

YEAR 2019-2020

Our curriculum is currently being updated

Highlighted subjects have been completed others we are working on as a staff and will be completed asap

	AUTUMN	SPRING	SUMMER Under the sea
Science	<p>Engaging science</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> 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 <p>Materials:</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Seasonal changes: Observe changes across the four seasons Observe and describe weather 	<p>Working scientifically: (see term 1)</p> <ul style="list-style-type: none"> gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. <p>Seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Plants (6 lessons) – links to maths (charts / measuring)</p> <p>Seasons work (2 lessons)</p> <ul style="list-style-type: none"> Science Week (general investigation) 	<p>Working scientifically: (see term 1)</p> <p>Animals and Humans:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Seasonal changes:</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <p>Seasons work (2 lessons)</p> <p>Animals (6 lessons) – includes researching and writing about an animal (could be endangered)</p>

associated with the seasons and how day length varies.

Seasons work (2 lessons) + Forest School

Materials – now and from the past (6 lessons)

Literacy (planning / evaluating investigation)

Scientist – from the past (1 lesson)

	AUTUMN	SPRING	SUMMER
History	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally • 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 • Significant historical events, people and places in their own locality. <p>Study of Victorian schoolrooms, homes, toys, holidays, clothes Life before electricity Famous people from Victorian time – Queen Victoria, Florence Nightingale. Invention of telephone, abolition of children in workplace, Queen Victoria's changes, inventions</p>	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Fairy tales – stories from the past and cultures.</p>	<ul style="list-style-type: none"> • 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 <p>Grace Darling- story of her life.</p> <p>St George</p>

<p>Geography</p>	<p>Seasons work</p> <p>Compare town and beach now to town and beach in Victorian times</p> <p>Label pictures / maps 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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Link to Big writing adventures – Antarctica</p>	<ul style="list-style-type: none"> • 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 • Use simple compass directions (north, south, east and west) and locational and directional language (e.g. Near and far; left and right) to describe the location of features and routes on a map <p>Planning maps for fairy tale place</p> <p>Links to science seasons work – observational skills</p>	<p>Location knowledge</p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • 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 <p>Looking at the Geographical features of the sea</p> <p>Eco-Links- saving water, pollution of the sea etc.</p>
<p>Art</p>	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • 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. • Printing- William Morris repeated patterns <p>Victorian materials – how have art materials changed? – science link Compare / contrast art materials</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Eco sculpture Artist Goldsworthy study</p>

<p>Design and Technology</p>	<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Make Victorian toys – design ball and cup</p> <p>Scientist link – creating our own invention</p> <p>Looking at materials from now and in the past</p>	<p>Design</p> <ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria 	<p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. <p>Eco link – newspaper structures. Designing boats out of recycled materials.</p>
<p>Music</p>	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Victorian toys scheme Looking at instruments – materials they are made from Explore percussion instrument sounds Create own simple compositions with instruments – Use graphic scores</p> <p>Local Victorian composer – Edward Elgar</p> <p>Listen to Rock Steady Concert Christmas Carol Singing in the community Harvest Festival – Narration and singing</p>	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. listen with concentration and understanding to a range of high-quality live and recorded music <p>Ocarina</p> <p>Instruments for orchestra and composers</p>	<ul style="list-style-type: none"> Play tuned and un-tuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music <p>The seaside Sea shanty's</p> <p>Musical instruments out of recycled materials</p> <p>Composer Saint-Saen – Carnival of the animals. Aquarium</p>

Computing and Digital Technology Purple Mash	Online Safety Exploring purple mash Program – Various	Grouping and sorting Program – 2DIY	Pictograms Program – 2Count Lego builders Program – 2DIY	Maze explorers Program – 2go Animated story book Programs – 2Create A Story	Coding Programs – 2Code	Spreadsheets Programs – 2Calculate Technology outside school Programs – Various
PSHE/Jigsaw	Jigsaw-Being me in my world.	Jigsaw- Celebrating differences	Jigsaw- Dreams and goals	Jigsaw- Healthy me All about me	Jigsaw- Relationships	Jigsaw-Changing me
Values	Responsibility	Respect	Sharing	Fairness	Kindness	Integrity
PE	Gym- unit 1 Taking weight on different parts of the body Forward and backward rolls	Real PE Unit 1 The birthday bike surprise Skill: Coordination floor movement patterns Athletics	Real PE unit 5- John and Yasmin learn to juggle Skill: Co-ordination with equipment	Real PE Unit 5 – Ringo to the rescue Skill: Agility: recation/response Gym- unit 2 Devising short sequences Adapting sequences onto apparatus Creating sequences with partners	Real PE Unit 6 Sammmy Squirrel and his rolling nuts Skill: Agility:ball chasing (outside where possible) Cricket coaching	Dance- linked to under the sea Team games – Sports day
RE	Theme - Creation Story Concept – God/Creation Key question - Does God want Christians to look after the world? Religion - Christianity	Theme – Christmas Concept – Incarnation Key question – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion - Christianity	Theme – Jesus as a friend Concept – Incarnation Key question - Was it always easy for Jesus to show friendship? Religion - Christianity	Theme – Easter/Palm Sunday Concept – Salvation Key question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday Religion - Christianity	Theme - Shabbat Key question - Is Shabbat important to Jewish children? Religion - Judaism	Theme – Rosh Hashanah and Yom Kippur Key question – Is Rosh Hashanah and Yom Kippur important to Jewish children Religion - Judaism

Enrichment	Victorian Experience in school Strict Victorian Classroom Visit to Old people's home for Christmas Singing		Starbank school project – school swap	Starbank school project – school swap		Starbank school project - Trip
Visitors	Victorian Experience Toys and school room					Museum trip