



Long Term Topic Map 2020 onwards

Wednesday, 15 September 2021

S:\Planning\Curriculum\Curriculum Map Overview Updated June 2021.docx

CYCLE A - Honey Bee Class Year 1 & Carpenter Bee Class Year 2																													
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2																						
2020-21	Man on the moon	Poles Apart	Living Things	Titanic	Materials	Kampong Ayer v Ropley	Carnival of the Animals	We do like to be beside the Seaside																					
	<p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements <p>Computing: Preparing for Turtle Logo & Programming Turtle Logo & Scratch (Yr2)</p> <p>DT: 3D design and structures- moon buggies</p> <ul style="list-style-type: none"> design purposeful, functional and appealing produces- generate, develop, model and communicate ideas through talking, drawing, templates etc. use a range of tools and equipment to perform practical tasks (cutting, joining, finishing) explore and use mechanisms (leavers, sliders, wheels and axels) <table border="1"> <tr> <td>WE 01 Being Me in My World</td> <td>24/06/2013 00:34</td> <td>Autumn Airedal D...</td> <td>5,000 KB</td> </tr> <tr> <td>WE 02 Celebrating Difference</td> <td>24/06/2013 00:35</td> <td>Autumn Airedal D...</td> <td>5,278 KB</td> </tr> <tr> <td>WE 03 Queens and Slaves</td> <td>24/06/2013 00:36</td> <td>Autumn Airedal D...</td> <td>5,303 KB</td> </tr> <tr> <td>WE 04 Healthy Me</td> <td>24/06/2013 00:37</td> <td>Autumn Airedal D...</td> <td>5,529 KB</td> </tr> <tr> <td>WE 05 Relationships</td> <td>24/06/2013 00:37</td> <td>Autumn Airedal D...</td> <td>5,400 KB</td> </tr> <tr> <td>WE 06 Changing Me</td> <td>24/06/2013 00:38</td> <td>Autumn Airedal D...</td> <td>6,800 KB</td> </tr> </table> <p>Music:</p> <p>RE:</p> <p>PSHE: Being Me in my World</p> <p>Enrichment:</p>	WE 01 Being Me in My World	24/06/2013 00:34	Autumn Airedal D...	5,000 KB	WE 02 Celebrating Difference	24/06/2013 00:35	Autumn Airedal D...	5,278 KB	WE 03 Queens and Slaves	24/06/2013 00:36	Autumn Airedal D...	5,303 KB	WE 04 Healthy Me	24/06/2013 00:37	Autumn Airedal D...	5,529 KB	WE 05 Relationships	24/06/2013 00:37	Autumn Airedal D...	5,400 KB	WE 06 Changing Me	24/06/2013 00:38	Autumn Airedal D...	6,800 KB	<p>Science: Living Things Yr2</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive <p>Geography: Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <p>Computing: Online safety (yr1&2) Using the internet (yr2)</p> <p>Art: Form- 3D/sculptures- clay minibeasts</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products – shape and form from direct direct observation Develop a wide range of art and design techniques in using pattern, texture, line, shape and form. <p>Music: Cold as ice</p> <p>RE:</p> <p>PSHE:Celebrating Difference</p> <p>Enrichment:</p>	<p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality <p>Science: Everyday Materials Yr1</p> <ul style="list-style-type: none"> distinguish between an object and the material 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>Yr2</p> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Computing: Computer skills (yr1) Using and Applying (Yr1&2)</p> <p>DT: Boat structures</p> <ul style="list-style-type: none"> Build structures, explore how they can be made stronger, evaluate ideas and products against design criteria <p>Music:</p> <p>RE:</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment:</p>	<p>Science: Geography: Locational knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <p>Computing: Word Processing (yr1) & Presentation skills(yr2)</p> <p>DT: structures – create a structure of landscape using playdough (linked to Geography)</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components including ingredients (make own playdough?) Select and use a wide range of materials and ingredients. <p>Art: Water colours</p> <ul style="list-style-type: none"> improve mastery of art techniques with a range of materials <p>Music: Toys</p> <p>RE:</p> <p>PSHE: Healthy Me</p> <p>Enrichment:</p>	<p>Science: Animals including humans Yr1</p> <ul style="list-style-type: none"> 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) <p>Yr2</p> <ul style="list-style-type: none"> 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, and how they depend on each other <p>Computing: Painting (Yr1) & Computer art (yr2)</p> <p>DT: Art: texture- making animal hand puppets</p> <ul style="list-style-type: none"> Overlapping and overlaying to create effects Use large eyed needles-running stitches Select from and use a range of tools and equipment to cut, shape, join and finish <p>Music:</p> <p>RE:</p> <p>PSHE: Relationships</p> <p>Enrichment:</p>
WE 01 Being Me in My World	24/06/2013 00:34	Autumn Airedal D...	5,000 KB																										
WE 02 Celebrating Difference	24/06/2013 00:35	Autumn Airedal D...	5,278 KB																										
WE 03 Queens and Slaves	24/06/2013 00:36	Autumn Airedal D...	5,303 KB																										
WE 04 Healthy Me	24/06/2013 00:37	Autumn Airedal D...	5,529 KB																										
WE 05 Relationships	24/06/2013 00:37	Autumn Airedal D...	5,400 KB																										
WE 06 Changing Me	24/06/2013 00:38	Autumn Airedal D...	6,800 KB																										

