

Wybunbury Delves Curriculum Overview 2019-2020

| | Year 4 | | | Year 5 | | | Year 6 | | |
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| Term | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Topic | Harry Potter | China | Tudors | Ancient Greece | The Victorians | African rainforests | WW2 | Stone Age | |
| Story | Harry Potter and the Philosopher's Stone JK Rowling | The Firework-Maker's Daughter Phillip Pullman | Treason Berlie Dougherty | 'Who Let The God's Out' by Maz Evans | 'The Peculiars' by Kieran Larwood | 'Gorilla Dawn' By Gill Lewis | Goodnight Mr Tom - Michelle Magorian | SATs prep and Wolf Brother - Michelle Paver | Wolf Brother – Michelle Paver |
| Enrichment | Theatre Visit HP Theme Day <i>Poetry Week</i> <i>Anti-Bullying Week</i> | Young Voices Chinese Theme Day <i>Interfaith Week</i> <i>Science Week</i> | Little Moreton Hall <i>VE Commemoration</i> <i>British values Week</i> | Living History Day Theatre Visit Bikeability <i>Poetry Week</i> <i>Anti-Bullying Week</i> | Victorians Visit Theme Day <i>Interfaith Week</i> <i>Science Week</i> | John Muir Award? Theme Day <i>VE Commemoration</i> <i>British values Week</i> | PGL Living History Day VE Theme Day Theatre Visit Bikeability <i>Poetry Week</i> <i>Anti-Bullying Week</i> | Carding Mill Valley – River study Stone Age Theme Day <i>Interfaith Week</i> <i>Science Week</i> | Primary College Wybunbury Moss Transition Visits <i>VE Commemoration</i> <i>British values Week</i> |
| Values | Goodness – Harvest celebration Peace - Remembrance Gentleness – Christmas | Respect – Interfaith Week Love – Valentine Forgiveness – Easter | Self-Control Kindness Joy | Goodness – Harvest celebration Peace - Remembrance Gentleness – Christmas | Respect Interfaith Week Love Forgiveness – Easter | Self-Control Kindness Joy | Goodness – Harvest celebration Peace - Remembrance Gentleness – Christmas | Respect – Interfaith Week Love – Valentine Forgiveness – Easter | Self-Control Kindness Joy – Leavers Service |
| English | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> | Reading Writing Spelling and SPAG <i>National Curriculum</i> |
| Maths | Number and Place Value Number +/- Measurement - Perimeter Number x ÷ | Number x ÷ Measurement Fractions | Fractions Geometry Measurement Statistics | Number and Place Value Number +/- Statistics Measurement Number x ÷ | Number x ÷ Fractions | Fractions Geometry Measurement | Number and Place Value Number +/- Number x ÷ Fractions Geometry | Fractions Algebra Measurement Ratio and Proportion | Number and Place Value Geometry Statistics |
| Science | Living Things and Their Habitats <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a | Sound <ul style="list-style-type: none"> Identify how sounds are made – vibrations Recognise that sounds travel to ear through a medium Find patterns between pitch of sound and features of | Animals including Humans <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans | Earth sun and moon <ul style="list-style-type: none"> Describe movement of earth, sun and moon & other planets relative to sun in solar system Movement of moon in | Forces <ul style="list-style-type: none"> Explain unsupported objects fall to earth – gravity Identify effects of air resistance, water resistance, friction that act between | Living things and their habitats <ul style="list-style-type: none"> Describe life cycles in animals, insects, mammals, amphibians, bird and notice differences | PHYSICS Electricity <ul style="list-style-type: none"> 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 | BIOLOGY Living things and their habitats <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on | BIOLOGY Living things: Animals <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood |

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| <p>variety of living things in their local and wider environment.</p> <ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp | <p>object that produced it</p> <ul style="list-style-type: none"> Find patterns between volume of sound and strengths of vibrations that produced it. Recognise that sounds get fainter as distance from sound source increases <p>States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measured or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation & condensation in the water cycle & associate the rate of evaporation with temperature <p>Working scientifically</p> | <p>and their simple functions.