



Fritwell C of E Primary School
Whole School Long Term Curriculum Plan 2016-17

| Year 1/2 | Trainers, Tracks and Tyres Focus - History | Food Glorious Food <i>In the tall, tall grass/Into the forest, Down on the farm</i> Focus – Geography, <i>Oliver’s milkshake, vegetables etc</i> | Into the Wild <i>Dear zoo/Tales of the riverbank/Out of the egg</i> Focus - Science |
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| Science | <p>Everyday Materials – Year 1 POS</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 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 physical properties. <p>Uses of Everyday Materials - Year 2 POS</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. | <p>Seasonal Changes – Year 1 POS</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Living things and their habitats – Year 2 POS</p> <ul style="list-style-type: none"> describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals, including Humans – Year 2 POS</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <p>Plants – Year 1 POS</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Plants – Year 2 POS</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Animals including Humans – Year 1 POS</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores |



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| | | | <p>Animals including Humans – Year 2 POS</p> <ul style="list-style-type: none"> 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) <p>Living things and their habitats – Year 2 POS</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats |
| History – | <p>‘How did they get around?’ Transport</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life the lives of significant individuals in the past who have contributed to | <p>‘Were their homes like ours?’ Food and kitchens</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | |



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| | <p>national and international achievements. Some should be used to compare aspects of life in different periods (Amelia Earhart/Henry Ford/George Stevenson, IK Brunel)</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (linked to transport) | | |
| Geography | <p>How can we get there? Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography - use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | <p>Where does our food come from? Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Place knowledge</p> | <p>What does it look like from above? Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |



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| | Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map | <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (<i>link to food – hot country/exotic fruits/Handa's Surprise</i>) | |
| Art and Design | <ul style="list-style-type: none"> Painting-primary and secondary colours Finger painting Printing <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <ul style="list-style-type: none"> Sketching, painting-fruits and food <i>Printing using fruit/leaves</i> Learn about and look at Archimaboldo's fruit faces <p>Pupils should be taught:</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design | <ul style="list-style-type: none"> Collage-animals 3d animals – clay <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |



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| | | techniques in using colour, pattern, texture, line, shape, form and space | |
| Design and Technology | <ul style="list-style-type: none"> Making vehicles (wheels, axles) <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing product evaluate their ideas and products against | <ul style="list-style-type: none"> Food – smoothies/soup/fruits salad (Text link: Oliver’s Milkshake/Oliver’s Vegetables/Oliver’s Fruit Salad/Stone Soup) <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> | <ul style="list-style-type: none"> Moving pictures (levers, sliders)/Pop up books. Make a picture or class book – ‘Where are the animals hiding?’ <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing |



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| | <p>design criteria</p> <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | <ul style="list-style-type: none"> • explore and evaluate a range of existing product • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | <p>product</p> <ul style="list-style-type: none"> • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. |
| Music | <p>‘Hey you!’ (Hip hop – singing, pulse, rhythm, pitch etc) Charanga Autumn 1</p> <p>Nativity performance</p> <p>Extra content from Charanga Journeys, Ship on the Ocean, Wheels on the Bus, Train songs, The Runaway Train etc</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>‘Into the Groove’ (Blues, latin, folk, bhangra, funk, baroque)/‘Rhthym in the way we walk and Banana Rap’ (Reggae and Hip Hop)</p> <p>Charanga Spring 1 and Spring 2</p> <p>Extra content from Charanga – Healthy Living from Freesyle topic section</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>‘Round and Round’ (Latin American)</p> <p>Charanga Summer 1</p> <p>‘Animals’ - Charanga Freestyle Topic - revision of skills or Zootime (reggae) from Freestyle Units</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. |



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| Year 2/3 | Near and Far Focus – Geography | Monsters, Myths and Mummies Focus – History | The Secret Garden Focus - Science |
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| Science | <p>Uses of Everyday Materials - Year 2 POS</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Rocks – Year 3 POS</p> <ul style="list-style-type: none"> 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. | <p>Forces and Magnets – Year 3 POS</p> <ul style="list-style-type: none"> 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 attract 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. <p>Light – Year 3 POS</p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light | <p>Plants – Year 2 POS</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Plants – Year 3 POS</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |



