



## Sowe Valley Curriculum Map - January 2020

This map outlines the statutory content from the National Curriculum.  
Learning will be planned using this and the correlating assessment documents.



### Year 1- Themed Learning

Sowe Valley and Me	The Great Fire of London	Weather and the Seasons
<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries of the United Kingdom</li> <li>Understand the human and physical geography of a small area of the United Kingdom (local area)</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: hill, river, soil and valley key human features, including: city, factory, house, office and shop</li> <li>Use world maps and globes to identify the United Kingdom</li> <li>To use maps of the UK to locate countries of United Kingdom and its countries.</li> <li>use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>Changes within living memory.</li> </ul> <p><b><u>Science</u></b></p> <p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b><u>*Sound</u></b></p> <p>- Children explore how we hear and can identify different sound sources. Children investigate sound through instruments-</p>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries of the United Kingdom and London</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: river key human features, including: city, town, house</li> <li>Use simple compass directions (North, South, East and West)</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys, Christopher Wren, Florence Nightingale, Mary Seacole, William Caxton)</li> </ul> <p><b><u>Science</u></b></p> <p><b><u>Materials</u></b></p> <p><b>(SNAP Everyday Materials)</b></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the materials from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>Name and locate the four countries and capital cities of the United Kingdom</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: season and weather</li> <li>Use simple compass directions (North, South, East and West)</li> <li>Use simple fieldwork and observational skills to study the weather</li> </ul> <p><b><u>Science</u></b></p> <p><b><u>Seasonal Changes</u></b></p> <p><b>(Snap Our Changing World- seasonal changes)</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b><u>Plants</u></b></p> <p><b>(Snap Our changing world - plants)</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b><u>Light</u></b></p> <p>-Children learn about sources of light. -Children learn about day and night. -Children observe changes</p>

## Art

Pupils should be taught:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Self Portrait

Investigating Portraits;

Content including; Object Meaning, Sketching Skills, Mirror Image, Colour My Mood and Sculpture Portraits.

Artists;

Paul Cezanne, Hans Holbein, Thomas Gainsborough, Vincent Van Gogh, Ernst Ludwig Kirchner, Alice Pike Barney, Carl Larsson

Media; Drawing

### Paper Art

Content including; Exploring Paper, Collage, Stained Glass, Paper Beads, Papier Mâché and Paper Sculptures.

Artists;

Sher Christopher, Rodin, Salvador Dali, Elizabeth Wierbicka,

Media;

Collage, sculpture

### Seurat and Pointillism

Content including; Who was Seurat?; Experimenting with Pointillism; Colour Theory; Shading; Seurat's Friends; and Pointillist Pictures.

Artist;

Georges Seurat

Media; Painting

## Design Technology

When designing and making, pupils should be taught to:

### Design

Design purposeful, functional, appealing products for themselves and other users based on design criteria

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

Explore and evaluate a range of existing products

Evaluate their ideas and products against design criteria

### Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### Cooking and Nutrition

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from

### Cooking and Nutrition

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from.

Focus - making a healthy savory snack

### Textiles

Evaluate existing soft toys/puppets

Learn how to cut, shape and join materials

Design and make a soft toy/puppet for a performance (book link)

Evaluate

### Mechanisms

Design and make a rain catcher to measure rainfall

Pop up book on seasons using a slider

### Literacy Links

Fact File - Myself Speaking and Listening Activity - Show and Tell	Information Texts Diary Entries - Samuel Pepys Newspaper recount	Speaking and Listening Unit - Prepare and film a weather report
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### Maths Links

School Days Maths Quest Data - Pictograms - eye colour/hair colour Data - Traffic survey Directional language Time Measuring using non-standard units	The Great Fire of London Maths Quest Measuring - Making Bread	Swamps Maths Quest Data - recording weather conditions e.g. rainfall
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### Science

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

#### **Animals including humans**

##### **Snap - Looking at Animals**

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets-link to having a pets)

### Computing

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

We are treasure hunters - using programmable toys

We are TV chefs - filming the steps of a recipe

We are painters - illustrating an ebook

We are collectors - finding images using the web

We are storytellers producing a talking book

We are celebrating - creating a card electronically.

### Music

#### Music

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga - Hey You!  
Style - Old School Hip Hop

Christmas Concert

Charanga - In the Groove  
Style - Blues, Latin, Folk, Funk, Baroque, Bhangra

Charanga - Round and Round  
Style - Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion

Charanga - Your Imagination  
Style; Film, Pop, Musicals

Charanga - Reflect, rewind and replay  
Style; Western Classical

### Physical Development

Linked to themes from the LCP PE Scheme

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

**Games:** Games Activities 1 (lessons 1-6)

**Dance:** The Magic Toys (lessons 1-6)

**Gymnastics:** Gymnastics Activities (lessons 1-6)

**Gymnastics:** Gymnastics Activities (lessons 7-12)

**Dance:** Animals

**Games:** Games Activities 1 (lessons 7-12) Bridge over into Summer 1

**Athletics:** Athletics Activities 1 (lessons 1-6)

**Sports Day**

**Dance:** Weather and Seasons

**Games:** Games Activities 1 (lessons 7-12)

### Religious Education

Theme:  
Creation Story

Key Question:  
Does God want Christians to look after the world?

