>Easter Craft: Egg threading</u> Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p>			
<p>D&T Kapow Scheme of Work</p>	<p><u>Textiles: Bookmarks</u> 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</p> <p><u>Easter: Hanging egg decoration</u> After listening to the Easter story, and learning about the history of Easter eggs, pupils design and make their own Easter egg hanging decorations.</p>	<p><u>Mechanisms: Fairground wheel</u> Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p>	<p><u>Mechanical systems: Making a slingshot car</u> 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.</p>	<p><u>Structures: Playgrounds</u> 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.</p>
<p>Computing Year 1-6 Teach Computing Scheme of Work</p>	<p><u>Exploring Hardware</u> Tinkering, exploring and learning to operate a camera</p>	<p><u>Online Safety Lesson 3: It's my choice</u> Learning about giving and denying permission online.</p> <p><u>Introduction to Data</u> Learning what data is, why it is useful and the different ways that it can be gathered and recorded both by humans and computers.</p> <p><u>Option 2: ScratchJr</u> Learning to use a new app independently, apply ScratchJr blocks with purpose, recognise loops, and create simple animations.</p>	<p><u>Online Safety Lesson 3: Fact, opinion or belief</u> Learning that not everything online is true and making judgements about what is seen and read.</p> <p><u>Journey inside a computer</u> Learning how computers work by identifying inputs and outputs, understanding key parts, and exploring algorithms, memory, and different types of devices.</p> <p><u>Option 2: Computing systems and networks: Collaborative learning</u> Using a range of tools to work collaboratively in a responsible and considerate way.</p>	<p><u>Online Safety Lesson 3: Creating a positive online reputation</u> Understanding a digital personality is developed by online activity and how to use anonymity and privacy setting to prevent people from accessing information.</p> <p><u>Online Safety Lesson 4: Capturing evidence</u> Learning about online bullying, how it can be reported and why the content should be captured as evidence.</p> <p><u>Search Engines</u> Understanding how search engines work and developing searching skills to find relevant and accurate information on line.</p> <p><u>Big Data 1</u> Understanding the use of big data including barcodes, QR codes, infrared and RFID technologies.</p>
<p>Languages Primary Languages Network Scheme of Work</p>	<p><u>Storytime - Goldilocks</u> New language in the context of a familiar story: Family members, face parts, colours, numbers, hot/cold, big/small.</p> <p><u>Teddy Bear's Picnic</u> Core language with a bear theme. Happy/sad, counting, colours, commands, name, story</p>	<p><u>Birthday Party</u> New vocabulary themed around a story about a birthday. Nouns for woodland animals, birthday story, numbers and age, birthday gifts, birthday month, instructions.</p> <p><u>Me and my puppy</u> New and familiar vocabulary in the context of a puppy. Ask and answer name, favourite things, numbers, commands, what a puppy likes doing/where a puppy likes to go.</p>	<p><u>Epiphany, family tree, faces</u></p> <ul style="list-style-type: none"> Remember and say nouns for members of family Recognise, understand and say parts of face nouns Write a simple sentence with a part of face and a colour <p><u>Face and body parts</u></p> <ul style="list-style-type: none"> Recognise and use accurately body part nouns Understand simple descriptive sentence about body parts with colour adjectives and size adjectives Say and write simple sentence about a physical description Follow a simple sequence of physical movement commands Communicate a simple sequence of physical movement commands 	<p><u>Investigating Sports</u></p> <ul style="list-style-type: none"> Say and write nouns for sport Identify cognates and semi-cognates Express a like/dislike of a sport Identify and attempt to use parts of the present tense of jouer Say and write a description of a sport <p><u>At the funfair, my favourite things, French tradition</u></p> <ul style="list-style-type: none"> Understand information about a theme park Describe funfair rides in simple sentences Say a simple statement about favourite things Write a simple statement about favourite things
