

Coventry Experience promise		Out of school trips	Focus Days	Learning Themes	Science Themes
To take part in a Residential Experience	Derbyshire	<ul style="list-style-type: none"> <li>• Museum for Anglo Saxons/Vikings</li> <li>• Residential in Derbyshire</li> <li>• Twycross Zoo</li> <li>• Places of worship visits</li> <li>• Regular swimming</li> </ul>	<ul style="list-style-type: none"> <li>• Anti bullying Day</li> <li>• World Book Day</li> <li>• Internet safety week</li> <li>• Viking/Saxons day</li> <li>• DT day for Deadly World of Wonder</li> </ul>	<ul style="list-style-type: none"> <li>• Smashing Saxons vs Vicious Vikings</li> <li>• Wish you were here!</li> <li>• Deadly World of Wonder</li> </ul>	<ol style="list-style-type: none"> <li>1. Animals including humans</li> <li>2. Living things and their habitats</li> <li>3. Sound</li> <li>4. Electricity</li> <li>5. States of Matter</li> </ol>
Use Tools & Materials in creative projects	DT Bird Feeders, building a habitat				
To Participate in adventure activities	Hiking in Derbyshire, Den building in Woods				
To Experience & strive to overcome personal challenge	Staying overnight from home for first time, learn to swim				
To perform in, and experience a broad range of cultural events	Performances based on RE curriculum, Anglo Saxon and Viking Day.				
Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries	Visit to church, sikh temple, museum for Vikings/Saxons				
To make a contribution to the local, regional, national and international community	Raise money for WWF/RSPB				
To participate in and understand the world of work, industry, commerce and finance.	Link with National Grid to arrange visit an use education packs				
To have the	Make bird feeders/boxes				

<p>opportunity to encounter and care for the natural environment</p>	<p>and raise money for WWF/RSPB (bird friendly school)</p> <p>Link with National Grid (low energy)</p> <p>Visit to Twycross Zoo</p>				
<p>To understand and actively engage with sustainable development initiatives</p>	<p>Eco friendly classroom: recycling, turn off light switches</p> <p>Link with National Grid (low energy)</p>				

Wish You Were Here: Autumn

**Geography (study the place in the UK-overnight residential e.g. Peak)**

- 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on **Europe** (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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**
- 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)
- physical geography, including: **climate zones**, biomes and vegetation belts (Mediterranean), rivers, **mountains (in Europe)**, volcanoes and earthquakes, and the water cycle
- 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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

**History**

Pupils should develop historical skills to understand aspects of history in Europe through the ages and key buildings/famous people

**A cultural tour of Europe**

**Art**

**Focus:** Drawing, Painting, Collage (link to European artists e.g. Monet, Gaudi, Miro etc.)

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><b>Music</b>  <b>Focus: Music in Europe, Composers, Musicians, traditional music</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from <b>different traditions</b> and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-to create sketch books to record their observations and use them to review and revisit ideas</li> <li>-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]</li> <li>-about great artists, architects and designers in history</li> </ul>
<p><b>Science</b>  <b>Electricity (link to Design Technology)</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify common appliances that run on electricity</li> <li>▪ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>▪ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>▪ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>▪ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>States of Matter</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ compare and group materials together, according to whether they are solids,</li> </ul>	<p><b>DT Project 1: Focus: Electrics (Electricity in Science), Famous Landmark Design Technology</b>  When designing and making, pupils should be taught to:</p> <p><b>Design</b>  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> <p><b>Make</b>  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</p> <p><b>Evaluate</b>  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</p>

<p>liquids or gases</p> <ul style="list-style-type: none"> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius</li> </ul> <p>(°C)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>
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<p><b>Smashing Saxons vs Vicious Vikings: Spring</b></p>
<p><b>History</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>-Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>-Scots invasions from Ireland to north Britain (now Scotland)</li> <li>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>-Anglo-Saxon art and culture</li> <li>-Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul> <p>(Local perspective-River Sherbourne Settlement)/Forest of Arden (brochures linked Iona, Lindisfarne and Canterbury)</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p>This could include</p> <ul style="list-style-type: none"> <li>-Viking raids and invasion</li> </ul>