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| | | <ul style="list-style-type: none">• notice that light is reflected from surfaces• recognise 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 an opaque object• find patterns in the way that the size of shadows change. | <p>Animals Including Humans – Year 2 POS Revision</p> <ul style="list-style-type: none">• 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) <p>Animals Including Humans - Year 3 POS</p> <ul style="list-style-type: none">• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat• identify that humans and some other animals have skeletons and muscles for support, protection and movement. |
| History | <p>How has it changed?</p> <p>A local history study beyond 1066 – village history e.g .church, school, evacuees</p> <ul style="list-style-type: none">• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | <p>Did the Egyptians only build pyramids?</p> <ul style="list-style-type: none">• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study Ancient Egypt. | |



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| Geography | <p>Where are we? Locational Knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <p>Where is Egypt? 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 and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | <p>What does our school look like from above? Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><i>Linked to Year1/2 work – transition unit/opportunity for collaboration</i></p> <p>What does it look like from above? Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| Art | <p>‘How can we record what we see?’</p> <ul style="list-style-type: none"> Sketching and water colours buildings of Fritwell/compare to other places | <p>‘What art did the Egyptians produce?’</p> <ul style="list-style-type: none"> Egyptian art Sarcophagus art (sculpture and art) | <p>‘How are textiles and collage used in art?’</p> <ul style="list-style-type: none"> Monet/Van Gogh Collage/textile project |



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| | <ul style="list-style-type: none"> Look at water colours and drawings of local artists/ compare to modern art – Paul Klee houses <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Key stage 2</p> <p>Pupils should be taught:</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] | <ul style="list-style-type: none"> Make a sarcophagus <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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, | <p>Key stage 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Key stage 2</p> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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, |
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| | | painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |
| DT | <p>‘How can we get water from the ground?’</p> <ul style="list-style-type: none"> Design and make a well using a pulley (cutting and joining) Link to materials in science – What shall we make the vessel from? (waterproof/hardness testing and investigating etc.) <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their | | <p>‘What can we make with the food that we grow?’</p> <ul style="list-style-type: none"> Food – linked to PHSE and science plants and growing <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> |



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| | <p>characteristics</p> <p>Evaluate</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing product • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> | | <ul style="list-style-type: none"> • explore and evaluate a range of existing product • evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> |
| Music | <p>Charanga 'Three Little Birds' (Reggae)</p> <p>Extra Content – Charanga song centre – English Folk Songs Topic, Performance – Nativity</p> <p>Key stage 1 should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Charanga 'Ho Ho Ho!' (Big Band, Motown and Freedom Songs)</p> <p>Charanga 'Glockenspiel Stage 2' (instrumental skills)</p> <p>Extra Content, Charanga –Egyptian Dawn, Walk like an Egyptian</p> <p>Key stage 1 should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and | <p>Charanga Let Your Spirit Fly (R&B, western classical, motown, musicals)</p> <p>Extra content -- English Country Garden</p> <p>Revisit work from the year.</p> <p>Key stage 1 should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. |



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| | <p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. | <p>combine sounds using the inter-related dimensions of music.</p> <p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. | <p>Key stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. |
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| Year 4 | Autumn Term – Let’s Rock and Roll Focus - Humanities | Spring Term – Splish, Splash, Splosh Focus - Science | Summer Term – Myths and Monsters Focus - Humanities |
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| Science | <p>Animals including humans</p> <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 and their simple functions• Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Living things and their habitats</p> <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 variety of living things in their local and wider habitat• Recognise that environments can change and that this can sometimes pose dangers to living things | <p>State of matter – Water Cycle</p> <ul style="list-style-type: none">• Compare and group materials together according to whether they are solids, liquids and gases• Observe that some materials change state when they are heated and 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 | <p>Sound</p> <ul style="list-style-type: none">• Identify how sounds are made associating them with something vibrating• Recognise that vibrations from sounds travel through a medium to an ear• Find patterns between the pitch of a sound and features of the object that produced it• Find patterns between the volume of a sound and the strength of the vibrations that produced it• Recognise that sound gets fainter as the distance from the sound source increases <p>Electricity</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 |



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| | | | <p>on whether or not the lamp is part of a complete loop with 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 |
| History | <p>Would you rather live in the Stone age or the Iron age?</p> <p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers eg, Skara Brae; • Bronze Age religion, technology and travel, eg, Stonehenge; • Iron Age hill forts: eg, tribal kingdoms, farming, art and culture | | <p>How did the Ancient Greeks change the world?</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> |
| Geography | <p>Where were the settlements?</p> <p>Locational information related to Iron Age hill forts. Explore how these settlements link to settlements today.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate counties and cities of the UK, geographical regions and | <p>Why did they build canals?</p> <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography including the water cycle and rivers; • human geography including; | <p>Where in the world in Greece?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries to focus on Europe (Greece), concentrating on their environmental regions, key physical and human characteristics, countries and major cities |