Honey Bee Class Year 1 & Carpenter Bee Class Year 2
CYCLE B

	Seasonal Changes	School Detectives	Great Fire of London	Plants & Nature Detectives	Florence Nightingale & Mary Seacole	Fit Kids	Binky Bear Ropley v Alresford
2021-22	<p>Science: Seasonal Changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. (yr1) <p>Geography: use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Computing: Painting (Yr1) & Computer art (yr2)</p> <p>Art: Printing- Andy Warhol</p> <ul style="list-style-type: none"> Print with a growing range of objects Identify different forms printing takes Develop a wide range of art and design techniques using pattern, shape and texture <p>Music:</p> <p>RE:</p> <p>PSHE: Being Me in my World</p> <p>Enrichment:</p>	<p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements <p>Computing: Preparing for Turtle Logo & Programming Turtle Logo & Scratch (Yr1&2)</p> <p>DT: 3D design – creating 3D models of houses</p> <ul style="list-style-type: none"> Select from snf use a range of tools and equipment to perform practical tasks – cutting, shaping, joining, finishing Build structure, exploring how they can be made stronger, stiffer and more stable <p>Music: <i>Christmas is coming & the great fire of London</i></p> <p>RE</p> <p>PSHE:Celebrating Difference</p> <p>Enrichment:</p>	<p>Science: Plants</p> <p>Yr1</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Yr2</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Computing: Word processing skills (yr1) & Using the internet (yr2)</p> <p>Art: - Pattern:</p> <ul style="list-style-type: none"> Andy Goldsworthy- transient nature art use natural objects from the school grounds to create nature art patterns – repeating patterns- observe natural and man made patterns <p>Music:</p> <p>RE:</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment:</p>	<p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements <p>Computing: Online safety (yr1&2)</p> <p>DT: Easter cards – using mechanisms</p> <ul style="list-style-type: none"> Explore and use mechanisms- leers, sliders, wheels and axels Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). <p>Music:</p> <p>RE:</p> <p>PSHE: Healthy Me</p> <p>Enrichment:</p>	<p>Science: Animals including humans</p> <p>Yr1</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. notice that animals, including humans, have offspring which grow into adults <p>Yr2</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Computing: Computer skills (yr1) Using and Applying (Yr1&2)</p> <p>DT: Create a healthy dish use the basic principles of a healthy and varied diet</p> <ul style="list-style-type: none"> understand where food comes from Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook healthy ingredients. <p>Music:</p> <p>RE:</p> <p>PSHE: Relationships</p> <p>Enrichment:</p>	<p>Geography: Local area</p> <ul style="list-style-type: none"> 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 Geographical skills and fieldwork <p>Computing: Programming Toys (Yr1)</p> <p>Art: drawing – use pencils, pastels and chalks to create landscape pictures</p> <ul style="list-style-type: none"> Use drawing and painting to develop and share their ideas, experiences and imagination Learn about the work of a range of artists (Van Gogh) <p>Music:</p> <p>RE:</p> <p>PSHE: Changing Me</p> <p>Enrichment:</p>	