Theme:  
Christmas Story

Key Question:  
What gifts might Christians in my town have

Theme:  
Jesus as a friend

Key Question:  
Was it always easy for Jesus to show friendship?

Theme:  
Easter - Palm Sunday

Key Question:  
Why was Jesus welcomed like a king or celebrity by

Theme:  
Shabbat

Key Question:  
Is Shabbat important to Jewish children?

Theme:  
Chanukah

Key Question:  
Does celebrating Chanukah make Jewish children feel

Religion: Christianity	given Jesus if he had been born here instead of in Bethlehem? Religion: Christianity	Religion: Christianity	the crowds on Palm Sunday? Religion: Christianity	Religion: Judaism	close to God? Religion: Judaism
<u>PSHE</u>					
Year 1 Being Me in My World	Year 1 Celebrating Differences	Year 1 Dreams and Goals	Year 1 Healthy Me	Year 1 Relationships	Year 1 Changing Me
<u>ENHANCEMENT</u>					
Walk around local area. Walk to local library Walk to River Sowe Invite visitors e.g. parents, grandparents, Princethorpe Court residents who can give information about school/area in the past. Make a healthy snack for their visit.		Morning of Music Fire station visit Firemen visit school Corpus Christi church visit		Visit Plantasia	

<u>Year 2</u>			
<u>Travel and Transport</u>	<u>Town and Country</u>	<u>We do like to be beside the seaside</u>	<u>Contrasting Country</u>
<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - transport through the ages</li> <li>• Events beyond living memory that are significant nationally or globally - the first airplane flight</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. E.g. Sir Frank Whittle/Neil armstrong</li> <li>• Significant historical events, people and places in their own locality.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases and globes to identify, name and locate the world's seven continents and five oceans.</li> <li>• Locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: wood, forest, hill, mountain, river, soil, valley, vegetation, season and weather key human features, including: city, town,</li> </ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods - Queen Victoria/Victorians</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> </ul>	<p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Name and independently locate the world's seven continents and five oceans as well as the countries, continents and oceans studied at this key stage</li> <li>• Name, locate and identify characteristics of the four countries and its surrounding seas</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a <u>small area</u> in a contrasting non-European country (<u>Australia/America/Brazil/Antartica</u>)</li> </ul>

<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>• Use simple compass directions (North, South, East and West) and directional language to describe routes on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human features (roads); devise a simple map.</li> </ul> <p><b>Curriculum link Science - Pushes and Pulls</b>  Children to use investigative Science to explore forces</p> <ul style="list-style-type: none"> <li>- To find out about and describe the movement of familiar things</li> <li>- That both pushes and pulls are examples of forces.</li> <li>- To recognize that when things speed up, slow down or change direction there is a cause. (surfaces and vehicles)</li> </ul>	<p>village, factory, farm, house, office and shop</p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational language [for example, near and far; left and right], to describe the location of local features and routes on a map</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality (origins of names Coventry and Berkswell, comparisons of schooling, comparison of local shops).</li> <li>• Significant historical events, people and places in their own locality (Lady Godiva).</li> </ul>	<p>key human features, including:  city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>key physical features, including: beach, coast, sea, ocean, cliff</p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of another location.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of national features and routes on a map linked to the area of study</li> </ul>
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Art

Pupils should be taught:  
To use a range of materials creatively to design and make products  
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

<p><b>Colour Creations</b>  Content including; Favourite Colours; Primary Colours; Mixing Colours; Light and Dark; and Kandinsky Circles.  Artist;  Kandinsky</p>	<p><b>Super Sculptures</b>  Content including; To use simple shapes to make sculptures of the human form; To explore sculptures with 'inside' and 'outside' spaces; To create kinetic sculptures that move in the wind; To make a sculpture</p>	<p><b>Giuseppe Arcimboldo</b>  Content including; Who was Arcimboldo? The Four Seasons; The Four Elements; Flowers; Animals; and Portraits.  Artist;  Giuseppe Arcimboldo  Media; Drawing</p>
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<p>Media; Painting</p>	<p>where light, shape and colour create an interesting effect          Artist;          Anthony Gormley, Henry Moore, Barbara Hepworth, Anish Kapoor, Alexander Calder          Dale Chihuly          Media; Sculpture          Sculpture</p> <p><b>Curriculum links content</b>          Artist-Featured Artist - LS Lowry, David Bomberg and Coventry's internationally-known contemporary artist George Shaw.          Landscape Artists Workshop at Herbert Art Gallery</p>	<p><b>Suggested Additional Content</b>          Artist- Antony Gormley Seaside Artwork - sculptures</p>
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**Design Technology**

When designing and making, pupils should be taught to:

**Design**  
 Design purposeful, functional, appealing products for themselves and other users based on design criteria  
 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**  
 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  
 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**  
 Explore and evaluate a range of existing products  
 Evaluate their ideas and products against design criteria

**Technical knowledge**  
 Build structures, exploring how they can be made stronger, stiffer and more stable  
 Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

**Cooking and Nutrition**  
 Use the basic principles of a healthy and varied diet to prepare dishes  
 Understand where food comes from