<p>Music Kapow Scheme of Work</p>	<p><u>Music and Movement</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> <p><u>Musical stories</u> A unit based on traditional childrens' tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p>	<p><u>Call and response (Animals)</u> Using instruments to represent animals, copying rhythms and creating call and response rhythms.</p> <p><u>Musical symbols (Under the sea)</u> Children combine all the musical concepts learned for an underwater-themed performance incorporating instrumental, vocal and body sounds.</p>	<p><u>Ballads</u> Exploring ballads through singing, storytelling, and movement. Creating rhyming verses and performing them fluently with expressive actions.</p> <p><u>Haiku, music and performance</u> Describing outdoor experiences through sound, selecting matching instruments, and performing collaboratively with musical awareness.</p>	<p><u>Fingal's Cave by Mendelssohn</u> Dynamics, pitch and texture Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <p><u>Holi festival</u> 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.</p>
<p>Religion and Worldviews Kapow Scheme of Work</p>	<p><u>Why are some places special?</u> Investigating what makes places special and significant to different people.</p> <p><u>What makes the world special?</u> Exploring what makes the world around the children special, learning why the world can be special to both themselves and others.</p>	<p><u>How do we know that new babies are special?</u> Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.</p> <p><u>What do candles mean to people?</u> 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>Additional celebration lesson: Why does Easter bring hope to many Christians?</u> A Year 2 optional lesson recognising that Easter celebrates Jesus coming back to life and exploring how it gives many Christians hope.</p>	<p><u>Are all religions equal?</u> 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 happens if we do wrong?</u> Investigating who has the authority to decide the consequences of wrongdoing.</p> <p><u>Additional celebration lesson: How is Easter celebrated around the world?</u> A Year 4 optional lesson investigating Easter celebrations to find out how Easter is celebrated across the world and why these traditions are important to some communities.</p>	<p><u>Why do Abrahamic religions look different around the world?</u> Building on their learning, children discover the diversity within Abrahamic religions.</p> <p><u>Why is there suffering? (Part 1)</u> Interpreting different sources of wisdom and exploring beliefs to answer the question 'Why there is suffering?'.</p> <p><u>Additional celebration lesson: Why might some people take part in Easter traditions?</u> A Year 6 optional lesson considering the impact of different Easter traditions and practices.</p>
<p>Physical Education Complete PE Scheme of Work</p>	<ul style="list-style-type: none"> Gymnastics: High and Low Gymnastics: Moving Dance: Nursery Rhymes Ball Skills: Hands 	<ul style="list-style-type: none"> Gymnastics: Linking Ball Skills: Feet Ball Skills: Hands Dance: Explorers 	<ul style="list-style-type: none"> Gymnastics: Bridges Games: Tag Rugby Games: Golf Dance: Space 	<ul style="list-style-type: none"> Gymnastics: Creating Sequences Games: Tag Rugby Games: Golf Dance: Prejudice and Discrimination



Lower Heath CE Primary School

Long Term Learning Pathway - Cycle B (2026-2027)



Summer Term				
Values	Love		Fellowship	
	EYFS PLANES, TRAINS AND AUTOMOBILES	Y1/2	Y3/4	Y5/6
Enrichment Visits and Visitors	<ul style="list-style-type: none">➤ UW: Visit to school by Fire Service and Air Ambulance➤ UW: Rhyl Seaquarium and Beach	<ul style="list-style-type: none">➤ History: Reach Out Educate Kings, Queens and Castles Workshop➤ Religious Education: Shrewsbury Muslim Centre ianbutterworth59@gmail.com➤ OUTDOOR LEARNING: OUTDOOR SKILLS	<ul style="list-style-type: none">➤ Geography: Fordhall Farm: Geographical River Study➤ OUTDOOR LEARNING: OUTDOOR SKILLS	<ul style="list-style-type: none">➤ Residential: Outdoor and Adventurous - Pioneer Centre or Old Vicarage Centre➤ Science: Investigating Evolution (Shrewsbury Museums: Investigating-Evolution-Overview-KS2-2024.pdf) The Darwin Trail, Shrewsbury (link with RE visit - both in Shrewsbury)➤ Religious Education: Visit to Shrewsbury Buddhist Centre
Personal Development Whole School Enrichment Days	<ul style="list-style-type: none">➤ Mental Health Awareness Week (May) GK➤ Vesak (May)➤ Pentecost (June) HR➤ World Environment Day (June) JL➤ Art Day - Whole School Exhibition (July) HH➤ Enterprise Project HR➤ Whole School Sleepover - Final week of summer term			
Geography Kapow Scheme of Work	<u>Around the world</u> Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.	<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. YEAR 5 OUTDOOR LEARNING UNIT
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> Exploring how the Ancient Maya settled in the rainforest and the challenges they faced. Evaluate the reasons for the decline of the Maya civilisation.	<u>What was the Sikh Empire?</u> Children explore leadership and change by analysing key concepts like unification and historical significance. They make inferences from sources, compare interpretations, and assess how beliefs, places, and achievements shaped events and outcomes.
