

Launch: Field work within the local area / talk from local historian Des Ulner						
Landing: Environmental Art – Sculpture for the school – Des						
Essential Opportunities ( Subject content NC coverage + schools )						
History	Geography	Art & DT	PE	RE	Music	French
	<p>Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of their local area</p> <p>Use Atlases and a variety of maps and a variety geographical resources</p>	<p><b>DT</b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <ul style="list-style-type: none"> <li>• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• Also prop design and making</li> </ul> <p><b>Art</b></p> <p>*Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <ul style="list-style-type: none"> <li>• Develop and share ideas in a sketchbook and in finished products.</li> <li>• Improve mastery of techniques.</li> <li>• Learn about the great artists, and designers in</li> </ul>	<p>Play competitive games, modified where appropriate, such as <b>rounders, cricket, , and tennis</b> and apply basic principles suitable for attacking and defending.</p> <ul style="list-style-type: none"> <li>• Take part in <b>athletics</b> activities.</li> <li>• Take part in <b>outdoor and adventurous activity challenges</b> both individually and within a team.</li> <li>• Swimming and water safety: take swimming instruction ( Non – Swimmers)</li> </ul>	<p><b>Islam- Ninety Nine beautiful names.</b> What do Muslims believe about Allah? How does the Quran shape believer`s lives?</p> <p><b>Christianity: Gospel- What would Jesus do?</b> He ain`t heavy....</p>	<p>Linked to class end of year production: <b>Robin Hood</b></p>	<ul style="list-style-type: none"> <li>• Continue with Catherine Cheetah scheme</li> </ul>

		history ( Vemeer / Stephen Walter and Simon Patterson/ inspirational art linked to maps)				
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**Essentials for Progress (skills coverage)**

	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a</li> </ul>	<p><b>DT</b></p> <p>Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</p> <ul style="list-style-type: none"> <li>• Measure accurately and calculate ratios of ingredients to scale up</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Strike a bowled or volleyed ball with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills:</b> Investigate, express, interpret, reflect, empathise, apply, discern, analyse, synthesise, evaluate</li> <li>• <b>Attitudes:</b> Curiosity,</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Sing a harmony part confidently and</li> </ul>	<ul style="list-style-type: none"> <li>• Read out loud familiar words and phrases.</li> <li>• Understand a range of spoken phrases.</li> <li>• Understand standard language</li> </ul>
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	<p>location.</p> <ul style="list-style-type: none"> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• 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 range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p>	<p>or down from a recipe.</p> <ul style="list-style-type: none"> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>Art</b> Drawing ( Linked to Geography / maps and Science – nervous system as a road map within our body)</p> <p>Use lines to represent movement.</p> <p>Combine visual and tactile qualities.</p>	<ul style="list-style-type: none"> <li>• Use forehand and backhand when playing racket games.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Choose the most appropriate tactics for a game.</li> </ul> <p>*Combine sprinting with low hurdles over 60 metres.</p> <ul style="list-style-type: none"> <li>• Choose the best place for running over a variety of distances.</li> <li>• Throw accurately and refine performance by analysing technique and body shape.</li> <li>• Show control in take off and landings when jumping.</li> <li>• Compete with others and keep track of personal best performances, setting targets for improvement.</li> <li>• Identify possible risks and ways to</li> </ul>	<p>wander appreciation, respect, open mindedness and questioning, self-awareness.</p>	<p>accurately</p>	
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	<ul style="list-style-type: none"> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>		<p>manage them, asking for and listening carefully to expert advice.</p> <ul style="list-style-type: none"> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>			
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**Cross – Curricular opportunities ( Basic Skills coverage)**

<b>Using Communication</b>	<b>Using Maths</b>
<b>Literacy - Cross Curricular Ideas</b> <ul style="list-style-type: none"> <li>• Science Reports ( Passive Voice )</li> <li>• Debate and persuasive writing and speaking- land use</li> </ul>	<b>Maths – Cross Curricular Ideas</b>

