



### Curriculum Intent

Our curriculum design meets the needs of every pupil allowing them to 'Let their light shine'. We promote imagination and creativity through a challenging curriculum where learning is durable and transferrable and children are encouraged to make connections, apply and reason. We recognise happy, calm confident learners are able to flourish and thrive. To encourage and promote these positive learning behaviours the 5Rs (Resilience, Reflection, Resourcefulness, Ready, Responsibility) and emotional health and well being embody the aims of our curriculum. Through immersion in these life long learning skills our children will have strong interpersonal and communication skills, which will enable them to become responsible and active members of our diverse society.

Learning is rooted in the needs and context of our community and learners. The foundations of our curriculum are rooted in quality first hand experiences, designed to secure knowledge and skills by encouraging all our learners to dive deeper in their learning so each individual grows and achieves their true potential.

### Curriculum Implementation.

Topics will be based on a question and reflect children's interests and their world making learning meaningful. Key Stage 1 and Key Stage 2 on a single year plan.

Teachers will:

- ✓ Use hooks artefacts, texts, activities, visits and the arts to bring topics alive.
- ✓ Provide memorable first-hand experiences.
- ✓ Develop local, national and global multi-cultural awareness by embedding our Christian and British Values across all learning.
- ✓ Study people who have contributed to /or had a positive influence on society.
- ✓ To use regular meaningful use of locality and school grounds to ensure our community is reflected in our learning experiences.

Our roundabout assemblies will take place weekly and will further enhance the Christian ethos in school through the modelling and teaching of core Christian values. In addition to this we will also have overarching Christian vales for key periods of the academic year. These themes are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Joy - linked to Harvest	Peace - linked to Christmas	Hope - Linked to new year	Forgiveness - linked to Lent	Love - linked to school community	Courage - linked to school transition

**EHWB Techniques - Year Group Focus Areas:** During their time in school, all children will be taught a range of EHWB skills and strategies to build their own personal toolkit. A different technique is focused on each year so that all children are equipped with a range of strategies to enable a positive sense of wellbeing (including mental wellbeing) to meet the demands of everyday life.

<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Worry Bubbles	Simple relaxation techniques	Colour breathing Calming strategies	Three Mindful Breaths activity Bounce back	Useful thinking strategies Positive and negative thoughts	Simple Relaxation Techniques Head space	Rate the importance of the situation and compare to reaction Self Distraction Techniques.

**Overview of themed weeks:** Across the academic year we plan for whole school themed weeks which enhance the themes and topics covered across each term.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Awareness & Inter Faith Week - Theme - Build Africa Launch	Drama Week - focus on drama to inspire writing	STEM Week - Maths, D&T, Science, Computing.	Author Week -linked with World Book Day - focus on books and authors to inspire writing: Conscious Crafting	Arts Week- linked to Schoolsfest and including dance, drama, music and art	Keeping Healthy & Safe Week - Including Sports, Anti Bullying and EHWB focus

Other Key dates:

Anti Bullying Ambassadors to lead assembly linked to National Anti Bullying Week

E Safety Champions to lead assembly linked to National Internet Safety Day

Place2Be Mental Health Week focus/Assembly in February - date tbc

## Key Stage 1 long term curriculum map

Cycle	Autumn	Spring	Summer
Year 1	<p>How does where we live affect HOW we live? (Local history and geography)</p> <p><b>Hook:</b> Blists Hill Victorian Schoolroom visit</p> <p><b>Book:</b> Dear Teacher by Amy Husband</p>	<p><b>Farms &amp; Farming</b> How do the seasons affect the farmer? (Local and national) <b>Hook:</b> Farming artefacts</p> <p>Ford Hall Farm/Tesco visits</p> <p><b>Book:</b> Harry's Home, Catherine and Lawrence</p>	<p>How has transport changed? <b>Space</b> Planes, trains and automobiles</p> <p>(Local and national) <b>Hook:</b> Manchester Airport visits</p> <p><b>Book:</b> Look up by Nathan Bryan</p>
Geography	<p>Local study - Our School Use geographical terms to describe an area. Ask and answer geographical questions such as: What is this place like? What or who will I see? What do people do in this place? My journey to school. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p> <p>Use maps and plans. Identify routes and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Class village walks, buildings in Audlem, shops and shopping, canals. Compass skills: North, South, East, West.</p>	<p>Compare geographical similarities and differences of my own locality and that of another small area of the United Kingdom. Farms across the U.K., changes in farming, different types of farms e.g. wind farms.</p> <p>Name, locate and identify <b>characteristics</b> of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Local study - traffic survey. Use geographical terms to describe an area. Identify major geographical features. Use maps and plans Use maps, globes and atlases to help me. Understand and use basic symbols on a map. Bus routes and timetables. Use the compass directions - North, South, East, West Nantwich and Crewe stations, Manchester airport, bus routes, routes on a map, market towns, train lines, timetables, world travel.</p>

<b>History</b>	<p>Changes within living Memory How has life changed? Me, Parents and Grandparents. Use words and phrases such as; a long time ago, recently, when my parents/carers were children to describe the passing of time.</p> <p><u>School</u> What is school like today? What was school like in the past?</p>	<p>Inventions in farming. Famous Figures in British History: Turnip Townsend. A focus upon artefacts Observation drawing Examining and classifying artefacts. Label timelines with words or phrases such as; past, present, older and newer.</p>	<p>Space Planes, trains and automobiles History and development of transport. Timelines Famous People - Mae Jemison/ Neil Armstrong and the race to space. History of transport, Describe significant people from the past. Ask questions about people in the past. Use dates where appropriate.</p>
<b>Creative Arts</b>	<p><u>Art</u> Collage and colour mixing - rubbings and observational drawings. Mix primary colours to make secondary. Mix materials to create texture. <b>Joan Miro and Piet Mondrian</b></p> <p><u>Design and Technology:</u> Developing the school grounds. Design and make a school playground - cogs, levers and pulleys.</p> <p>Design, Make and evaluate. Measure and mark. Joining techniques Gluing and hinges</p>	<p><u>Art</u> <b>Using nature - William Morris.</b> Use objects to create print eg. fruits, veg, sponges. Press roll rub and stamp to make prints.</p> <p><u>Design and Technology:</u> Eat more fruit and vegetables  Cut, peel or grate ingredients Weigh ingredients (cups) Assemble and cook ingredients Tearing, cutting and folding - linked to Art</p>	<p><u>Art</u> <b>Abstract art - Jackson Pollock.</b> Sculpture - wheels. Use a combination of shapes, including lines and texture using a variety of materials eg. rolled up paper, straws etc.</p> <p><u>Design and Technology:</u> Observe, draw and design a bicycle - Christopher's Bicycle. Design, Make an Evaluate Exploring products and how they have changed.</p>
<b>R.E.</b>	<p><u>R.E:</u> Y1 Aut 1: What does the Bible say God is like? Why did Jesus tell the 'lost' parables? Aut 2: How do Christians show they are thankful for what they have? (harvest) Christmas focus: How and why do Christians celebrate Christmas?</p>	<p><u>RE:</u> Y1 Spr 1: What do Jews believe about God? What do Jews believe about Creation? Why is Shabbat important in some Jewish families? Spr 2: Who do Christians follow? Why is Jesus important to Christians? How &amp; why do Christians celebrate Easter?</p>	<p><u>RE:</u> Identity diversity and belonging Y1 Summer: What can we find out about Christianity by visiting the local church? How do Christians show they belong? How do Christians celebrate marriage?</p> <p>Jewish Concept of God What do Jews say God is like?</p>

<p><b>Science</b></p>	<p><u>Science: Animals, including humans</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Plants and Seasonal Change</u> Become familiar with the structure of plants - leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem etc.</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Cornerstones -</b> <b>Y1</b> Are all leaves the same? How does it feel?</p>	<p><u>Science: Visits to local farms as a stimulus.</u> <u>Animals and babies</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Seasonal Changes.</p> <p><b>Cornerstones -</b> <b>Y1</b> How big is a raindrop? What keeps us dry?</p>	<p><u>Science: Materials</u> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Plants and Seasonal Change Identify and name a variety of common wild and garden plants, and trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Cornerstones -</b> <b>Y1</b> What can worms sense? How does it move?</p>
<p><b>Pathways to Write</b></p>	<p><u>Year 1</u> <u>Autumn 1</u> Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text</p> <p><u>Autumn 2</u> Nibbles by Emma Yarlett Outcome - Recount: diary entry</p>	<p><u>Year 1</u> <u>Spring 1</u> Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text</p> <p><u>Spring 2</u> The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text</p>	<p><u>Year 1</u> <u>Summer 1</u> Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text</p> <p><u>Summer 2</u> Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text</p>
<p><b>Music</b></p>	<p><u>Year 1</u></p>	<p><u>Year 1</u></p>	<p><u>Year 1</u></p>

