



**Lees Hill School Curriculum
Overview
YEAR B
2015-16**

KS2 Summary	Science	History	Geography	Art and Design	Design Technology	Computing	PSHE	RE	Music	Italian	PE
Autumn 1	Healthy Bodies	Anglo Saxon settlers	Maps and compasses Continents	Printing	Fabric articles	File organisation and storage	Resilience, being Resourceful and Risk taking	Christianity	Rhythm and Blues	Numbers	Games Net and racquet sport: Badminton
Autumn 2	Properties and changes of materials		Climate zones		Breads	Features of Word and Publisher	Sex and Relation-ships				Dance
Spring 1	Food and Eating/ Healthy Living	Vikings	Principle cities	Architecture	Design a feast	Programming with Flowol	Healthy Eating	Sikhism	Folk Music	Food	Gymnastics
Spring 2	Sound			Sketching	Soups	Digital Literacy MSExcel	Drugs				Competitive games: Football
Summer 1	Environ-ment	Local History	Weather in UK, Europe and Russia	Sculpture	Computer controlled machines	Building computers	Bullying	Islam	Rock Music	Animals	Athletics
Summer 2	Electricity				Sandwiches	Friendships and Family	Outdoor adventurous sports: Rowing				

KS1 Summary	Science	History	Geography	Art and Design	Design Technology	Computing	PSHE	RE	Music	PE
Autumn 1	The human body	Explorers	Countries, Continents	Self Portraits	Food: fruit cups & vegetable salad bowls	Using draw and paint programmes	Feeling Good! Self awareness, self esteem and feelings of others	Christian way of life	Exploring	Basic Moves
Autumn 2	Seasonal changes Autumn to winter	Landing on the Moon	Seas and Oceans	Observing and replicating colour	Books	Video and digital sound recording	Being part of a group. Wants, Needs and responsibilities of people	Islam: the Muslim way of life	Water	Dance
Spring 1	Everyday Materials	The Royal Family	North, South, East and West	Illustrations	Huts to Palaces	Using MSWord programme	Living Here. Improving and harming the local environment	The Easter Story	Royalty	Agility, Balance and Control
Spring 2	Seasonal changes Spring to Summer	The Great Fire of London	Carlisle City study	Printing	Food: cous cous, grain and millet dishes	Programming Beebots	Personal Likes and Dislikes: nutrition and exercise	Islam: Allah (pbuh)	Fire	Gymnastics
Summer 1	Animal groups	The Great Plague	Silloth coastal study	3D animal models	Animal houses and feeders	Connecting with other schools though Skype or similar	Nature Study: Improving and harming the natural environment	Christian celebrations and rites of passage	Seaside, animals	Team Games
Summer 2	Building Structures	The Gold Rush	Mountains and villages in Africa	Craft sale	Food pop corn, nuts and seed treats	Using MSPowerPoint	Caring for pets and farm animals	Christianity and caring for animals	Africa	Athletics

EYFS Summary	Theme	Communication and Language	Physical Development	Personal, Social and Emotional Development	Understanding the World	Expressive Arts and Design
Autumn 1	All About Me	Doctors' Surgery/ Hospital role play Stories with wellbeing as a theme	Exercise and active play	Healthy Eating Healthy snacks, fruits and vegetables	Parts of the body	Observations and representations of self and others
Autumn 2	Exploring	Curiosity areas to encourage language development Space ship role play area	Dance and movement to music	Games to play on a journey Knowing how to play safely and fairly	Creating maps to show exploring routes and journeys	Rocket building and space pictures
Spring 1	Buildings and City life	Recognising why people go to cities such as Carlisle. Types and varying uses of buildings.	Outdoor roadway to create market town. Moving from A to B (cycling, scooters)	Keeping safe when out and about: Green Cross code and the country code noticing litter on country roads etc	Observe and compare different buildings Visiting and recognising parts of Carlisle and Brampton	Block printing shapes and patterns observed in buildings.
Spring 2	Fire!	Fire station role play area	Gymnastics: Basic moves	Fire Safety.	Understanding the world of work related to fire: fire officer.	Painting, chalks, crayon and collage pictures
Summer 1	Animals	Vet role play area	Active games	Care for animals	Observing animals in the locality: Mini beasts	Plasticine, dough and clay animals
Summer 2	The Seaside	Seaside area role play with souvenir and ice cream shop	Running, throwing and jumping	Asking for help and using manners to make requests	Visit to the seaside to compare with own locality	Natural pictures with found items

EYFS Communication and Language

Topic: All about me

A Doctors' Surgery/Hospital role play will form the basis of speaking, listening and understanding development. Vocabulary prompts will be on display with examples of questions and answers. New vocabulary will be shared and highlighted for children to be encouraged to use and extend their existing vocabulary. Props, pictures, writing and numbers will provide conversation starters.

