

Coventry Experience promise	Out Of school trips	Focus Days	Learning Themes	Science Themes
<p>To take part in a Residential Experience</p> <p>To Experience &amp; strive to overcome personal challenge</p> <p>Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries</p> <p>To participate in and understand the world of work, industry, commerce and finance</p> <p>To have the opportunity to encounter and care for the natural environment</p>	<ul style="list-style-type: none"> <li>• Coombe abbey and town (Compare to a rural town)</li> <li>• Warwick castle</li> <li>• Kenilworth Castle</li> <li>• Herbert art gallery animals.</li> <li>• Twycross Zoo</li> <li>• Person in to talk about animals eg “Animals in Hand?”</li> </ul>	<ul style="list-style-type: none"> <li>• Anti bullying Day</li> <li>• World Book Day</li> <li>• Internet safety week</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal changes (this theme is continuous throughout the year at appropriate points in the correct season)</li> <li>• Superhero (aut)</li> <li>• Animal Kingdom (spr)</li> <li>• Once upon a time (sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Animals including humans</a></li> <li>• <a href="#">Everyday materials</a></li> <li>• <a href="#">Seasonal changes</a></li> <li>• <a href="#">Plants</a></li> </ul> <p>These are non statutory themes Sound and hearing Light</p>

**Seasonal Changes**

Science

Seasonal Changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (all year around)
- identify and describe the basic structure of a variety of common flowering plants, including trees (focus on practical application in summer term)

Light

- identify sources of light
- identify changes and patterns in day length

Geography

- name and locate the four countries and capital cities of the United Kingdom
- identify seasonal and daily weather patterns in the United Kingdom.
- use basic geographical vocabulary to refer to:  
key physical features, including: season and weather
- use simple compass directions (North, South, East and West)
- use simple fieldwork and observational skills to study the weather

Art

Focus: Collage-develop a collage in four parts, one element for each season (this could be individual, group or whole class

Sketching-develop sketching skills (see skills in folders for Level 1-2) use several focus points in the school grounds over the year -you may choose to have a sketchpad for these sketches

Pupils should be taught:

- the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others 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 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.

Music

Focus: Vivaldi Four Seasons; Composition untuned instruments (weather)

Pupils should be taught to:

- 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

**Superheros (Autumn)**

<p><b>History</b>                  -changes within living memory. Where appropriate these should be used to reveal aspects of change in national life                  -significant historical people in their own locality</p>	<p><b>Geography</b>                  -name and locate the four countries of the UK, capital cities                  -understand the human and physical geography of a small area of the United Kingdom (immediate local area)                  use basic geographical vocabulary to refer to:                  -key physical features, including: hill, river, soil, valley, season and weather                  -key human features, including: city, factory, house, office and shop                  -use world maps and globes to identify the United Kingdom and its countries                  -use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map                  -use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map 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>
<p><b>Science</b>  <b>Animals including Humans</b>                  -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   <b>Sound and Hearing</b>                  -Children explore how we hear and can identify different sound sources.                  -Children explore loud and quiet</p>	<p><b>ART</b>  <b>Focus: Drawing, Painting, Photography, Portraits</b>                  Select a key artist to study                  Pupils should be taught:                  -the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others 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 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>
<p><b>Design and Technology</b>  <b>Focus: Cooking and Nutrition - Preparing healthy snacks</b>                  Use the basic principles of a healthy varied diet to prepare dishes To understand where food comes from                  When designing and making, pupils should be taught to:  <b>Design</b>                  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  <b>Make</b>                  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  <b>Evaluate</b>                  explore and evaluate a range of existing products                  evaluate their ideas and products against design criteria  <b>Technical knowledge</b>                  See above for cooking and nutrition</p>	<p><b>Physical Education</b>  <b>Focus: Games</b>                  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> </ul>

Once upon a time (Spring)

**History**

- the lives of significant individuals in the past who have contributed to national and international achievements (significant monarch/s)
- significant historical people in their own locality (Ideally linked to Castle you visit)
- events beyond living memory that are significant nationally or globally (linked to an event at the Castle)

**Geography**

- name and locate the four countries of the UK and capital cities
- use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map and construct basic symbols in a key

**ART**

**Focus: Drawing, Painting, sculpture (castle)**

Pupils should be taught:

- the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others 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 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.

**Music**

**Focus: Teachers to complete (Zadok the Priest, coronation of monarchs and also linked to banqueting)**

**Pupils should be taught to:**

- 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

**Physical Education**

**Focus: Dance**

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- \* perform dances using simple movement patterns

**Animal Kingdom (Summer)****Design and Technology****Focus: Textiles (animal puppet linked to a performance of a book)**

When designing and making, pupils should be taught to:

**Design**

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

**Make**

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

**Evaluate**

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

**Technical knowledge**

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.

**Geography**

-name and locate the four countries of the UK, capital cities and surrounding seas

-name and locate the world's seven continents and five oceans use basic geographical vocabulary to refer to:

-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 (relate this to where animals live)**

-use world maps and globes to identify the United Kingdom and its countries and other countries studied (**relate to animals all over the world**)

-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 (**in relation to habitats in the school grounds and local areas**)

**Science****Animals including humans****Year 1**

-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

-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

**Living things and their habitats (This is from Y2 however Year 1 can do some exploration into this as a starting point)**

-identify and name a variety of plants and animals in their habitats, including micro-habitats

-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

**Art****Focus: Drawing, Painting (Rousseau) Textiles (animal puppet linked to a book)**

Pupils should be taught:

**-the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others 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 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.

**Music Focus: Carnival of the Animals****Pupils should be taught to:**

- 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

Focus Subject Learning					
<p><b>Science</b>  <u>Materials (taught separately or linked above where you see fit)</u>  <b>Y1</b>                      -distinguish between an object and the materials 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>					
<p><b>Physical Education</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>					
<b>Fundamental movements</b>	<b>Fundamental movements</b>	<b>Multiskills</b>	<b>Multiskills</b>	<b>Athletics</b>	<b>Athletics</b>
<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Team Games</b>	<b>Dance</b>	<b>Dance</b>	<b>Gymnastics</b>
<p><b>Computing</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>					
<b>Programming</b> programmable toys	<b>Computational thinking</b> Filming a recipe	<b>Creativity</b> Illustrating an ebook	<b>Computer networks</b> Finding images using the web	<b>Communication/collaboration</b> Producing a talking book	<b>Productivity</b> Creating a card electronically
<p><b>Religious Education</b></p>					
<b>Christianity</b>	<b>Celebrations</b>	<b>Birth</b>	<b>Celebration food</b>	<b>Caring Christianity</b>	<b>Worship</b>
<p><b>PSHE (non statutory however essential)</b></p>					
<b>Taking Responsibility</b>	<b>Keeping Safe</b>	<b>Healthy Choices</b>	<b>Feelings and relationships</b>	<b>Growing and Changing</b>	<b>Making Choices</b>

Music Taught weekly using Charanga music scheme

Pupils should be taught to

- 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

Hey You!

Hip hop. Composing Rap

Little Angel gets her wings

Christmas songs

In the Groove

Different styles of music ,  
historical context of  
musical styles

Rhythm in the way we walk and Banana rap

Action songs

Round and round

Music linked to countries  
from around the world

Reflect, Rewind and Replay

Consolidation of language of  
music