<b>Love Music Trust</b>	<p>Unit 1 - Tell me a story To compose a piece of music based on a fairy tale and notate using a story board.</p> <p>Unit 2 - Fireworks and Fantasy To explore long and short sounds and compose a piece of firework music.</p> <p>Unit 7 - Christmas Capers Children will learn a range of Christmas songs and accompany with a pulse on percussion instruments.</p>	<p>Unit 3 - Get on board To develop listening skills and explore sounds.</p> <p>Unit 4 - Changes To learn spring themed songs and compose a piece of springtime music.</p>	<p>Unit 5 - Under the Sea Pupils will create new lyrics to fit a known melody and rhythm. They will accompany their singing with percussion instruments and compose a piece of music describing the sea.</p> <p>Unit 6 - Blast off! Pupils are to create lyrics for their own space song and accompany with percussion instruments. They will use a selection of tuned and untuned instruments to compose a piece of space music.</p>
<b>Computing</b>	<p><b>Information Technology -</b></p> <ul style="list-style-type: none"> <li>· I can use software under the control of the teacher to create, store and edit digital content including text and images.</li> <li>· I know that people interact with computers.</li> <li>· I can share my use of technology in school.</li> <li>· I know common uses of information technology beyond the classroom.</li> <li>· I can talk about my work and make changes to improve it.</li> <li>· I can handle data using simple graphing software</li> </ul> <p><b>Digital Literacy, Security &amp; Safety -</b></p> <ul style="list-style-type: none"> <li>· I know that digital content can be represented in many forms.</li> <li>· I know the difference between some of these digital forms and can explain the different ways that they communicate information.</li> <li>· I know who to contact if I see something I don't like.</li> <li>· I know the importance of communicating safely and respectfully online, and the need for keeping personal information private.</li> <li>· I can find content from the world wide web using a web browser with support.</li> <li>· I can understand that some sites are for adults only and are unsuitable for children.</li> </ul> <p><b>Suggestions:</b> <i>Topic Book Contents Page (Word)</i></p>	<p><b>Information Technology -</b></p> <ul style="list-style-type: none"> <li>· I can use software under the control of the teacher to create, store and edit digital content including text and images.</li> <li>· I know that people interact with computers.</li> <li>· I can share my use of technology in school.</li> <li>· I know common uses of information technology beyond the classroom.</li> <li>· I can talk about my work and make changes to improve it.</li> <li>· I can handle data using simple graphing software</li> </ul> <p><b>Digital Literacy, Security &amp; Safety -</b></p> <ul style="list-style-type: none"> <li>· I know that digital content can be represented in many forms.</li> <li>· I know the difference between some of these digital forms and can explain the different ways that they communicate information.</li> <li>· I know who to contact if I see something I don't like.</li> <li>· I know the importance of communicating safely and respectfully online, and the need for keeping personal information private.</li> <li>· I can find content from the world wide web using a web browser with support.</li> <li>· I can understand that some sites are for adults only and are unsuitable for children.</li> </ul> <p><b>Suggestions:</b> <a href="http://www.google.com">www.google.com</a> <i>SeeSaw</i></p>	<p><b>Computer Science -</b></p> <p>I understand that computers need precise instructions. ·</p> <p>I can create a simple program by specifying direction of travel and number of steps needed</p> <p><b>Suggestions:</b> <i>A.L.E.X</i> <i>We Do 2 project speed</i></p>

	<i>Presentation (PowerPoint)</i>		<i>eSafety - how / who to report + keep info private Presentation (PowerPoint, Word, Publisher, Excel) Pie-charts (Excel, 2Graph)</i>		
<b>Glossary Bank</b>	Victorian Era, Queen Victoria, monarchy, parliament, slate, pencil, ink pen, ink well, blotting paper, carpet beater, cane, spinning top, strict		harvest, seasons, crops, crop rotation, livestock, germination, pesticide, life-cycle, fallow, water, drought, irrigation		transport, vehicle, penny farthing, steam train, tram, space shuttle, explorers, continents, speed, distance, wheel, axle
<b>Maths Links</b>	Rote Learning Times tables in the Victorian Classroom Timelines		Seasons - months of the year		Traffic survey Pictograms Recording measurements linked to forces investigations.
Bloom's Homework Focus	All around me - School Blooms optional homework		Fabulous Farming Blooms optional homework		Transport Blooms optional homework
<b>Forest Schools/Outdoor Learning</b>	Glow days: Forest School Spider webs Treebeards Autumn Leaves		Glow days: Forest school Trees, Leaves and Seeds Wild Art Spider's Web - linked to Charlotte's Web		Glow days: Forest School Journey sticks
<b>PSHE/SRE</b>	<b>Core Theme Relationships</b> Relationships: Working well together Relationships: Other people are special too PANTs - NSPCC Underwear Rule		<b>Core Theme Health and Wellbeing</b> Caring for myself Relationships: Caring for others		<b>Core theme 1: Living in the Modern World: Looking forward</b> Health and Wellbeing: Keeping Safe Emotions and Feelings Know places that are safe
<b>EHWB Strand focus</b>	Emotive Language Disaster, appalling, courageous, magnificent, ordeal, tragic, panic		Emotive language Thankfulness, grateful, plentiful, creation		Emotive Language Frustrated, anxious, overwhelmed
<b>EHWB Y1</b>	<b>Self-awareness</b> Knowing myself:  Responsibility for my actions	<b>Managing Feelings</b> I can stop and think before acting.  <i>What can I do? What would I like to do? When have you been sad? When have you been happy? What I do affects how others feel. Create a happiness tree of leaves with drawings of what makes a child happy on</i>	<b>Motivation</b> Setting goals  <i>Number/time/sequencing lines</i>  <i>Ask children to map out 5 things they have learned.</i>	<b>Empathy</b> I know that all people have feelings but understand that they might experience and show their feelings in different ways.  <i>Guess who cards facial expressions: When I am sad I...</i>	<b>Social skills</b> I know how to be friendly - kindness  <i>Giraffes can't dance</i>

		<i>each leaf.</i>			
<b>P4C</b>	Max and Minnie are OK! If we all looked the same would it be better or worse? EHS - Road Safety - Colours		Hetty and Harriet by Graham Oakley What is the perfect home? Free Range or Battery Hens Build for Africa link EHS - Fair Trade		Is the world a smaller place?  EHS - Road Safety - Rules
Subsidiary topics/activities			Vivaldi's Four Seasons William Morris - Art and design		

<b>Cycle</b>	Autumn	Spring	Summer
<b>Year 2</b>	<b>Fire, Fire!</b> How do we know about the events of the <i>Great Fire</i> of London and Nantwich	<b>How have different inventions changed the world?</b>	<b>Global Gardens</b> How do gardens around the world differ?



	<p><b>today?</b> (Local and national history)</p> <p><b>Hook:</b> Staircase House and Nantwich Museum comparison.</p> <p><b>Book:</b> Toby and the Great Fire</p>	<p><b>Hook:</b> MOSI visit -Inventor's Wanted</p> <p><b>Book:</b> Grandpa's Great Invention</p>	<p><b>Hook:</b> Visit Dorothy Clive Gardens/Chester Zoo Rainforest.</p> <p><b>Book:</b> The World Came to My Place Today - Jo Readman</p>
Geography	<p>City and village comparison. Name and locate 4 countries and capitals in UK. Identify the key features of a location to say whether it is a city, town or village. Identifying the physical and human features of a place. Directions and coordinates. Devise a simple map. Understand, use and construct basic symbols in a key. Side and aerial view. Use simple grid references (A1, B1)</p>	<p>Inventors and inventions around the world. How is an island different from the mainland? Maps and plans. Identify 7 continents and 5 oceans. Use maps, atlases, globes, diagrams and other sources of information such as google Earth/maps. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>A Contrasting Locality Overseas A journey to... where my food comes from. Rainforests Seasons, vegetables around the world, growing vegetables (allotment).</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area in the UK and a small area of a contrasting non-European country.</p>
History	<p>Describe significant people from the past and compare aspects of life in different periods. Fire of Nantwich and London comparison. Fire- fighting past and present. Poppy Day, Gunpowder plot.</p>	<p>Famous for more than five minutes. Famous British inventors recent and old e.g. Leonardo DaVinci, Dyson, computer programming, timelines of inventions, Changes within living Memory Domestic machine detective past and present. Timelines of inventions. Using Electricity Thomas Edison - light bulb (Link to D&amp;T)</p>	<p>Describe significant people from the past and compare aspects of life in different periods. Recognise and explain that there are reasons why people in the past acted as they did.</p> <p>Famous People - Nicholas Grimshaw Architect of the Eden Project. Famous Environmentalists: Theodore Roosevelt - Politician and conservationist David Brower -Friends of the Earth. Taking care of the planet Famous Botanist: Carolus Linnaeus - categorising Charles Darwin - British naturalist</p>

<p><b>Creative Arts</b></p>	<p><u>Art:</u> Tudor buildings and silhouettes Vincent Van Gogh - Starry Night. J.M.W. Turner - London on Fire. Rubbings, printing and observation drawings. Make a relief tile (Press Print).</p> <p><u>Design and Technology:</u> Wheeled vehicles - fixed and rotating axles. Design, make and test products. Evaluate. Fire collage - Join textiles using running stitch. Colour and decorate textiles using a number of techniques</p> <p>D.T. Baking bread Weigh ingredients (scales) Assemble and cook ingredients</p>	<p><u>Art:</u> Colour mixing Primary colours, shades of colour, light and dark. Show patterns and texture by adding dots and lines.</p> <p><u>Design and Technology</u></p> <p>.Recycling. Joining and combining sheet and reclaimed materials. Winding mechanisms.</p> <p>Diagnose faults in battery operated devices.</p>	<p><u>Art:</u> Print and Textiles Collage - Andy Goldsworthy Fabric collage focusing upon texture and shape. Weaving to create a pattern. FEMALE WEAVING ARTIST Artist study Monet's Garden - Art Stimulus</p> <p><u>Design and Technology:</u> Designing watering equipment OR a Mini-beast design. Use a graphics package to design a creature in its own habitat. Textiles - explore and compare joining techniques. Explore symmetry.</p>
<p><b>R.E.</b></p>	<p>Y2 Aut 1: What books and stories are special to Christians e.g. Bible/ Creation Aut 2: Open ended enquiry: Why is light such an important symbol? HINDUISM Beliefs and teachings Rama and Sita; Diwali; Festival of Light JUDAISM Hannukah festival of light Christmas: How and why do people have special ways of welcoming babies?</p>	<p>Spr 1: How do Christians know how to care for others?</p> <p>What is the most important teaching of Jesus?</p> <p>What stories of love and forgiveness did Jesus tell and why?</p> <p>Spr2: Why is Abraham important to Jews? What is the torah and why is it important?</p> <p>What happened when Jesus went to Jerusalem?</p>	<p>Summer 1: Why are celebrations important for Jewish families? Why is going to the synagogue important to Jews? What is the role of the rabbi? Why do Jewish people have special objects and clothing at home? Summer 2: What is God like for Christians? What does it mean for people with religious faith/no religious faith to work together to make a difference in the wider world?</p>
<p><b>Science</b></p>	<p>Materials and their properties. Use of Everyday Materials Grouping and Changing Materials</p> <p>Identify and compare the suitability of a variety of everyday materials including</p>	<p>Seasonal Changes <u>Animals including humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p>	<p>Seasonal Changes <u>Plants, Parts of plants</u> Where does our food come from? Seasonal veg, months of the year and seasons.</p>