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| | <p>their identifying human and physical characteristics, key features (including hills, mountains, coasts and rivers) and land use patterns; and understand how these have changed over time</p> <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water | <p>economic activity including trade links (trade links using canals)</p> | <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of a region in a European country (Greece) |
| Art | <p>Were the Stone Age people artists?</p> <ul style="list-style-type: none"> Stone-age/Cave paintings Stone-henge art from photos <p>Pupils should be taught:</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] | <p>Can we use water to inspire our art?</p> <ul style="list-style-type: none"> Katsushika Hokusai-painting of The Great Wave – investigate pattern and focus on wave drawings Decorate wooden spoons with canal art Water colour painting <p>Pupils should be taught:</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, | <p>Where the Greeks artists?</p> <ul style="list-style-type: none"> Printing repeating patterns found in Ancient Greek architecture Clay sculpture/pottery Mixed media collage Summer term art project <p>Pupils should be taught:</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, |



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| | | paint, clay] | paint, clay] |
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| DT | <p>Where did they live and how did they build? Structures – design and make a round house</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing product evaluate their ideas and products against design criteria <p>Technical knowledge</p> | <p>How can we demonstrate the water cycle? Moving pictures of water cycle using levers and cams</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing | |



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| | <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable | <ul style="list-style-type: none"> product evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | |
| Music | <p>Charanga – Mama Mia (pop)/Glockenspiel Stage 3 (instrumental skills)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations | <p>Ten Pieces unit – Storm Interlude from Peter Grimes by Britten</p> <p>Performance/musical production</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other | <p>Charanga – Lean on Me (Gospel) Recorders (Charanga Freestyle Recorder Course)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other |



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| | <ul style="list-style-type: none"> • appreciate 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. | <p>musical notations</p> <ul style="list-style-type: none"> • appreciate 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. | <p>musical notations</p> <ul style="list-style-type: none"> • appreciate 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. |
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| Year 5 | Earth and Space Focus - Science | Italian Adventures Focus - History | Amazon Adventure Focus - Geography |
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| Science | <p>Earth and space</p> <ul style="list-style-type: none"> • describe the movement of the Earth, and other planets, 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. <p>Forces</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the | <p>Properties and change of materials</p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use 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 | <p>Living things and their habitats</p> <ul style="list-style-type: none"> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals. <p>Animals, including humans</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age. |



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| | <p>falling object</p> <ul style="list-style-type: none">• identify the effects of air resistance, water resistance and friction, that act between moving surfaces• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | <p>particular uses of everyday materials, including metals, wood and plastic</p> <ul style="list-style-type: none">• 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 of soda. | |
| History | <p><i>(Neil Armstrong – Biography)</i></p> | <p>What was the legacy of the Romans? The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none">• Julius Caesar's attempted invasion in 55-54 BC• the Roman Empire by AD 42 and the power of its army• successful invasion by Claudius and conquest, including Hadrian's Wall• British resistance, for example, Boudica• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | <p>Who were the Anglo Saxons? Britain's settlements by Anglo Saxons and Scots</p> <ul style="list-style-type: none">• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire• Scots invasions from Ireland to north Britain (now Scotland)• Anglo-Saxon invasions, settlements and kingdoms: place names and village life• Anglo-Saxon art and culture• Christian conversion – Canterbury, Iona and Lindisfarne |



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| Geography | <p>Where on Earth is it? What time is it? How hot is it? Locational Knowledge</p> <ul style="list-style-type: none"> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p>Where did the Romans come from and where did they go? Human geography, including:</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 Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | <p>Would we want to go to the Amazon Rainforest? Place knowledge</p> <ul style="list-style-type: none"> UK, region of Europe (France) and region of South America (Amazonia) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |
| Art | <p>How can we make art that is out of this world?</p> <p>Art inspired by the work of Alan Bean http://www.alanbean.com/</p> <ul style="list-style-type: none"> <i>Marbling</i> <i>Silhouettes</i> <p>Pupils should be taught to develop their techniques, including their control and their</p> | <p>What can our art and designs say about us?</p> <ul style="list-style-type: none"> Sketching-longboats / shields Making 3D longboats / shields <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and</p> | <p>How can we create texture and depth in our art?</p> <ul style="list-style-type: none"> Painting and collage Textiles <i>Amazonian masks</i> <i>French painter</i> <p>Pupils should be taught to develop their</p> |