<p><b><u>Mechanisms &amp; Construction</u></b>          Evaluate existing moving toys.          Learn technical skills.          Design and make a moving toy.          Evaluate.</p>	<p><b><u>Textiles</u></b>          Design and make a bookmark (for a purpose eg World Book Day) based around their evaluation of Cash's bookmarks from Coventry</p>	<p><b><u>Cooking &amp; Nutrition</u></b>          Evaluate a range of existing breakfasts.          Learn technical skills (knife skills, hygiene, mixing &amp; cooking)          Design &amp; Make breakfast          Evaluate</p>
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**Focus Subject Learning**

**Literacy Links**

<p>Fact File - Sir Frank Whittle          DT - explanation texts, labelling and instructions</p>	<p>Diary/Recount of visit          Information Text - Coventry City Centre</p>	<p>Recount of Trip          Fact File - Seaside location</p>
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### Maths Links

Flight Maths Quest  
Time line - sequencing events

Our World Maths Quest  
Real life money problems - trip to Berkswell Tea rooms  
Data - Traffic survey  
Position and direction

Remarkable Women Maths Quest  
Data - weather chart  
Position and direction

### Science

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions.

#### Animals including Humans

##### Snap - Taking care/Growing up

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Electricity (focus day)**  
-children investigate the uses of electricity and explore how electricity works

#### Uses of everyday materials

##### Snap - Good Choices/Stepping up

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

##### Plants (end of spring term- to summer 1)

##### Snap - Apprentice Gardener

- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

#### Living things and their habitats

##### Snap - Our changing world/What is a good habitat?

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including micro-habitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

### Computing

Pupils should be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

We are astronauts - programming on the screen	We are game testers - exploring how computer games work	We are photographers - taking, selecting and editing digital images	We are researchers - researching a topic	We are detectives - communicating clues	We are zoologists - Recording bug hunt data
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**Music**

**Music**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga - Hands, Feet, Heart Style - South African Music	Christmas Concert	Charanga - I want to play in a band Style - Rock	Charanga - Zoo Time Style - Reggae	Charanga - Friendship Song Style -	Reflect, Rewind and Replay Style; Western Classical
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**Physical Development**

**Linked to themes from the LCP PE Scheme**

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

<b>Games:</b> Games Activities 2 (lessons 1-6) <b>Dance:</b> Colours and Moods <b>Gymnastics:</b> Gymnastics Activities 2 (Lessons 1-6)	<b>Gymnastics:</b> Gymnastics Activities 2 (Lessons 7-12) <b>Dance:</b> Lifecycles <b>Games:</b> Games Activities 2 (lessons 7-12) Bridge over into summer 1	<b>Athletics:</b> Athletics Activities 1 (lessons 1-6) <b>Sports Day</b> <b>Games:</b> Games Activities 2 (lessons 7-12) <b>Dance:</b> At the Seaside <b>Activity Sheet on Water safety (p263)</b>
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**Religious Education**

Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas - Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/ her everyday life? Religion: Islam	Theme: Easter - resurrection Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam
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Year 2 Being Me in My World	Year 2 Celebrating Differences	Year 2 Dreams and Goals	Year 2 Healthy Me	Year 2 Relationships	Year 2 Changing Me
<u>ENHANCEMENT</u>					
Heritage center/motor museum St Barts Church visit (2016) Produce artwork for Princethorpe Court - old methods of transport. Show and Share vehicles with parents etc		Coventry City Centre Berkswell village Discover Coventry Past and Present with residents from Princethorpe Court Herbert Art Gallery - Landscape Art Workshop		Western super mare / Skegness	

### Year 3

<u>Stone Age to Iron Age</u>	<u>Fragile Planet</u>	<u>Am I healthy?</u>	<u>Charlie and the Chocolate Factory</u>	<u>Romans</u>
<p><b><u>History</u></b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age This could include:</p> <ol style="list-style-type: none"> <li>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ol> <p><b><u>Science</u></b> <b><u>Rocks</u></b> <b><u>Snap - Rock Detectives</u></b></p>	<p><b><u>Geography</u></b> Identify the position of disasters and areas affected by climate change using lines latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle that are related to disaster</li> </ol>	<p><b><u>Science</u></b> <b><u>Snap - Amazing Bodies</u></b></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Identify that humans and some other animals have skeletons and muscles for support,</li> </ul>		<p><b><u>History</u></b> Pupils should be taught about the Roman Empire and its impact on Britain This could include:</p> <ol style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ol> <p><b><u>Geography</u></b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Related to the Roman Empire) Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>physical geography, including: rivers,</li> </ol>

<ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<p>areas/Climate change</p> <p>2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>protection and movement.</p>		<p>mountains,</p> <p>2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Relate to Roman settlements)</p>
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Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

**Investigating Pattern**

Content including; Patterns around us; Rotation, reflection and symmetry, using stencils, printing patterns, patterns for a purpose.

Artist;

Media; Printing

Link to DT - Printing/Textiles - Bag

Curriculum links content

Learn about the art from the Stone Age

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, charcoal, paint, clay].

**Famous Buildings**

Content including; Comparing Buildings; St Paul's Cathedral; St Basil's Cathedral; The Taj Mahal; Sydney Opera House; and Becoming Architects.

