Art – Kapow

Year 1

Drawning: Make your mark. Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.

Year 2

Craft and design: Map it out. Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design.

Geography

Year 1

What is it like here? Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds

Year 2

Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.

Computing - Kapow

Year 1

Computing systems and networks: Improving mouse skills

Learning how to login and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits

Year 2

Computing systems and networks 1: What is a computer?

When picturing a computer, thoughts are often of a screen, mouse and keyboard. This unit explores exactly what a computer is by identifying and learning how inputs and outputs work, how computers are used in the wider world and designing their own computerised invention

Programming 1: Algorithms and debugging

This combination of unplugged and plugged-in activities develop an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops

History – Kapow

Year 1

How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.

Year 2

How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

Super Powers– KS1

This term we will be investigating super powers of humans and of nature. Children will be given opportunities to marvel at the wonders of science and use their imagination to suggest superlative characteristics/ attributes. The theme will focus on the children, their locality and their communities. We will consider what is necessary to achieve excellence.

Autumn Term

Religious Education (Christianity and Islam focus).In exploring the questions of

Year 1

'What do my senses tell me about religion and belief?
Why does Christmas matter to Christians?

Year 2

How do festivals bring people together?'
'Why is light the symbol for many religious beliefs?'

- Pupils will Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews.
- Recognise that beliefs can have an impact on a believer's daily life, their family or local community.
- They will learn how Christians try to follow the example of Jesus and live by his teachings and how Christians celebrate Christmas

Design Technology -Kapow

Year 1

Textiles: Puppets. Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.

Year 2

Structures: Baby Bear's chair. Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.

Physical Education Through the use of ball and games skills children will

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending

Science.

Year 1 Human Body and Senses

Identify, name and label the basic parts of the human body and say which part of the body is associated with each sense.

Exploring and Investigating: Experience different types of science enquiries, including practical activities Begin to recognise different ways in which they might answer scientific questions carry out simple tests.

Recording: Record simple data.

Year 1 Introduction to Magnets

Understand that forces are pushes and pulls and can change the shape of an object. Describe the effects of forces on object. Investigate and explain what friction is and the effect it has on an object. Investigate magnetic and non-magnetic materials.

Observing: observe closely using simple equipment with help, observe changes over time.

Concluding:use their observations and ideas to suggest answers to questions .Talk about what they have found out and how they found it out. **Recording:** Record simple data.

Year 2 Human Body

Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Questioning: Explore the world around them and raise their own questions. **Exploring and Investigating:** Experience different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions carry out simple tests **Observing:** observe closely using simple equipment with help, observe changes over time

Year 2 Forces and Magnets,

Explain how forces change the shape of an object. Describe the effects of forces on object. Investigate and explain what friction is on different surfaces and observe the effect it has on an object and how it is useful for us. Be able to describe how magnets attract or repel each other. Investigate magnetic and non-magnetic materials and know which metals are magnetic and non- magnetic.

Concluding:use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out. **Recording:** Record simple data. **Exploring and Investigating:** Experience different types of science enquiries, including practical activities. Begin to recognise different ways in which they might answer scientific questions .carry out simple tests.

Music- Kapow

Year 1

Pulse and rhythm: All about me. Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.

Pitch and tempo: Superheroes. Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.

Year 2

Musical me: Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.

Myths and legends. Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.

PSHE -

Through the themes of **friendships, personal safety** and **managing feelings** children will learn to articulate their own wellbeing, safety, emotional response and friendship groups. They will explore strategies to do this and understand the need for rules and boundaries.

Wellbeing themes: Year 1: My world Year 2: Looking out

Children will follow the Dimensions curriculum for PHSE.

British Values will be explored and promoted

Science.

Year 3 Animals Including Humans

Identify that animals, including humans need the right types and amounts of nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Questioning:** Raise their own relevant questions about the worlds around them. **Sorting and Classifying:** Talk about criteria for grouping, sorting and classifying and use simple keys.**Secondary Sources:** Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Year 3 Light

Recongise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recongise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change **Exploring and Investigating:** experience a range of scientific experiences including different types of science enquiries to answer questions. Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. Set up simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up.