</p> <ul style="list-style-type: none"> Human: Construct and interpret a variety of food chains, Human: identifying producers, predators and prey. Egg experiment carried out. <p>Working scientifically</p> | <p>relation to Earth</p> <ul style="list-style-type: none"> Spherical bodies Earth's rotation as an expression of day and night <p>Working scientifically</p> <p>Properties and changes of materials</p> <ul style="list-style-type: none"> Properties of everyday materials Dissolving in liquid to form solution, recover a substance from a solution Solids, liquids, gases – separate – filtering, sieving, evaporating Particular uses of everyday materials – compare and test Dissolving, mixing and changes of state are reversible changes Some new materials are formed through changes – not | <p>moving surfaces</p> <ul style="list-style-type: none"> Recognise that some mechanisms (levers, pulleys, gears) allow a smaller force to have greater effect <p>Working scientifically</p> | <ul style="list-style-type: none"> Describe life processes in reproduction in some animals and plants Water cycle: Identify the part played by evaporation and condensation and associate the rate of evaporation with temperature. <p>Working scientifically</p> <p>Living things-animals</p> <ul style="list-style-type: none"> Describe the changes humans develop to old age <p>Working scientifically</p> | <p>variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>- Use recognised symbols when representing a simple circuit in a diagram.</p> <p>PHYSICS Light</p> <p>- Recognise that light appears to travel in straight lines</p> <p>- 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</p> <p>- 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 and I know how simple optical instruments work, e.g. periscope, telescope, mirror or magnifying glass</p> <p>- Use the idea that light travels in</p> | <p>similarities and differences, including micro-organisms, plants and animals</p> <p>- Give reasons for classifying plants and animals based on specific characteristics</p> <p>BIOLOGY Evolution</p> <p>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>- I know about evolution and can explain what it is</p> | <p>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>- Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>SATs REVISION OF SCIENCE CURRICULUM</p> <p>Working scientifically</p> |
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| | <p>is part of a complete loop with a battery</p> <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>Working scientifically</p> | | | <p>always reversible</p> <p>Working scientifically</p> | | | <p>straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Working scientifically</p> | <p>Working scientifically</p> | |
| <p>Computing</p> | <p>Control and programming Use Code Studio portal to teach discrete skills in computer science. Key skills:</p> <ul style="list-style-type: none"> Be able to use the 'repeat' and 'repeat until' command/block to program a bot more efficiently. Know that groups of instructions can be named as a procedure. Use and change a pre-written procedure. Know that procedures can call | <p>Spreadsheets, Modelling and Simulations Data logging</p> <p>Use Decibel 10th to record sound levels around the school. Use the data recorded to create an online graph using ...</p> <p>Key skills:</p> <ul style="list-style-type: none"> Be able to collect data from internet research, digital surveys and digital devices including data loggers and tablet devices. | <p>Word Processing</p> <p>Use PowerPoint to present a report on Tudor Life. Add sounds as well as images and text. Experiment with animations and slide transitions.</p> <p>Key skills:</p> <ul style="list-style-type: none"> With support, plan the structure and layout of document/presentation When typing, begin to hold two hands over different halves of | <p>The children will gather information about the planets using the internet (the children will learn how to analyse the relevance websites and how to navigate websites). They will input this information into an Excel spreadsheet and then learn how to format, sort and present the information.</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate how results | <p>The children will retell a well-known Victorian children's story – <i>Goldilocks and the Three Bears</i> – using PowerPoint. This will involve inserting, formatting and editing pictures, and turning pictures into hyperlinks. This will require the children to plan their pathways and code their PowerPoint correctly. The children will also be expected to create a design theme for their PowerPoint.</p> | <p>During this topic, the children will use Splice App to create a slideshow of images related to the layers of the rainforest. This will involve editing images and creating transitions. The children will then record a voiceover to explain the pictures resulting in the creation of a video slideshow.</p> <ul style="list-style-type: none"> Use search technologies effectively, appreciate | <p>Animation / Video - Use Green Screen technology to create a video diary set in London or Weirwold. Children to write their own scripts, direct and film as a group. Use Doink App on iPad and simple green screen cloth</p> <p>Key Coding - Code Studio https://studio.code.org/</p> <p>Online Communication - ESafety - Use the Childnet Digizen site to</p> | <p>Sound / Podcast / composition - Digitally record dialogue, edit and add music and sound effects using the Anchor App. Use cut, copy, paste and effects such as amplify, and fade in/fade out</p> <p>Online Communication - ESafety - Socrative or Kahoot! websites to take part in online quizzes and polls as part of SATS revision. Teachers will need to create</p> | <p>Data - Use Create A Graph to make graphs linked to maths and science, e.g. beats per minute https://goo.gl/XceBry</p> <p>Online Communication - ESafety - Children to play the online game 'Interland'. This game touches on some of the key e-safety concepts of being a good digital citizen</p> |