CYCLE A - KS2 Nectar, Honeycomb & Bee Keepers

	On our doorstep	From the shadows Light	Anglo Saxons/Vikings	Raging Rivers & Water cycle	Living things & their habitat	Mayans	Yabadabado	Rocks Evolution & Fossils
	Autumn 1	Autumn 2	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
2020-21	<p>Geography: Local Study</p> <ul style="list-style-type: none"> 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, a region in a European country, and a region within North or South America <p>Computing: Drawing & DTP (yr3) Usinmg & Applying (yr4, 5&6)</p> <p>Art: Vanessa Stone artist</p> <p>SOW- moodle</p> <ul style="list-style-type: none"> paper sculpture- linked to text 'in the forest' Create paper sculptures of a tree that they have observed on their local study Shape, form, model and join Discuss own work and that of other sculptures <p>Music:</p> <p>RE: The Five Pillars of Islam (Hampshire unit)</p> <p>PSHE: Being Me in my World</p> <p>Enrichment: Watercress farm</p>	<p>Science: Light</p> <p>Yr3</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>Yr6</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Computing: Online safety (Yr3, 4, 5 &6)</p> <p>DT: lightboxes/light houses</p> <ul style="list-style-type: none"> Understand and use electrical systems in their products- incorporating switches and bulbs fireworks, prints & pictures <p>Music:</p> <p>RE: Messiah – Was Jesus the Messiah (Incarnation – Understanding Christianity)</p> <p>PSHE:Celebrating Difference</p> <p>Enrichment:</p>	<p>History: Anglo Saxons Vikings</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 <p>Computing: Word processing (yr3, 4)Radio station (yr5) & Film Making (yr6)</p> <p>DT: food tech – design and Make bread</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet to prepare dishes Prepare and cook a variety of 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>Music: Anglo Saxons (y4)</p> <p>RE: Gospel – What would Jesus do? (Understanding Christianity)</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment: Theatre Day</p>	<p>Science: Living things and their habitats</p> <p>Yr4</p> <ul style="list-style-type: none"> 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. <p>Yr5</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Yr6</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Geography: Water cycle, local field work, mountains, grid references</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Computing: Presentation skills & Using and Applying (Yr3) Flowol (yr5) Animation (Yr4) Spreadsheet s (yr6)</p> <p>Art: photography, painting, collage, sculpture- SOW moodle- plants and recycling</p> <ul style="list-style-type: none"> Artist Johanna Basford, Este MacLeod Multi-media- create sketches of designs, create collages, prints and watercolours of flowers inspired by observations of habitats <p>Music: Rivers (y4)</p> <p>RE: The Empty Cross – Hants unit with What difference does resurrection make to Christians? (Salvation – Understanding Christianity)</p> <p>PSHE: Healthy Me</p> <p>Enrichment: River Trip</p>	<p>History: a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization</p> <p>Geography: Non European society</p> <ul style="list-style-type: none"> 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, and a region within North or South America <p>Computing: Programming Turtle, Logo & Scratch (yr3, 4) Scratch (yr5&6)</p> <p>Art: Form: use clay to create Mayan Calendars/Gods</p> <ul style="list-style-type: none"> Plan and develop ideas Shape, form, join, mould materials Discuss and evaluate own work and that of others. <p>RE:Pentecost – When Jesus left what was the impact of Pentecost (Kingdom of God - Understanding Christianity unit)</p> <p>PSHE: Relationships</p> <p>Enrichment</p>	<p>Science: Rocks</p> <p>Yr3</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>Yr6</p> <ul style="list-style-type: none"> Evolution& Inheritance Yr6 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. <p>History: Stone Age / Iron Age</p> <ul style="list-style-type: none"> Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Computing: Research (yr3)</p> <p>DT: Tools and weapons</p> <p>Make stonage weapons using materials that would have been available during the stoneages;</p> <p>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;</p> <p>Music: Mystic moments (y3)</p> <p>RE: The Journey – Hampshire Unit islam and Christianity.</p> <p>Enrichment: Open Box Theatre</p> <p>PSHE: Changing Me</p>		

