



Fritwell C of E Primary School

Whole School Long Term Curriculum Plan 2017-18

ALL YEAR GROUPS – September <i>Investigating Britons</i> Each class will investigate a significant Briton/s. They will find out what their impact on society was and what their legacy is.			
Year 1/2	Fire and Ice Focus - History	Where we live	The Secret Garden Focus - Science
Science	Everyday Materials – Year 1 POS <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. 	Seasonal Changes – Year 1 POS <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. 	Plants – Year 1 POS <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.
	Uses of Everyday Materials - Year 2 POS <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. 	Living things and their habitats – Year 2 POS <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. Animals, including Humans – Year 2 POS <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Plants – Year 2 POS <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. Animals including Humans – Year 1 POS <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



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			<p>common animals that are carnivores, herbivores and omnivores</p> <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>The Great Fire of London</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 	<p>‘Were their homes like ours?’ House and homes</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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Geography	<p>What's the weather? 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 <p>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>Geographical skills and fieldwork</p> <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 	<p>What are homes like around the world? <i>Investigate a contrasting localities</i> 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>Place knowledge</p> <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 	<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. <p>Links with Year 2/3 – possibility for collaborative work</p>
Art and Design	<ul style="list-style-type: none"> Painting-primary and secondary colours Kandinsky/Piet Mondrian Finger painting Printing <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to 	<ul style="list-style-type: none"> Sketching homes and houses Paul Klee - homes Printing using blocks <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 	<ul style="list-style-type: none"> Collage 3d clay – something to put in secret garden <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products



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	<p>design and make products</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>differences and similarities between different practices and disciplines, and making links to their own work.</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"> 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
Design and Technology	<ul style="list-style-type: none"> Moving pictures to depict Fire of London (levers, sliders)/Pop up books. Make a picture or class book <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 	<ul style="list-style-type: none"> Textiles-Sew a picture/pattern for the home (Binca?) <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 	<ul style="list-style-type: none"> Food – smoothies/soup/fruit salad with ingredients from the garden <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



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	<p>example, cutting, shaping, joining and 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 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<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 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<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 explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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Year 2/3	Let's Rock and Roll Focus - History	Fantastic Fritwell Focus – History	Survival of the fittest Focus - Science
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 	<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 	<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



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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 • 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>healthy.</p> <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. <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>
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			<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	Who were cavemen and did they live in caves? Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age <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 	How has it changed? A local history study beyond 1066 – village history e.g .church, school, evacuees <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 	
Geography	Where is there evidence of early civilisations from the Stone Age Geographical skills and fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	Where are we? Locational Knowledge <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, 	What does our school look like from above? Geographical skills and fieldwork <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



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	<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: 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>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <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>digital technologies.</p> <p><i>Linked to Year1/2 work – transition unit/opportunity for collaboration</i></p> <p>What does it look like from above?</p> <p>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 are textiles and collage used in art?’</p> <ul style="list-style-type: none"> Monet/Van Gogh Collage/textile project Batik? <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 	<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 Look at water colours and drawings of local artists/ compare to modern art – Paul Klee houses, Lowry etc <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, 	<p>Nature in Art/Outdoor art</p> <p>Using natural materials to make outdoor art</p> <p>Printing using natural materials</p> <p>Art in the outdoors</p> <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



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	<p>design techniques in using colour, pattern, texture, line, shape, form and space</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. <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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>experiences and imagination</p> <ul style="list-style-type: none"> 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] 	<p>design techniques in using colour, pattern, texture, line, shape, form and space</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. <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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
DT	<p>Textiles - Design and make Stone Age purses</p> <p>When designing and making, pupils should be taught to:</p>	<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 	<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



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	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and 	<p>science – What shall we make the vessel from? (waterproof/hardness testing and investigating etc.)</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 product • evaluate their ideas and products against design criteria 	<p>and growing</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 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
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	individuals in design and technology have helped shape the world	Technical knowledge <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.	be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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Year 4/5	To the moon and back! Earth and Space Focus - Science	Anglo-Saxon and Vikings Focus – History	A Romp through the Rainforests! Focus - Geography
Science	Earth and space <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. Forces <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 falling object 	Properties and change of materials <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 	Living things and their habitats <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. Animals, including humans <ul style="list-style-type: none"> • Describe the changes as humans develop to old age.



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	<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>Who were the Anglo Saxons and Vikings? 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 <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> Viking raids and invasion 	<p>Who were the Mayans?</p> <p>a non-European society that provides contrasts with British history – one study: Mayan civilization</p>



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		<ul style="list-style-type: none"> • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
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 Anglos Saxons 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 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	How can we make art that is out of this world?	What can our art and designs say about us?	How can we create texture and depth in our art?



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	<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 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] 	<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 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>	<ul style="list-style-type: none"> • Painting and collage • Textiles –<i>Mayan weaving</i> • <i>Amazonian/Mayan masks</i> • <i>French painter</i> • <i>Henri Rousseau – rainforest art</i> <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 <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? Materials/Construction/Mechanics/ Electronics/Computing-Design and make a space buggy that moves</p> <p>When designing and making, pupils should be taught to:</p>	<p>Textiles-Design and make a sail for a long boat</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, 	<p>What makes the perfect rice dish? Food- Create a healthy rice dish</p> <p>When designing and making, pupils should be taught to:</p> <p>When designing and making, pupils should be taught to:</p>



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	<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> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable 	<p>functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. understand how key events and individuals in design and technology have helped shape the world 	<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> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable
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Year 5/6	Evolve! Focus - Science	Anglo-Saxon and Vikings Focus - History	Diversity Focus - Geography
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	<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 linesuse 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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	<p>their parents</p> <ul style="list-style-type: none">• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>Living things and their habitats</p> <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<ul style="list-style-type: none">• give reasons for classifying plants and animals based on specific characteristics.		
History		<p>Who were the Anglo Saxons and Vikings? 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•	<p>Why was early-Islamic civilisation influential?</p> <ul style="list-style-type: none">• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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		<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	
Geography	<p>How has the world evolved geographically? How has the local area changed? What is the effect of changes in our world?</p> <p>Study the breakup of the Pangaea supercontinent which formed 300 million years. Look at changed in our living memory. 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 	<p>Where did the Saxons and Vikings come from and where did they go?</p> <p>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>Does the sun always shine in Iraq?</p> <p>Locational Knowledge (revise) 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> <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



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	<p>Survey maps) to build their knowledge of the United Kingdom and the wider world</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>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
ART	<p>How does art evolve? 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, 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>What can our art and designs say about us?</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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<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 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]



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	paint, clay]		
DT	<p>What makes the perfect bread? Food-Learn a basic recipe e.g. bread and change it to own design</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>Have people always decorated their homes with textiles? Design and make a Viking/saxon wall-hanging/cushion using a variety of techniques e.g Batik, tapestry, printing When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. select from and use a wider range of materials and components, including construction materials, textiles and 	<p>How can we create shade from the sun? Materials/Construction Design and make a sun shelter</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



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	Technical knowledge	<p>ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <ul style="list-style-type: none">• investigate and analyse a range of existing products.• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.• understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">• apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical knowledge
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PE/RE/PSHE/Languages/Computing/Music – please see separate Long Term Planning Documents