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| | <p>on other procedures.</p> <ul style="list-style-type: none"> • Begin to predict, program, test and amend longer sequences of linked instructions to achieve an intended objective. <p>Photo editing/animation Create green screen videos with children to make them appear to fly in the style of Harry Potter</p> | <ul style="list-style-type: none"> • Understand that computing can create graphs for different purposes; some are more appropriate and easier to read than others | <p>the keyboard and use more than two fingers to enter text</p> | <p>are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Key Coding</p> <ul style="list-style-type: none"> • Code Studio | <p>Word Processing/ DTP/ Multimedia</p> <ul style="list-style-type: none"> • Make a non-linear hyperlinked PowerPoint linked to a film narrative. Use advanced animations to 'Make Your Own Adventure' quest. Ensure text and images use a common style. <p>Key Coding</p> <ul style="list-style-type: none"> • Code Studio | <p>how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <p>Key Coding</p> <ul style="list-style-type: none"> • Code Studio | <p>develop awareness about Digital Citizenship. http://www.digizen.org/kids/</p> | <p>their own account before using this. www.socrative.com https://getkahoot.com/</p> | |
| RE | <p>Autumn term 1 Good News - How do the Gospels encourage Christians to live as good news in the world today?</p> <p>Autumn term 2 Incarnation - What is good news for Christians in the Christmas story?</p> | <p>Spring term 1 Kingdom of God - What could Jesus have meant when he taught about the Kingdom of God? <i>Interfaith week</i></p> <p>Spring term 2 Hinduism - (Trimurti; Avatar) How do Hindus describe God?</p> | <p>Summer term 1 Holy Spirit - What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community? Why do Christians say: 'Father, Son & Holy Spirit?'</p> <p>Summer term 2</p> | <p>Autumn Term 1: Good News</p> <ul style="list-style-type: none"> • How do Christians believe that God speaks good news to people through the life of Jesus? <p>The children will learn about the story of the</p> | <p>Spring 1: Kingdom of God</p> <ul style="list-style-type: none"> • How does the local church community seek to bring God's kingdom on earth? <p>In this topic, the children will learn about the 'Parable of the Talents' and</p> | <p>Summer 1: Holy Spirit</p> <ul style="list-style-type: none"> • What part do Christians believe the Holy Spirit plays in confirmation? (PPT) What part do Christians believe the Holy Spirit | <p>Aut 1: Good News Aut 2: Incarnation</p> | <p>Spr 1: Kingdom of God Spr 2: Hinduism</p> | <p>Sum 1: Holy Spirit Sum 2: Cross Religious Theme</p> |

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| | | | <p>Hinduism ½ term - (puja; Arti) How important is God in Hindu family life?</p> | <p>'Healing of the Paralysed Man', the beatitudes from the 'Sermon on the Mount' and how these stories share the message of good news with Christians today.</p> <p>Autumn Term 2 Incarnation b)</p> <ul style="list-style-type: none"> Why are titles given to Jesus at Christmas time? (2b:4) <p>During this topic, the children will use familiar songs and stories to learn about the different names Jesus is given at Christmas time in the Old and New Testament. The children will then consider possible reasons why these titles are used to describe Jesus.</p> | <p>discuss why Jesus shared this story and how it links to the concept of the 'Kingdom of God'. This will lead into work on how the church uses gifts and talents to bring God's kingdom to earth today and how that belief affects Christians.</p> <p><i>Interfaith Week</i></p> <p>Spring Term 2: Islam (shirk)</p> <ul style="list-style-type: none"> How does a mosque show that the idea of one community is important to Muslims? <p>The children will recap their Year 3 learning and be reintroduced to the key concepts of the Islamic Faith – focusing on the Islamic belief that there is 1 god called Allah. From here, the children will learn about the Islamic place of worship and learn about how the mosque is a big part the Islamic community.</p> | <p>played in helping the disciples in the early church?</p> <p>The children will recap their understanding of the Holy Spirit and baptism. They will then apply this knowledge to think about how the Holy Spirit is present/represented in Christian Confirmation (the key facts about what confirmation is will also be discussed).</p> <p>Summer Term 2: Islam ¼ term (5 pillars, Umma)</p> <ul style="list-style-type: none"> How do Muslims show community is important in practice? <p>Judaism ¼ term (Covenant freedom)</p> <ul style="list-style-type: none"> Why is Passover important to Jews? | | | |