CYCLE B - KS2 Nectar, Honeycomb & Bee Keepers

CYCLE B - KS2 Nectar, Honeycomb & Bee Keepers							
2021-22	Survival of the fittest	What makes the Earth angry?	Properties & changes of materials	Local Study	Oo La La!	All the fun of the fair	Egypt
	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Science: Animals including humans Y 3/4/5/6</p> <p>Computing: Presentation skills (yr3) Flowol (Yr5) Kodu Prog (Yr6)</p> <p>DT: Food Tech – using seasonal food designa and make a soup</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet to prepare dishes Prepare and cook a variety of 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>Music: Fantastical Beats – A Bao A Qu (y5)</p> <p>RE: Creation and Science: conflicting or complementary (Creation / Fall – Understadning Christianity Unit)</p> <p>PSHE: Being Me in my World <i>Enrichment:</i> Visit from the army</p>	<p>Science: Rocks Y3 States of matter Y4 Properties & Changes of materials Y5 Evolution and Inheritance Y6</p> <p>Geography: <i>Volcanoes & Earthquakes, Equator, Long/Lat</i></p> <p>Computing: Online safety (Yr3, 4, 5 &6)</p> <p>DT:Art:</p> <p>Music: Volcanoes (y3)</p> <p>RE: Interpretation – The two birth narratives (Hampshire Unit) PSHE: Celebrating Difference Enrichment:</p>	<p>Science Plants Y3 Living things and Habitats Y4 Living things anhd Habitats Y5 Living things and Habitats Y6</p> <p>History: Local study, a depth study linked to Winchester</p> <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Computing: Word processing (yr3, 4) Radio station (yr5) & Fil Making (yr6)</p> <p>DT: design and make vehicles – linked to trains Moodle SOW</p> <ul style="list-style-type: none"> Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears.) Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques. <p>Music:</p> <p>RE: Muhammed and the Qur'an (Hampshire Unit)</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment: Trip to Winchester</p>	<p>Science Light Y3 Sound Y4 Earth and Space Y5 Light Y6</p> <p>Geography: In depth study in Europe</p> <ul style="list-style-type: none"> 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, and a region within North or South America <p>Computing: Internet research & Communication (yr3) Animation (yr4) 3D Modelling (Yr5)</p> <p>DT:Art:</p> <p>Music:</p> <p>RE: Sacrifice (Hapmsire unit) supported by What did Jesus do to save human beings? (Salvation – Understanding Christianity Unit)</p> <p>PSHE: Healthy Me</p> <p>Enrichment: French Cafe</p>	<p>Science: Forces and Magnets Y3 Electricity Y4 Forces Y5 Electricity Y6</p> <p>Computing: Programming Turtle, Logo & Scratch (yr3, 4) Scratch (yr5&6)</p> <p>DT: design andmake a fairground ride-</p> <ul style="list-style-type: none"> understand and use mechanical systems in products – understand and use electrical systems in products incorporating buzzers and motors <p>Music: Short ride in a fast machine (y6)</p> <p>RE: The Kingdon of God – What kind of King is Jesus (Understanding Christianity Unit)</p> <p>PSHE: Relationships</p> <p>Enrichment: Paultons Park</p>	<p>History Ancient Egypt</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study <p>Computing: Drawing & DTP (yr3) Using & Applying (yr4, 5&6)</p> <p>DT:Art:</p> <p>Music:</p> <p>RE: The Mosque (Hampshire Unit) Tilford Mosque visit Enrichment:</p> <p>PSHE: Changing Me</p>	

CYCLE C - KS2 Nectar, Honeycomb & Bee Keepers

	Deadly 60	North & South America	Anglo-Saxons & Scots	The final Frontier	Portsmouth City Study	Ancient Greece
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022/23	<p>Science: Living things and their habitats Yr4</p> <ul style="list-style-type: none"> 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. <p>Yr5</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. <p>Yr6</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. <p>Computing: Presentation skills (Yr3) Animation (Yr4), Sketch up (Yr5) Spreadsheets (Yr6) DT: Art: Drawing pattern – animal prints</p> <p>Music:</p> <p>RE: Good and Evil – Diwali (Hampshire Unit) (yr3) PSHE: Being Me in my World</p> <p>Enrichment: Jungle Jonathan</p>	<p>Geography:</p> <ul style="list-style-type: none"> 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) 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, and a region within North or South America <p>Computing: Online safety (Yr3, 4, 5 & 6)</p> <p>Art: Beatriz Milhazes- Prints</p> <ul style="list-style-type: none"> SOW- Moodle – use sketchbook to record ideas Create own abstract pattern Design prints, explore printing techniques used by various artists Pupils should be taught about great artists Improve their mastery of art and design techniques <p>Music: map rappers (y5)</p> <p>RE Light as a symbol – Advent (Hampshire Unit) Supported by Understanding Christianity - Incarnation LKS2 Digging Depper.</p> <p>PSHE: Celebrating Difference</p> <p>Enrichment: Make a totem pole</p>	<p>History:</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture <p>Computing: Internet research (Yr3) Flowol (Yr5) Kodu (Yr6)</p> <p>DT: Design a long boat</p> <ul style="list-style-type: none"> STEM Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. <p>Music:</p> <p>RE: God – What does it mean if God is holy and loving? (God Understanding Christianity Unit)</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment:</p>	<p>Science: Forces Yr3</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. <p>Earth and Space Yr5</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Computing: Word processing (yr3, 4) Radio station (yr5) & Fil Making (yr6)</p> <p>DT: Art:</p> <p>Music: Song writing activities (yr6)</p> <p>RE: Eucharist – supported by Salavation LKS2 deeper learning and UKS2 learning.</p> <p>PSHE: Healthy Me</p> <p>Enrichment: Visitor with a telescope</p>	<p>Science: Light Yr3</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>Yr6</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Geography: Land use economic</p> <ul style="list-style-type: none"> 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 <p>Computing: Programming Turtle, Logo & Scratch & Quizes (yr3, 4) Scratch (yr5&6)</p> <p>DT: Art:</p> <p>Music:</p> <p>RE: What is Trinity? (Incarnation – Understanding Christianity Unit) PSHE: Relationships</p> <p>Enrichment:</p>	<p>History:</p> <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world <p>Computing: Drawing & DTP (yr3) Using & Applying (yr3, 4, 5&6)</p> <p>DT: Art:</p> <p>Music:</p> <p>RE: Places of worship – Hindu Temple (Hampshire Unit) Cathedral or church visit. PSHE: Changing Me</p> <p>Enrichment: Theatre Company</p>