Artist;

Sir Christopher Wren,

Media; Drawing

**Van Gogh**

Content including; Creating Depth Using Lines; Sunflowers; Revisiting Sunflowers; Creating Movement; Using Lines and Sketches.

Artist;

Van Gogh

Media; Drawing, Painting

Curriculum links content

Understand the historical and cultural development of art forms (mosaics).

Explore their ideas. Improve their mastery of art and design techniques (printing).

To begin to evaluate and analyse their work.

Roman Mosaics

Roman Artifacts

**Design Technology**

When designing and making, pupils should be taught to:

### **Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

Investigate and analyse a range of existing products  
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
Understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  
Apply their understanding of computing to program, monitor and control their products.

### **Cooking and Nutrition**

Understand and apply the principles of a healthy and varied diet  
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Textiles**

Evaluate a range of bags.  
Learn technical skills (sewing, measuring, cutting, finishing)  
Design & make bag  
Evaluate  
(link to art - printing skills for design)

### **Cooking and Nutrition**

Understand and apply the principles of a healthy and varied diet  
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  
Design and make a meal using a cooking process e.g. an omelette, a pizza, a frittata, soup and pasta

### **Mechanisms**

Learn technical skills - using a cam  
Design and make a moving Roman Chariot.  
Evaluate.

## **Focus Subject Learning**

### **Literacy Links**

Participate in performances, role-play, and improvisations.  
Public speaking, performance -  
Tell them that they are to welcome visitors into their Iron Age world and that they will prepare for a 10-minute visit from a group of people who want them to talk about the Iron Age.  
Archaeological conference

Castleton Tourist Leaflet  
persuasive  
text/information text

Year 3 Strategy unit has some useful materials  
Prepare a presentation for parents re. Healthy Lunchboxes

The Roman Legacy  
To speak audibly and fluently when reading a poem aloud.  
To check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.  
To understand the etymology of words to understand the relationships between meaning and spelling.

<b>Maths Links</b>			
<p>The Stone Age Maths Quest</p> <p>Maths - measuring DT material for DT bags</p> <p>Collins - Rocks we build</p> <p>Timeline measurements</p> <p>Weigh/measure/compare rocks</p> <p>Stone age counting - Tallying</p>	<p>Data investigation - comparison between Castleton and Coventry.</p>	<p>World Foods Maths Quest</p> <p>Maths - measurement linked to cooking activities</p>	<p>Romans Maths Quest</p> <p>To read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>To know the months of the year.</p> <p>To know the number of days in each month, year and leap year.</p>
<b>Science</b>			
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>			
<p><b>Forces and magnets</b></p> <p><b>Snap - The Power of Forces</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>• Describe magnets as having two poles</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<p><b>Light</b></p> <p><b>Snap - Can you see me?</b></p> <ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul> <p><b>Plants</b></p> <p><b>Snap - How does your garden grow?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> </ul>	

		<ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
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**Computing**

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

We are programmers - Programming an animation	We are bug fixers - finding and correcting bugs in programs	We are presenters - videoing performance	We are network engineers - exploring computer networks, including the internet	We are communicators - communicating safely on the internet	We are opinion pollsters - collecting and analyzing data.
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**Languages**

**Pupils should be taught to:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- Present ideas and information orally to a range of audiences\*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally\* and in writing

Stage 1 - Moi All about me	Stage 1 - Jeux et chansons Games and Songs	Stage 1 - On fait la fete Celebrations	Stage 1 - Portraits Portraits	Stage 1 - Les quatre amis The four friends	Stage 1 - Ca pousse! Growing things!
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## Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Charanga - Let Your Spirits Fly Style: R&B, Western Classical, Musicals, Motown, Soul	Christmas Concert	Charanga - Three Little Birds Style: Reggae	Charanga - The Dragon Song Style: Music from around the world	Key Stage 2 Concert	Concert Reflect, Rewind and Review Style: Western Classical
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All Year 3 children have the opportunity to learn to play an instrument.

## Physical Development Linked to themes from the LCP PE Scheme

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<b>Games:</b> Invasion Games 1 (lessons 1-6) <b>Dance-</b> Diwali Dance of Lights OR During the Blitz	<b>Gymnastics-</b> Gymnastics activities 3 (Lessons 1-6) <b>Dance-</b> Tudors OR During the Blitz <b>Games:</b> Striking and Fielding Games 1 (Lessons 1-6)- Continue into summer	<b>Games:</b> Striking and Fielding Games 1 (Lessons 1-6) From spring term <b>Outdoor and adventure:</b> Outdoor and adventurous activities 1 (lessons 1-5) <b>Athletics:</b> Athletic Activities 1 (depending on Y1/2) Lessons 1-6 <b>Sports Day</b>
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## Religious Education

Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus heal people? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
<u>PSHE</u>					
Year 3 Being Me in My World	Year 3 Celebrating Differences	Year 3 Dreams and Goals	Year 3 Healthy Me	Year 3 Relationships	Year 3 Changing Me
<u>ENHANCEMENT</u>					
Visit to Cresswell Crags Visit to Castleton, Peak District		Pizza Express/Toby Carvery behind the scenes Steel Pans tuition Visit from dentist Visit to Twycross Zoo		Trip to Lunt Fort Roman soldier visitor Hindu Temple visit	