<ul style="list-style-type: none"> <li>• <b>Art</b></li> </ul> <p><b>Speaking and Listening :</b>  <b>Sharing holiday news</b>  <b>Space Presentations</b></p>	<p>Measuring change over time ( linked to science )  Calculating / recording mass / length  Graphs – Line /Scatter / Bar ( linked to science )</p>
<p><b>Computing</b></p>	
<ul style="list-style-type: none"> <li>• Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.</li> <li>• Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>
<p><b>Science Forces</b></p>	
<p><b>Essential Opportunities</b></p> <p><u><b>Animals , including humans</b></u></p> <ul style="list-style-type: none"> <li>• Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals.</li> <li>• Look at the digestive system in humans.</li> <li>• Look at the human circulatory system.</li> </ul> <p>All living things</p> <ul style="list-style-type: none"> <li>• Identify and name plants and animals</li> <li>• Look at classification keys.</li> <li>• Look at the life cycle of animals and plants.</li> <li>• Look at classification of plants, animals and micro-organisms.</li> <li>• Look at reproduction in plants and animals, and human growth and changes.</li> <li>• Look at the effect of diet, exercise and drugs.</li> </ul>	<p><b>Essential for Progress (Working Scientifically )</b></p> <ul style="list-style-type: none"> <li>• <b>Research</b> the gestation periods of other animals and compare them with humans (Enquiry : Pattern seeking /Maths link: bar charts )</li> <li>• <b>Record</b> the length and mass of a baby as it grows ( compare with a child / adult during the same period )  Enquiry : Measurement over time Measure : Length cm/ mass/ kg ( Line Graphs )</li> <li>• <b>Question</b> : Do we all grow at the same time ? Enquiry : Pattern Seeking</li> </ul> <p>Measure Change – children in class measure height changes over a term ( Scatter graph )</p>

### Essential for Progress (Skills )

Describe the changes as humans develop to old age.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Personal Development ( PSHE )

We will be following our PSHE programme using the SEAL/Rainbow pack.

Relationships and changes

- People around us
- Embarrassed
- Put downs are unkind

**RRS lesson: Love and Sex Matters book – Lesson 4: Firm Foundations**

Response to change

- Understanding individual differences
- Changes in puberty for girls and boys
- How babies are made (SRE)

### E-safety

- Cyber Café Lesson 6 – Chatting with care
- Cyber Café Lesson 9 – Social networking – safe profiling

• Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school.  
Using [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) we will explore safety through the lessons and activities using Lee and Kim's Adventures

Curriculum Drivers			
Community	Spiritual and Moral	Risk Taking	Mastery
<p>As members of a community we will:</p> <p>Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.</p>	<p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Look at the awe and wonder of our body and how we keep healthy. Explore wonderful landscapes in our local area</p>	<p>As risk takers we will:</p> <p>Learn to work independently and collaboratively on open ended tasks.</p>	<p>In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.</p>
<b>ENRICHMENT OPPORTUNITIES</b>			
<ul style="list-style-type: none"> <li>• Working with local artist / historian</li> <li>• Weymouth</li> <li>• Salisbury visit</li> </ul>			
Implications for next term			
<b>Skills to revisit</b>		<b>Subject Knowledge</b>	

