

Coventry Experience promise	Out of school trips	Focus Days	Learning Themes	Science Themes
<p>To take part in a Residential Experience: Camping in school</p> <p>Use Tools &amp; Materials in creative projects: Cooking Clay - Greek pots Paper Mache – space topic</p> <p>To Experience &amp; strive to overcome personal challenge: Orienteering challenges</p> <p>To perform in, and experience a broad range of cultural events:</p> <p>Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries: Space centre</p> <p>To make a contribution to the local, regional, national and international community: Greek exhibition International food</p> <p>To participate in and understand the world of work, industry, commerce and finance. Sell international food</p> <p>To have the opportunity to encounter and care for the natural environment Science- rivers</p> <p>To understand and actively engage with sustainable development initiatives Science- rivers</p>	<ul style="list-style-type: none"> <li>• Space Centre</li> <li>• British Museum or another museum with the Greeks</li> <li>• River Avon in Stratford or another to compare</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>• Groovy Greeks</li> <li>• Northern America</li> <li>• Blast off!</li> <li>• By the river bank</li> </ul>	<ol style="list-style-type: none"> <li>1. Forces</li> <li>2. Earth and Space</li> <li>3. Living things and their habitats</li> <li>4. Properties and changes of materials</li> <li>5. Animals including humans</li> </ol>

<b>Greeks</b>	
<p><b><u>History</u></b>                      Pupils should be taught about:                      -Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<p><b><u>Art</u></b>  <b><u>Focus:</u></b> Drawing, Painting and Sculpture (relating to Greeks-clay work)                      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</p>
<p><b><u>Geography</u></b>                      -to locate countries of the world using maps to focus on Europe. Focus on Greece, Athens and the Greek islands.                      -to use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied.                      - Physical and human features of Greece                      -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	

### Northern America

#### Geography

- 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
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in America
- 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
- 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, rivers, mountains, 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

#### Art

Focus: Drawing, Painting, Printing, Choose Key art and artists from the countries

**Focus:** Drawing, Painting and Sculpture (relating to Greeks-clay work)

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 on music of North America)

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.

<p><b>History</b>  <b>A non-European society that provides contrast with British history-Mayan civilisation</b>  Pupils should develop historical skills to understand aspects of history in America:  Discovery of First peoples  War of independence  Slavery  Presidents-first black president</p>	<p><b>Design Technology</b>  <b>Focus: Cooking and Nutrition</b> (Link to international cuisine of North America and fastfood)  When designing and making, pupils should be taught to:  <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  <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  <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  understand how key events and individuals in design and technology have helped shape the world  <b>Cooking and Nutrition</b>  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.</p>
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<b>Earth and Space</b>	
<p><b>Science</b></p> <p><b>Forces</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> <li>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul> <p><b>Earth and space</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>▪ describe the movement of the Moon relative to the Earth</li> <li>▪ describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> <li>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul>	<p><b>Art</b></p> <p><b>Focus:</b> Drawing, Painting (Mark Garlick)</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>History</b></p> <p>Development of history skills around the context:</p> <p>Space travel</p> <p>Flight</p> <p>Moon Race (debating the moon landing story)</p> <p>(Cold War)</p>	<p><b>Music (Focus on Space)</b></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> </ul>

	<ul style="list-style-type: none"> <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><b><u>Design Technology</u></b>  <b>Focus: Mechanisms</b>  When designing and making, pupils should be taught to:</p> <p><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</p> <p><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</p> <p><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</p> <p><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>	

On The Riverbank	
<p><u>Relook at habitats work in Y4</u>  <u>Living things and their habitats</u>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>-describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>From Year 6</b></p> <p><b>Evolution and inheritance</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p><u>Art</u>  <b>Focus:</b> Drawing, Painting and collage                      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:</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>

Geography Focus on Rivers-national, international, journey of a river

- 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 (a more focused study), , and land-use patterns; and understand how some of these aspects have changed over time
- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic Recap and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Recap
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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

Music River-soundscape

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.

ScienceProperties and changes of materials

Pupils should be taught to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

#### **Animals including humans**

Pupils should be taught to:

- describe the changes as humans develop to old age.

#### **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.

Indoor Athletics	Football	Tag Rugby	Tennis	Rounders	Athletics
Orienteering	Orienteering	Gymnastics	Dance	Athletics	Cricket

**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.

<b>Programming</b> Developing an interactive game	<b>Computational thinking</b> Cracking codes	<b>Creativity</b> Fusing Geometry and art	<b>Computer networks</b> Creating a web page about cyber safety	<b>Communication/collaboration</b> Sharing experiences and opinions	<b>Productivity</b> Creating a virtual space
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**Religious Education**

Judaism	Christmas	Rules for living	What does it mean to be a Christian?	Objects of our Belief	Worship and community
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**PSHE (non statutory however essential)**

Keeping safe	Healthy Lifestyles	Taking Responsibility	Growing and Changing	Feelings and Relationships	Making Choices
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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

<ul style="list-style-type: none"> <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>					
<p><u>Salut, Gustave!</u> Asking and talking about family 3<sup>rd</sup> person</p>	<p><u>A l'école</u> Naming subjects Asking and talking about school</p>	<p><u>La Nourriture</u> Making food Expressing opinions</p>	<p><u>En Ville</u> Asking directions Saying where you are going Giving the time</p>	<p><u>En Vacances</u> Holidays Where how you feel discussing plans</p>	<p><u>Chez Moi</u> Name description of rooms in the house Discuss activities and where in the house</p>
<p><b>Music taught weekly using Charanga Music scheme</b> 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:</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>Don't stop believin'</u></b> Rock music</p>	<p><b><u>Class room jazz 1</u></b> jazz</p>	<p><b><u>Mornings of Music</u></b> Performing as a group</p>	<p><b><u>Benjamin Britten</u></b> Blues, trad jazz</p>	<p><b><u>Stop!</u></b> Compostion, bullying</p>	<p><b><u>Reflect, Rewind and Replay</u></b> Consolidation, western classical music</p>