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| **CYCLE A – 2021/2022** | | | | | | |
|  | **Autumn term** | | **Spring term** | | **Summer term** | |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **Meet the artists**  **ART FOCUS** | | **Our GREAT Britain**  **HISTORY FOCUS** | | **Street Detectives**  **GEOGRAPHY FOCUS** | |
| **Enrichment** | **Entry point**  Visit to an art gallery  **Further memorable experiences**  School based art workshop  KS1 – Picasso  LKS2 – Graffiti  UKS2 – Expressionist art  LKS2 – Visit to Newbury and also West Berkshire museum in Newbury  **Exit point**  Children re-create the art gallery in the school to show case their own work | | **Entry point**  Trip to London – classes visit various sights to support memorable experience for their particular topic.  **Further memorable experiences**  Dance workshop delivered by West End in schools  “Best of British”  **Exit point**  Re-create a night in the West End theatre/cinema land.  Each class makes a film of their learning about London and shows it with their dance in a performance event to parents | | **Entry point**  Individual class Beenham village walks including a visit to an allotment in Beenham . . . teachers highlight aspects relevant to study unit.  **Further memorable experiences**  Orienteering – Adventure Dolphin at Pangbourne. Individual class trips to enable orienteering skills to be differentiated.  **Exit point**  Village walk and picnic Each class plans and maps a route for individuals/groups and parents to follow independently. | |
| **Years 1 and 2** | **Art**  *Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work*.  **Leonardo Da Vinci. Picasso and**  **L S Lowry**  *-Famous for more than five minutes*  *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*  *Muck. Mess and pictures*  *Funny faces and fabulous pictures*  *Use a range of materials creatively to design and make products*  *-Memory Box*  *Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.*  **Colour mixing**  *Muck. Mess and pictures* | **History**  *Family and community, changes over time*  *-Memory Box*  *-What can you remember?*  *-Changes within living memory* | **History**  *Events beyond living memory that are significant nationally or globally*  **The Great Fire of London**  *-The Great Fire of London*  *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods*  Samuel Pepys  *Movers and shakers*  *-Famous for more than five minutes* | **Geography**  *Physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.*  *Bright lights, big city* | **Geography**  *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*  **Study of Beenham . . . compare with Australia by making links with JG.**  *-Local Studies: Our School and Local Area*  *- Street Detectives*  *Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map*  *Use aerial photographs and plan perspectives to organise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*  *Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*  *-Local Studies: Our School and Local Area*  *- Street Detectives* | **History**  *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life*  **Compare Beenham Primary School with Victorian times**  *- School days*  *- Street Detectives* |
| **Science**  Uses of everyday materials  *How is mud made? Muck. Mess and pictures* | **Design and technology**  *Design purposeful, functional, appealing products for themselves and other users based on design criteria.*  *Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.*  *Create a design to meet simple design criteria.*  *Design criteria are the explicit goals that a project must achieve.*  **Investigate wheels, chassis and axles.**  **Design and make a London Taxi.**  *Taxi* | **Science**  *Living things and their habitats*  *Plants*  **Focus on Greyfield Woods**  *The Enchanted Woodland*  *What is in a bud?* |
| **Computing**  *Use technology purposefully to create, rganize, store, manipulate and retrieve digital content.*  **Stop, motion animations**  *Muck. Mess and pictures* |
| **Art**  *Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*  *Bright lights, big city* | **Computing**  *Use technology purposefully to create, rganize, store, manipulate and retrieve digital content.*  **Organising photos from village walk into time and/or place order**  *- Street Detectives*  **Writing algorithms**  *- Street Detectives* |
| **Music**  *Sing traditional songs, nursery rhymes and chants clearly.*  **London’s burning**  *Bright lights, big city* |
| **RSE**  *Same and different*  *Relationships*  *Memories*  *Celebrations*  *Health and well-being*  *Memory Box*  *-What can you remember?*  *-Changes within living memory* | **Dance**  *Perform dances using simple movement patterns.*  **Differentiated dance workshop delivered by West End in schools**  **“Best of British”** | **Design and technology**  *Use the basic principles of a healthy and varied diet to prepare dishes*  **Design and make a healthy picnic to take on school exit point walk.**  *Muck, mess and pictures* |
| **Computing**  *Use technology purposefully to create, organize, store, manipulate and retrieve digital content.*  **Take photos and make film clips of aspects of topic along the way. Retrieve them and as a class with adult support, make a film of the class topic.**  *Bright lights, big city* |
| **PSHE**  British Values |