Stories with wellbeing as a theme will be used for story share with focussed activities to link to the story shared. Links will be made for children to use the story themes in their own play.

Topic: Exploring

A spaceship/space station role play area will link to other areas of learning on the theme of exploring. Vocabulary prompts will be on display with examples of questions and answers. New vocabulary will be shared and highlighted for children to be encouraged to use and extend their existing vocabulary. Props, pictures, writing and numbers will provide conversation starters. Particular links to phonics development will be made as children plan routes and give instructions using letter names and sounds. The use of aliens on display will highlight phonemes of the week and encourage blending for reading and segmenting for spelling.

Curiosity areas both indoors and outdoors will encourage language development. Children will be introduced to unusual natural and manmade items to provide a stimulus for talk and conversation.

Topic: Buildings and City Life

Town and city studies will provide opportunities for communication and language development. Children will identify why people go to towns and cities, ask questions and find ways to get their answers. Different types of buildings observed will support city life recreation back in school with role play and storylines to link.

Topic: Fire!

A fire station role play area will provide opportunity for children to link stories to their play. Vocabulary prompts will be on display with examples of questions and answers. New vocabulary will be shared and highlighted for children to be encouraged to use and extend their existing vocabulary. Props, pictures, writing and numbers will provide conversation starters. Scenarios will be presented for children to follow instructions. If possible, the children will have a visit from a fire officer, to find out more about their job and the importance of fire safety.

Topic: Animals

A vet/pet shop role play area will form the basis of speaking, listening and understanding development. Vocabulary prompts will be on display with examples of questions and answers. New

vocabulary will be shared and highlighted for children to be encouraged to use and extend their existing vocabulary. Props, pictures, writing and numbers will provide conversation starters. If possible, children will have a visit from someone who works with animals, to find out more about their job and to ask questions to link to role play.

Topic: The Seaside

A seaside scene will be replicated outdoors with props and landscapes to facilitate seaside role play. A souvenir and ice cream shop will be created to link to the world of work and tourism at the seaside. Children will take different roles using conversation and question prompts to develop a storyline in their play. A visit to the seaside will enrich finding out more about the features of the seaside and the types of shops and buildings there.

EYFS Physical Development

Topic: All about me - Exercise and play

Children will develop their knowledge of the importance of physical exercise. Focussed physical development activities will explore various forms of exercise for young children. This will incorporate a range of equipment suitable for Early Years children. Exercise spaces outdoors will be used to promote exercise; adventure area, climbing wall, large outdoor equipment including space hoppers, tents and tunnels, ladders and hurdles and smaller equipment to develop control and coordination. Children will be introduced to new games using the equipment and be encouraged to play these during independent learning.

Topic: Exploring - Dance and movement to music

Themes for dance will link to learning in other areas. Space exploration will provide a stimulus for movement to music where children will explore different ways of moving. This will be developed into a dance. Various extracts of music will be provided for children to express ideas and feelings in response to music. Props will also be introduced to develop gross motor skills and inspire ideas and feelings.

Topic: Buildings and City Life - Outdoor roadway to create market town. Moving from A to B using bikes and scooters.

Children will focus on negotiating space and adjusting speed to avoid obstacles. They will also develop confidence in moving in a range of ways. The creation of a city scene outdoors will provide obstacles for planning pathways, routes and journeys and give opportunity to apply this to real life while developing physically. Children will also learn how to consider and manage risks.

Topic: Fire! - Gymnastics – basic moves

Children will develop the skills needed for balancing, travelling and jumping. A range of equipment will be provided for children to explore different ways of jumping, travelling and balancing. Children

will also build body strength through climbing and develop confidence to travel over, under, through and around climbing equipment.

Topic: Animals - Active games

Children will learn to play a variety of active games. They will learn how to adjust speed and change direction to avoid obstacles when playing racing and chasing games. Games which include objects will be included, to develop control when pushing, patting, throwing, catching and kicking them.

Topic: The Seaside - Running, throwing and jumping

Children will learn how to develop the skills needed for running. This will include chasing and racing games. Children will experience and develop throwing skills by using various pieces of equipment with a range of targets to improve precision and accuracy. Children will experiment with different ways of jumping and consider which are the most effective and why. Personal distances and times will be measured throughout the topic, to set goals and measure progress.