	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Cornerstones -</b>  <b>Y2</b> Which stuff is stickier?          What shape is a bubble?</p>	<p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><u>Living things and their habitats</u>          Animals and their offspring          Food chains and habitats.</p> <p><b>Cornerstones -Year 2</b></p> <p>Do all balls bounce? Y2 How many arms does an octopus have?</p>	<p><u>Animals, including humans (link to healthy eating).</u>          Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><b>Cornerstones:</b>          Y2 How does grass grow?          Where do snails live?</p>
Pathways to Read	<p><u>Year 2</u>  <u>Autumn 1</u>          Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin Genre - Fiction: fantasy, Fiction: fairytale  <u>Autumn 2</u>          Above and Below by Patricia Hegarty Genre - Information</p>	<p><u>Year 2</u>  <u>Spring 1</u>          The Dragonsitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series) Genre - Recount: emails, Information  <u>Spring 2</u>          Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version) Genre - Fiction: story with a familiar setting</p>	<p><u>Year 2</u>  <u>Summer 1</u>          Fantastic Mr Fox by Roald Dahl Genre - Fiction: adventure  <u>Summer 2</u>          Grimm's Fairytales (Usborne Books) Genre - Fiction: fairytale</p>
Pathways to Write	<p><u>Year 2</u>  <u>Autumn 1</u>          Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters  <u>Autumn 2</u>          The owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report</p>	<p><u>Year 2</u>  <u>Spring 1</u>          Dragon Machine by Helen Ward Outcome - Fiction: adventure focus  <u>Spring 2</u>          Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry</p>	<p><u>Year 2</u>  <u>Summer 1</u>          The Last Wolf by Mini Grey Outcome - Letter: letter in role  <u>Summer 2</u>          Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus</p>

<p><b>Music</b> <b>Love Music Trust</b></p>	<p><u>Year 2</u> Unit 2 - Fire! Fire! To accompany a song with untuned and tuned percussion instruments and to compose piece of music about the Great Fire of London.</p> <p>Unit 2 - Down to the Woods To accompany a song using tuned percussion and compose a piece of music using a story as a stimulus which includes a steady pulse and ostinato.</p> <p>Unit 7 - Festive Fun Children will learn a range of Christmas songs and use rhythmic notation to compose an accompaniment for percussion instruments.</p>	<p><u>Year 2</u> Unit 3 - Round the World To develop singing skills and learn a range of traditional songs from around the world.</p> <p>Unit 6- Moon and Stars Pupils listen to various movements from Holst's The Planets Suite and identify the features which create the desired mood, and to then use these features to compose and notate their own piece of space music.</p>	<p><u>Year 2</u> Unit 5 -Down in the Jungle Pupils will sing animal themed songs in unison and accompany with percussion instruments; they will compose a piece of jungle music and notate using symbols on a grid.</p> <p>Unit 4- Whatever the Weather To sing songs about the weather in unison and as a round, and accompany with percussion instruments. Use symbols to notate a weather composition.</p>
<p><b>Computing</b></p>	<p><b>Information Technology:</b> I can use technology with increasing independence to organise, manipulate and present digital content including text, images and sound using appropriate file and folder names. · I can share my experiences of technology in school and beyond the classroom. · I can talk about my work and make changes to improve it</p> <p><b>Digital Literacy, Security &amp; Safety:</b> · I can navigate the web and can carry out simple web searches to collect digital content. · I can show use of computers safely and responsibly. · I know a range of ways to report unacceptable content and who to contact when online. · I can understand that personal information should be kept private · I can recognise different types of data: text, number. · I appreciate that programs can work with different types of data.</p>	<p><b>Information Technology:</b> I can use technology with increasing independence to organise, manipulate and present digital content including text, images and sound using appropriate file and folder names. · I can share my experiences of technology in school and beyond the classroom. · I can talk about my work and make changes to improve it</p> <p><b>Digital Literacy, Security &amp; Safety:</b> · I can navigate the web and can carry out simple web searches to collect digital content. · I can show use of computers safely and responsibly. · I know a range of ways to report unacceptable content and who to contact when online. · I can understand that personal information should be kept private · I can recognise different types of data: text, number. · I appreciate that programs can work with different types of data. · I can recognise that data can be structured in tables to make it useful.</p>	<p><b>Computer Science:</b> I understand what an algorithm is (series of instructions) and that they run on digital devices as programs. · I can draw simple linear (non-branching) algorithms. · I know that programs run by following precise instructions. · I can run, check and debug programs. · I can use logical reasoning to predict the behaviour of programs</p> <p><b>Suggestions:</b> <i>We Do 2 project 'Robust Structures'</i></p>

	<ul style="list-style-type: none"><li>· I can recognise that data can be structured in tables to make it useful.</li><li>· I can create my own graph using simple graphing software.</li></ul> <p><b>Suggestions:</b> <a href="http://www.google.com">www.google.com</a> SeeSaw eSafety - how / who to report + keep info private Presentation (PowerPoint, Word, Publisher, Excel)</p>		<ul style="list-style-type: none"><li>· I can create my own graph using simple graphing software.</li></ul> <p><b>Suggestions:</b> Topic Book Contents Page (Word) Presentation (PowerPoint) Word &amp; Office applications</p>		
Glossary Bank	London, wood, straw, pitch, flammable, bakery, diary, firebreak, monarch, rebuild, brick, monument		Inventor, invention, plan, design, patent, scientist, prototype, breakthrough, discovery, Thomas Edison, bulb, Leonardo Da Vinci, armoured tank, parachute	extinct, camouflage, canopy, rainforest, crops, food chain, water, drought, irrigation, Carl Linnaeus, Charles Darwin, botanist, naturalist.	
Maths Links	Timeline		Measurements Measuring lengths	Traffic Survey Tallies, Pictograms and Graphs	
Bloom's Homework Focus	Fire! Fire! Blooms optional homework		Inventors Blooms optional homework	Global Gardens Blooms optional homework	
Forest Schools/Outdoor Learning	Glow days: Forest schools Creating Fire		Glow Days: Forest School Creating Dens	Glow Days: Forest School Animal homes Mini- beasts in the trees.	
PSHE/SRE	<b>Core Theme</b> Living in the Modern World: Who's in charge? Relationships: Celebrating and recognising differences Know that they have rights over their own bodies (Let's talk PANTS - NSPCC)		<b>Core theme</b> Health and Wellbeing: My body is important Relationships: Changing friendships	<b>Core Theme</b> Health and Wellbeing: Taking charge Living in the Modern World: Looking Forward	
EHWB Strand focus	Emotive language Fear, terrified, threat, harsh, cruel		Emotive language Inspiration, feasible, new-fangled	Emotive Language Fair and not fair	
EHWB Y2	<b>Self-awareness</b> Knowing myself:  I feel good about the	<b>Managing Feelings</b> I understand that the way I express my	<b>Motivation</b> Concentrate and focus	<b>Empathy</b> I can understand another person's point	<b>Social Skills</b> Right and responsibilities in class

	<p>things I can do and recognise when I find something difficult.</p> <p>Same inside - Potato</p>	<p>feelings can change the way other people feel.</p> <p><i>The bad tempered ladybird</i> Stories: Good Choices. Bad choices. What could happen if..?</p> <p>What would I do if it happened again?</p> <p>Use of puppets to explore theme.</p>	<p>Monitor on task learning behaviours Countoons type activity</p>	<p>of view:</p> <p><i>Cinderella Or Jack and the Beanstalk</i></p>	<p>Safe and fair <i>Class rules</i></p> <p><i>Fair trade</i></p>
P4C	<p>Making safe choices</p> <p>EHS- Feelings and responses - Fire</p>		<p>The Robot and the bluebird</p> <p>Does having friends always make you happy?</p>	<p>Fair Trade</p> <p>Y2 Banana Split</p> <p>Jack and the beanstalk</p>	
Subsidiary topics/activities	<p>Vincent van Gogh Starry Night</p> <p>Turner - London on fire/London Skyline</p>			<p>Artist study</p> <p>Monet's Garden - Art Stimulus</p> <p>Build for Africa link</p>	

### Key Stage 2 long term curriculum map

Cycle	Autumn	Spring	Summer
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<b>Year 3</b>	<p><b>Where is the past in the present?</b></p> <p><b>Hook:</b> Stone Age day - Dress up and become archaeologists on archaeology dig in school finding fossils. Techniquiest trip</p> <p><b>Books:</b> Seal Surfer by Michael Foreman Winter's Child by Graham Baker-Smith</p>	<p><b>How do living things survive in a changing environment?</b></p> <p><b>Hook:</b> Chester Zoo trip looking at Rainforests in the world.</p> <p><b>Books:</b> Stone Age Boy by Satoshi Kitamura Big blue whale by Nicola Davies</p>	<p><b>What makes a good leader?</b></p> <p><b>Hook:</b> Manchester Museum - Ancient Egypt.</p> <p><b>Books:</b> Journey by Aaron Becker Zeraffa Giraffa by Dianne Hofmeyr</p>
<b>Geography</b>	<p>Geographical locations within Great Britain and Historical facts and timelines. What are fossils? (Ice Age) Prehistoric Britain - Stone age - Iron age including animals - evolution, life processes, skeletons, classification, fossils and food chains. Humans - ears, eyes, skeletons, digestive systems, teeth, diet, exercise, drugs, circulation and evolution.</p>	<p>Geographical study of the location of rainforests and their impact on humans, plants and animals. To locate vegetation belts around the world. To identify the position and significance of latitude, longitude, Equator. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Rainforests (Global)</p> <p>Plants, adaptations, endangered world, climate change, deforestation, river study - Amazon</p> <p>Darwin and Evolution, all biomes and vegetation belts, countries in South America.</p>	<p>Geographical Study linked to Egypt. I can identify human and physical characteristics, including hills, mountains, cities, rivers, key to graphical features and land-use patterns of Ancient Egypt. To name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones linked to Egypt</p>
<b>History</b>	<p>History - Prehistoric Britain changes in Britain from Stone age to Iron age. To be able to use a range of sources to find out about Prehistoric Britain. Looking at timelines, comparing life and sequencing events over time. Identify and give reasons for different ways in which the past is represented.</p>		<p>Ancient Egypt</p> <p>Comparison with Now; the writing system; the importance of art; the counting system and gods; trade; religion; farming and everyday life. Importance of rivers to ancient Egypt e.g. Nile.</p>

