

	Year R	Year 1 & 2	Year 3 & 4	Year 5 & 6
Autumn	<p>YR planning is based on observations and assessments of each child in a spontaneous cycle. In this way we are able to tailor every activity and line of enquiry to the children’s current interests and fascinations and provide an individualised learning experience which celebrates and values diversity and the unique child. Some examples of lines of enquiry are below for guidance only. Please note that parents will be informed of topics and variations each half term:</p> <p>What do I know about me? In this Unit children get to know their classmates and consider their own and others’ special qualities and different interests. They start to consider the idea of equality.</p> <p>Why are there so many leaves on the ground? This unit develops a basic understanding of seasonal changes. It can also make children aware of the environment around them. The children will explore our YR woodland, playing in the leaves, making dens and exploring natural art. They may consider questions such as: How can I create Autumn’s colours?; How do I know that it is colder now than when I was on holiday?; Are all the leaves the same shape?;What has happened to all the leaves that were on the ground?</p>	<p>Up, Up and Away! In this Unit pupils will explore man’s fascination with flight. They will learn about the Wright brothers and the achievements of Amelia Earhart. They will explore the invention of powered flight and how aeroplanes have changed people’s lives. They will create a timeline showing the developments in the field of flight from the first inventions to the present day. They will look at the impact of the development of air travel and how life has changed because of this. What would life be like without aeroplanes? Children will look at wonders of flight and consider ‘Is our joy and convenience of flying damaging our world?’ Children will look at the differences between flying machines now and in the past, including the number of people they can carry, the materials they are made from, and the speed that they can travel. They will also learn about hot air balloons, parachutes and gliders. In DT, the children will be making their own model flying machines, before learning about axles and wheels, including how they could be attached to their own models. They will explore why different materials are used to construct aeroplanes and will compare the suitability of different materials to make a parachute. Pupils will also be introduced to the art work of Gunta Stolzl and will learn the basic technique of weaving.</p>	<p>Full Steam Ahead In this unit, pupils will explore the lives of children in the Victorian era, contrasting it with their own lives. They will explore how steam was used to power different machines, consider the importance of steam power in the Industrial Revolution and whether they feel it was a good thing for Britain overall. For DT, pupils will use pulleys and gears and design their own Lego train and in Art the children will create their own watercolour piece in the style of Turner.</p> <p>Where does my food go? This unit is an exploration of how our body uses the food we eat, how we use our teeth and how our bodies deal with waste. Pupils will also consider how different animals are adapted to eat different foods and how different teeth are designed to do different jobs. Children will consider how amazing their bodies are, and the incredible ways it works.</p> <p>States of Matter In this unit, pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter. Pupils will compare and group materials together, according to whether they are solids, liquids or gases. Children will observe that some materials change state when they are heated or cooled. They will investigate the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. They will consider water is as a life source and how precious clean water is and our responsibility to conserve it.</p>	<p>Survival Through this unit, the children will consider survival in different contexts. They will investigate how different islands are formed and compare their physical and human features including a case study focusing on Easter Island and the ecological effects of human habitation. They will be considering survival in a number of contexts, including how animals adapt and evolve in order to survive, how humans need to change to renewable energy sources, and how humans and animals live and survive in the wild. In D&T, pupils will design survival clothing using computer-aided design and will then explore different stitches and sewing techniques to join fabric effectively.</p> <p>Evolution and Inheritance In this unit, pupils will explore how adaptation can lead to evolution. They will recognise the ways that living things have changed over time and how evidence of this can be found by examining fossils. The children will consider how these changes over time allow living things to adapt and become better suited to their environment.</p> <p>Living Things and their Habitats In this unit, the children will learn how to classify living things into groups according to their characteristics, giving reasons for their choices. They will also learn about life cycles and be able to describe these for mammals, amphibians, insects and birds, noting the differences.</p>