EYFS Personal, Social and Emotional Development

Topic: All about me – Healthy eating, healthy snacks, fruits and vegetables

Children will develop their understanding of healthy foods. This will involve comparing foods, making healthy snacks and developing their confidence to try new foods. Children will know the importance of a healthy diet, and talk about ways to keep healthy.

Topic: Exploring – Games to play on a journey - Knowing how to play safely and fairly

Children will build up a collection of games that can be played on a journey. They will work in groups to understand and follow rules whilst playing co-operatively and taking turns. Children will learn the need for boundaries set for play and demonstrate positive behaviour in the learning environment.

Topic: Buildings and City Life – Keeping safe when out and about: Green Cross Code and The Countryside Code noticing litter on country roads.

Children will learn the rules of the Green Cross Code and apply these to their recreation of city life outdoors at school and when out and about on their visit to a town and city. They will also learn about the rules of the Countryside Code which link to safe disposal of litter. These rules will be applied to our school environment and working locally. Children will make observations of litter on country roads and develop ways in which this could be improved.

Topic: Fire! – Fire Safety

Children will learn how to keep themselves and others safe at home and in school. They will learn about things which can contribute to starting fires in school and at home and take advice from a fire officer during a visit to our school. Specific links will be made to rural life and the danger of fire.

Topic: Animals – Care for Animals

Children will learn how to care for a range of animals, including insects and pets. They will consider the feelings and needs that these animals have and how humans can contribute to their quality of life. Where possible, visitors could share their knowledge of animal care such as RSPCA and a local vet.

Topic: The Seaside – Asking for help and using manners to make requests

Children will demonstrate confidence to ask for the things they need and would like. This will link to working in role in school and to real life situations when visiting the seaside. Children will learn about the importance of using good manners to make requests for the things they would like and understand how to show good manners when working outside of their usually environment.

EYFS Understanding the World

Topic: All about me – Parts of the body

Children will be able to name and identify the main parts of their body. They will look at the similarities and differences between themselves and others and make comparisons. They will learn about the simple ways in which they change as they grow and will be encouraged to talk about these changes.

Topic: Exploring – Creating maps to show exploring routes and journeys

Children will use their own explored routes and journeys to make maps to represent features along the way. They will look at a range of different maps to learn how to show the features in their own work. Children will use programmable toys and floor maps to learn how to make them move to particular places and show that they understand and can follow instructions.

Topic: Buildings and City Life – Observe and compare different buildings. Visiting and recognising parts of Carlisle and Brampton

Children will make observations of places to identify the similarities and differences. They will compare observations to the features of their own immediate environment and say how environments vary from one another. When working in a town or city, children will look out for particular features and apply skills learned from map making.

Topic: Fire! - Understanding the world of work related to fire

Children will experience a visit to school from a fire officer. This will enable them to develop their understanding of different occupations and ways of life. Children will prepare questions based on their learning about the fire topic and compare their findings with other occupations, such as those of parents.

Topic: Animals – Observing animals in the locality: Minibeasts

Working outdoors in our school environment, children will identify the types of animals which like to live there. They will make observations of different habitats and consider why animals like to live in these places. They will look closely at minibeasts to notice similarities and differences and make comparisons. They will learn about specific changes that can occur in minibeasts by looking at life cycles and will be able to explain why some things occur.

Topic: The Seaside – Visit to the seaside to compare with own locality

Children will experience a visit to a seaside town. Whilst there, they will identify features of the seaside environment and compare this with rural life at home and school. They will learn about seaside holidays in the past and how these compare with holidays that children go on today. Children will be encouraged to talk about their own holidays and bring things in from home to such as photographs and souvenirs to support talk. From this, children can make similarities and differences between themselves and others, and among families.

EYFS Expressive Arts and Design

Topic: All about me – Observations and representations of self and others

Children will make close observations of the features of themselves and others. They will notice similarities and differences to make comparisons between different people and show these through simple representations of themselves and others. Children will use a range of media in their work, including pencils and paint.

Songs that children learn to sing will link to the all about me topic and will help to learn different parts of the body. They will also explore sounds that can be made with different parts of the body.

Topic: Exploring – Rocket building and space pictures

Children will design and make their own rocket. They will make observations of different rockets and use observations in their own designs and construction. A variety of resources will be available for children to select from and work will link to observations of shapes in their work. Children will be encouraged and shown how to adapt work to meet particular specifications. Children will be taught how to use the tools and techniques needed to make the shapes and joins together the materials they are using.