<p><b>Creative Arts</b></p>	<p><b>Art</b> -Creating cave art paintings. Sketching and shading.</p> <p><b>D&amp;T</b> -Stone Age Experience Day - experience life in the Stone Age including preparation &amp; stewing of fruit cutting materials accurately &amp; safely and making stone age tools Controlling models using software via We.Do.2</p>	<p><b>Art</b> - to understand tribal art and design techniques, including drawing, painting and sculpture with a range of materials. <b>Henry Russo - rainforest prints</b></p> <p>Paint Seesaw.</p>	<p><b>Art</b> - Papyrus Paper - make own papyrus style paper and create an Egyptian drawing. Make sarcophagus - in groups papier mache and paint Canopic jars - create Canopic jar from clay. <b>Georges Seurat.</b></p> <p><b>D&amp;T</b> - Egyptians topic designing pyramids (linking to 3D shapes) designing, making, evaluating and editing our creations. Food Tech at BLS - Egyptian food banquet for the Pharaohs.</p>
<p><b>R.E.</b></p>	<p>Aut 1 Why is it important to some Christians to mark their faith journey with believers baptism? Aut 2 How do the different nativity stories show the importance of Jesus for Christians? Why do Christians give titles to Jesus at Christmas time?</p>	<p>Spr 1 Why are the 10 commandments important to Jews? What can we find out about Judaism by exploring a synagogue? What is the purpose of sacred space and why is it important to be a believer? Spr 2 What are the important events that shaped Jesus life? Why do Christians call Jesus 'saviour' and how does it link with the Easter story? What is good about Good Friday?</p>	<p>Sum 1 Wat do different sacred texts teach people? How do they influence people? Why do they matter? How do Christians live their lives as disciples? Sum 2 What is God like for Christians? What do Muslims believe about God? Why are the 99 names important? What do Muslims learn about God and the natural world? How is a child welcomed into a Muslim community?</p>
<p><b>Science</b></p>	<p><b>Rocks - Science</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter <b>Cornerstones</b> - How do fossils form? Autumn 2</p>	<p><b>Science - Plants/ Animals including Humans</b> To understand the differences between plants/Animals in the Amazon Rainforest to forests in Great Britain. Look at how humans and animals move and compare skeletons and muscles. <b>Cornerstones</b> - Why do shadows change? Spring 1 Do plants have legs? Spring 2</p>	<p><b>Science - Magnets/Light</b> To look at sources of light and describe changes in light that result from an action linked to Ancient Egypt I can explain how attraction, repulsion, poles, sorting materials as magnetic or non-magnetic and how this might be having been used in Ancient Egypt times. <b>Cornerstones</b> - Can you block magnetism? Are mushrooms deadly?</p>



	How do worms move? Autumn 1		<b>Art through the ages</b> e.g. hieroglyphics, mosaics, tribal art, religion in art.
<b>Pathways to Read</b>	<u>Autumn 1</u> The Sea Book by Charlotte Milner Genre - Information <u>Autumn 2</u> Ice Palace by Robert Swindells Genre - Fiction: adventure	<u>Spring 1</u> The Iron Man by Ted Hughes, The Iron Giant (film, 1999) Genre - Fiction: fantasy <u>Spring 2</u> The Morning I Met a Whale by Michael Morpurgo, Why would anyone hurt a whale? - Fiction: adventure, Information	<u>Summer 1</u> Usborne Illustrated Atlas of Britain and Ireland by Struan Reid, Up (film clip, Disney) Genre - Information <u>Summer 2</u> Egyptian Cinderella by Shirley Climo, Wonderful Things Genre - Recount, Fiction: historical/traditional tale
<b>Pathways to Write</b>	<u>Autumn 1</u> Seal Surfer by Michael Foreman Outcome - Recount: letter in role <u>Autumn 2</u> Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy	<u>Spring 1</u> Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative  <u>Spring 2</u> Big blue whale by Nicola Davies Outcome - Information text	<u>Summer 1</u> Journey by Aaron Becker Outcome - Fiction: adventure story  <u>Summer 2</u> Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet
<b>Music</b> <b>Love Music Trust</b>	Unit 4 Stone Age Using Stone Age as a stimulus create their own lyrics to a known melody to create a new version of a song; use rhythmic notation to write short rhythmic phrases.  Unit 2 Christmas Singing To sing songs with expression and stage presence, being aware of meaning and to review their own performances in order to improve them. Have some understanding of musical elements such as dynamics, duration, metre and pitch. Perform to an audience during week 6.	Unit 1 Peter and the Wolf Through a range of performance, composition and listening activities, pupils will explore how music can be used to develop different characters in sound. Key listening will include Prokofiev and Peter and the Wolf and Saint-Seán's Carnival of the animals. This will also be used to stimulate a range of classroom composition activities.  Unit 3 Planet Exploration Using Holst's Planet Suite as a stimulus children will create and perform a short composition about a planet using percussion instruments.	Unit 5 Food Fabulous Food 'To use known songs to create accompaniment to in preparation for performance.  Unit 6 Meet and Greet Pupils will investigate how music can be used to represent people and allow them to interact with each other.

Computing	<p><b>Computer Science:</b>          I can break an open-ended problem up into smaller parts.          · I can put programming commands into a sequence to achieve a specific outcome.          · I keep testing my program and can recognise when I need to debug it.          · I can use repeat commands.          · I can describe the algorithm I will need for a simple task.          · I can detect a problem in an algorithm which could result in unsuccessful programming.</p> <p><b>Suggestions:</b>  <i>We Do 2 project 'Robust Structures'</i></p>	<p><b>Information Technology:</b>          I can show an awareness of, and can use a range of internet services e.g. Zoom. · I can save and retrieve work on the Internet, the school network or my own device. · I can talk about the parts of a computer.</p> <p><b>Digital Literacy, Security &amp; Safety:</b>          I can design a method of collecting and presenting data to others.          · I can talk about the different ways data can be organised.          · I can recognise the features of good page design in multimedia presentations and consider how these meet the needs of the audience e.g. poster, news paper, menu, instructions.          · I can compare and contrast the impact of using different words and images from a variety of electronic sources.          · I can select suitable text and graphics from other electronic sources and import into own work.          · I know what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p><b>Suggestions:</b>  <i>Topic Book Contents Page (Word)</i>  <i>Presentation (PowerPoint)</i>  <i>Word &amp; Office applications</i></p>	<p><b>Information Technology:</b>          I can show an awareness of, and can use a range of internet services e.g. Zoom. · I can save and retrieve work on the Internet, the school network or my own device. · I can talk about the parts of a computer.</p> <p><b>Digital Literacy, Security &amp; Safety:</b>          I can design a method of collecting and presenting data to others.          · I can talk about the different ways data can be organised.          · I can recognise the features of good page design in multimedia presentations and consider how these meet the needs of the audience e.g. poster, news paper, menu, instructions.          · I can compare and contrast the impact of using different words and images from a variety of electronic sources.          · I can select suitable text and graphics from other electronic sources and import into own work.          · I know what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p><b>Suggestions:</b>  <a href="http://www.google.com">www.google.com</a>  <i>SeeSaw</i>  <i>eSafety - how / who to report + keep info private</i>  <i>Presentation (PowerPoint, Word, Publisher, Excel)</i></p>
Glossary Bank	Prehistory, archaeology, artefact, fossil, hominid, migrate, Palaeolithic era, Skara Brae, Neolithic, Stonehenge, mammoth, Mesolithic age	Biology, organisms, ecosystem, biodiversity, canopy, extinct, deforestation, adaptation, camouflage, emergent layer, vegetation, monsoon.	Papyrus, pharaoh, river Nile, hieroglyphics, mummification, irrigation, sarcophagus, delta, embalm, scribe, cartouche, tomb.
Maths Links	Timelines - working out the ages	Deforestation impact on us - how long until we have no more rainforests?	3-D shapes pyramids.
Bloom's Homework Focus	The Stone Age	Rainforest Takeaway	Archaeological Dig - Egypt
Forest Schools/Outdoor	GLOW days- the importance of fire and how	GLOW days - Forest school surviving in	GLOW days - Water how to find it to

Learning	to make it.		the rainforest - Den building.		survive -(rivers).
PSHE/SRE	<b>Core Theme</b> Health and Wellbeing: Settling in Health and Wellbeing: Focus on feelings Know they have the right to protect their bodies from unwanted contact (Let's Talk PANTS - NSPCC)		<b>Core Theme</b> Relationships: Making friends Health and Wellbeing: Keeping safe		<b>Core theme</b> Relationships: In someone else's shoes Living in the Modern World: People and their work
EHWB Strand focus Y3	<b>Self-awareness</b> Understanding my feelings:  I can identify, recognise and express a range of feelings.	<b>Managing Feelings</b> I can adapt the way I express my feelings to suit particular situations or people.  I can calm myself down when I choose to.  <i>How do I feel emotions inside?            Where do you feel it in your body? e.g. on a rollercoaster, where do you feel it? Your friend says they "don't want to play with you", where do you feel it? "Taking a pause" Three mindful breaths activity.</i>	<b>Motivation</b> Persist when learning is difficult   Bounceback	<b>Empathy</b> I value and respect the thoughts, feelings, beliefs and values of other people.  Amazing Grace - stereotypes	<b>Social Skills</b> I can make, sustain and break friendships without hurting others.  Two monsters  Should they have retaliated?
P4C	P4C: health drugs and exercise.		Supermarkets - How food is grown, air miles and effects on environment, economy and jobs, micro organisms, freezing and changes of state. P4C: deforestation		P4C: Did these ancient civilisations change the way we live today?
Subsidiary topics/activities	Techniquet		Swimming Chester Zoo Build for Africa link		Manchester Museum.