Year 4 State of Matter

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 measure or research the temperature at which this happens in degrees Celsius.
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Observing:** make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the types of simple equipment that might be used. **Measuring**: take accurate measurements using standard units. Learn how to use a range of (new) equipment, such as data loggers / thermometers

Year 4 Sound

Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of sounds and features of the object that produced it. Find patterns between the volume of sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound sources increases. **Exploring and Investigating:** experience a range of scientific experiences including different types of science enquiries to answer questions. Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. Set up simple practical enquiries, comparative and fair tests. Recognise when a simple fair test is necessary and help to decide how to set it up appropriately.

Super Powers– LKS2

This term we will be investigating super powers of humans and of nature. Children will be given opportunities to marvel at the wonders of science and use their imagination to suggest superlative characteristics/ attributes. The theme will focus on the children developing opinions and justifications. We will consider what is necessary to achieve excellence.

Autumn Term

PSHE -Dimensions

Through the themes of **friendships, personal safety** and **managing feelings** children will learn to articulate and manage their own wellbeing, safety, emotional response and friendship groups.
Wellbeing themes:
Year 3 Getting to know me
Year 4: My place in the world

Votes for Schools will be used to discuss and debate topical issues

British Values will be explored and promoted

Art – Kapow

Year 3

Drawing: Growing artist: Developing an understanding of shading and drawing techniques to create botanical inspired drawings.

Year 4

Drawing: Power prints: Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.

Design Technology- Kapow

Year 3

Food: Eating seasonally. Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.

Year 4

Structure: Pavilions. Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.

History – Kapow

Year 3 British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.

Year 4

How have children's lives changed? Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.

Computing- Kapow

Year 3

Computing systems and networks 1: Networks and the internet. Learn how devices communicate. Identifying components, learning how information is shared and exploring examples of real-world networks. Options for both Google and Microsoft schools.
Programming: Scratch. Use application called 'Scratch', learning to use repetition or 'loops' and building upon skills to program; an animation, a story and a game.

Year 4

Computing systems and networks: Collaborative learning. Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.
Programming 1: Further coding with Scratch. Using variables in coding.

Geography – Kapow

We will explore the 'super powers' of nature

Year 3

Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and Earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.

Year 4

What is climate and how does it affect the earth? Learning the difference between weather and climate. Know the biomes associated with different climates. Know about extreme weather phenomena. Begin to consider climate change.

Music – Kapow

<u>Year 3</u>

Creating compositions in response to an animation: Mountains.
Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change

Ballads: Children learn what ballads are, how to identify their features and how to convey different emotions when performing them.

<u>Year 4</u>

Rock and Roll: Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.

Play and Perform: Children will learn to play the ukulele and perform in solo and ensemble contexts.

Physical Education

Through the use of **invasion games, ball skills** and **Cross-Country running** children will

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique,

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In addition, Year 4 will acquire and develop their swimming skills

MFL - Pupils will study **Spanish**. Through the theme of **'En Espagna'- In Spain,** they will learn to:

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others

speak in sentences, using familiar vocabulary, phrases and basic language structures

read carefully and show understanding of words, phrases and simple writing

appreciate stories, songs, poems and rhymes in the language write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally

Religious Education (Christianity and Hinduism focus)

Year 3 Through the theme of **Worship and Prayer** children will study **<u>Hinduism</u>** to learn

about different gods and goddesses by exploring the conventions of Hindu religious.

-familiarise themselves with stories about Hindu gods and goddesses.

-learn how Hindus celebrate festivals associated with various gods and goddesses

Year 4-Through the theme of **'Leaders'** children will study **<u>Christianity</u>** to

understand that Jesus (born a Jew) went on to found the Christian religion, understand why his birth, actions, teaching, death and resurrection are of great significance for Christians

-reflect upon people who are important in their own lives

-recall the events of Jesus' baptism

-recall who the disciples were and how they were chosen

-make links between the duties of the disciples and their personal characteristics

-reflect upon difficult choices and the concept of sacrifice

MFL - Pupils will study **Spanish**. Through learning about the city of **Barcelona** they will learn to

listen attentively to spoken language and show understanding by joining in and responding
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
engage in conversations; ask and answer questions; express opinions and respond to those of others
speak in sentences, using familiar vocabulary, phrases and basic language structures
read carefully and show understanding of words, phrases and simple writing
appreciate stories, songs, poems and rhymes in the language
write phrases from memory, and adapt these to create new sentences, to express ideas clearly
describe people, places, things and actions orally