Science EYFS: Developing Experts Scheme of Work KS1 and KS2: Kapow Scheme of Work	<u>Changing seasons</u> A unit to be taught across the year: observing how the natural world transforms through the year and recognising how these changes affect the weather, plants and animals. <u>Our beautiful planet</u> Exploring outdoors, children discover the wonders of the natural world. They plant seeds, mix plants in the mud kitchen and learn to care for our beautiful planet.	<u>Microhabitats</u> Developing their understanding of scientific enquiry, pupils learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants. <u>Making connections: Fairytale science</u> Consolidating knowledge of materials and animals through fairytales and practical investigations.	<u>Plant reproduction</u> Building on their prior knowledge of plant structures, children describe the functions of named parts and use evidence to explain their significance in plant development. Pupils investigate factors that may affect plant growth and how water is transported. They explore how seeds vary and create models to show seed dispersal methods. <u>Making connections: How does wind force affect seed dispersal?</u> Exploring the relationship between the force of the wind and distance seeds are dispersed.	<u>Evolution and inheritance</u> Studying patterns in humans and other species, children learn about characteristics that are inherited from parents and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories and explore natural selection. By modelling the variation and natural selection of Darwin's finches, they begin to explain how species evolve over time and the role of fossil evidence that supports this theory. <u>Human timeline</u> Studying human development and changes, children identify key stages and consider what data may help determine if a child is growing normally. They describe how puberty affects girls and boys and produce graphs to compare how gestation periods vary across different mammals, including humans. <u>Making connections: How does light affect the direction of plant growth?</u> Exploring the relationship between light source and the direction of plant growth through scientific enquiry.
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>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>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>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>Transition</u> 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.	<u>Economic Wellbeing</u> Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths. <u>YEAR 6 ONLY</u> <u>What is Identity?</u> Two lessons on the theme of personal identity and body image <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>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: Fabric of nature</u> Using the work of William Morris as inspiration, pupils explore pattern and printmaking by creating mood boards, developing drawings, and designing repeating patterns to illustrate products.	<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.

	<p><u>Optional Activities</u> <u>Summer Craft: Salt painting</u> Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.</p>			
<p>D&T Kapow Scheme of Work</p>	<p><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>Optional Activities</u> <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.</p>	<p><u>Structures: Baby bear’s chair</u> Explore stability and methods to strengthen structures, to understand Baby Bear’s chair weaknesses and develop an improved solution for him to use. YEAR 1 OUTDOOR LEARNING UNIT</p>	<p><u>Electrical systems: Torches</u> Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>	<p><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.</p>
<p>Computing Year 1-6 Teach Computing Scheme of Work</p>	<p><u>Programming Bee-Bots</u> Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware. <u>Introduction to data</u> Sort and categorise data and learn about branching databases and pictograms</p>	<p><u>Online Safety Lesson 4: Is it true?</u> Identifying real and fake information online. <u>Option 2: Using desktops/laptops</u> Creating simple animations, storyboarding creative ideas and decomposing a story into small parts of action. <u>International Space Station</u> Learning how astronauts survive on the ISS, including identifying necessary items, designing sensor displays and exploring habitable planets.</p>	<p><u>Online Safety Lesson 4: What is a bot?</u> Discovering that technology can be designed to act like or impersonate living things and describing what the benefits and risks of this might be <u>Online Safety Lesson 5: What is my tech timetable like?