Children will create their own space music to represent their own ideas and feelings and link this to their work on a space dance in physical development. Children will also learn to sing songs about space.

Topic: Buildings and City Life – Block printing shapes and patterns observed in buildings

Children will make observations of shapes and patterns within buildings in their local environment and when they make visits to a town and city. They will explore different printing techniques to recreate shapes and patterns in their own work.

Songs that children learn to sing will link to different buildings and town/city life. They will also use instruments to recreate sounds heard in towns and cities.

Topic: Fire! – Painting, chalks, crayon and collage pictures

Children will create their own representations of fire scenes using paint, chalk and crayon. They will learn how to mix colours to create suitable colours for their fire pictures and work on small and large scale artwork. Children will also use the collage technique to explore the texture, colour and pattern of different materials and make suitable choices for their work.

Children will learn to sing songs related to fire and events which include fire as well as using fire and fireworks as a theme for recreating their own music.

Topic: Animals – Plasticine, dough and clay animals

Children will use their observations of minibeasts to create their own representations using plasticine, dough and clay animals. They will learn how to manipulate plasticine, dough and clay to make their desired shapes and work with a range of tools to make marks and shapes based on observations.

Children will learn to sing various songs about animals and use movements of animals in response to music.

Topic: The Seaside - Natural pictures with found items

Children will gather items of interest from the world outdoors while working in the learning environment at school, out on visits and at home. They will use these items in their own work to make nature pictures. They will explore texture and shape within items and explore ways of combining objects to represent their own ideas and feelings.

Children will learn to sing songs about the seaside and the features of the seaside and develop role play based on stories about holidays.

Key Stage 1 Science

Topic The human body

We will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. We will describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. We will find out about and describe the basic needs of animals, including humans, for survival.

Topic: Seasonal Changes (Autumn to Winter)

We will observe changes across the four seasons and observe and describe weather patterns in autumn and spring and natural changes in the environment at this time of year.

Topic: Everyday materials

We will distinguish between an object and the material from which it is made. We will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. We will describe the simple physical properties of a variety of these materials. We will compare and group together a variety of everyday materials on the basis of their simple physical properties. We will compare the suitability of a variety of materials such as wood, metal, plastic, glass, brick, rock, paper and cardboard to their particular uses.

Topic: Seasonal Changes (Spring to Summer)

We will observe changes across the four seasons and observe and describe weather patterns in autumn and spring and natural changes in the environment at this time of year.

Topic: Animal groups

We will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. We will identify and name a variety of common animals that are carnivores, herbivores and omnivores. We will describe and compare the structure of a variety of common animals.

We will notice that animals, including humans, have offspring which grow into adults.

Topic: Building structures

We will describe the simple physical properties of a variety of structures (2D and 3D shapes and Euclidian structures). We will compare and group together a variety of everyday items on the basis of their simple physical structures. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Key Stage 1 Computing

Theme: Working with technology

Paint and Draw

Learning to use Draw and Paint programmes on the computer and iPads.

MSWord

Using the keyboard and basic typing functions (capitalisation, letter positions and using punctuation).

MS PowerPoint Presentations

We will explore the range of technology we have in school and use it for different purposes.

Video and digital sound recording

We will capture sounds and video and learn to upload them onto the computers.

Topic: Programming

We will learn how to create and debug simple programs (eg beebots and virtual games) and use logical reasoning to predict the behaviour of simple programs

Topic: Connecting with the wider world

We will use various forms of technology (eg Skype to other schools) to connect with and learn about the wider world. We will understand the benefits that technology has to help us learn more about the world and the people in it.

Key Stage 1 Design Technology

Topic: Making an Information Book

Linking with work across the curriculum, we will design a purposeful, functional, appealing book for ourselves and other users based on design criteria.

We will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. When making, we will select from and use a range of tools and equipment to perform practical tasks and select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics.

To evaluate books we will explore and evaluate a range of existing products and evaluate our ideas and products against design criteria.

We will explore how joins can be made stronger and more robust and explore and use different pop-up techniques in our products.

Topic: Animal houses and feeders

We will design animal houses and feeders which are purposeful, functional and to animals based on design criteria. Before making, we will explore and evaluate a range of existing products and afterwards, evaluate our ideas and products against design criteria.

We will generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. When making animal houses and feeders, we will select from and use a range of tools and equipment to perform practical tasks. We will select from and use a wide range of materials and components, including construction materials, according to their characteristics.

We will build structures by exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms where appropriate.