<b>Year 4</b>			
<u>Invaders and Settlers</u> <u>(Anglo Saxons and Vikings)</u>	<u>Our World</u>	<u>Changing Our World</u>	<u>Europe</u>
<b>History</b> Pupils will be taught: Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: <ol style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture</li> <li>Christian conversion - Canterbury, Iona and</li> </ol>	<b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<b>Geography</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, Describe and understand key aspects of: <ol style="list-style-type: none"> <li>physical geography in Europe, including: climate</li> </ol>

<p>Lindisfarne</p> <p>Pupils will be taught: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <ol style="list-style-type: none"> <li>1. Viking raids and invasion</li> <li>2. Resistance by Alfred the Great and Athelstan, first king of England</li> <li>3. Further Viking invasions and Danegeld</li> <li>4. Anglo-Saxon laws and justice</li> <li>5. Edward the Confessor and his death in 1066</li> </ol> <p><b>Geography</b></p> <p>Name and locate regions of the United Kingdom related to the invasions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Use fieldwork to observe, measure, record and present the human and physical features relating to animal habitats (ie woodland, river,) in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle</p>		<p>zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <ol style="list-style-type: none"> <li>2. human geography (Europe) including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area contrast with an area in Europe, using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Art

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

<p><u>Journeys</u> Content including; Aboriginal Art; The Dreamtime; Here To There; Paul Klee; and Creating Journeys. Artists; Paul Klee Media; Painting</p>	<p><u>Can we change places</u> Art Environment; Collecting Ideas; Sculpting Designs; Making Maquettes; Finishing Techniques; and Evaluation. Artists; Media; Sculpture</p> <p><u>Curriculum Links Content</u> Landscapes around Britain (physical features) Photography – Link to trip and evaluating other work Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</p>	<p><u>Warhol</u> Content including; An Introduction; Blotted Line Technique; Soup Cans; Celebrities; Self-Portraits; and Consumable Culture. Artists; Warhol Media; Drawing, painting, computer graphics</p>
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**Design Technology**

When designing and making, pupils should be taught to:

**Design**  
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**  
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**  
Investigate and analyse a range of existing products  
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**  
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  
Apply their understanding of computing to program, monitor and control their products.

**Cooking and Nutrition**  
Understand and apply the principles of a healthy and varied diet  
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

<p><b>Electrics</b> Evaluate a range of products which use electrical circuits. Consider a problem you have and design a product to solve this (Torch, Buzzer etc) Design a Christmas Card with an incorporated circuit</p>	<p><b>Construction (&amp; Mechanisms) (linked to Science)</b> Evaluate a range of musical instruments. Make a musical instrument for a performance piece.</p>	<p><b>Cooking</b> Evaluate and design a French meal <b>Computer Aided Design &amp; Mechanisms</b> (This is to be integrated into computing curriculum)</p>
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## Focus Subject Learning

### Literacy Links

<p>Literacy - Adventure story - see Literacy planning Become familiar with a range of books, including myths and legends. In narratives, create settings, characters and plot. Read aloud their writing. Participate in role-play and story-telling performances. Gain and maintain the interest of the listeners.</p>	<p>The Importance of Ponds Decline and Rise, Answering questions and Research</p>	<p>Tourist leaflets Writing/Following recipes French literature - Babar + Madeline books/film Letters to French Penpals Eye witness accounts</p>
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### Maths Links

<p>Viking and Saxon Britain Maths Quest</p>	<p>The Great Outdoors Maths Quest Gathering, recording and interpreting data.</p>	<p>Britain Maths Quest Data comparisons between cities/countries</p>
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### Science

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using straightforward scientific evidence to answer questions or to support their findings.

<p><b>Electricity</b> <b>Snap - Switched On</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> </ul>	<p><b>Sound</b> <b>Snap - Good Vibrations</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the</li> </ul>	<p><b>States of Matter</b> <b>Snap - In a state</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
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<ul style="list-style-type: none"> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>distance from the sound source increases.</p>	
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**Computing**

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly;
- Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

We are software developers - developing a simple educational game	We are toy designers - prototyping an interactive toy	We are musicians - producing digital music	We are HTML editors - editing and writing HTML	We are co-authors - producing a wiki	We are meteorologists - presenting the weather
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**Languages**

**Pupils should be taught to:**

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally\* and in writing

Stage 2 - On y va! All aboard!	Stage 2 - L'argent de poche Pocket Money	Stage 2 - Raconte-moi une histoire! Tell me a story	Stage 2 - Vive le sport Our sporting lives	Stage 2 - Le Carnaval des Animaux The Carnival of the animals	Stage 2 - Quel temps fait-il? What's the weather like?
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**Music**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Charanga - Mamma Mia Style; Abba	Charanga - Glockenspiel	Charanga - Stop! Style; Grime, Classical, Bhangra, Tango, Latin Fusion	Charanga - Lean on me Style - Gospel	Key Stage 2 Concert	Reflect, rewind and replay Style; Western Classical
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**Physical Development**  
**Linked to themes from the LCP PE Scheme**