Cycle	Autumn	Spring	Summer
Year 4	<p><b>What did the Victorians ever do for us?</b></p> <p><b>Hook:</b> Quarry Bank Mill visit and a Victorian Day in school - children dress up and spend a day in the life of a Victorian child.</p> <p><b>Books:</b> Gorilla by Anthony Browne. Leon and the place between by Graham Baker-Smith</p>	<p><b>How did the Romans' invasion impact on Britain?</b></p> <p><b>What did the Ancient Greeks do for us?</b></p> <p><b>Did the Ancient Greeks create democracy?</b></p> <p><b>Hook:</b> Delamere residential - den building, problem solving and working as a team.</p> <p><b>Books:</b> Escape to Pompeii; Arthur and the Golden Rope</p>	<p><b>What's beneath our feet and why is it important? Mountains and Volcanoes</b></p> <p><b>Earth and air (Global)</b></p> <p><b>Hook:</b> Carding Mill Valley River Study Field trip</p> <p><b>Books:</b> Where the Forest Meets the Sea by Jeannie Baker Blue John by Berlie Doherty</p>
Geography	<p>To be able to describe geographical similarities and differences between Cheshire and Brittany in France and to look at the Commonwealth in Victorian times and now.</p>	<p>Using ap and atlases I am able to link Roman Empire to Italy. Looking at Pompeii and using interactive maps of how the Roman Empire, countries and major cities of Europe have changed over time.</p> <p>To also be bale to look at the similarities and differences between the physical and human features of key cities in Roman Britain.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. Use sketch maps to record features. Use maps.</p>	<p>Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle relating to Carding Mill Valley. To study the features of the Valley and using our knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics of different mountain ranges around the World.</p> <p>To use fieldwork and map skills on hills and mountains of the UK looking at settlements.</p>

<h2>History</h2>	<p>Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this. Look at the importance Charles Darwin-scientist, Alexander Graham Bell - Telephone or Lord Shaftsbury - trying to make sure that children had rights. Significant inventions. Look at the comparison between now and then. A comparison with Queen Victoria and Queen Elizabeth 2<sup>nd</sup></p>	<p>Invaders - (Romans) History - UK countries and cities. Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation. Understand how people's lives have shaped Britain. Understand cause and consequence. Gain historical perspective by placing their knowledge into different contexts.</p> <p>To know where and when the Ancient Greek civilisation existed and order events on a timeline and to know about the Greek Empire, how it was established and the impact on the wider world. Involve thoughtful selection and organisation of relevant historical information by understanding the religious beliefs of the Ancient Greek people and know some of the gods they worshipped.</p>	
<h2>Creative Arts</h2>	<p><b>D&amp;T</b> Identify some of the great designers in all the areas of study to generate ideas for designs. Victorian bridge builders - Brunel.</p> <p>Control and monitor models. Create series and parallel circuits. Link to Science and Electricity</p> <p><b>Art</b>- Victorian houses project. Millais, portraits in nature. Georgia O' Keefe, flower art</p>	<p><b>D&amp;T</b> Make a range of products by working efficiently and independently. Generate, develop and model ideas. Select from and use a wide range of materials, including textiles. Roman shields, Roman aqueduct models.</p> <p><b>Art</b> - Animal mosaic/collage Sonia Boyce - what represents you?</p>	<p><b>D&amp;T</b> - • To make a volcano or mountain using a wide range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select and use a wider range of materials and components, according to their functional properties and aesthetic qualities. Cooking and Nutrition</p> <p>Nutritional energy food - expedition/ mountain climber.</p> <p><b>Art</b> - Tessellations - MCEscher</p>

			River/Mountain multimedia work - Mizuki Goto, Peter Lanyon
R.E.	<p>Aut 1</p> <p>Why is Muhammad important to Muslims? Why and how do Muslims care for the environment? How and why do some Muslim organisations help those in need?</p> <p>Aut 2</p> <p>What did Jesus teach in parables about love and forgiveness? What does the parable of the Good Samaritan mean for Christians today and how might it impact their behaviour?</p>	<p>Spr 1</p> <p>Why do some people take pilgrimages? What occasions in people's lives are significant and why? What can we learn about Easter from the arts?</p> <p>Spr 2</p> <p>Open ended enquiry choice, e.g. is happiness the purpose of life? If not, what is the purpose of life? Can religion help people find peace? How does a religion influence a person's beliefs?</p>	<p>Sum 1 - Why do some people pray/not pray? Can religion help people find peace? How does a religion influence a person's beliefs? How do non-religious worldviews hold people together?</p> <p>Sum 2 - What are the important events in a Jew's life? How and why do Jews celebrate? How and why is freedom linked to Passover?</p>
Science	<p><b>Sound and Electricity</b> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Show that sounds are made when objects vibrate &amp; that sounds travel through solids, liquids &amp; gases. Children investigate how well sound travels through different materials and discover how instruments make sounds. Suggest how to change the pitch &amp; loudness.</p> <p><b>Cornerstones</b> How do plugs work? Can you make a circuit from play dough?</p>	<p><b>Animals including humans.</b> Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><b>Cornerstones</b> -How do you block sound? Is custard a liquid?</p>	<p><b>States of Matter Identify</b> misconceptions and classify materials into solids, liquids and gases (sorting and classifying). Investigate the presence of gases (exploring). Understand the behaviour of particles in the different states and use a thermometer to observe temperature changes of water</p> <p><b>Cornerstones</b> - Why does it flood? Can worms sense danger?</p>
Pathways to Read	<p><u>Autumn 1</u></p> <p>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre - Fiction: traditional tales</p> <p><u>Autumn 2</u></p> <p>The Train to Impossible Places by P.G. Bell Genre - Fiction: fantasy</p>	<p><u>Spring 1</u></p> <p>DKfindout! Volcanoes by Maria Gill Genre - Information</p> <p><u>Spring 2</u></p> <p>Ariki and the Island of Wonders by Nicola Davies Genre - Fiction: adventure</p>	<p><u>Summer 1</u></p> <p>Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution Genre - Recount: biography, Information</p> <p><u>Summer 2</u></p>

			A Myth-Hunter's Travel Guide Genre - Information
Pathways to Write	<u>Autumn 1</u> Gorilla by Anthony Browne Outcome - Fiction: fantasy story <u>Autumn 2</u> Leon and the place between by Graham Baker-Smith Outcome - Recount: diary	<u>Spring 1</u> Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative  <u>Spring 2</u> When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy	<u>Summer 1</u> Where the Forest Meets the Sea by Jeannie Baker & '100 facts - Rainforests' by Miles Kelly. Outcome - Non-chronological report <u>Summer 2</u> Blue John by Berlie Doherty Outcome - Letters & Explanation
Music Love Music Trust	Unit 1 Folk Music To learn about British folk music and use its characteristics to create a class performance.  Unit 2 Countdown to Christmas To sing a Scottish folk round in two parts and compose own rhythmic accompaniment. Learn and adapt a Christmas cumulative song.	Unit 3 Paint a Picture To discuss artists' work, classical composers and film clips and respond to them by composing music to represent ideas, actions and mood.  Unit 4 Vikings To learn about Grieg's Hall of the Mountain King and to compose their own piece of music to accompany a clip from How to Train your Dragon using Grieg as a stimulus.	Unit 5 Tasty Tunes Pupils will create a range of food themed music and learn about ternary (sandwich) form through an original composition.  Unit 6 Say hello, Wave Goodbye. To investigate the different emotions evoked by music associated with meeting and parting and to use these to construct two contrasting raps.
Computing	<b>Information Technology:</b> I can show an awareness of, and can use a range of internet services · I can tell you whether a resource I am using is on the Internet, the school network or my own device. · I understand that ICT allows changes to be made quickly and efficiently. <b>Digital Literacy, Security &amp; Safety:</b> I can organise data in different ways. · I can analyse and evaluate data and information. · I understand that planning, evaluation and improvement are vital parts of the design process. · I demonstrate this through editing my work. · I recognise intended audience and suggest improvements to make my work more relevant to that audience. · I understand that images, sounds and text can be	<b>Computer Science:</b> · I can use an efficient procedure to simplify a program. · I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. · I know that I need to keep testing my program while I am putting it together. · I can use a variety of tools to create a program. · I can recognise an error in a program and debug it. · I recognise that an algorithm will help me to sequence more complex programs. · I recognise that using algorithms will also	<b>Information Technology:</b> I can show an awareness of, and can use a range of internet services · I can tell you whether a resource I am using is on the Internet, the school network or my own device. · I understand that ICT allows changes to be made quickly and efficiently. <b>Digital Literacy, Security &amp; Safety:</b> I can organise data in different ways. · I can analyse and evaluate data and information. · I understand that planning, evaluation and improvement are vital parts of the design process. · I demonstrate this through editing my work. · I recognise intended audience and suggest improvements to make my work more

	<p>subject to copyright and abide by copyright rules when creating a presentation.</p> <ul style="list-style-type: none"> <li>· I can give examples of the risks of online communication.</li> <li>· I know who to report unsuitable content to when away from school.</li> <li>· I understand that website can contain biased information.</li> </ul> <p><b>Suggestions:</b>  <i>Topic Book Contents Page (Word)</i>  <i>Presentation (PowerPoint)</i>  <i>Word &amp; Office applications</i>  <i>Poster (Publisher - edit &amp; evaluation)</i></p>	<p>help solve problems in other learning such as Maths, Science and Design and Technology.</p> <p><b>Suggestions:</b>  <i>We Do 2 project</i></p>	<p>relevant to that audience.</p> <ul style="list-style-type: none"> <li>· I understand that images, sounds and text can be subject to copyright and abide by copyright rules when creating a presentation.</li> <li>· I can give examples of the risks of online communication.</li> <li>· I know who to report unsuitable content to when away from school.</li> <li>· I understand that website can contain biased information.</li> </ul> <p><b>Suggestions:</b>  <a href="http://www.google.com">www.google.com</a> + related searches / navigation  <i>Fact checking from search results</i>  <i>SeeSaw</i>  <i>eSafety - how / who to report + keep info private</i>  <i>Presentation (PowerPoint, Word, Publisher, Excel)</i>  <i>Copyright lesson</i></p>
<b>Glossary Bank</b>	British Empire, industrial revolution, parliament, Lord Shaftsbury, poverty, Queen Victoria, Thomas Barnardo, orphan, workhouse, mill, Brunel, Victorian Era.	<p>Empire, Republic, archaeology, aqueduct, centurion, gladiator, legion, mosaic, numeral, myth, stylus, forum, Celts, Iceni, Boudicca, scutum, gladius, Britannia, Caesar.</p> <p>Greek Empire Troy, Mount Olympus, Sparta, Athens, Olympia, Gods, Goddesses, Parthenon, temple, Acropolis, Olympics</p>	Natural disaster, earthquake, volcano, lava, eruption, crust, tectonic plate, avalanche, crater, vent, magma, mantle.
<b>Maths Links</b>	How money has changed?	Measurements	Interpreting data
<b>Bloom's Homework Focus</b>	The Victorian Age	Celtic Way of Life	Striving for the Summit
<b>Forest Schools/Outdoor Learning</b>	GLOW Days: Forest schools - problem solving as teams - challenges relating to maths and reasoning.	GLOW Days: How to survive in a wood. What would you need and why? How could you build a shelter? Viking raids	GLOW Days: understanding about our planet and how we can look after it for future generations.
<b>PSHE/SRE</b>	<p><b>Core Theme</b>  PANTS - NSPCC Underwear Rule  Health and wellbeing: Feeling good</p>	<p><b>Core theme</b>  Relationships: Changes in families  Health and wellbeing: Keeping healthy</p>	<p><b>Core Theme</b>  Health and wellbeing: Keeping safe  Living in the Modern World: Looking</p>