| **Years 3 and 4** | **Art**  *Learn about great artists, architects and designers in history.*  **Banksy**  <https://www.thecollector.com/banksy/>  *-Urban Pioneers*  *Create sketch books to record their observations and use them to review and revisit ideas. Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials*  **Neolithic patterns**  **Weaving and knotting**  **Beaker folk designs**  **Bell Beaker pottery**  .*- Tribal Tales*  *-Prehistoric pots* | **History**  *Stone Age, Bronze Age and Iron Age*  .*- Tribal Tales*  *-Do plants have legs?*  *- Through the ages*  *-Prehistoric pots*  *-Stone age to Iron age Britain* | **History**  The Roman Empire  *- Emperors and empires*  *- I am warrior!*  *- Did the Romans use toilet roll?*  -*Roman Britain*  Anglo-Saxons and Vikings  *Traders and Raiders*  *-Crime and punishment*  *-Invaders and settlers, Anglo Saxons*  *-Invaders and settlers, Vikings* | **Geography**  *Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*  **Identify Italy on a world map and locate Rome.**  **Make a street map of Rome that identifies the human characteristics of the city.**  *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.*  **Locate Saxon towns and villages in Great Britain.** | **Geography**  *Describe and understand key aspects of human geography in Beenham, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water* | **History**  World War II and the Blitz and its impact on the local community, showing how several aspects of national history are reflected in the locality  *A child’s war*  *-A child’s eye view from the home front*  *-World war 2 in Europe and the Battle of Britain* |
| **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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time  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.  *-Urban Pioneers* |
| **Science**  *Electricity including Light and Dark*  <https://www.youtube.com/watch?v=tt5WxiSsh_k>  <https://www.bbc.co.uk/bitesize/topics/zbssgk7>  *-Urban Pioneers* | **Design and technology**  *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*  *Understand and use mechanical systems in their products*  *Understand and use electrical systems in their products*  *Apply their understanding of computing to programme, monitor and control their products.*  **Design and make a Roman Chariot** | **Science**  *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*  *Construct and interpret a variety of food chains, identifying producers, predators and prey.*  *-Burps, bottoms and bile* |
| **Computing**  *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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*  **Using digital mapping tools, locate Newbury and use the zoom to look for particular streets and routes travelled during their memorable experience. Zoom out and use the scale rule to identify other towns and cities within a 30 mile radius. Zoom further to identify whether their town or city is in the north, south, east or west of the UK.**  *-Urban Pioneers*  *Programming barriers*  *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.*  **Think about barriers and their uses, such as in car parks, at level crossings, and even within cities, such as in former East and West Berlin. List any barriers in their locality. Make a sensor activated level crossing barrier that has a flashing light and a warning sound. Write an algorithm that would control the barrier. Test the algorithm by acting it out, with children taking the roles of various components, and debug if it fails to complete the sequence. Use the algorithm to code and control the system.**  *-Urban Pioneers* | **Art**  *Create sketch books to record their observations and use them to review and revisit ideas*  *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials*  **Sketching poses**  **3D modelling**  **Design and make mosaics**  *- I am warrior!*  *Mosaic* |  | **Computing**  *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*  **Use search engines to support the research and development of healthy picnic options.** |
| **Music**  *Use and understand staff and other musical notations.*  **When King Arthur ruled the land.**  *-Traders and Raiders* |
| **Dance**  *Perform dances using a range of movement patterns.*  *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*  **Differentiated dance workshop delivered by West End in schools**  **“Best of British”** |
| **RSE**  *Health and well-being*  *Relationships*  *Relationships education*  **Devise a shared safety code for travelling or visiting a city location. Ideas might include a good street map, a mobile phone, knowing what to do if lost, who to ask for directions and how to travel safely on public transport.**  *-Urban Pioneers* | **Computing**  *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.*  **Take photos and make film clips of aspects of topic along the way. Use simple software to compile information into a final film about the topic.** |  | **Design and technology**  *Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet*  *Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*  *Understand the source, seasonality and characteristics of a broad range of ingredients***Design and make a healthy snack to take on school exit point walk.**  *-Burps, bottoms and bile* |
| **RSE**  **British Values** |
| **Years 5 and 6** | **Art**  *Learn about great artists, architects and designers in history*  **Expressionist art**  **The life and times of Salvador Dali**  **-***Gallery rebels*  **Ancient Egyptian architecture and style of painting**  **Building pyramids**  *Create sketch books to record their observations and use them to review and revisit ideas*  *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials*  **Colour wheels**  **Automatic drawing**  **Portrait painting**  **Sculpture**  **Creating Egyptian Nemes**  **-***Gallery rebels*  ***.*** | **History**  Ancient Egypt  *Pharaohs*  -Earlier civilisations, Ancient Egyptians | **History**  The Normans  *– Battle of Hastings*  *1066*  Medieval England  *Peasants, princes and pestilence* | **Geography**  *Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*  **Good castle locations**  *– Battle of Hastings*  *1066* | **Geography**  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Beenham), a region in a European country, and a region in North or South America  *-Time Traveller*  *-Hola Mexico*  *-Maya*  **Compare farming in Beenham with North America and South America and Jersey.**  *-Sow, grow and farm* | **History**  Life in Beenham in Victorian times – focus on changes in farming methods due to the revolution  *Revolution*  *-The Victorians*  Comparison of British History with the early Mayan civilization.  *-Maya* |