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Swimming and water safety**

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

<b>Games:</b> Invasion Games 2 (Lessons 1-6) <b>Dance</b> <b>Swimming-</b> Swimming activities and water safety 1 (Lessons 1-12)	<b>Gymnastics-</b> Gymnastics activities 4 (Lessons 1-6) <b>Outdoor and adventure:</b> Outdoor and adventurous activities 2 (lessons 1-5) <b>Swimming-</b> Swimming Activities and water safety 1 (Lessons 1-12) and Swimming Activities and water safety 2 (lessons 1-3)	<b>Athletics</b> <b>Games-</b> Net/Wall Games (Lessons 1-6) <b>Swimming-</b> Swimming Activities and water safety 2 (lessons 4-12)
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**Religious Education**

Theme: Beliefs and Practices	Theme: Christmas	Theme: Passover	Theme: Easter	Theme: Rites of Passage and good	Theme: Prayer and Worship
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Key Question: How special is the relationship Jews have with God? Religion: Judaism	Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Key Question: Is forgiveness always possible for Christians? Religion: Christianity	works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
<u>PSHE</u>					
Year 4 Being Me in My World	Year 4 Celebrating Differences	Year 4 Dreams and Goals	Year 4 Healthy Me	Year 4 Relationships	Year 4 Changing Me
<u>ENHANCEMENT</u>					
Trip to Yorvik - York Synagogue visit (2016)		Morning of Music ThinkTank - Birmingham - Amazing Animals		Trip to London	

<u>Year 5</u>				
Space	The Greeks and their legacy	River deep mountain high	Shakespeare and Stratford	South America
<b>Science</b> <b>Earth and Space</b> <b>Snap - The Earth and Beyond</b> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>Use the idea of the Earth's rotation to explain day and night</li> </ul>	<b>History</b> <b>Ancient Greece</b> A study of Greek life and achievements and their influence on the western world <b>Geography</b> -Describe aspects of: physical geography relating to Ancient Greece including: climate zones, rivers, mountains and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<b>Geography</b> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Understand geographical similarities and differences through the study of human and physical geography of a region		<b>Geography</b> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within South America Describe and understand key aspects of: <ol style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</li> </ol>

<p>and the apparent movement of the sun across the sky.</p> <p><b>Forces</b>  <b><u>Snap - Feel the Force</u></b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>History</b>  Development of history skills through the study of:</p> <ol style="list-style-type: none"> <li>a. History of flight</li> <li>b. Space travel</li> </ol>	<p>-Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p>	<p>of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>1. physical geography, including: climate zones, rivers, mountains and the water cycle</li> </ol> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (link to areas of study)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features of the River Sowe using a range of methods,</p>		<ol style="list-style-type: none"> <li>2. human geography of South America, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use digital technologies. to observe, measure, record and present the human and physical features in the area of study using a range of methods, including sketch maps, plans and graphs.</p> <p><b>Science</b>  <b>Evolution and inheritance</b>  - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
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		including sketch maps, plans and graphs, and digital technologies.		
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**Art**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

<p><u>Cityscapes</u> Content including; 3D Pop Art; Palette Knife Painting; Cityscapes and Photography; Cityscapes and Reflections; Ink Patterns; and Design Your Own. Artist: Peter Thorpe Media; Painting, photography</p>	<p>Curriculum links content- Sculpture: Clay - link to Greeks</p>	<p><u>People in Action</u> Content including; Strike a Pose; Facial Expressions; Movement Artists; Making Montages; Printing; and Making Movement Art. Artist; Muybridge, Boccioni and Delaunay Media; Painting, computer Curriculum Links Content - Journey of river and mountain ranges water colors</p>	<p><u>Leonardo da Vinci</u> Content including; Who was Leonardo da Vinci? Portraiture; Perspective and Composition; Drawings, Inventions; and An Influential Man! Artist; Leonardo da Vinci Media; Drawing</p>
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**Design Technology**

When designing and making, pupils should be taught to:

**Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  
Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

Investigate and analyse a range of existing products  
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  
Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  
Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  
Apply their understanding of computing to program, monitor and control their products.

**Cooking and Nutrition**

Understand and apply the principles of a healthy and varied diet  
 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**Mechanisms**

Evaluating products using levers, pulleys and gears.  
 Design and develop a product for a purpose using levers, pulleys and gears - Space Buggies?  
**\*\* explore hydraulics & pneumatics**

**Cooking and Nutrition**

Understand and apply the principles of a healthy and varied diet  
 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  
 Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.  
 Design and make a meal (cottage pie, lasagne etc)  
**Computer Control**  
 This should be integrated into the ICT curriculum

**Textiles**

Evaluate a range of wallets, purses, bags, pencil cases and other fabric containers (including zip, fasteners, draw string etc). Use your Art skills and knowledge of South American Art to develop a design. Choose materials and a product to make for a particular purpose.  
 Children to run a South American stall at Summer Fair.