**Cycle A: 2016-2017**

**Cycle B: 2017-2018**

	Year 1	Year 2	Year 3		Acers	Oaks and Acers	Oaks
			Cycle A	Cycle B	Cycle A	Cycle B	Cycle A
<b>Science</b>	Animals including humans Plants Materials Seasonal Changes	Plants Animals including humans Materials Living things	Plants <b>Year 3</b>  <b>Animals , Including humans Year 3</b>  Forces and Magnets <b>Year 3</b>	Light <b>Y3</b> Sound <b>Y4</b>	Rocks <b>Y3</b> Electricity <b>Y4</b> Living Things and Their Habitats <b>Y4</b> Animals , including humans <b>Y4</b>	Living things and their habitats /Animals <b>Y5</b> Earth and Space <b>Y5</b> Animals , including humans <b>Y6</b> Forces <b>Y5</b>	Living things and their habitats <b>Y6</b> Electricity <b>Y6</b> Evolution and Inheritance <b>Y6</b> Light <b>Y6</b>
<b>History</b>	Guy Fawkes Castles / Kings & Queens Seaside ( Changes in living memory ) Explorer - Columbus	Remembrance Day Jane Goodall Travel e.g first flight Grace Darling ( Lighthouse Keeper's Lunch ) The Great Fire of London	Changes in Britain from the Stone Age to the Iron Age Roman Empire and its impact on Britain		Ancient Egypt Local History Study	Britain's Settlement by Anglo Saxons and Scots The Viking and Anglo Saxon struggle for England	The achievements of the Ancient Greek Civilisation and the legacy of Greek Culture Non – European society that contrasts with British History : Mayan Civilisation
<b>Geography</b>	The Jolly Postman ( Local Area) Explorers – Columbus Around the World in 30 days ( continents and oceans) Weather and Seasons	Kenya – comparing UK to another area Travel – map work Compass directions ( in maths) Weather and Seasons	The World Came to My Place Today (distribution of food, minerals , water and energy and trade links ) Compass points <b>Y3</b>  Europe ( land use , types of settlement , compare a region to a region in the UK <b>Y3</b>		Mountains , volcanoes , earthquakes , water cycle , rivers <b>Y4</b>	Local area – map work , coordinates , 4 grid references <b>Y4</b>  Countries and cities of the UK	Locational knowledge : north and south America ; latitude , longitude , 6 figure grid references etc Place knowledge : a region in South America Physical Geography : biomes ( focus on rainforests ) climate zones , vegetation belts
<b>Art</b>		Painting -Lighthouse Keeper's Lunch.	Painting -Harvest painting Collage		Painting -Habitats using watercolours -Chinese landscapes		

		<ul style="list-style-type: none"> <li>-Layers of painting &amp; techniques.</li> <li><b>Collage</b></li> <li>-Great Fire of London.</li> <li>-Seahorses</li> <li>Mixed Media</li> <li>Chalk / pastels / watercolours.</li> <li><b>Sculpture</b></li> <li>-African plants.</li> <li>-Clay poppies</li> <li><b>Drawing</b></li> <li>-Animals</li> <li>Kenyan patterns</li> <li><b>Print</b></li> <li>-Animal Patterns.</li> <li><b>Notable artists</b></li> <li>-Kandinsky</li> <li>-Mandrian</li> <li>-Turner</li> <li>-Rembrandt (Exploring pattern &amp; line).</li> </ul>	<ul style="list-style-type: none"> <li>-RE display.</li> <li><b>Sculpture</b></li> <li>-Clay models of cave animals.</li> <li><b>Drawing:</b></li> <li>-Cave art.</li> <li>-Observational drawings.</li> <li><b>Print</b></li> <li>-Christmas cards</li> <li><b>Textiles</b></li> <li>-Christmas decorations using felt.</li> <li><b>Digital media:</b></li> <li>-Painting program.</li> <li><b>Notable artists</b></li> <li>-Monet.</li> </ul>	<ul style="list-style-type: none"> <li>-Plants</li> <li><b>Collage</b></li> <li>-Viking longboats</li> <li>-Tolpuddle banners.</li> <li><b>Sculpture</b></li> <li>-Terracotta Army</li> <li>-Egyptian objects</li> <li><b>Drawing:</b></li> <li>-Saxon sketching</li> <li>-Viking faces.</li> <li><b>Notable artists</b></li> <li>-Georges Seurat</li> </ul>		
			<b>KS2 USE SKETCH BOOKS</b>			
<p><b>DT</b></p> <p><b>Scheme : Projects on a Page</b></p> <p><b>*Teachers to refer to the 'topic sheets' that have been handed out for planning.</b></p>	<ul style="list-style-type: none"> <li>-Mechanisms (slides and leavers)</li> <li>-Structures (freestanding structures)</li> <li>-Food (preparing fruit &amp; veg) *Includes cooking and nutrition requirements for</li> </ul>	<ul style="list-style-type: none"> <li>-Mechanisms (wheels and axles)</li> <li>-Food (preparing fruit &amp; veg) *Includes cooking and nutrition requirements for KS1.</li> <li>-Textiles (templates and joining techniques).</li> </ul>	<ul style="list-style-type: none"> <li>-Structures (shell structures) *Including computer-aided design.</li> <li>-Food (Healthy and varied diet) *Including cooking and nutrition requirements for KS2.</li> <li>-Textiles (2D shape to 3D product).</li> </ul>	<ul style="list-style-type: none"> <li>-Mechanical Systems (levers and linkages)</li> <li>-Electrical Systems (simple circuits and switches – including programming and control).</li> <li>-Food (Celebrating culture and</li> </ul>	<ul style="list-style-type: none"> <li>-Structures (Frame structures)</li> <li>-Food (Celebrating culture and seasonality) *including cooking and nutrition requirements for KS2.</li> <li>-Electrical Systems (More complex switches and</li> </ul>	<ul style="list-style-type: none"> <li>-Textiles (combining different fabric shapes) *including computer-aided design.</li> <li>-Mechanical Systems (pulleys or gears).</li> <li>-Food (Celebrating culture and</li> </ul>

