
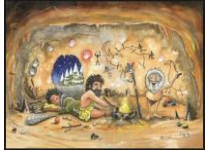




Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Learning Outcomes By the end of the Unit children will:
Town and Country 	Geography History Art	Aesop's fable – The Town Mouse and the Country Mouse The Street Beneath our Feet	Create a map of Coventry and its surrounding areas with use of drone to capture art Spot the difference Then and now	Coventry city centre Stretton On Dunsmore OR Bourton on the Water (model village) Herbert Art Gallery, Coventry library, cathedral – George Shaw Mediaeval Spon Street	Art exhibition of town landscapes in style of George Shaw	Geography – Identify physical and human features which distinguish the difference between urban and rural areas. History – Know how the local area has changed over time and some reasons why this has happened. Art – Create a painting in the style of an artist studied
Stone Age to Iron Age 	History Art (cave paintings) D&T (Spears)	Stone Age Boy	Campfire and stone age life (Forest school's day)	Heritage Education – Stone Age Day	Stone Age Day Dress up in outfits from the Stone Age, build a stone age shelter for a lego character, build a biscuit version of stone henge and complete a hunting trip.	History – know how people lived in the past and the changes that occurred from the Stone Age to the Iron Age. Geography – Know the types of settlement and land use during the Stone Age period. Art – explore sculpture and painting through creating a cave painting. D&T – create spears that would be effective in hunting, exploring how to strengthen materials.
Ancient Egyptians 	History Geography D&T (food) Art (clay – sculpting)	Scarab's Beetle	Ancient Egyptian wow day.	Leicester Museum & Art Gallery	Egyptian Day King Tut is dead... Pharaoh's feast	Geography – Know the key human and physical features of Egypt including the weather and climate. History – know some of the key achievements of the Ancient Egyptians. D&T – know how to prepare, make and cook a flat bread. Art – to make shapes by rolling, moulding and cutting clay, using tools to carve lines and shapes.
Rotten Romans 	History Art (mosaics) Geography	-Escape from Pompeii -Romans on the Rampage -Avoid Being a Roman Soldier (A Danger Zone)	Role play as a Roman soldier	Lunt Roman Fort	Play and script Song In assembly	Geography – Know the location and origins of the Roman Empire and its spread across Europe including Britain. History – Know about the success of the Roman army the invasions and how these influenced the British army. Art – know about, design and make mosaic as a decorative piece.

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Art

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.

Town & Country

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about a local history study.

Geography (Coventry/ Stretton-On-Dunsmore)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- name and locate counties and cities of the United Kingdom (In context of position of Coventry), geographical regions and their identifying human and physical characteristics,
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,
- describe and understand key aspects of: physical geography, (broad view in context of Coventry and village)
- 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
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
- 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.

Art (Focus: Painting - Local Art-George Shaw)

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.

Pupils should be taught:

- 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
- about great artists, architects and designers in history

D&T

Science (link to the darkness of the countryside with less lighting and the brightness of towns and cities with street lighting, etc.)

Pupils should be taught to:

- ♣ recognise that they need light in order to see things and that dark is the absence of light
- ♣ 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.

Stone Age

History

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about the changes in Britain from Stone Age to Iron Age

Art (cave paintings) Focus: Sculpture (relating to early cave paintings)

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.

Pupils should be taught:

- 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]
- about great artists, architects and designers in history

Geography (Skara Brae – Scottish Isle of Orkney)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

-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

D&T (Spears)

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

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

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, 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

Evaluate

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

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science (link to use of rocks for weapons, farming tools, grinding flour etc)

Pupils should be taught to:

- ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Ancient Egypt

History (Tutankhamun)

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Children should learn about:

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of:
Ancient Egypt

Geography (Egypt, The Nile)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps-Egypt (physical and human features)
- name the seven continents and five oceans (from KSlin context of identifying civilizations)
- describe and understand key aspects of: physical geography, including: rivers, climate, vegetation belts in context of Egypt
- human geography, including: types of settlement and land use,
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- identify position of equator

Art (Focus: Sculpting – clay – canopic jars)

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.

Pupils should be taught:

- 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
- about great artists, architects and designers in history

D&T (Bread Making)

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Science (how the Egyptians used the Nile to support plant growth)

- ♣ 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

Rotten Romans

History (Caesar/ Boudicca/ Emperors)

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about the Roman Empire and its impact on Britain

Geography (Roman Empire)

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

-to locate countries of the world using maps to focus on Europe (and North Africa).

-to use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied.

Art (Ancient Roman anon artists, mosaics) Focus: Drawing, Painting and collage-mosaics

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.

Pupils should be taught:

-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]

-about great artists, architects and designers in history

D&TScience

Discreet subjects taught

Science

Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- ♣ asking relevant questions and using different types of scientific enquiries to answer them
- ♣ setting up simple practical enquiries, comparative and fair tests
- ♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- ♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- ♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- ♣ identifying differences, similarities or changes related to simple scientific ideas and processes
- ♣ using straightforward scientific evidence to answer questions or to support their findings.

Plants

Pupils should be taught to:

- ♣ 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.

Animals, including humans

Pupils should be taught to:

- ♣ 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.

Rocks

Pupils should be taught to:

- ♣ 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.

Light

Pupils should be taught to:

- ♣ 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.

Forces and Magnets

Pupils should be taught to:

- ♣ 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.

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Tag Rugby	Dodgeball	Endball	Tennis	Rounders	Athletics
Dance	Football	Hockey	Hockey	Gymnastics	Rounders

Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Safe Searching	Let's communicate	Words and pictures	Make a noise	Talk to me.	Fact finders

Music (taught weekly using PAS agency – DOH – drumming)

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:

- 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.

--	--	--	--	--	--

Languages (following PLN scheme – Spanish – Stage 1)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

A new start 1a Getting to know you 1b Numbers 1c Colours	The calendar and celebrations 2a Bonfire night colours 2b Commands colours numbers 2c Calendar time 2d Christmas starry night	Animals I like and don't like 1a Epiphany celebrations 1b Animals around us	Carnival and playground games 2a Carnival & playground games 2b Easter celebrations	Breakfast, fruit nouns, hungry giant 1 The Hungry Giant	Going on a picnic 2a Map Explorers Gingerbread men 2b Going on a Picnic
--	--	--	--	---	--

PSHE

Being Me in my World	Celebrating Differences (anti-bullying)	Relationships	Changing Me (sex education)	Dreams & Goals	Healthy Me
----------------------	--	---------------	--------------------------------	----------------	------------

Religious Education *NON-STATUTORY but deemed essential by school*

What do people believe about God? Strand: Believing	Why is the Bible important to Christians? Strand: Believing	Why do people pray? Strand: Expressing
--	--	---