| History | Invention of Electricity | <u>The Shang Dynasty of Ancient China.</u> | A local history study – Tudor / | The children will learn about the Ancient Greeks in | Wybunbury Delves was opened in 1822. Using this as | During the Summer Term, the children will be learning | A study of an aspect in British history that extends | A non-European society that | Settlement of Stone, Bronze and Iron Age in Britain |

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| | <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – children will learn about key aspects of the invention of electricity</p> | <p>Pupils should be taught about the achievements of the earliest civilizations.</p> <ul style="list-style-type: none"> • The first Chinese Dynasty. • The bronze age-craftsmanship • First Dynasty to invent writing. • Oracle bones used to ask questions. • Timeline of the Dynasty. | <p>Stuart Nantwich and Chester -explores – Sir Francis Drake and the impact his exploration had on the Tudor Era -rich and poor lifestyles (houses, clothing, food etc) -Monarchs and six wives of Henry VIII</p> | <p>order to develop their knowledge of an ancient civilisation. They will study Ancient Greek life [Athens v Sparta; Greek Gods; clothing] and learn about how this civilisation has influenced the western world – e.g. alphabet and Olympics. To develop their understanding and form their own opinions, the children will learn about - and use - primary and secondary sources.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <p>inspiration, children will learn about the daily life of children during the Victorian era. They will consider what it would have been like to attend Wybunbury Delves when it opened, learning about how it would have changed during the Victorian era and comparing it to now. The changes will consider the impact inventions/discoveries of the era had.</p> <p>Victorians</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Focus on industrialisation | <p>about the Congo Rainforest. The link to history means they will learn about the history of Africa and the specifically about the Ancient Kingdom of Benin. The children will learn about the daily life of the Ancient Benin people and consider how the lives of the rich and poor people differed.</p> <p>Benin Civilisation</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 | <p>pupils, knowledge beyond 1066, a significant turning point in British history</p> <ul style="list-style-type: none"> - Battle of Britain WW11 - Focus of prominent female during this period of history - Anne Frank | <p>provides contrasts with British history</p> <ul style="list-style-type: none"> - One study from an early civilisation. Homo-sapiens - nomadic lifestyle beginning in Africa | <ul style="list-style-type: none"> - Research in order to find similarities and differences between two or more periods of history |
| Geography | <p>Locational Knowledge To plan a journey from my town to another place in England</p> | <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (France / Germany / Spain) | <p>Locational Knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p> | <p>Ancient Greece is the theme for the Autumn Term. The children will learn about the geographical layout of Ancient Greece and then</p> | <p>The children will be learning about ordinance survey maps by comparing them to other maps and to establish the similarities and differences</p> | <p>The children will be learning about the Congolese Rainforest – with brief overviews of other rainforests. The aim of this topic is to broaden</p> | <p>Locational Knowledge - Name and locate countries and cities in the United Kingdom by using an atlas and an index. Link to the</p> | <p>Place Knowledge - Understand geographical similarities and differences through study of human and physical geography of a</p> | <p>Human and Physical Geography - Describe and understand key aspects of physical and human geography linked</p> |

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| | | <p>Physical Geography Describe and understand physical geography, including: volcanoes and earthquakes</p> | <p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> | <p>delve deeper into the positioning of Athens and Sparta. They will consider why these city states were positioned in these locations and consider its benefits and drawbacks.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human Geography</p> <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | <p>between them. The children will learn how to read grid references and then combine this knowledge to plan route.