	KS1.				seasonality) *Including cooking and nutrition requirements for KS2.	circuits) *including programming, monitoring and control).	seasonality *including cooking and nutrition requirements for KS2).
<b>Music</b> <b>Scheme:CHARANGA</b>	<b>Autumn:</b> HEY YOU! <b>Spring:</b> In the ground <b>Summer:</b> Round	<b>Autumn:</b> Hands , Feet , Heart- Babushka <b>Spring:</b> Glockenspiel I Wanna Play in a Band <b>Summer:</b> Zootime – reflect / replay	<b>Autumn:</b> Three Little Birds Ho! Ho! Ho! <b>Spring:</b> Glock 2 Ben Britten <b>Summer:</b> Let Your Spirit Fly		<b>Autumn:</b> Don't Stop Believing. Bells Ring Out <b>Spring:</b> Classroom Jazz Ben Britten <b>Summer:</b> Stop! Reflect!	<b>Autumn:</b> Mamma Mia! Five Gold Rings <b>Spring:</b> Glock 3 <b>Summer:</b> Lean On Me!	<b>Autumn:</b> Living on a Prayer Ben Britten <b>Spring:</b> Classroom Jazz 2 <b>Summer:</b> May you Feel My Love
<b>RE</b>	Jesus Christ Superstar Journeys Churches	Harvest Introduction to Sacred Texts Salvation ( short Easter Unit)	Hinduism and Diwali Gospel Show Introduction to Islam	Belonging ( Baptism / Barmitzvah/ Confirmation) Prodigal Son Hinduism	Introduction to Islam(Night of Power) Closer Study of the Bible	Prophecy in Christianity	Trinity Prophecy and Islam Good Samaritan
<b>French</b>							
<b>PE</b>	<b>Scheme: Val Sabin- See Year Group Files</b>						
<b>PSHE / SEX EDUCATION</b>	<b>See Attached Sheets</b>						
<b>Computing</b>	Safety in Technology Presenting Data Sequence, Repetition and Selection	Safety in Technology Organise, Store, manipulate and retrieve data Instructions and Sequences	Safety in Technology Design and write simple algorithms Select and use a variety of software for different goals	Safety in Technology Algorithms and instructions Collecting and manipulating data	Safety in Technology Understanding Algorithms Understanding the Internet Analysing and Evaluating Data	Safety in Technology Explaining and correcting Algorithms Functions of the Internet Evaluating and Presenting Data	
<b>e-safety</b>	See Attached Sheet						