EHWB Strand focus Y4	Relationships: Ups and downs in relationships				forward
	<b>Self awareness</b>  Understanding my feelings:  I know that feelings, thoughts and behaviour are linked.	<b>Managing Feelings</b>  I have a range of strategies for managing my worries and other uncomfortable feelings.  <i>Vocabulary extension linked to experiences. Use puppets or stories to explore.</i>  <i>How would it feel to be a certain character in a story? Feelings Cinquain: Using a feelings poster, identify feelings that they didn't know before. Write a cinquain using that word.</i>	<b>Motivation</b>  Independence  <i>Useful thinking skills</i>	<b>Empathy</b>  I can be supportive to others and try to help them when they want it.  <i>What can a photo tell us?</i>	<b>Working together</b>  I can tell you what helps a group to work well together.  <i>Agreement of Ground Rules</i>  <i>Four word build</i>  <i>Children's Rights</i>
P4C	Slavery / age of inventions that change the world. Look at then and now what has or hasn't changed?		When it is right to take something that doesn't belong to you?		The importance of looking after our environment. Build for Africa link Fairtrade
Subsidiary topics/activities	Quarry Bank Mill Dragons Den		Y4 Delamere residential. Popera		Shropshire Hills - Mountains - Survival.

Cycle	Autumn	Spring	Summer
Year 5	<p><b>What was it like in Cheshire and Audlem During World War 1? (Local Study)</b></p> <p><b>Hook:</b> Cheshire Reflects artefact workshop, visit from Virginia at Chester Museum, Remembrance Day</p> <p><b>Book:</b> Queen of the falls by Chris Van Allsburg The Lost Happy Endings by Carol Ann Duffy</p>	<p><b>How did the Anglo-Saxon and Viking migration/invasion impact Britain?</b></p> <p><b>Hook:</b> Makers of History Anglo-Saxon workshop</p> <p><b>Book:</b> Arthur and the Golden Rope by Joe Todd-Stanton The Darkest Dark by Chris Hadfield</p>	<p><b>Why are rivers and canals so important? (including a local study)</b></p> <p><b>Hook:</b> Carding Mill Valley River Study Field trip</p> <p><b>Book:</b> The Paperbag Prince by Colin Thompson The Hunter by Paul Geraghty</p>
Geography	<p>To be able to describe and locate some of the countries and cities of the world which relate to World War 1 using atlases and maps. To understand the similarities and differences between the human and physical characteristics.</p>	<p>Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources. Use sketch maps to record features. Use maps. Also. Physical geography: where the Anglo-Saxon and 'viking' tribes migrated from and why?</p>	<p>To learn the names and locations of the UK's significant waterways and compare this with the largest river in the world, the Amazon.</p> <p>Discovering the journey of a river, the issue of flooding, the water-cycle, and the importance that waterways such as rivers and canals have played in the lives of humans throughout history (with a special focus on the role of the Shropshire Union Canal for the local area).</p> <p>Fieldwork culminating in comparisons between Carding Mill Valley and Audlem using OS maps.</p> <p><b>Writing link</b> - legends associated with famous bodies of water (e.g. Sabrina the spirit of the Severn; The Monkey Man of the Shroppie Fly; Loch Ness Monster; <i>The One Ring</i> in the Gladden tributary of the Anduin etc.)</p>

History	<p>Discovering what life was like during the war - both at home and in the trenches links with Audlem history group. Researching the local soldiers who went to fight; the effect the war had on the village and nearby towns/cities. Considering the changes in technology, the role of animals, and what caused the war in the first place. <b>Writing link</b> - 'The iron burning bee' - WW1 Poetry and script writing. (WW1 poems, especially by Wilfred Owen (from North Shropshire), <i>The Piano</i> (silent plays.) Colloquial language</p>	<p>UK countries and cities up to 1066. Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation - culturally, spiritually and geographically. Understand why the invaders and settlers came; their struggle against each other for land and power; the changes this caused to the UK's language and landscape.</p>	
Creative Arts	<p><b>Art</b> WW1 art - Study of William Hutchings (Cheshire Artist). Painting horses from WW1. WW1 soldier silhouettes -Poppy designs and sewing Food technology visit to BLS linked to food in wartimes. Making own ceramic (clay) poppy display in line with the Stoke-on-Trent 'Weeping Window' commission.</p> <p><b>D.T.</b> Creating and programming rescue helicopters (Lego WeDo) Convert rotary motion to linear motion using cams - WW1 themed cam toys (e.g. trenches, tanks)</p>	<p><b>Art/DT link</b> - Making and evaluating Anglo-Saxon shields, brooches and cushions.</p> <p><b>Picasso</b> <b>Banksy</b></p>	<p><b>Art</b> <b>David Hockney - Rivers</b> - the creation of perspective through lines, shades and complimentary colours.</p> <p><b>D&amp;T</b> - Combining electronics and mechanics to develop a product that would help someone who lives/travels on canal boats</p>
R.E.	<p><b>Aut 1</b> What do Christian believers believe about how they should care for the world? How is Christianity a diverse and global faith? <b>Aut 2</b> How did god show his love for humanity in Jesus? Why is it important to Christians to believe God came to earth as a human being? Why are gifts given to Jesus at Christmas</p>	<p><b>Spr 1</b> Why are the signs of salvation important in a church community? Why is the resurrection and ascension of Jesus important? Why do Christians celebrate the same things in different ways? (eg last supper) <b>Spr 2</b> How is Hindu marriage celebrated? How</p>	<p><b>Sum 1</b> What does it mean to belong to an Islamic faith community? Why are the 5 pillars important to Muslims? How do Muslims express being part of the Ummah? <b>Sum 2</b> Open ended enquiry choice: take a concept and explore its relevance in</p>

	time?	do Hindu's welcome babies? Why is Rama important to Hindu's? How and why do Hindu's celebrate Diwali? How are the Christmas and Easter stories connected?	religious/non religious world views, eg, love/peace. What do different religions/worldwide views say about life after death. Is death the end. Or generate own questions.
Science	<p><b>Science - Forces and Properties of materials.</b> Cornerstones: What do pulleys do? How do levers help us?</p> <p><b>Light and Shadows</b> - <i>To include light and shadows, patterns of shadows and how shadows are formed.</i></p>	<p><b>Science link</b> - Animals including humans (which animals were important to the Anglo-Saxons and Vikings both in terms of farming and culturally/spiritually?)</p> <p>Puberty - hygiene Own human biological quandary and research e.g. Why do we get wrinkles? What age do you stop growing? Did people in medieval times live as long as us? etc.</p> <p><b>Cornerstones:</b> Do all solids dissolve? Why are zip wires so fast?</p>	<p><b>Science - Living Things</b> Life cycles of different animal classes. Incredible Eggs Plant/animal reproduction; parts and processes.</p> <p>Cornerstones: Why do birds lay eggs? Can you clean dirty water?</p>
Pathways to Read	<p><u>Autumn 1</u> Goodnight Stories for Rebel Girls by Elena Favilli Genre - Biography</p> <p><u>Autumn 2</u> Hansel and Gretel by Neil Gaiman Genre - Fiction: traditional tale</p>	<p><u>Spring 1</u> Odd and the Frost Giants by Neil Gaiman Genre - Fiction: myths and legends</p> <p><u>Spring 2</u> Exploring Space, Planet Unknown by Shawn Wang (film) Genre - Information, Film</p>	<p><u>Summer 1</u> The Last Wild by Piers Torday, Rubbish - a look behind the Genre - Persuasion/ information Fiction: contemporary</p> <p><u>Summer 2</u> African Tales: A Barefoot Collection by Gcina Mhlophe and Rachel Griffin Genre - Fiction: books from other cultures and traditions</p>
Pathways to Write	<p><u>Autumn 1</u> Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries</p> <p><u>Autumn 2</u> The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale</p>	<p><u>Spring 1</u> Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth</p> <p><u>Spring 2</u> The Darkest Dark by Chris Hadfield Outcome - Recount: biography</p>	<p><u>Summer 1</u> The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet</p> <p><u>Summer 2</u> The Hunter by Paul Geraghty Outcome - Fiction: journey story</p>