Topic: Huts to Palaces

Stimulus for this topic will be gathered from other areas of the curriculum. We will design purposeful homes from huts to palaces fit for royalty based on design criteria. We will generate, develop, model and communicate our ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

We will select from and use a range of tools and equipment to perform practical tasks and select from and use a wide range of materials and components, including construction materials, according to their characteristics.

To gather ideas we will explore and evaluate a range of existing products and evaluate our ideas and products against design criteria.

We will build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms in our products.

Topic: Food

The topic of food will be studied periodically throughout the key stage. Predominantly savoury dishes will be the focus of creations to evaluate existing products before planning, designing appealing snacks (pop corn, fruit cups, salad bowls, cous cous salad). Ideas will be generated through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. We will select from and use a range of tools, equipment and ingredients to perform practical tasks. Our products will be evaluated against design criteria

Key Stage 1 Geography

We will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Topic: Countries, Continents, Seas and Oceans

We will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied and make comparisons between maps of the same area.

Topic: North, South, East and West

We will use simple compass directions and locational and directional language, to describe the location of features and routes on a map. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. We will use simple fieldwork and observational skills to study our nearest town and note the key human and physical features of its surrounding environment.

Topic: City study – Carlisle

We will use basic geographical vocabulary to refer to the key physical and human features. We will use various maps, atlases and globes which show different areas of Carlisle. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; we will read a simple map; and use basic symbols given in a key.

Topic: Coastal Study- Silloth

We will use basic geographical vocabulary to refer to key physical and human features of the coastal area studied. We will use world maps, atlases and globes to locate the area of study. We will use simple compass directions, locational and directional language to describe the location of features and routes on a map. We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. We will use simple fieldwork and observational skills to study the geography of the area and the key human and physical features.

Topic: Africa Study – Small village and mountains comparison

We will understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

We will use basic geographical vocabulary to refer to key physical and human features of the area of study.

We will use world maps, atlases and globes to identify the location of the area of study.

We will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Key Stage 1 History

Topic: The Royal Family

The Royal Family are a significant part of our national life. Through this topic we will study aspects of change within national life concerning the Royal Family, we will learn about events beyond living memory that are significant nationally or globally which link to the Royal Family. Learning about the lives of significant individuals in the past who have contributed to national and international achievements will be key to this topic.

Topic: Explorers: Christopher Columbus, Sir Francis Drake and Neil Armstrong

Through this topic we will study the lives of significant individuals in the past. We will compare aspects of life for these people and make links with work in geography.

Topic: Significant National and Global events: Great Fire of London, the Great Plague and The Gold Rush

We will learn about events beyond living memory that are significant nationally or globally. Sometimes these events will link to our own locality.

Key Stage 1 Music

Through topics in music children will;

*perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

*learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

*understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Topics Exploring, Water, Royalty, Fire, The Seaside, animals and Africa

Theme: Using our voice

We will use our voices expressively and creatively by singing songs and speaking chants and rhymes

Theme: Making Music

We will play tuned and un-tuned instruments musically and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Theme: Listening

We will play tuned and un-tuned instruments musically and listen with concentration and understanding to a range of high-quality live and recorded music.

Year B themes: Royalty, Fire!, Exploring, travel, seaside, animals and food.

Key Stage 1 PSHE

Topic Feeling good:
Feelings of self and others

Topic Being part of a group
Needs and responsibilities of people within a class, family and community

Topic Living Here
Knowing their local environment

Topic: Likes and dislikes
Attitudes to life

Topic : Nature study
Improving and harming the natural environment

Topic: Caring for animals
Care of pets and farm animals

Key Stage 1 Art and Design

Topic: Self portraits

We will use drawing, painting and collage, and manipulate digital images to develop and share ideas, experiences and capture portraits.

Topic: Observing and replicating colour

We will use painting to develop and share our ideas, experiences and imagination. We will develop a wide range of art and design techniques in using colour. We will learn 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 our own work.

Topic: Illustrations

We will use drawing and painting to develop and share ideas, experiences and imagination. We will develop a wide range of art and design techniques in using colour, line, shape, form and space. We will learn about the work of a range of illustrators describing the differences and similarities between different practices and disciplines, and making links to their own work.

Topic: Printing

We will use printing to develop and share their ideas, experiences and imagination. We will develop a wide range of art and design techniques in using colour and pattern. We will learn about the work of a range of printers, describing the differences and similarities between different practices and disciplines, and making links to our own work.

Topic: 3D Animal models

We will use natural and man-made materials to create models of real and imaginary animals.