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. | <p>the children's knowledge of the wider world. The children will be taught about climate zones of the world (relating it back to their locality). It will also help them understand the importance of the rainforests and how bio-diverse the rainforests are. An element of focus will also be given to deforestation and the importance of recycling in order to teach children how their actions have a global affect.</p> <p>Physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones and biomes <p>Locational knowledge</p> <ul style="list-style-type: none"> identify the position and significance of the Tropics of Cancer and Capricorn and the equator. | <p>evacuation project Pied Piper - Use Ordnance survey map symbols and six-figure grid references. Link to WW2 invasion - Understand how time zones work and calculate time differences around the world. Link to WW2 Axis and Allies</p> | <p>region in UK - Carding Mill</p> <ul style="list-style-type: none"> - Investigate the water cycle, hills, mountains, coasts and rivers - Collect and accurately measure information (e.g. river flow/current – cork experiment), link to geographical skills and fieldwork at Carding Mill Valley | <p>to migration during Stone, Bronze and Iron Age</p> <ul style="list-style-type: none"> - Describe and understand northern and southern hemispheres and name and locate the largest deserts in the world - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Art | Sketch Books Look at the work of George Seurat (the | To explore the work of Wu Li – a famous landscape | Sketch Books Instead of pictures, portraits were used | Part 1 Pottery | Printing Children will work independently to | Drawing Working firstly in partners and then | Sketch Books - Record observations and | SATs Prep | Sketch Books - Record observations and |

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| <p>founder of Pointillism). Copy his style of painting when recreating the front cover of the book</p> <p>1: Big Art Activity: Seurat pointillism to create the Hogwarts house crests.</p> <p>Learn how to do the colour wheel.</p> <p>Sketch Books</p> <ul style="list-style-type: none"> Record observations and use to review and revisit ideas <p>Mastery of art and design techniques</p> <ul style="list-style-type: none"> Able to organise own working area and clear away. Able to use a brush to produce marks appropriate for work (cotton buds). Using language appropriate to skill. <p>Artists, architects and designers in history</p> <ul style="list-style-type: none"> George Seurat <p>Activity- Create a front cover for their study books using</p> | <p>artist using the technique of Chinese Ink Wash.</p> <p>Able to discuss own work and work of others.</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>About great artists, architects and designers in history.</p> <p>Batik wax art. Using textiles and mixed media, the children will design, make and evaluate their own Batik wax canvas. This will then be used for the cover of their study work books.</p> | <p>during Tudor times. Look at the work of Hans Holbein and paint pictures of the Tudor Monarchs in his style. Look at a modern portrait artist, Derek Russell, to paint portraits of ourselves in his style.</p> <p>Activity: create a portrait of a Tudor Monarch in the Style of Holbein. Children use acrylics</p> <p>Sketch Books</p> <ul style="list-style-type: none"> Record observations and use to review and revisit ideas <p>Mastery of art and design techniques</p> <ul style="list-style-type: none"> Drawing and painting Able to organise own working area and clear away. Able to mix and match colours where appropriate. Able to predict colour mixing results with increasing accuracy. Able to lighten and darken with the use of black and white. Using sketchbook to | <p>Working firstly in partners and then as individuals, pupils will research Ancient Greek pottery. They will learn about the different styles of pots that were used during the different eras. They will then this knowledge to design and then make their own pot out of clay.</p> <p>NC KS2 Statements</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. <p>Part 2</p> | <p>create a relief printing pattern/wallpaper design in the style of William Morris to create their own wallpaper.</p> <p>NC KS2 Statements</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Big Art Large chimney sweeps (3 or 4) and a chimney/roof top. Documenting an aspect of childhood in the Victorian era. <i>[Display to feature other jobs that</i></p> | <p>as individuals, pupils will research Georgia O’Keeffe’s style of artwork. They will then complete observational drawing of flowers to create a piece of artwork in O’Keeffe’s style.</p> <p>NC KS2 Statements</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. <p>Big Art Creation of large rainforest leaves using mixed media techniques.</p> | <p>use to review and revisit ideas</p> <p>Mastery of art and design techniques - Investigate use of silhouettes in Blitz artwork. Look at artists who use this technique e.g., American silhouette cutting artist Karl Johnson</p> <p>Artists, craft makers, sculptors, architects and designers in history - Sculptors: looking at memorials, The National Abortorium and remembrance monuments</p> | <p>use to review and revisit ideas</p> <p>Mastery of art and design techniques - Focus on cave art and re-create the process</p> <p>- Printing – using overprint to create different patterns</p> |