<p><b>Music</b> <b>Love Music Trust</b></p>	<p>Unit 1 <i>Getting Loopy</i> To create and use patterns of sound as loops in a musically expressive way.</p> <p>Unit 2 <i>Samba</i> To introduce pupils to Samba, a lively street and party music from Brazil.</p>	<p>Unit 3 <i>Performance Poetry</i> For pupils to explore performance poetry and sound poetry as two distinct forms of contemporary performance and utilise techniques from each in the production of an original performance poem of their own.</p> <p>Unit 4 <i>Storytelling through Gamelan</i> Pupils will explore the stylistic features of different pieces from around the world.</p>	<p>Unit 5 <i>Improvising Colours</i> Pupils will learn some basic skills of musical improvisation through various games and exercises based around colour. They will use rhythmic and melodic improvisations as a source for compositions completed in small groups.</p> <p>Unit 6 <i>Newsbeat</i> Pupils will construct their own radio broadcast based around a news story. There is an opportunity here to link this work to broader themes or topics being studied in the curriculum. They will consider how music can support and extend key messages in audio or video broadcast media.</p>
<p><b>Computing</b></p>	<p><b>Computer Science:</b></p> <ul style="list-style-type: none"> <li>· I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity.</li> <li>· I can use a variable to increase programming possibilities.</li> <li>· I can change an input to a program to achieve a different output.</li> <li>· I can use 'if' and 'then' commands to select an action.</li> <li>· I can talk about how a computer model can provide information about a physical system.</li> <li>· I can use logical reasoning to detect and debug mistakes in a program.</li> <li>· I use logical thinking, imagination and creativity to extend a program.</li> </ul> <p><b>Suggestions:</b> <i>We Do 2 project</i></p>	<p><b>Information Technology:</b> I can select, process and import images, video and sounds from a variety of sources to enhance presentations.</p> <ul style="list-style-type: none"> <li>· I talk about design in the context of my own work. I recognise the features of good design in different printed and electronic texts e.g. poster, website,</li> <li>· I demonstrate awareness of intended audience in my work</li> </ul> <p><b>Digital Literacy, Security &amp; Safety:</b> I can show an awareness of, and can use a range of internet services e.g. YouTube, Vimeo.</p> <ul style="list-style-type: none"> <li>· I understand that comments made online which are hurtful or offensive are the same as bullying.</li> <li>· I know how search engines rank search results.</li> <li>· I can describe different parts of the Internet.</li> <li>· I can use filters and sort to search for specific information. I can talk about mistakes in data and suggest how it could be checked.</li> <li>· I understand the importance of evaluation</li> </ul>	<p><b>Information Technology:</b> I can select, process and import images, video and sounds from a variety of sources to enhance presentations.</p> <ul style="list-style-type: none"> <li>· I talk about design in the context of my own work. I recognise the features of good design in different printed and electronic texts e.g. poster, website,</li> <li>· I demonstrate awareness of intended audience in my work</li> </ul> <p><b>Digital Literacy, Security &amp; Safety:</b> I can show an awareness of, and can use a range of internet services e.g. YouTube, Vimeo.</p> <ul style="list-style-type: none"> <li>· I understand that comments made online which are hurtful or offensive are the same as bullying.</li> <li>· I know how search engines rank search results.</li> <li>· I can describe different parts of the Internet.</li> <li>· I can use filters and sort to search for specific information. I can talk about mistakes in data and suggest how it could be checked.</li> <li>· I understand the importance of evaluation</li> </ul>

		<p>and adaptation of individual features to enhance an overall presentation.</p> <p><b>Suggestions:</b>  <i>Topic Book Contents Page (Word)</i>  <i>Presentation (PowerPoint)</i>  <i>Word &amp; Office applications</i>  <i>Poster (Publisher - edit &amp; evaluation)</i></p>	<p>and adaptation of individual features to enhance an overall presentation.</p> <p><b>Suggestions:</b>  <i>Compare &amp; contrast digital communication (poster, website, PowerPoint)</i>  <i>Import pictures, video, sounds to PowerPoint</i>  <i>Edit &amp; Improve (SeeSaw)</i>  <i>Boolean searching</i>  <i>Data entry (Excel) &amp; anomalous data</i>  <a href="http://www.google.com">www.google.com</a> + related searches / navigation  <i>eSafety sessions + Online Citizenship</i>  <i>Boolean search + advertising</i>  <i>Parts of internet</i>  <a href="https://quizlet.com/17330192/parts-of-the-internet-flash-cards/">(https://quizlet.com/17330192/parts-of-the-internet-flash-cards/)</a></p>
<b>Glossary Bank</b>	Trenches, armistice, conscription, no man's land, treaty, remembrance, ration, bayonet, frontline, allies, central powers, assassins, mustard gas, Austria-Hungary, Serbia, Gallipoli, conscientious objector.	Angles, Saxons, Jutes, Danes, Norse, Scandinavia, Germany, Denmark, Germanic, Sutton Hoo, Bayeaux Tapestry, runes, futhorc, futhark, Old English, colonise, settlement, ancestors, descendent,	Tributary, mouth, source, water cycle, evaporation, condensation, dissolve, filter, lock, riverbed, erosion, meander, Severn, Thames, Weaver, Avon, Nile, Amazon.
<b>Maths Links</b>	Measurement, Data collection (casualties, percentage of conscriptions/volunteers etc.), co-ordinates and distance (trench maps)	Greek and Roman Numerals Tracking the population of the city of Rome during the Empire. Looking at the comparing the Greek city of Athens to Rome. Gladiator timetables. Gymnastic human Roman numerals	Coordinates, measurement, volume
<b>Bloom's Homework Focus</b>	Life in WW1	Roman Legacy	Life on the canal
<b>Forest Schools/Outdoor Learning</b>	GLOW Days: Forest schools Writing from the trenches (poets and Tolkien)	GLOW Days: Forest schools Being an archaeologist Investigating local non-human animals. Sacred trees of the Romans and Britons	GLOW Days: Forest schools Water study Plant well-being vs rainfall study How to stay dry in the forest - shelter and waterproof materials. Problems of getting wet - Bear Grylls'

					survival skills.
PSHE/SRE	<b>Core Theme</b> Living in the Modern World: Looking ahead  Health and Wellbeing: Risks and pressures  PANTS - NSPCC Underwear Rule		<b>Core theme</b> Relationships: We are all different  Health and wellbeing: It's my body		<b>Core Theme</b> Living in the Modern World: Being involved in my community Living in the Modern World: Looking at the world
EHWB Strand focus Y5	<b>Self-awareness</b> Understanding my feelings:  I can recognise when I am becoming overwhelmed by my feelings.  Emotional intelligence through emotional vocabulary and individual differences.	<b>Managing Feelings</b>  Self calming  I have a range of strategies for managing my anger.  <i>Simple relaxation techniques as a way of stress reduction.</i>  Mindfulness activities, soothing music, breathing techniques, writing and destroying them. Serenity Prayer/Worry monster  <i>Headspace</i>	<b>Motivation</b> Resourcefulness  <i>Setting goals and understanding how I learn.</i>  <i>Mind maps</i>	<b>Empathy</b>  I know that my actions affect other people and can make them feel better or worse.  <i>Cut out heads from magazines; develop a play for tackling specific issues relating to friendships or relationships.</i>  Human dominoes.	<b>Social Skills</b>  Resolving conflicts  I can resolve conflicts to ensure that everyone feels positive about the outcome.  Chat shows/debates  Roleplaying difficult social scenarios - playing fairly, bullying vs banter, rules, roles of Police
P4C	Can war ever be justified? Bible Society's P4C resources - Just war, how wars start, pacifism, teenage Tommies, Should animal take part in war? What does it mean to be brave?		What is democracy? Is the world a fair place? What did the Romans ever do for us? What did the Ancient civilisations do for us? Should we be angry with invaders of the past? Issues of immigration, what does it really mean to be British?		Build for Africa link  "Water is the new oil" Issues of water usage. Ethics of fishing.
Subsidiary topics/activities	Y5/6 residential.				David Hockney - Water

Cycle	Autumn	Spring	Summer
Year 6	<p><b>How did the Battle of Britain change British History?</b></p> <p><b>Hook:</b> Residential, Local walk linked to geography fieldwork</p> <p><b>Book:</b> Once by Morris Gleitzman;</p>	<p><b>How is Mexico similar to and different from Britain?</b></p> <p><b>Hook:</b> Lego Innovation Centre, Food Tech visit to Brine Leas linked to Mexico topic</p> <p><b>Book:</b> Crossing the Wire by Will Hobbs</p>	<p><b>Who were the Mayans and what do we know about them?</b></p> <p><b>Hook:</b> News story of Shambo the sacred cow (link to RE and P4C)</p> <p><b>Book:</b> The Garbage King by Elizabeth Laird</p>
Geography	<p><b>Locational knowledge:</b> name and locate some of the countries and cities of the world;</p> <p>Describe how locations around the world are changing and explain some of the reasons for change</p> <p><b>Geographical skills and fieldwork:</b> use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area; record the results in a</p>	<p><b>Place knowledge:</b> name and locate the countries of North America and identify their main physical and human characteristics</p> <p><b>Human geography of Mexico:</b> describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals, and water supplies and economic activity including trade links and tourism.</p> <p><b>Geographical skills and fieldwork:</b> collect and analyse statistics and other information in order to draw</p>	<p><b>Locational knowledge:</b> name and locate some of the countries and cities of the world; describe how locations around the world are changing and explain some of the reasons for change</p>



	range of ways including sketch maps, plans and graphs utilising digital technology	clear conclusions about locations; use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	
History	<p><b>Journey through time' day.</b></p> <p><b>An extended chronological study:</b> looking at the impact of the war on our locality and our nearest cities; how the war started and ended; the main theatres of war; the main axis of power; The Battle of Britain; the Holocaust.</p> <p>How did the people live whilst the war was going on and the impact of the war ending on the people?</p>		<p>Comparison with Anglo-Saxons; the Maya writing system; the importance of art; the Maya counting system and calendar; trade; religion; farming and everyday life.</p> <p>To describe the main changes in the Mayan period of history (using terms such as social, religious, political, technological and cultural diversity).</p>
Creative Arts	<p><b>Create sketches and paintings based on the war artist Henry Moore</b> and watercolours linked to Dunkirk</p> <p><b>Painting:</b> sketch lightly before painting to combine line and colour; create a colour palette based on colours observed in the natural or built world; use the qualities of acrylic and watercolour paint to create visually interesting pieces; combine colours, tones and tints to enhance</p>	<p><b>Art</b> Mexican artist -Frida Kahlo and portraits.</p> <p>D.T. Cooking and Nutrition Mexican food - savoury dishes.</p>	<p><b>Art</b> Creating and painting paper mache Maya masks <b>Painting:</b> use the qualities of acrylic and watercolour paint to create visually interesting pieces Sculpture: show life like qualities and real life proportions or, if more abstract, provoke different interpretations; use tools to carve and add shapes, texture and pattern; combine visual and tactile qualities; use frameworks (such as wire or</p>