Topic: Craft Sale

We will use a range of materials creatively to design and make products. We will develop a wide range of art and design techniques in using pattern, texture, shape, form and space. We will learn 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 our own work.

Key Stage 1 PE

Topic: Basic Moves

We will 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.

Topic: Dance

We will perform dances using simple movement patterns.

Topic: Agility, Balance and Coordination

We will develop our balance, agility and co-ordination, and begin to apply these in a range of activities.

Topic: Gymnastics

We will master basic movements including running and jumping as well as developing balance, agility and co-ordination, and begin to apply these in gymnastics.

Topic: Team Games

We will participate in team games, developing simple tactics for attacking and defending.

Topic: Athletics

We will master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in athletics.

Key Stage 1 RE

Christianity: Christian way of life

We will learn about the Bible as the sacred text that Christians use as a guide for living. We will look at some of the rules for life contained within the Bible and research how Christians in our local community use the Bible. We will pick out some particular verses and stories for study and reflection and compare different versions of the Bible. We will link our learning to our own personal lives and consider our own rules for working and playing together.

Christianity: Caring for Animals

We will learn about the figure of St Francis and his care for animals and how we can care for animals in our local environment.

Christianity: The Easter story

Jesus and God will be figures of study and we will learn about some of the stories that Jesus told. At Easter time, we will learn more about the events which led up to the death of Jesus and some of the artefacts and symbols used to represent Easter time. We will relate this to our personal lives by thinking about the qualities of the people around us and the values from being part of different groups.

Christianity: Christian Celebrations

We will study the Christian celebrations of Baptism and weddings and think about how we show love and care in our own families. We will make a visit to a local church to learn about the importance of some symbols within a church.

Islam: the Muslim way of life

We will learn about the features of a Mosque and link this with routines in the lives of Muslims. We will compare this with our own daily routines and how we live together in our families. We will explore what is meant to Muslims by respect and learn about how they show respect towards the people they know. We will link this to our own lives by thinking about the ways we show respect for others and learning about new ways to show respect.

Islam: Allah

We will learn that Allah is very important to Muslims and learn some stories about the prophet Muhammad (p.b.u.h). We will consider the different views people have of God and who we feel the good people are in our lives. We will consider their qualities and how we can show these in the way we live.

Key Stage 2 Science

Topic ‘Healthy Bodies’

We will identify animals with skeletons and muscles for support, protection and movement. We will learn about the impact of diet, exercise, drugs and lifestyle on the way our bodies function and describe the changes as humans develop from child to old age. We will describe the life process of reproduction in some plants and animals.

Topic ‘Properties and changes of materials’

We will compare and group materials together, as solids, liquids or gases, and 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). We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. We will compare and group everyday materials by their properties. We will give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. We will learn that some changes result in the formation of new materials, and that this kind of change is not usually reversible.

Y3&4 Topic ‘Food and Eating’

We will learn 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. We will find out about the simple functions of the basic parts of the digestive system in humans, and identify the different types and functions of teeth in humans. We will construct and interpret a variety of food chains, identifying producers, predators and prey.

Y5&6 Topic Healthy Living

Year 5 and 6 will learn more detail about the properties of food groups, vitamins and minerals and the importance of good hygiene and exercise in healthy lifestyles.

Y3&4 Topic ‘Sound’

We will identify how sounds are made and recognise that vibrations from sounds travel through a medium to the ear. We will find patterns between the pitch and loudness of a sound and features of the object that produced it. We will recognise that sounds get fainter as the distance from the sound source increases.

Topic : Environment

We will recognise that environments can change and that this can sometimes pose dangers to living things. We will learn that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. We will recognise that living things produce offspring of the same kind, and how variations within a species help animals and plants to adapt to suit their environment and that this may lead to evolution.

Topic 'Electricity'

We will identify common appliances that run on electricity before constructing a simple series electrical circuit using recognised symbols in a simple circuit diagrams. We will be able to identify whether or not a lamp will light in a simple series circuit and recognise how a switch opens and closes a circuit. We will identify some common conductors and insulators, and associate metals with being good conductors. We will explore the association between the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit, and compare and give reasons for variations in how components function.

Key Stage 2 Computing

Topic 'Working with Computers: File organisation and storage.

We will learn how to manage opening, saving and deleting files and organising our personal space on the computer.

Topic 'Working with Computers: MSWord and Publisher

We will 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. For example letter, word and paragraph spacing, desk top publishing and image manipulation.