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| | <p>the pointillism technique.</p> | | <p>store information on colour mixing, brush marks, etc.</p> <ul style="list-style-type: none"> • Experienced in the colour wheel. • Able to select and work from direct observation <p>Artists, architects and designers in history</p> <ul style="list-style-type: none"> • Holbein – portraiture <p>Sculpture To create a model of teeth using plasticine.</p> | <p><u>Painting (mood and emotions)</u> Children will work independently to create portraits of 4 Ancient Greek gods/goddesses that show mood and emotion [focus is not on drawing but colour and tone – therefore the drawing of the gods/ goddesses will be given to the children].</p> <p>NC KS2 Statements</p> <ul style="list-style-type: none"> • Create sketch books to record their observations and use them to review and revisit ideas • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p><u>Big Art</u> Large Ancient Greek Pot drawn on wall and then painted by children over the week.</p> | <p><i>children also did during this era]</i></p> | | | | |
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| | | | | Children add a picture of themselves to the pot in the ancient Greek style. Draw and paint large individual pots | | | | | |
| DT | <p>Textile – design and make a class invisibility cloak/magic cloak Skill: learning about different stitches and the benefits and down sides of them.</p> <p>Activity- Create a cloak for a Harry Potter doll</p> <ul style="list-style-type: none"> • Able to sew simple stitches to join fabrics (running stitch, over sewing, back stitch). • Explore fastenings (sew on buttons and make loops). • Experience a range of different threads, strings, materials. • Create a simple pattern. • Use language appropriate for skill. • Able to discuss own work and that of others: textiles around school, from the home, from | <p>Construction Design and make a po-up card using linkages and levers.</p> | <p>Food and Nutrition To grow our own potatoes and carrots and use them to create a vegetable pottage stew.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | <p>Textiles The children will learn about the patterns created by the Ancient Greeks. They will use these patterns to create a decorative cushion – the pattern could be painted, stitched, printed or a combination. The children will dye fabric and decorate one side before ‘invisible stitch’ is used to join the fabric together to create the cushion.</p> <p>Evaluate: investigate and analyse a range of existing products</p> <p>Design: Use research [existing products as examples] and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> | <p>Construction The children will learn about Victorian toys and then focus in on Victorian automata toys. They will analyse how different shaped cogs affect movement. Children will then design their own Victorian inspired automata toy; they will construct the frame, cam mechanism and decorative top. The children will work in partners to complete this task.</p> <p>Design: Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks accurately. Evaluate their ideas and products against own design</p> | <p>Food Technology We are learning about rainforest in the Summer Term however the focus dish being made is not Congolese, it is Mexican – the children will make quesadillas, salsa and guacamole as this is something they are more likely to be familiar with and something they could make at home. We will discuss whether this savoury dish is something that could be made by our book’s characters, and the children will have to use their knowledge of global foods to explain this.</p> <p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of</p> | <p>Cooking and Nutrition - Understand a healthy diet by creating a wartime menu only from rationed foods. Prepare and cook savoury dishes and understand society and seasonality. (link to food rations during WW11 and farming of the land)</p> <p>Textiles - Design, make and evaluate. Use templates to create a 3d poppy using different stitches and adding buttons for detail</p> | <p>SATs Prep</p> | <p>Construction</p> |

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| | other countries, etc. | | | <p>Make: Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate: Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>criteria and consider views of others to improve their work</p> <p>Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> | | | |