CYCLE D - KS2 Nectar, Honeycomb & Bee Keepers

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rainforest Explorer	Sound & Plants	Romans	Recycling	Marvellous Me	Crime & Punishment	Electricity
2023/24	<p>Science: Plants Yr3</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>Sound (yr4)</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases. <p>Geography: Climates, biomes, equator, Long/Lat.</p> <ul style="list-style-type: none"> 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) 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 <p>Computing: Using and Applying (yr3&4), Flowol (yr5),Kodu (yr6) <i>DT:Art:</i></p> <p>Music: In the hall of the mountain kin (y3)</p> <p>RE:Family Life – Hinduism (Hampshire Unit)</p> <p>PSHE: Being Me in my World</p> <p>Enrichment: Wisley Gardens</p>	<p>History: Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>Computing: Online safety (Yr3, 4, 5 &6)</p> <p><i>DT:Art:</i></p> <p>Music: The Romans (y3)</p> <p>RE: Angels (Hampshire Unit)</p> <p>PSHE:Celebrating Difference</p> <p>Enrichment: Open box theatre</p>	<p>Science: Forces Yr5</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Geography:</p> <p>Computing: Programming Turtle, Logo & Scratch & quizzes(yr3, 4) Scratch (yr5&6)</p> <p>DT:Art:</p> <p>Music:</p> <p>RE:Celebration – Holi (Hampshire Unit)</p> <p>PSHE: Dreams and Goals</p> <p>Enrichment:</p>	<p>Science: Animals including humans</p> <p>Yr3</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>Y4</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Y5</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age. <p>Y6</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. <p>Properties & Changes of materials States of matter</p> <ul style="list-style-type: none"> Y4 <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Y5 <ul style="list-style-type: none"> 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. <p>Computing:Presentation skills (Yr3), Animation (yr4), 3D modelling (yr5) Spreadsheets (yr6)</p> <p>DT: Art: Music:</p> <p>PSHE: Healthy Me</p> <p>RE:Salvation – Why do Christians call the day 'Good Friday'? (Sakvation – Undersyanding Christianity Unit) Enrichment:</p>	<p>History: Time beyond 1066</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history <p>Computing: Word processing (yr3, 4)Radio station (yr5) & Film Making (yr6)</p> <p><i>DT:Art:</i></p> <p>Music:</p> <p>RE:Creation – What do Christians learn from the creation story? (Creatio/Fall – Understanding Christianity Unit)</p> <p>PSHE: Relationships</p> <p>Enrichment: Tower of London</p>	<p>Science: Electricity (Yr4&6)</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. Yr6 <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. <p>Computing: Drawing & DTP (yr3) Using & Applying (yr4, 5&6)</p> <p><i>DT: Art:</i></p> <p>Music: RE:Neighbour – Hampshire Unit supported by (Gospel – Understanding Christianity) Possible link to Junior Citizens scheme)</p> <p>PSHE: Changing Me</p> <p>Enrichment:</p>