**Music**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Young Voices  
 Charanga - Livin' On a Prayer  
 Style; Rock

Young Voices

Charanga  
 Charanga - Make you feel my love  
 Style; Pop Ballads

Charanga - Fresh Prince of Belair  
 Style; Hip Hop

Concert  
 Charanga - Dancing in the street  
 Style; Motown

Concert  
 Reflect, rewind and review  
 Style; Western Classical

**Focus Subject Learning**

**Literacy Links**

Science Fiction stories  
 Autobiography of famous astronauts  
 Newspaper Report - moon landing

Information text - Greek Daily Life Life  
 Athens v Sparta debate  
 Slavery debate  
 Aesop's Fables

Recount from trip  
 Recount - Diary of a Raindrop  
 Adventurer's Diary

Quest story  
 Persuasive letters about deforestation  
 Debate  
 Posters advertising fund raising event

**Maths Links**

Rocket Launch data handling challenge Collins Space activities - Earth, Sun and Moon (5) Weight in Space (6) Space Maths Quest		Rivers Maths Quest	South America Maths Quest
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**Science**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

<p><b><u>Forces</u></b></p> <ul style="list-style-type: none"> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<p><b><u>Properties and Changes of Materials (could run into summer term)</u></b></p> <p><b><u>Snap - Marvelous Adventures/All change</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	<p><b><u>All living things and their habitats (possible link to S.America)</u></b></p> <p><b><u>Snap - Circle of Life</u></b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> </ul>
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**Computing**

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller

parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

We are game developers - develop an interactive game	We are cryptographers - cracking codes	We are artists - fusing geometry and art	We are web developers - creating a web page about cyber safety	We are bloggers - sharing experiences and opinions	We are architects - creating a virtual space
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### Languages

**Pupils should be taught to:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- Present ideas and information orally to a range of audiences\*
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally\* and in writing

Stage 3 - Bon appetit, bonne sante Healthy Eating	Stage 3 - Je suis le musician I am the music man	Stage 3 - En route pour l'ecole On the way to school	Stage 3 - Scene de plage Beach scene	Stage 3 - Le retour du printemps The return of spring	Stage 3 - Les planets The planets
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**Physical Development**

Linked to themes from the LCP PE Scheme

**Pupils should be taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<b>Gymnastics</b> -Gymnastics activities (5) (Lessons 1-6) <b>Dance</b> -At the Olympics (lessons 1-6) <b>Games</b> : Invasion Games 3 (Netball) Lessons 1-6	<b>Dance</b> - The River (lessons 1-6) <b>Games</b> -Net Wall Games (2) (Lessons 1-6)	<b>Games</b> : Striking and Fielding Games (2) (Rounders) (Lessons 1-6) Covered and developed again in Y6 <b>Athletics</b> -Athletics Activities 3 (lessons 1-6) These are the same in Y6 but progression in personal achievement should be built upon throughout <b>Outdoor and Adventure</b> -Outdoor and Adventurous Activities (3) (Lessons 1-7)
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**Religious Education**

Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
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PSHE

Year 5 Being Me in My World	Year 5 Celebrating Differences	Year 5 Dreams and Goals	Year 5 Healthy Me	Year 5 Relationships	Year 5 Changing Me
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ENHANCEMENT

National Space Centre Mad Museum - Stratford - DT link Visitor Greek man Mosque Visit (2016)	Young Voices - NIA arena Trip to Coombe Abbey country park. River Sowe walk	Visitor - Rainforest Man Fundraising event - Save the Rainforest/WWF
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**Year 6**

Coventry Blitz	We are United!	Ancient Egypt	North America	The Mayans
<p><b><u>History</u></b>  <b>A local history study - The Coventry Blitz</b>  A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Britain since the 1930s.</p> <p><b><u>Geography</u></b>  -use maps, atlases, globes and digital/computer mapping to locate countries of the Allied and Axis and describe features studied</p>	<p><b><u>Geography</u></b>  Name and locate counties (and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.  Identify the position and significance of latitude, longitude, and Equator  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,  Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>1. physical geography, including: rivers, mountains,</li> <li>2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p><b><u>History</u></b>  The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and -a depth study of one of the following:  Ancient Egypt.</p> <p><b><u>Geography</u></b>  -locate the world's countries, using maps to focus on Egypt.  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><b><u>Geography</u></b>  Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North  Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>1. North American physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>2. North American - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol>	<p><b><u>History</u></b>  A non-European society that provides contrasts with British history - <b><u>Mayan civilization c. AD 900;</u></b></p>

	<p>studied</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Use maps, atlases, globes and digital/computer mapping to locate and explore country and describe features studied</p> <p>Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and America</p>	
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**Art**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history

<p><u>Art Illusions</u> Content including; Vanishing Points; Realistic Interiors; Foreshortening; Trompe L'Oeil; Puzzling Pictures; and Optical Art. Artist; M.C. Escher Media; Drawing</p> <p>Curriculum links content - Artist interpretations from the Blitz, both close up and at a distance Ernest Boye Uden Photo from trip from Coventry Cathedral and use for sketch work Henry Moore</p>	<p><u>Famous Fashion</u> Content including; Designers around the Home; Super Shoes; Mad about Millinery; Creative Clothing; and Lights, Camera, Costume! Artist; William Morris, Jasper Conran, Cath Kidston and Emma Bridgewater Jimmy Choo, Vivienne Westwood, Christian Louboutin and Dan Sullivan Stephen Jones and Philip Treacy Mary Quant and Stella McCartney Media; Drawing, sketching, water colours</p> <p>Curriculum links content - Egyptian Art - clay</p>	<p><u>Street Art (2021 change to Monet)</u> Content including; Graffiti; Improving Public Spaces; Satirical Statements; Designing Stencils; and Making Stencil Art. Artist; Banksy Media; Painting <u>Monet from 2021</u> Content including; When, Where and Why; Monet's Landscapes; Haystacks; Cityscapes; The Garden at Giverny; and A Biography. Artist; Monet Media; Painting</p>
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**Design Technology**

When designing and making, pupils should be taught to:

**Design**

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-

aided design

**Make**

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Apply their understanding of computing to program, monitor and control their products.