</u> Learning the positive and negative distractions of technology and exploring whether the amount of time spent using technology needs to be reduced. <u>Investigating weather</u> Learning to collect and present weather data by searching online, designing sensor-based machines, using spreadsheets, and creating forecast videos. <u>HTML</u> Recognising the role of HTML in a web page and altering the HTML to change the text and images.</p>	<p><u>Online Safety Lesson 5: Password protection</u> Learning what makes a strong password, how to manage them and what to do if someone hacks an account. <u>Online Safety Lesson 6: Think before you click.</u> Learning how to identify potential scams, phishing emails and malware and update computer software to keep devices safer. <u>Big Data 2</u> Learning how data moves through networks, comparing mobile data and WiFi, and exploring how Big Data and IoT can improve school life, while considering privacy and sharing ideas clearly. <u>Introduction to Python</u> Learning to test and improve code using loops, variables, and algorithms. Using Python to draw shapes, personalise programs, and explain how nested loops and random numbers work.</p>
<p>Languages Primary Languages Network Scheme of Work</p>	<p><u>Storytime - Jack and the beanstalk</u> New language in the context of a familiar story. Name, big/small, animals, numbers, growing a plant, commands <u>Holiday time!</u> New vocabulary in the context of going on holiday: Transport, numbers, colours, weather (hot/cold), beach/mountain</p>	<p><u>Over the rainbow</u> Colours, rainbow song, weather phrases, weather song. <u>Pirate Personalities</u> Vocabulary associated with pirates, pirate themed story and board game, numbers, body parts, pirate song.</p>	<p><u>Feeling unwell, jungle animals</u></p> <ul style="list-style-type: none">Recall body part nounsExplain what hurts and how feelingTake part in at the doctors’ roleplayIdentify jungle animal nounsIdentify and find meaning of unfamiliar adjectivesUnderstand and join in with a story <p><u>The weather, ice creams</u></p> <ul style="list-style-type: none">Read and understand 3 simple sentences about the weatherSay and write 3 simple sentences about the weatherUnderstand some ice cream flavoursDescribe a favourite ice creamParticipate in a buy an ice cream roleplay	<p><u>Café Culture and restaurants</u></p> <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 <p><u>Performance Time, transition</u></p> <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
<p>Music Kapow Scheme of Work</p>	<p><u>Transport</u> Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. <u>Big band</u> Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	<p><u>Contrasting Dynamics (Space)</u> Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets. <u>Structure (Myths and Legends)</u> Developing an understanding of structure by exploring and ordering rhythms.</p>	<p><u>Changes in pitch, tempo and dynamics</u> (Theme: Rivers) 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>Samba and carnival sounds and instruments</u> Understanding samba through rhythm, syncopation, and confident group performance using percussion instruments.</p>	<p><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.</p>
<p>Religion and Worldviews Kapow Scheme of Work</p>	<p><u>Why are some things special?</u> Exploring special things, children will discuss what is special to them and why prayer beads, symbols, books and candles can be special to others. <u>Why are some stories special?</u> Discussing favourite stories and exploring why some stories are special to other people.</p>	<p><u>How do some people talk to God?</u> Investigating why some people pray, children identify similarities and differences between prayer practices. <u>Where do some people talk to God?</u> This unit will be available from 31st May 2024.</p>	<p><u>Just how important are our beliefs?</u> Considering how actions and practices demonstrate the importance of beliefs and whether we can tell what a person believes from the outside. <u>Does the language of scripture matter?</u> Exploring the ancient and translated languages of scripture and investigating its importance to many believers today.</p>	<p><u>Why is it better to be there in person?</u> Exploring significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people. <u>Why is there suffering? (Part 2)</u> Developing their understanding of suffering, children look at alternative ideas about suffering.</p>
<p>Physical Education Complete PE Scheme of Work</p>	<ul style="list-style-type: none">Locomotion: Jumping 1Ball Skills: FeetGames for UnderstandingRackets, Bats, Balls and Balloons	<p><u>Rackets, Bats and Balls</u> <u>Locomotion: Jumping</u> <u>Team Building</u> <u>Games for Understanding</u></p>	<p><u>Dance: World War II</u> <u>Games Sense: Net Wall</u> <u>Cricket</u> <u>Athletics</u> <u>Swimming</u></p>	<p><u>Dance: Titanic</u> <u>Games Sense: Net Wall</u> <u>Cricket</u> <u>Athletics</u> <u>Swimming</u></p>