Spring	<p>Why is it always cold in winter? This unit builds on the children’s understanding and wonder of seasonal change. The children may experiment with ‘freezing’ items in blocks of ice, exploring the best way to get them out. They may consider questions such as: Where do animals go in winter? Where did the snowman go? How can I keep warm? Why can I see my breath? What do you love about winter and how does it make you feel? ‘What happened to Jack’s beans’ This unit focusses on changing and growing. Children may visit the local garden centre, and visit our vegetable garden, as well as growing their own plants. This theme would enable children to explore such questions as: What did Jack need to do to make the beanstalk grow? Where do all the flowers come from? Do the biggest seeds make the biggest plants? What could we grow in our vegetable garden? What do I need to grow? They might think about and experience what it feels like to create and sustain life from a seed/bulb, to harvest and eat what they have produced. Children may have visits from various people such as a Doctor, Nurse and Dentist, enabling discussion around future careers and healthy lifestyles. As part of the Easter celebration, children may also look after, and hatch, chicken eggs. They will experience the wonders and feelings when observing creation and new life at first hand.</p>	<p>Doctor, Doctor? Doctor, Doctor? In this unit, pupils will find out about our ‘basic needs’ and how exercise, food and certain life choices will help them to grow and keep their bodies healthy. People working in the field of healthcare will visit to talk about their roles in helping to keep people healthy. Pupils will study the human body, inside and out, and move on to look at the bodies of other animals and what they need to keep them healthy, including finding out about carnivores, herbivores and omnivores. In art, pupils will study faces and will look at portraits painted by Picasso and Arcimboldo. They will create their own portrait in the style of Picasso. The achievements of Florence Nightingale & Mary Seacole are used in this unit to inspire learners to understand how nursing practice, training and hospitals have changed, and the influence and legacy of these early nurses. Pupils will look at artefacts that could have belonged to Florence, and consider what the items might have been used for. In DT, pupils will research the uniforms of nurses from today and in the past including the materials that these were made from. They will then experiment with different joining techniques to make their own nurse’s uniform.</p> <p>This unit enables the children to be able to name and locate the world’s continents with a focus on Europe, identifying where Crimea and the United Kingdom are. Children will be encouraged to consider how people across the world are not all given the same opportunities and access to medical care.</p>	<p>The Romans in Britain Sewage systems, the canal, paved roads, turnips and carrots are all things that were introduced to Britain by the Romans. But where did they come from and why were they here? The children will have the opportunity to look at Roman art in the form of mosaics, including creating their own. They will also explore how the Romans lived and other aspects of their culture.</p> <p>Angry Earth This unit explores Volcanoes, Rocks and Earthquakes, looking at how and where they occur. The pupils will find out about fossils and diamonds, lava and coal and everything in between! They will try to find out why people still live by something so dangerous. They will consider human fascination with Volcanoes and the feelings they evoke. There will be a particular focus on Mount Vesuvius and its effects on Pompeii.</p> <p>Purses and Pouches. In this D.T unit, children will look at different examples of Roman purses (bullas), their designs and their uses. They will then use this knowledge to make their own design for a Roman purse and consider colours and patterns to make the purse look good, as well as its function. They will make a prototype, exploring the best techniques to assemble their purse, and evaluate its overall success.</p>	<p>Cleudo This unit focuses on inference and deduction with pupils becoming Spies and CSI investigators to crack all sorts of investigations based on formal reports. They will explore how useful science can be in solving puzzles by completing their own experiments and recognising that not everything is as it is first perceived. Pupils will explore the idea of control through electricity by creating their own burglar alarms using circuits. They will also focus on the increasing need for renewable energy in today’s society and its impact on the landscape and people. The pupils will explore the mystery of who could be behind ‘Banksy’ in our Art project on Graffiti. They will discuss the powerful nature of art and the feelings it evokes and how it inspires us. We will explore how ‘secret messages’ in Art using symbolism.</p> <p>Who is taking control? Pupils explore the idea of control through electricity, learning how to build circuits, and the function of individual components. The children will investigate the link between the voltage of a circuit and the output of various components.</p> <p>You Choose! Children will consider how precious their life/body is and why and how they need to look after it. They will explore the impact of diet, exercise, drugs and lifestyle on our bodies and mental well-being. They will look at the human circulatory system, considering how we, and other animals, use water and nutrients to help us function and thrive.</p>