**Cooking and Nutrition**

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**Structures**

Evaluate and design a WW2 shelter

**Textiles**

Evaluate, design and make a cushion to suit their character.

**Computing, Electrics & Mechanisms**

Fairground link DESIGN AND TECHNOLOGY Partnership Centre/secondary school link/ICT curriculum

**Cooking and Nutrition (link to Science)**

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Design a day of meals and make a main meal

**Focus Subject Learning**

**Literacy Links**

Playscripts - Blitz  
Autobiography - Churchill  
evacuation letters home  
Newspaper article of the Coventry Blitz  
Wartime recipe leaflet  
Flashbacks

Information texts – Volcano. Tsunami, Earthquake  
Design publications about Charity and fund raising event.  
**Balanced argument**

Instructions for Mummification  
Newspaper Report - Tutankhamun  
Quest Adventure stories  
Information texts  
Non-chronological reports

Explore the famous creation story of the Hero Twins and the Lords of the Underworld. Use a variety of software on a range of digital devices to create a podcast of the Maya

**Maths Links**

Britain Maths Quest Rationing measures. Collecting/interpreting/presenting data	comparison of facts and figures of Natural disasters	Egypt Maths Quest Chronology timeline Countries stats and comparison	Discover the fascinating maths and calendar systems of the Maya Volcanoes Maths Quest
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### Science

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

<p><b><u>Living things and their Habitats</u></b></p> <p><b><u>Snap - The nature library</u></b></p> <ul style="list-style-type: none"> <li>• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b><u>Animals including Humans</u></b></p> <p><b><u>Snap - Body pump/Body Health</u></b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b><u>Light</u></b></p> <p><b><u>Snap - Light up your world</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b><u>Evolution and inheritance</u></b></p> <p><b><u>Snap - Everything Changes</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b><u>Electricity</u></b></p> <p><b><u>Snap - Danger Low Voltage</u></b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
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### Computing

Pupils should be taught to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for

<p>communication and collaboration</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
We are adventure gamers - Making a text based adventure game	We are computational thinkers - Mastering algorithms for searching, sorting and mathematics	We are advertisers - Creating a short television advert	We are network technicians - exploring computer networks including the internet	We are travel writers - using media and mapping to document a trip	We are publishers - creating a yearbook or magazine
<b>Languages</b>					
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ Listen attentively to spoken language and show understanding by joining in and responding</li> <li>▪ Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>▪ Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>▪ Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>▪ Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>▪ Present ideas and information orally to a range of audiences*</li> <li>▪ Read carefully and show understanding of words, phrases and simple writing</li> <li>▪ Appreciate stories, songs, poems and rhymes in the language</li> <li>▪ Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>▪ Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>▪ Describe people, places, things and actions orally* and in writing</li> </ul>					
Stage 4 - Notre école Our school	Stage 4 - Notre monde The world around us	Stage 4 - Le passé et le présent Then and now	Stage 4 - Ici et là Out and about	Stage 4 - Monter un café Setting up a cafe	Stage 4 - Quoi de neuf? What's the news?
<b>Music</b>					
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>					
Young Voices Charanga - I'll be there Style; Pop	Young Voices	Concert Charanga - You've got a friend	Charanga - A New Year Carol Style; Benjamin Britten	Charanga - Women in the music industry	Concert Reflect, rewind and review Style; Western Classical

		Style; The Music of Carole King	(Western Classical Music), Gospel, Bhangra.		
<b>Physical Development</b> <u>Linked to themes from the LCP PE Scheme</u>					
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and water safety</b></p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>					
<b>Gymnastics</b> -Gymnastics activities (6) (Lessons 1-6) <b>Dance</b> -Divali Dance (or there is a During the Blitz unit in Y3-4) <b>Games</b> : Invasion Games 3 (Football) Lessons 1-6		<b>Dance</b> -In the playground (1-6) <b>Games</b> : Striking and Fielding Games (2) (Cricket) (Lessons 1-6)		<b>Games</b> : Striking and Fielding Games (2) (Rounders) (Lessons 1-6) <b>Athletics</b> -Athletics Activities 3 (lessons 1-6) These are the same from Y5 but progression in personal achievement should be built upon <b>Outdoor and Adventure</b> -All the previous skills will be developed and built upon at DYM	
<b>R.E</b>					
Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	
<b>PSHE</b>					

Year 6 Being Me in My World	Year 6 Celebrating Differences	Year 6 Dreams and Goals	Year 6 Healthy Me	Year 6 Relationships	Year 6 Changing Me
<u>ENHANCEMENT</u>					
Residential - Kingswood Coventry Motor museum Coventry Cathedral Herbert Art Gallery Coventry city center	Young Voices - NIA Arena Visit to Birmingham Museum and Art Gallery			Visit to Cadbury World Belgrade theatre visit Year 6 celebration - Alton Towers/Meal/bowling Safeside Junior Citizen	