| Music | <p>Practise for YoungVoices singing performance</p> <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression of music. | <p>Wider Opp – Music4Life Brass Instruments</p> <p>Activity: external music teacher comes in and teaches children 1 hour per week. Children learn and play music. Children will also perform a concert.</p> <p>Taught by Mr. Eccles.</p> | <p>Chanagra</p> <p>Lean on Me (Gospel) Reflect, Rewind and Replay (Western Classical)</p> <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions listen with attention to detail and recall sounds with increasing aural memory | <p>Autumn 1</p> <ul style="list-style-type: none"> Unit: Livin' On A Prayer Style: Rock Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance. <p>Autumn 2</p> <ul style="list-style-type: none"> Unit: Classroom Jazz 1 Style: Jazz | <p>Spring 1</p> <ul style="list-style-type: none"> Unit: Make You Feel My Love Style: Pop Ballads Topic and cross curricular links: Historical context for ballads. <p>Spring 2</p> <ul style="list-style-type: none"> Unit: Fresh Prince Of Bel Air Style: Hip Hop Topic and cross curricular links: Option to make up | <p>Summer 1</p> <ul style="list-style-type: none"> Unit: Dancin' In The Street Style: Motown Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights. <p>Summer 2</p> <ul style="list-style-type: none"> Unit: Reflect, Rewind and Replay | <p>Taught by Miss Holland</p> <p>Aut 1: WW2 Wartime Music - ready to perform in our VE Theme Day on Friday 13th December 2019</p> <p>Aut 2: Happy Instrumental, improvisation and composition</p> | <p>Taught by Miss Holland</p> <p>Spr 1: Classroom Jazz 2 Instrumental and improvisation</p> <p>Spr 2: New Unit (tbc Charanga) - Focusing on empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and Yolanda Brown</p> | <p>Taught by Miss Holland</p> <p>Sum 1: You've Got A Friend Instrumental, improvisation and composition</p> <p>Sum 2: Leavers songs and music to perform at Leavers Service in Church</p> |

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| | | | <ul style="list-style-type: none"> use and understand staff and other musical notations and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | <ul style="list-style-type: none"> Topic and cross curricular links: History of music - Jazz in its historical context. | (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. | <ul style="list-style-type: none"> Style: Western Classical Music and your choice from Year 5 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. | | | |
| PE | <p>Netball – children will apply the skills which they have previously been taught to identify aspects of a good performance and suggest how a performance could be improved. Children will then apply the skills they have learnt to games of High5 Netball.</p> <p>Dance – Films – children will develop their</p> | <p>Gymnastics 2 – children will learn more technique and skills such as balances, rolls and jumps and use these as part of a routine.</p> <p>Athletics – children will apply their running skills to hurdles. They will also begin to learn the skills behind javelin.</p> | <p>Badminton - children will learn how to consistently return a shuttle, perform a forehand and backhand serve, demonstrate different badminton movements and learn how to use soft and hard hitting shots to win competitive games.</p> <p>Rounders - children will learn the key skills</p> | <p>Hockey – children will demonstrate knowledge of ball control and improve their ability to dribble. They will also learn to create space in a game and develop attacking tactics.</p> <p>Health Related Fitness – children will develop their stamina, determination and core strength</p> | <p>Dance – Victorians and the Industrial Revolution – during this term, children will develop their knowledge and understanding of the Industrial Revolution and demonstrate mechanical themes creatively within performance.</p> <p>Athletics – children will learn to sustain pace over longer distances, develop</p> | <p>Tennis – children will learn how use forehand shots to control the direction of the ball, play backhand shots with consistency and learn how to use footwork and positioning to play competitive rallies.</p> <p>Cricket – children will learn the key skills involved in playing rounders. They will learn how to grip the back</p> | <p>Hockey – children will learn to keep control of the ball at speed and learn defending and attacking techniques. They will also learn the rules of Hockey and be able to officiate a game.</p> <p>Dance – WW2 – children will learn how to copy, repeat, rehearse and refine simple dance motifs as well as adding their</p> | <p>Health Related Fitness - children will develop their stamina, determination and core strength during this half term. They will perform fitness tests and understand different elements of fitness circuits.</p> <p>Athletics - children will learn to sustain pace over longer distances, develop</p> | <p>Tennis – children will learn to perform forehand and backhand shots with consistency. They will also learn to improve their footwork and positioning with a range of shots to be able to play competitive rallies.</p> <p>Cricket – striking and fielding – during this term, children will</p> |