Summer	<p>Are all mini-beasts scary? This unit enables exploration of the outdoor area and use of scientific equipment. Children can learn how to attract minibeasts to the outdoor area and the importance of minibeasts in the environment. They may consider: Why do spiders need a web? Where do butterflies come from? Does a worm have legs? Why do snails carry their houses around? Why do ladybirds have spots? Children will learn to appreciate how minibeasts are a precious part of our world even though they are tiny. They will look at how they bring beauty to our world, and find out about their amazing power and capabilities and think about why they need to look after them.</p> <p>Were all dinosaurs scary? This unit also explores the children’s understanding of similarities and differences and gives them opportunities to sort and group. It also enables them to ask questions that explore adaptation and variation. They may consider questions such as: Why did some dinosaurs have long necks? What did dinosaurs eat? How did dinosaurs defend themselves? Why couldn’t the dinosaurs survive the meteor crash?</p>	<p>There’s No Place Like Home: In this topic we be learning about how different habitats provide for different animals and plants and how animals are best suited to live in different locations. We will focus on how plants and animals in different parts of Africa differ to those found in our locality and will also explore mini-beasts and micro-habitats. We will learn about geographical similarities and differences between Four Marks and Bwera through studying the human and physical features. Pupils will use Google Earth and photographs to identify these features. They will compare how land is used in these two rural locations, particularly focusing on farming. Pupils will also consider how seasons affect the work and jobs we do. Sustainability will be a focus and we will consider what The Power of One and The Power of Many through answering the questions “Can I change the world?”, “What can I do right now?” and “What has sustainability got to do with me?”. Children will also consider how our weather/seasons are changing (e.g. milder winter/more rain/extreme weather conditions), why this may be happening and the impact on our future lives. For design and technology, pupils will design a lunch that promotes healthy eating. They will consider their target user, what they might like and why.</p>	<p>It’s Chocolate! A study of the Mayans. Were they the first writers, mathematicians and stargazers? What did they tell us about these things that are still true today? We will explore how the Mayans were, where they lived and what was important to them (including chocolate!). Children will learn about different historical artefacts, developing their explanation and understanding of reliable sources. They will then use this knowledge to examine theories of why the Mayans disappeared, deciding which are the most likely. Children will consider the manufacture of chocolate in the modern day, the impact on the environment, sustainability, exploitation and the injustices of those farmers who harvest and sell cocoa. They will consider the impact of ‘Fairtrade’ and whether it has brought justice for the farmer. Should others suffer for our love of Chocolate? In Art, the children will learn about how the Mayans used masks and then create their own for their chosen purpose, incorporating traditional designs. They will also use traditional techniques to dye fabric. In DT, the children will have an opportunity to use computer-aided design programmes to design their own packaging for a chocolate bar, keeping their target buyer in mind. They will then make and evaluate the effectiveness of their product.</p>	<p>Who goes there? In this unit, pupils will investigate how the Anglo Saxons influenced our lives today and their struggle for the Kingdom of England. They will visit Weald and Downland Museum to explore the impact and legacy of the Anglo Saxons, including that of Alfred the Great and the development of democracy. The children will explore the Anglo-Saxon story of Beowulf, using oral as well as written storytelling and learn about the importance of this in history.</p> <p>Through DT, the children will research Anglo-Saxon jewellery and then create their own piece for King Alfred to wear at his coronation. In Art, they will be studying the painter Matisse, and will use collage techniques to create a street scene, based on an Anglo-Saxon town.</p> <p>No way back! This Unit looks at the different changes materials can undergo and whether these changes are reversible or irreversible. The children will identify different properties of materials and how these can be used to help us separate different mixtures.</p>