Topic 'Programming with Flowol'

We will learn to design, write and debug programs that accomplish specific goals, including simulating physical systems. Problems will be addressed by decomposing them into smaller parts. We will use logical reasoning to write and explain how some simple algorithms work and we will apply this knowledge to detect and correct errors in algorithms and programs.

Topic 'Digital Literacy'

We will study computer networks including the internet to understand how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. We will use search technologies effectively, appreciating how results are selected and ranked, and be discerning in evaluating digital content

Topic 'Excel spreadsheets'

We will learn how to organise and store information to present data as graphs.

Topic 'Building computers'

We will construct an operating system and using raspberry pi and peripherals to record time laps photography. This will use sequence, selection, and repetition in programs. It will include working with variables and various forms of input and output to control physical systems.

Key Stage 2 Design Technology

Through a variety of creative and practical activities, children should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. In each topic the children engage in four stages: designing, making, evaluating and acquisition of technical knowledge.

Topic ‘fabric articles’

We will use a range of tools to design, measure, cut and manufacture items made from textiles.

Topic ‘Computer controlled machine’

We will apply our understanding of computing to program, monitor and control products.

Topic Design a Feast!

Healthy feasts, traditional /cultural feasts and feasts of yesteryear.

Cooking and Nutrition

In Cookery the children will be taught to apply the principles of a healthy and varied diet and good hygiene when preparing food. They will prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Emphasis on seasonality and knowing where and how a variety of ingredients are grown, reared, caught and processed will be supported across the curriculum, and through hands on gardening activities.

Topics Breads: soda bread, naan bread, yeast based dough balls

Soups : blended vegetable, scotch broth, Chinese style chicken and sweetcorn soup

Sandwiches: open sandwiches, simple toasted sandwiches, club sandwiches

Key Stage 2 Geography

Topic: Geography of the Globe; the Continents

We will locate the world's continents using maps and atlases and their identifying human and physical characteristics. We will learn about the distribution of natural resources including energy, food, minerals and water.

Topic: Land Use Patterns and Changes in South America

In learning 'Locational knowledge' we will use maps to concentrate on the key physical and human characteristics of South America's land-use patterns, economic activity, trade links, types of settlement, the distribution of natural resources including energy, food, minerals and water and understand how some of these aspects have changed over time.

Topic: Principle Cities of UK, Europe, Russia and South America

Topic: Climate Zones

We will describe and understand key aspects of physical geography, including: climate zones.

Topic: Weather in UK, Europe, Russia and South America

We will locate the world's countries, using maps and atlases to focus on the key topographical features. We will build our understanding geographical similarities and differences across the world through this topic. The human geography aspect will involve learning about the distribution of natural resources including energy, food, minerals and water of these regions. We will use fieldwork to observe, measure record and present the human and physical features in the local area.

Key Stage 2 History

Topic: Britain's settlement by Anglo Saxons and Scots

The children will learn about the Roman's withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; the Scots' invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture and Christian conversion for example Canterbury, Iona and Lindisfarne.

Topic: The Viking and Anglo Saxon struggle for the Kingdom of England

The children will study Viking raids and invasions; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld. They will study Anglo-Saxon laws and justice. They will find out about Edward the Confessor and his death in 1066.

Topic: Local history studies

The children will compare and contrast in-depth study linked to one of the British areas of study. Wherever possible local studies over time tracing how several aspects of national history are reflected in the locality will be used to enrich teaching and learning.

Key Stage 2 Italian

We will focus on enabling pupils to make substantial progress in Italian. The teaching will provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. Pupils will learn to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in Italian is on practical communication through speaking and listening, developing grammatical awareness through conversation, reading, oral presentations and songs and rhyme. This is facilitated through specific vocabulary foci:

Year B themes: Numbers, animals, food

Key Stage 2 Music

Year B themes: Folk Music, Rock Music, Rhythm and Blues,

Children are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Throughout the key stage children will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Topic: Play and Perform

We will play and perform in solo and ensemble contexts, using our voices and playing musical instruments with increasing accuracy, fluency, control and expression. We will improvise and compose music for a range of purposes using the interrelated dimensions of music.

Topic: Notation

We will learn to read and play from written forms of music and perform in solo and ensemble contexts, by playing tuned and untuned musical instruments with increasing accuracy, fluency, control and expression. We will learn to compose and record on paper music for a range of audiences by using and understanding staff and other musical notations.