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| | knowledge of the style of dance used within different films. Children will demonstrate understanding of choreographic devices within films. | | involved in playing rounders. They will develop their bowling, batting and throwing skills. The children will also develop an increasing awareness of tactics. | during this half term. They will perform fitness tests and understand different elements of fitness circuits. | accuracy and consistency to throw overarm, perform the triple jump technique for long jump and will learn how to use the appropriate technique for specific events. | correctly, take up a suitable stance and strike the ball consistently. They will also learn basic bowling techniques and perform a range of fielding techniques confidently. | own movements to create a dance routine. | accuracy and consistency to throw overarm, perform the triple jump technique for long jump and will learn how to use the appropriate technique for specific events. | improve their bowling and fielding techniques in order to use these skills within a competitive game. |
| PHSE | HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day | HeartSmart Esafety Interfaith Week Stranger Danger | HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week | HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day Bikability | HeartSmart Esafety Interfaith Week Stranger Danger SmokeBusters | HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week | HeartSmart Esafety Anti-Bullying Wk Operation Christmas Child Halloween/Bonfire Safety Road Safety Remembrance Day Bikability | HeartSmart Esafety Interfaith Week Stranger Danger | HeartSmart Esafety SRE Week Money Matters Week Water and Sun Safety Anti-social behaviour Keeping Healthy Week Transition |
| MFL | <i>INTERIM while children's knowledge is developed.</i> <i>All About Me</i> <i>The children will learn how to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</i> <i>Classroom commands will be introduced in French also.</i> | <i>INTERIM while children's knowledge is developed.</i> <i>Days of the Week and Months of the Year and numbers up to 31.</i> <i>In this topic, the children will learn how the days of the week and month of the year. They will learn how to ask: 'What is the date?' and learn how to answer it too. The children will recap numbers 1-10 and learn 10-31.</i> <i>Classroom commands will be introduced in French also</i> | <i>INTERIM while children's knowledge is developed.</i> <i>My Family</i> <i>Children will learn how to talk about members of their family using the correct pronoun. They will learn the French alphabet knowledge and use this in spelling games; they will become more accurate with the pronunciation and identification of single letter sounds.</i> | <i>INTERIM while children's knowledge is developed.</i> <i>All About Me</i> <i>The children will learn how to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</i> <i>Classroom commands will be introduced in French also.</i> | <i>INTERIM while children's knowledge is developed.</i> <i>Days of the Week and Months of the Year and numbers up to 31.</i> <i>In this topic, the children will learn how the days of the week and month of the year. They will learn how to ask: 'What is the date?' and learn how to answer it too. The children will recap numbers 1-10 and learn 10-31.</i> <i>Classroom commands will be introduced in French also</i> | <i>INTERIM while children's knowledge is developed.</i> <i>My Family</i> <i>Children will learn how to talk about members of their family using the correct pronoun. They will learn the French alphabet knowledge and use this in spelling games; they will become more accurate with the pronunciation and identification of single letter sounds.</i> | <i>INTERIM while children's knowledge is developed.</i> <i>All About Me</i> <i>The children will learn how to understand and follow instructions, name parts of the body, identify colours and say what they are wearing.</i> <i>Classroom commands will be introduced in French also.</i> | <i>INTERIM while children's knowledge is developed.</i> <i>Days of the Week and Months of the Year and numbers up to 31.</i> <i>In this topic, the children will learn how the days of the week and month of the year. They will learn how to ask: 'What is the date?' and learn how to answer it too. The children will recap numbers 1-10 and learn 10-31.</i> <i>Classroom commands will be introduced in French also</i> | <i>INTERIM while children's knowledge is developed.</i> <i>My Family</i> <i>Children will learn how to talk about members of their family using the correct pronoun. They will learn the French alphabet knowledge and use this in spelling games; they will become more accurate with the pronunciation and identification of single letter sounds.</i> |