<p>-resistance by Alfred the Great and Athelstan, first king of England</p> <p>-further Viking invasions and Danegeld</p> <p>-Anglo-Saxon laws and justice</p> <p>-Edward the Confessor and his death in 1066</p>	
<p><b>Art</b></p> <p><b>Focus:</b> Drawing, Painting and Sculpture</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"> <li>-to create sketch books to record their observations and use them to review and revisit ideas</li> <li>-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]</li> <li>-about great artists, architects and designers in history</li> </ul>	<p><b>Geography (settlement and land use)</b></p> <ul style="list-style-type: none"> <li>-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 (a more focused study), coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>-to locate countries of the world using maps to focus on Europe and beyond relevant to the locations relevant in history</li> <li>-identify position and significance of latitude, longitude, northern and southern hemispheres and time zones</li> <li>-To use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied</li> </ul>
<p><b>Science??</b></p> <p><b>Sound (link into Music here also)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify how sounds are made, associating some of them with something vibrating</li> <li>▪ recognise that vibrations from sounds travel through a medium to the ear</li> <li>▪ find patterns between the pitch of a sound and features of the object that produced it</li> <li>▪ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>▪ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	







Deadly World of Wonder: Summer

Science

Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- identify how animals and plants are adapted to suited to their environment in different ways (a part statement from Y6 Evolution and Inheritance)

Animals including Humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Geography

- 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 (locating habitats in the local area)
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (focus on habitats in different climate zones, vegetation belts)
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- Human and physical features which influence habitats

Art

**Focus:** Drawing, Painting, Sculpture (Andy Goldsworthy)

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

Music

**Focus: Composition (habitats)**

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

	<p>musicians develop an understanding of the history of music.</p>
<p><b><u>Design Technology Project 2</u></b>  <b><u>Focus:</u></b> Construction (making a habitat)  When designing and making, pupils should be taught to:  <b><u>Design</u></b>  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  <b><u>Make</u></b>  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  <b><u>Evaluate</u></b>  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  <b><u>Technical knowledge</u></b>  - 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.</p>	

**Focus Subject Learning**

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.

Swimming

Cricket	Football	Orienteering	Gymnastics	Dance	Athletics
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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

<ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
<u>Programming</u> Developing a simple educational game	<u>Computational thinking</u> Prototyping an interactive toy	<u>Creativity</u> Producing digital music	<u>Computer networks</u> Editing and writing HTML	<u>Communication/collaboration</u> Producing a Wiki	<u>Productivity</u> Presenting the weather
<b>Religious Education</b>					
Getting to Know Ganesh	Christmas	What does it mean to belong	Easter	Sikhism	Jesus the Teacher
<b>PSHE (non statutory however essential)</b>					
Taking Responsibility	Keeping safe	Healthy Lifestyles	Growing and Changing	Making Choices	Feelings and Relationships
<b>Languages(following Rigolo scheme)</b> <b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>					
<u>Encore!</u> Describing people and	<u>Quelle heure est-il?</u> Telling the time	<u>Les Fetes</u> Festivals and	<u>Ou Vas-tu?</u> France and weather	<u>On Mange!</u> Shopping and Food	<u>Le Cirque</u> Francophone

Nationalities		celebrations			countries Clothing languages
<p><b>Music taught weekly using Charanga Music scheme</b></p> <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>					
<p><b><u>Mamma Mia</u></b> Abba, structures of songs</p>	<p><b><u>Five Gold Rings</u></b> Christmas songs</p>	<p><b><u>Glocken spiel stage 3</u></b> Basic instrumental skills</p>	<p><b><u>Benjamen Britten- Cuckoo</u></b> Benjamen britten, folk, big band jazz, historical context of jazz and folk music</p>	<p><b><u>Lean on me</u></b> Gospel music, analysing performance</p>	<p><b><u>Reflect, rewind and replay</u></b> Western classical music, consolidation</p>