Music – Kapow
Year 5
Play and perform:
Children will learn to play the recorder and perform in solo and ensemble contexts.
Looping and remixing: In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.
Year 6
Advanced rhythms: Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.
Film music: Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

Art- Kapow
Year 5
Drawing: I Need space. Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.
Year 6
Craft & Design: Photography. Exploring art through photography, including photo montage, macro photography and self-portraits. Children look at the famous 'The Scream' by Munsch They develop their images to recreate a mixed media piece.

Design Technology – Kapow
Year 5
Electrical systems: Doodlers. Explores. series circuits further and introduces motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.

Year 6
Textiles: Waistcoats. Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, design, assemble and decorate a waistcoat for a chosen purpose.

Super Powers– UKS2

This term we will be investigating super powers of humans and of nature. Children will be given opportunities to marvel at the wonders of the natural world and celebrate human achievement. The theme will also consider what is necessary to achieve excellence and what this may look like in different fields.

Autumn Term

Computing – Kapow
Year 5
Computing systems and networks: Search engines. Using keywords and phrases, identifying inaccurate information, learning page rank works as well.
Programming 1: Music. Applying programming skills to create sounds and melodies leading to a battle of the bands performance.
Year 6
Computing systems and networks: Bletchley Park. Code breaking and password hacking
Data handling 1: Big Data 1Barcodes, QR codes and RFID

History – Kapow
Year 5 and Year 6
Who were the Romans? Investigating what we know and can infer about the rise and fall of the Roman empire. To learn about Boudicca and her role in resisting the Roman empire. Children will draw together knowledge to present their own reasoning for the fall of the Roman empire in Britain.

Geography - Kapow
Year 5
Why do oceans matter? Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.
Year 6
Why do natural resources matter?] Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.

PSHE – (main topic)
Through the themes rules of law, relationships & conflict and online safety
children will learn to articulate and manage their own wellbeing, safety, emotional response and friendship groups.
Wellbeing modules: Y5 'Being responsible' Y6 Looking forward

Children will follow the Dimensions curriculum for PHSE
British Values will be explored and promoted

Physical Education
Through the use of invasion games, ball skills and Cross-Country running children will use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
develop flexibility, strength, technique, compare their performances with previous ones and demonstrate improvement to achieve their personal best.
In addition, Year 5 will acquire and develop their swimming skills

Religious Education (Christianity and Hinduism focus)
Year 5
Through the theme of **Worship and Prayer** children will study **Hinduism** to learn
understand the significance of the home shrine for Hindu families and the artefacts found there.
understand what is meant by reincarnation, dharma, karma and moksha and how these relate to each other.
Year 6
Through the theme of **'Leaders'** children will study **Christianity** to learn to
Be familiar with the Biblical account of how the Ten Commandments were given and -understand the significance of the Ten Commandments for Jews (and Christians)
-understand the significance for Jews of the story of Moses and the exodus from Egypt
understand the importance of the festival of Pesach and the symbolic foods featured in the Seder meal. Reflect on celebratory meals in their own lives

Science.

Year 5 Properties of Change and Chemistry

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Uses knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate soda.

Exploring and Investigating: Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. Recognise when and how to set up comparative and fair tests, explain which variables need to be controlled and why. **Explaining and Evaluating:** Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of results. Use simple models to describe scientific ideas. Use their results to make predictions and identify when further observations, comparative and fair tests might be needed. **Concluding:** Identify scientific evidence that has been used to support or refute ideas or arguments **Observation:** make their own decisions about what observations to make, what measurements to use and how long to make them for.

Year 6 Light

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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Exploring and Investigating: Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions. Recognise when and how to set up comparative and fair tests, explain which variables need to be controlled and why.

Explaining and Evaluating: Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of results. Use simple models to describe scientific ideas Use their results to make predictions and identify when further observations, comparative and fair tests might be needed.

Year 6 Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells uses 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.

Recording: decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, and bar and line graphs

Measuring: choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately