Art -Kapow

Year 1

Painting and mixed media: Colour splash. Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.

Year 2

Sculpture and 3D: Clay houses. Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own tile in response.

Design Technology – Kapow

Year 1

Food: Fruit and vegetables. Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.

Year 2

Mechanisms: Making a moving monster. Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.

Religious Education (Christianity, Islam. Explore- Humanism)

Year 1

Who made the world?

Year 2

Why are symbols and artefacts important to people?

Computing -Kapow

Year 1

Creating media: Digital imagery

Using creativity and imagination to plan a miniature adventure story and capture it using developing photography skills. Learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.

Data handling: Introduction to data

Learn what data is and the different ways that it can be represented and developing an understanding of why data is useful, how it can be used and ways in which it can be gathered and recorded both by humans and computers.

Year 2

Creating media: Stop motion

Storyboarding and simple animation creation using either tablet devices or devices with cameras

Online safety: Learning about online safety, including: what happens to information posted online; how to keep things private online; who we should ask before sharing online; describing different ways to ask for, give, or deny permission online

History - Kapow

Year 1

How have explorers changed the world? Learning about explorers and why these are significant, creating a timeline and discussing how these significant people could be remembered

Year 2

What were holidays like in the past? Focusing on the Victorian era, comparing holidays in the past to those today and investigating holidays in the past using historical sources.

A Wonderful World– KS1

Summer term provides us with an opportunity to excite the children about the wider world. We will explore aspects of the natural world alongside history from other cultures. We will celebrate diversity and culture through the arts, as well as applying our food technology skills in creating food from around the world.

Summer Term

Music –

Year 1

Musical vocabulary: Under the sea. Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.

Timbre and rhythmic patterns: Fairytales Children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.

Year 2

West African call and response song: Animals. Learning a traditional Ghanian call and response song, recognising simple notation and composing animal-based call and response rhythms.

PSHE - through the theme of 'Relationships' the children's learning will focus on

Valuing differences **People, similarities and differences (R8)**

Healthy Relationships **Special people, caring, physical contact, (un)acceptable touch (R9/10)**

Feelings and emotions Feelings, bodies, hurt, comfortable, teasing, bullying (R11)

British Values will be explored and promoted

Physical Education

- **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
- perform dances using simple movement patterns.

Science.

In Year 1

Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies .Identify ways in which weather affects daily routines. Identify extreme weather around the world.

Questioning: Explore the world around them and raise their own questions .**Measuring:** Using simple measurements and equipment (e.g hand lenses, egg timers, data loggers) to gather data). **Identifying patterns:** With guidance begin to notice patterns and relationships. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties. **Sorting and classifying:** use simple features to compare objects, materials and living things and with help decide how to sort and group them.**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.

In Year 2

Know that Earth is one of many planets in the solar system and that the sun is at the centre and influences the Earth. Describe the physical characteristics of space rocks. Understand how day and night occur as a result of the Earth's rotation. Understand why the moon looks different through the month. Understand that stars can be grouped into patterns called constellations.

Questioning: Explore the world around them and raise the ir own questions. I**dentifying patterns:** With guidance begin to notice patterns and relationships. **Secondary Sources:** Ask people questions and use simple secondary sources to find answers. **Concluding**:use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.

Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe and group together a variety of everyday materials on the basis of their simple properties. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Sorting and classifying: use simple features to compare objects, materials and living things and with help decide how to sort and group them. **Recording:** Record simple data.

Explaining and Evaluating: with help, they should record and communicate their findings in a

Geography – Kapow

Year 1

How is life different in China? Locating China and learning about the physical and human features, comparing these to the local area.

Year 2

What is it like to live by the coast? Learning coastal features and how humans have interacted with them over time, including land use, settlements and tourism.

Art -Kapow

Year 3

Craft and design: Ancient Egyptian scrolls: Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.

Year 4

Craft and design: Fabric of nature. Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.

Geography –

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

Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact

Music – Kapow

Year 3

Developing singing technique: Vikings. The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.

Jazz: Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.

Year 4

Body and tuned percussion. Rainforests. A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms.

Samba and carnival sounds and instruments: South America. Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the

Computing -Kapow

Year 3

Creating media: Video trailers: Developing filming and editing video skills through the storyboarding and creation of book trailers.

Online safety: Learning about online safety: 'fake news', privacy settings, ways to deal with upsetting online content, protecting our personal information on social media

Year 4

Programming 2: Computational thinking. Plugged and unplugged activities to develop the four areas of computational thinking

Online safety: Learning how to navigate the internet in an informed, safe and respectful way.

A Wonderful World– LKS2

Summer term provides us with an opportunity to excite the children about the wider world. We will explore aspects of the natural world alongside history from other cultures. We will celebrate diversity and culture through the arts, as well as applying our food technology skills in creating food from around the world.

Summer Term

Design Technology

Year 3

Structures: Constructing a castle. Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).

Year 4

Mechanical systems: Making a slingshot car. Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.

History

Year 3

How different were the beliefs in Ancient Egypt? Learning about who the Ancient Egyptians were and what they believed in and how historians find out about them.

Year 4

British history 4: Were the Vikings raiders or peace-loving settlers? Learning about the Vikings and their impact on Britain

Physical Education

Pupils 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 striking and fielding

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team

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

Science

Year 3 Rocks and Soils

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

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 Forces and Magnets

Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attracts some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other depending on which poles are facing. **Explaining and Evaluation and Concluding:**

Year 4 Electricity

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 is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights n a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. **Explaining and Evaluation:** use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.

Concluding: with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.

Year 4 Living things and Habitat (Ecology)

Construct and interpret a variety of food chains, identifying producers, predators and prey. .**Secondary Sources:** Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Identifying patterns: begin to look for patterns and decide what date to collect to identify them.

Religious Education (Christianity ,Judaism ,Hindu. Explore-Humanism)

Year 3

How do people make moral decisions?

Year 4

How do __express their religious beliefs in modern Britain and in___(name of country?)

Art -Kapow

Year 5

Sculpture and 3D: Interactive installation. Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.

Year 6

Sculpture and 3D: Making memories. Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.

Music - Kapow

Year 5

South and West Africa: Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.
Musical theatre: Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.

Year 6

Songs of World War 2: Developing pitch, control and confidence when singing.
Composing and performing a Leavers' song: Children spend the topic creating their very own leavers' song personal to their experiences as a class.

Design Technology – Kapow

Year 5

Food: What could be healthier? Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.

Year 6

Digital world: Navigating the world. Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.

Computing – Kapow

Year 5

Skills showcase: Mars Rover 2. 3D design skills
Online safety: Potential online dangers and safety

Year 6

Skills showcase: Inventing a product. Designing a product, pupils: evaluate, adapt and debug code to make it suitable and efficient for their needs; use a software program to design their products; create their own websites and video adverts to promote their inventions.
Online safety: Learning how to navigate the internet in an informed, safe and respectful way.

Religious Education Children will explore key questions through the lens of the following religions: Christianity Sikhism, Buddhism & Explore Humanism

Year 5

Is being happy the greatest purpose of life?

Year 6

Creation or science: Conflicting or complementary?

A Wonderful World– UKS2

Summer term provides us with an opportunity to excite the children about the wider world. We will explore aspects of the natural world alongside history that has had an impact on British Culture. We will celebrate diversity and culture through the arts, as well as applying our food technology skills in creating food from different times and place

Summer Term

PSHE - through the theme of '**Relationships'** the children's learning will focus on

Feelings and emotions Dares, challenges (R15)
Year 5&6
Valuing differences listening, viewpoints, opinions, respect (R10)
Healthy Relationships **Friendships, families, couples, positive relationships, marriage, partnerships** (R2,3,4,5,6,19,20)
Actions, behaviours, consequences (R7) Physical contact (R8)
Feelings and emotions **Confidentiality, secrets, surprise, personal safety** (R9)

Geography – Kapow

Year 5

Would you like to live in the desert? Linking to biomes, children map deserts, exploring their physical characteristics and how humans have adapted to living there.

Year 6 **'How could we make our local area more environmentally friendly'**

Observing, measuring, recording and presenting their own fieldwork study of the local area with a focus on the environment. Children present their ideas into a presentation explaining small changes that can be made to improve the quality of their local environment.

Physical Education

Pupils should be taught to:
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 striking and fielding**
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
perform dances using a range of movement patterns
take part in outdoor and adventurous activity challenges both individually and within a team
compare their performances with previous ones and demonstrate improvement to achieve their personal best.

History - Kapow

Year 5

Migration: Investigating the different reasons for migrating to Britain and the different groups and finding out about their contributions to Britain.

Year 6

British History 6: What was the impact of World War II on the people of Britain? Finding out how World War 2 changed British society, investigating the experiences of those who lived through World War 2 and reconstructing their lives.

Science

Year 5 Earth and Space

Describe the movement of the Earth and other plants, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Identify Patterns**: look for different causal relationships in their data and identify evidence that refutes or supports their ideas. **Secondary sources:** recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact

Year 5 Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gear, allow a smaller force to have a greater effect. **Measuring:** choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately **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.

Year 6 Evolution

Recognise that living things have changes over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.
Questioning: Use their science experiences to explore ideas and raise different kinds of questions. **Identify Patterns**: look for different causal relationships in their data and identify evidence that refutes or supports their ideas. **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.