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| | <p>use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] | <p>design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>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]</p> | <p>techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas <p>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]</p> |
| DT | <p>How could we move about on the moon? Design and make a space buggy</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and | <p>What makes the perfect pizza?</p> <ul style="list-style-type: none"> <i>Food linked to science ie melting and cooling food products to produce an outcome.</i> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> | |



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| | <p>finishing]</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing product evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable | <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing product evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable | |
| Music | <p>First Access Brass Tuition</p> <p>Don't Stop Believing (Rock)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing | <p>First Access Brass Tuition</p> <p>Classroom Jazz (Jazz)</p> <p>(Optional – Britten Unit – a tragic story)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing | <p>First Access Brass Tuition</p> <p>Stop! (grime, Classical, Bhangra, Tango, Latin Fusion)</p> <ul style="list-style-type: none"> Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing |



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| | <p>sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. | <p>sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. | <p>sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none">• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. |
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| Year 6 | Evolve! Focus - Science | An Italian Adventure Focus - History | Diversity Focus - Geography |
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| Science | <p>Living things and their habitats</p> <ul style="list-style-type: none">• Animals, including humans• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function• describe the ways in which nutrients and water are transported within animals, including humans. <p>Evolution and inheritance</p> <ul style="list-style-type: none">• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | <p>Electricity</p> <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 variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches• use recognised symbols when representing a simple circuit in a diagram. | <p>Light</p> <ul style="list-style-type: none">• 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. |



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| | 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 similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. | | |
| History | | What was the legacy of the Romans? The Roman Empire and its impact on Britain <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | Why was early-Islamic civilisation influential? <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. |
| Geography | How has the world evolved geographically? How has the local area changed? What is the effect of changes in our world? Study the breakup of the Pangaea supercontinent which formed 300 million | Where did the Romans come from and where did they go? Human geography , including: <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources | Does the sun always shine in Iraq? Locational Knowledge (revise) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the |



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| | <p>years. Look at changed in our living memory .</p> <p>Carry out an environmental study ie litter or traffic</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 • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | <p>including energy, food, minerals and water</p> <ul style="list-style-type: none"> • Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | <p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| ART | <p>How does art evolve?</p> <p>Children learn about process of artists and the use of sketch books to record ideas.</p> <ul style="list-style-type: none"> • Study of people in art • Photography/Sketching/Movement • 3D people-chicken wire <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity,</p> | <p>What can our art and designs say about us?</p> <p>Why is Italy a centre for art?</p> <ul style="list-style-type: none"> • Sketching-longboats / shields • Michelangelo (painter, sculptor, architect) • St Peter's Basilica • Influence on western art <p>Pupils should be taught to develop their</p> | <p>How can we make patterns on fabric?</p> <ul style="list-style-type: none"> • Fabric work-silk printing (pattern work) • Textile exploration project <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and</p> |



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| | <p>experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] | <p>techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] | <p>design.</p> <p>Pupils should be taught:</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] |
| DT | | <p>What makes the perfect pizza?</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and | <p>How can we create shade from the sun?</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and |



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| | | <div>finishing]</div> <ul style="list-style-type: none">select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <div>Evaluate</div> <ul style="list-style-type: none">explore and evaluate a range of existing productevaluate their ideas and products against design criteria <div>Technical knowledge</div> | <div>finishing]</div> <ul style="list-style-type: none">select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <div>Evaluate</div> <ul style="list-style-type: none">explore and evaluate a range of existing productevaluate their ideas and products against design criteria <div>Technical knowledge</div> |
| Music | <div>How has music evolved through the ages?</div> <div>Livin’ on a prayer (Rock) Charanga Britten New Year Carol (western classical, instrumental) Classroom Jazz 2 (Jazz, Latin, Blues)</div> <div>Extra Content – Charles Darwin – evolution song Horrible Histories, Bebop Ballad of Boudicca/Just Like a Roman</div> <ul style="list-style-type: none">Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <div>Pupils should be taught to:</div> <ul style="list-style-type: none">play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <div>How does music make you feel?</div> <div>Make You Feel My Love (pop ballad)Charanga Performance/Leavers’ Service and presentation evening performances.</div> <ul style="list-style-type: none">Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. <div>Pupils should be taught to:</div> <ul style="list-style-type: none">play and perform in solo and ensemble | |



Fritwell C of E Primary School
Whole School Long Term Curriculum Plan 2016-17

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| | <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. | <p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none">• improvise and compose music for a range of purposes using the inter-related dimensions of music• listen with attention to detail and recall sounds with increasing aural memory• use and understand staff and other musical notations• appreciate 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. |
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PE/RE/PSHE/Languages/Computing – please see separate Long Term Planning Documents