Topics: Musical genres

We will develop an understanding of the history of the music genre, and listen with attention to detail and recall sounds with increasing aural memory. We will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Key Stage 2 PSHE

Resilience, Resourcefulness and Risk taking in the classroom

Bullying and racism awareness

Harmful and helpful drugs: medications and recreational drugs

Sex and relationship education

Healthy eating

Key Stage 2 Art

Topic 'Sketching'

We will learn to develop observational skills and control with a variety of drawing pencils and charcoal. Opportunities to experiment with the materials building mastery and creativity will be given.

Topic 'Sculpture'

We will sculpt 3D models from a variety of materials including wire frames and mod-roc, modelling clay and natural materials.

We will study the life and work of Antony Gormley and other sculptors.

Topic 'Architecture'

We will learn about prominent architects and significant buildings. We will learn about perspective drawing, observing and recording features with increasing skill and accuracy.

Topic 'Printing'

We will explore printing techniques using silk screen, lino block prints and batik. We will study the history of the chosen printing technique and use this as an inspiration for our own work.

Topic 'Famous Artists' – Andy Warhol links with printing topic

Key Stage 2 RE

Christianity

We will explore the importance of the Bible to Christians e.g. Mary Jones and listen to Christians talking about why they read the Bible. We will explore the Bible's relevance in Judaism and Islam and prepare questions to interview a member of a worshipping community about their faith and what being a Christian means to them. We will examine several passages from the Bible and discuss their possible relevance in today's world e.g. Jesus turning the money lenders out of the Temple and we will consider when it might be right to be angry. We will find modern day media equivalents. We will share ideas about the part commitment and responsibility play in our lives and experiences, e.g. with friends and family. We will draw meaning from well known rules and suggest what they are important in society. We will learn what the difference is between a rule and a law.

We will discuss some understandings of stories about Jesus' miracles, healing and upsetting authority. We will make a story book for other children to answer questions about Jesus' teachings e.g. from Matthew 5-7. We will explore how Christians use the Bible and Jesus' teachings e.g. Bible study groups. We will explore some of the Sermon on the Mount (Matthew 5-7) and how they might affect someone's life. We will consider feelings of being lost/found; being powerless/vulnerable; being accepted/loved. We will use 'Freeze Frame' or 'Conscience Ally' techniques to explore forgiving, saying sorry, righteous anger, surprise, and new opportunities. We will discuss how Jesus' teaching is relevant today. We will discuss people we respect, follow or believe and identify why they should be held up as examples. We will visit a Christian place of worship different to year A and work with a variety of artefacts and symbols used in Christian worship and consider their meaning. We will explore Christian music and art and reflect on feelings and thoughts. We will research traditions associated with rites of passage, e.g. First communion, funerals and explain a range of Christian beliefs about marriage and death. We will share experiences of periods of stillness, quiet reflection, awe and wonder in a place of worship and consider the significance of symbols in everyday life. We will respond creatively to reflective music e.g. Gregorian chant, Taize and select from music or art which would be appropriate for Christian use. We will consider the importance of ritual. We will discuss the value of commitment involved in a long term relationship and discuss feelings about death.

Islam

We will learn that the Muslim name for God is Allah and is worshipped as the one true God with no partners. We will explore the meaning of Shirk and listen and respond to stories about how Allah sent guidance through the prophet Muhammad (p.b.u.h). We will consider why Muhammad (p.b.u.h) is held to be an example for people to follow.

We will discuss what and who we feel thankful for and how we show our thanks. We will explain an important personal belief and reflect on the qualities and the knowledge people have that makes us want to be guided by them. We will participate in an enquiry on a recent event in the world which involves good and evil.

We will visit a Mosque or use other sources to discover its importance to Muslims. We will use an online virtual tour to study features of a mosque and consider why mosques don't have seats. We will research traditions associated with rites of passage in Islam.

We will discuss experiences of visiting religious buildings, and what we remember best. We will reflect on the importance of doing things together and sharing rituals. We will consider what worship and why it is important in life. We will consider turning points or special times in our lives and any ceremonies which mark these times. We will survey the responsibilities of adulthood in local culture and the emotions associated with growing up.

Sikhism

We will talk to a Granithi or watch a film about what he/she does. We will talk about the people that guide our life and behaviour and design a wall of pictures of special people. We will listen to a Sikh talk about Amrit and understand Sikh values and how these are translated into daily life.

We will research rites of passage and learn about the naming of a Sikh child ceremony. We will research the Sikh wedding ceremony and be able to explain Sikh beliefs about marriage.

We will consider turning points or special times in our lives and any ceremonies which mark these times. We will write a welcome poem or prayer to a new born child and discuss the responsibilities of adulthood in local culture and the emotions associated with growing up. We will discuss feelings about death and whether there is reincarnation or afterlife.