	<p>the mood of a piece; use brush techniques and the qualities of paint to create texture.</p> <p><b>DT Technical Knowledge:</b> Create Christmas toys in Science creating circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips)</p>		<p>moulds) to provide stability and form.</p> <p><b>D.T.</b> Cut materials with precision and refine finish with appropriate tools. Ensure products have a high-quality finish using art skills where appropriate - Maya Masks.</p> <p><b>Andy Warhol, Julie Opie, Basquiat</b></p>
R.E.	<p>Aut 1 - What do christens believe about the kingdom of god? What do Christians believe about life after death?</p> <p>Aut 2 - What do different people believe about God? Why do Christians believe God can be the Father, Son and Holy Spirit? How des Christianity help people find peace with God?</p>	<p>Spr 1 - What makes a good leader worth following? E.g. Muhammad, Guru, Nanak, Jesus? How do people with a non-religious world view decide what makes a good life? How does a religious belief help people when life gets hard? Eg Christianity</p> <p>Spr 2 - How and why do Hindus show respect for living things? Is the idea of one god important in Hinduism? Why do Hindus make pilgrimages? What symbols are important to Hindus?</p>	<p>Sum 1 - what teachings of Muhammad do Muslims try to follow? Hat do Muslims believe about the origins and authority of the Qur'an? Why are there so many prophets in Islam?</p> <p>Sum 2 - open ended enquiry choice: if god made the world, why isn't it perfect? Are science and religion in conflict? Does worship make you happy? What can stories and images of the Buddha tell us about Buddhist beliefs?</p>

<p>Science</p>	<p><b>Science – Light / Electricity</b>  <b>Light:</b> recognise that light appears to travel in straight lines; 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; 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</p> <p><b>Electricity:</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; 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; use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Cornerstones investigations:</b>          Darwin's delights - How have eyes evolved? (biology)          A Child's War - Can you send a coded message? (Physics)</p>	<p><b>Science –</b>  <b>Living things and their habitats:</b>          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; give reasons for classifying plants and animals based on specific characteristics  <b>Evolution:</b> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  <b>Cornerstones investigations:</b>          Darwin's Delights - Why do birds have different beaks? (Biology)          Gallery Rebels - Is green really green? (Chemistry)</p>	<p><b>Science – Animals including humans:</b>          identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; describe the ways in which nutrients and water are transported within animals, including humans.  <b>Cornerstones investigations:</b>          Frozen Kingdom - Can we slow cooling down? (Chemistry)          Revolution - Can fruit light a bulb? (Physics)</p>
<p>Pathways to Read</p>	<p><u>Autumn 1</u>          Poems from the Second World War selected by Gaby Morgan, When we were Warriors by Emma Carroll Genre - Poetry, Fiction: historical  <u>Autumn 2</u></p>	<p><u>Spring 1</u>          The Happy Prince and Other Tales by Oscar Wilde Genre - Fiction: classic  <u>Spring 2</u>          The Explorer by Katherine Rundell, Exploring the Amazon</p>	<p><u>Summer 1</u>          Great Adventurers by Alistair Humphreys Genre - Information  <u>Summer 2</u>          Sky Chasers by Emma Carroll Genre - Fiction</p>

	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase Genre - Fiction: classic Information	Genre - Information, Fiction: contemporary	
Pathways to Write	<u>Autumn 1</u> Star of Fear, Star of Hope by Jo Hoestlandt Outcome - Fiction: flashback story & Information text <u>Autumn 2</u> Can we save the tiger? by Martin Jenkins Outcome - Information and Explanation: hybrid text	<u>Spring 1</u> Selfish Giant by Oscar Wilde and Ritva Voutila Outcome - Fiction: classic fiction & Explanation <u>Spring 2</u> Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome - Recount: journalistic writing & Discussion	<u>Summer 1</u> Manfish by Jennifer Berne Outcome - Fiction: Narrative & Biography <u>Summer 2</u> Sky Chasers by Emma Carroll Outcome - Narrative
Music Love Music Trust	Unit 1 Codebreakers Pupils will explore a range of codes and how they can be used to create rhythms and melodies. They will use these codes to produce a range of original music individually, in pairs and in groups.  Unit 2 Musical Recycling Pupils will consider a range of ways that recycling can apply to musical performance and composition. They will recycle their won instruments, voices and found sounds within a group composing task.	Unit 3 Sounds of the future Pupils will explore the world of the contemporary sound designer. They will produce their own sound design for a short film using a range of instruments and found sounds.  Unit 4 Getting the Maximum out of the minimum. Pupils will learn about the contemporary style of music known as minimalism. They will use rhythmic and melodic techniques for various composition and performance pieces and learn about the music of Steve Reich.	Unit 5 Your song Pupils will write their own songs in groups and perform them together in a class concert.  Unit 6 Lights, Camera, Action! Pupils will create a multimedia production on a chosen or given topic of theme. Working as a production crew, they will construct, sequence and perform video, visual and musical content within a short performance.
Computing	<b>Information Technology:</b> I know how to construct static web pages using HTML. · I know data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.	<b>Computer Science:</b> · I can deconstruct a problem into smaller steps, recognising similarities to solutions used before. · I can explain and program each of the steps in my algorithm (for a device or on screen activity).	<b>Information Technology:</b> I know how to construct static web pages using HTML. · I know data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.

	<ul style="list-style-type: none"> <li>· I can describe how information is transported on the Internet.</li> <li>· I select the most appropriate ICT tools for their intended purpose and audience.</li> </ul> <p><b>Digital Literacy, Security &amp; Safety:</b> I can show an awareness of, and can use a range of internet services e.g. create my own website using Wordpress.</p> <ul style="list-style-type: none"> <li>· I understand the risks of online communities.</li> <li>· I can explain and show how to minimise risk.</li> <li>· I can investigate bias and evaluate websites.</li> <li>· I understand the potential of multimedia to inform or persuade.</li> <li>· I know how to integrate words, images and sounds imaginatively for different audiences and purposes.</li> <li>· I routinely evaluate presentations and make improvements, through peer and self assessment.</li> <li>· I can select the most effective tool to collect data for my investigation. · I can check the data I collect for accuracy and plausibility.</li> <li>· I can interpret the data I collect.</li> <li>· I can present the data I collect in an appropriate way.</li> </ul> <p><b>Suggestions:</b> <i>Topic Book Contents Page (Word)</i> <i>Presentation (PowerPoint)</i> <i>Word &amp; Office applications</i> <i>Poster (Publisher - edit &amp; evaluation)</i></p>	<ul style="list-style-type: none"> <li>· I can evaluate the effectiveness and efficiency of my algorithm while I continually test the programming of that algorithm.</li> <li>· I can recognise when I need to use a variable to achieve a required output.</li> <li>· I can use a variable and operators to stop a program.</li> <li>· I can use different inputs (including sensors) to control a device or onscreen action and predict what will happen.</li> <li>· I can link errors in a program to a problem in the algorithm on which it is based.</li> </ul> <p><b>Suggestions:</b> <i>We Do 2 project</i></p>	<ul style="list-style-type: none"> <li>· I can describe how information is transported on the Internet.</li> <li>· I select the most appropriate ICT tools for their intended purpose and audience.</li> </ul> <p><b>Digital Literacy, Security &amp; Safety:</b> I can show an awareness of, and can use a range of internet services e.g. create my own website using Wordpress.</p> <ul style="list-style-type: none"> <li>· I understand the risks of online communities.</li> <li>· I can explain and show how to minimise risk.</li> <li>· I can investigate bias and evaluate websites.</li> <li>· I understand the potential of multimedia to inform or persuade.</li> <li>· I know how to integrate words, images and sounds imaginatively for different audiences and purposes.</li> <li>· I routinely evaluate presentations and make improvements, through peer and self assessment.</li> <li>· I can select the most effective tool to collect data for my investigation. · I can check the data I collect for accuracy and plausibility.</li> <li>· I can interpret the data I collect.</li> <li>· I can present the data I collect in an appropriate way.</li> </ul> <p><b>Suggestions:</b> <a href="http://www.google.com">www.google.com</a> + related searches / navigation <i>html page creation</i> <a href="http://www.wordpress.com">www.wordpress.com</a> <i>eSafety sessions + Online Citizenship</i> <i>Boolean search + advertising</i> <i>Parts of internet (devices - map from computer to webpage inc. switches etc)</i> <i>Biased information / propaganda (WW2 history link)</i></p>
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<b>Glossary Bank</b>		Evacuee, Churchill, Hitler, air raid propaganda, gas mask, surrender, blackout, rations, Blitz, Holocaust, Battle of Britain	Pacific Ocean, Central America, Day of the Dead, Tocuaro, mountains, deserts, Mexico City, rainforests, equator, tropical climate,	Stelae, hieroglyphic, civilisation, chronology, number system, calendar	
<b>Maths Links</b>		Data handling Conversions between metric and imperial measurements	Conversions, measures	Number systems/calendars	
<b>Bloom's Homework Focus</b>		Battle of Britain	Mexican Menu	Mayan way of life	
<b>Forest Schools/Outdoor Learning</b>		GLOW Days: Forest schools Air raid and shelters	GLOW Days: Forest schools  Habitat studies	GLOW Days: Forest schools  Circulation systems - natural art	
<b>PSHE/SRE</b>		<b>Core Theme</b> Health and Wellbeing: Managing conflict Living in the modern world: Rights, responsibilities and the law	<b>Core theme</b> Health and wellbeing: Taking responsibility for my own safety Living in the Modern World: Looking forward	<b>Core Theme</b> Relationships: Changing relationships Health and wellbeing: Transition and managing change PANTS - NSPCC Underwear Rule Growing Up/Puberty Talks	
<b>EHWB Strand focus</b>	<b>Self-awareness</b> Understanding my feelings:  I know that it is OK to have any feeling, but not OK to behave in any way I feel like.	<b>Managing Feelings</b> Self distraction  I can change the way I feel by reflecting on my experiences and reviewing the way I think about them.  <i>Situation versus reaction</i>  <i>Explore the effect of exercise on the chemicals in the body.</i>	<b>Motivation</b> Personal Organisation     <i>Task lists</i>	<b>Empathy</b> I can modify my behaviour/actions to make other people feel better or worse	<b>Social Skills</b> Standing up for myself and making wise choices  <i>Rights and responsibilities</i>

P4C	<p>Do we all have the same rights?</p> <p>Should you be forced to go to war?</p> <p>Do we believe the same things are important?</p>	<p>Should we believe in impossible things?</p> <p>Should we always help those in need?</p>	<p>Should we let our feelings affect our actions?</p> <p>Should people be vegetarians?</p> <p>Does the age of the animal matter when they are killed for food?</p>
Subsidiary topics/activities	Y5/6 residential. <b>Condoover Hall</b>		Build for Africa link