

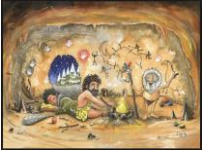



Theme	Main subject focus	Texts	WOW moments	First-hand experiences	End of Unit Celebrations	Outcomes
Town and Country 	Art Geography History		Spot the difference Then and now	Coventry city centre Stretton On Dunsmore (ask Clair) Herbert Art Gallery, Coventry library, cathedral – George Shaw Medieaval Spon Street	Art exhibition	Art exhibition of town and country landscapes in style of George Shaw
Ancient Egyptians 	History Geography D&T (food)	Sacrab's Beetle	Ancient Egyptian wow day.	Leicester New Walk Museum	Pharaoh's Feast	King Tut is dead... Cooking a feast for parents
Stone Age 	History Art (cave paintings) D&T (Spears)	Stone Age Boy	Stone Age fire and Stone Age Day	Campfire and stone age life	Campfire and stone age life	First person story
Rotten Romans 	History Art (mosaics)		Role play as a Roman soldier	Lunt Fort	Assembly	Play and script Song In assembly

Ancient Egypt

History (Tutankhamun)

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 one of the following:

Ancient Egypt

Geography (Egypt, The Nile)

-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 KS1in 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

D&T (Bread Making)

Cooking and Nutrition

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.

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.

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Science

Town & CountryHistory (Coventry) focus on a chronology of key events, people and places in Coventry

Pupils should be taught about the changes—a local history study

—A study over time tracing how several aspects of national history are reflected in the locality

Geography (Coventry/ Stretton-On-Dunsmore) visit to Coventry and another location in a county

— 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 (George Shaw)

Focus: Drawing and Painting (Local Art-George Shaw) Textiles link to DT

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

Rotten RomansHistory (Caesar/ Bousica/ Emperors)

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

Geography (Roman Empire)

-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

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-about great artists, architects and designers in history

Stone Age

History

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

Art (cave paintings)

Focus: Drawing, Painting (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

D&T (Spears)

Focus: spears

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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

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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.

<p><u>Plants</u> Pupils should be taught to:</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><u>Animals, including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ♣ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Rocks</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ♣ describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter. 	<p><u>Light</u> Pupils should be taught to:</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><u>Forces and Magnets</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ compare how things move on different surfaces ♣ notice that some forces need contact between two objects, but magnetic forces can act at a distance ♣ observe how magnets attract or repel each other and attract some materials and not others ♣ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles ♣ predict whether two magnets will attract or repel each other, depending on which poles are facing.
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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 Charanga music scheme)

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.

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Languages (following Rigolo scheme)

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

Bon jour	En Classe	Mon Corps	Les Animaux	Ma Famille	Bon anniversaire
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Creetings and salutations	language in the classroom	Parts of the body	Animals and describing	Family and home	Time, snacks and numbers
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NON-STATUTORY but deemed essential by school.

<u>Religious Education.</u>		
What do people believe about God? Strand: Believing	Why is the Bible important to Christians? Strand: Believing	Why do people pray? Strand: Expressing

PSHE NON-STATUTORY until Sept 2020 but deemed essential by school.

Communication	Similarities & Differences/ Protective behaviours	Emotions	First Aid	Diversity	Health	Roles & responsibilities	Nutrition & Food
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