| **Design and technology**  *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*  *Understand and use mechanical systems in their products*  *Understand and use electrical systems in their products*  *Apply their understanding of computing to programme, monitor and control their products.*  **Design and make a working drawbridge.**  *– Battle of Hastings*  *1066* | **Science**  ***Year 5:*** *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.*  ***Year 6:*** *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*  **Allotment habitat, animal life cycles, plant life cycles and growing.**  *Allotment*  *Do Dock leaves cure a sting?* |
| **Art**  *Create sketch books to record their observations and use them to review and revisit ideas*  *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.*  **Re-creating the tapestry**  *– Battle of Hastings*  *1066*  **Shield designs**  *-Peasants, princes and pestilence* | **Music**  Listen to and watch a traditional Mexican musical performance, such as the mariachi or ranchera. Encourage the children to move their bodies freely to the music, using percussion, such as tambourines, maracas and hand drums, to accentuate and drive their movements. After all that exertion, take a refreshing sip of Latin limeade or a cool sangrita, made from tomato and orange juice.  Music is very important in Mexican culture and is always part of a celebration, whether big or small. Remember to take lots of video footage and digital photographs to record and remember the experience.  *-Hola Mexico* |
| **Geography**  *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*  *Use satellite imaging and maps of different scales to find out geographical information about a place.*  **Exploring Paris**  **-***Gallery rebels*  *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*  **Where is Egypt?**  *-Pharaohs*  *Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.*  **The importance of the Nile.**  *-Pharaohs* | **Music**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.  **Brave and gallant knights**  *-Peasants, princes and pestilence* | **Computing**  *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*  **Use search engines to support the research and development of healthy picnic options.** |
| **Science**  *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.*  **Colour investigations**  **-***Gallery rebels*  *-Is green really green?*  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **Changes in light**  **-***Gallery rebels* | **Dance**  *Perform dances using a range of movement patterns.*  *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*  **Differentiated dance workshop delivered by West End in schools**  **“Best of British”** | **Design and technology**  *Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet*  *Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]*  *Understand the source, seasonality and characteristics of a broad range of ingredients***Design and make a range of options for a cooked healthy picnic over the term and then choose one to make and take on school exit point walk.**  *-Eat the seasons* |
|  |  | **Computing**  *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.*  **Watch short clips from the film work of Salvador Dalí, discussing the themes and the weird and wonderful imagery used. Work in teams to create a one minute Surrealist film, moving an inanimate object or set of objects using stop motion animation techniques.**  **-***Gallery rebels* | **Computing**  *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.*  **Take photos and make film clips of aspects of topic along the way. Evaluate a range of software to compile information into a final film. Select the most appropriate and make a film about the topic.** |
| **PSHE**  *British Values* |
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| **CYCLE B – 2020/2021** | | | | | | |
|  | **Autumn term** | | **Spring term** | | **Summer term** | |
|  | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** | **Main focus** | **Relevance focus** |
| **Whole school topic umbrella** | **We are technologists!**  **STEM FOCUS** | | **Journeys through time and magic**  **SCIENCE/HISTORY FOCUS** | | **Tokyo 2021**  **PE FOCUS** | |
| **Enrichment** | **Entry point**  **Further memorable experiences**  **Exit point**  *A whole school virtual exhibition*  Mai class – Make some little films to showcase their learning that can be uploaded to the school website and broadcastes via TEAMS  Torak – Create a TEAMS broadcast to tell the story of the Iron Man  Mosi – Create a Spy School website | | **Entry point**  Visit to the natural History Museum in either Oxford or London  **Further memorable experiences**  Science road show – The Marvel of Materials  **Exit point**  Dragon’s Den style science evening for parents and their children | | **Entry point**  Visit to Wembley Stadium  **Further memorable experiences**  Exposure to a range of taster sessions in different sports across the term  Invite a sports person to come into school  **Exit point**  Sports week culminating in a mini Olympic event in school including the running of a boot camp for parents. | |
| **Years 1 and 2** | **Computing (Technology)**  Can I switch it on? How does it work? Explore these questions and more in this project about technology, toys and communication.  Possible lines of enquiry include:  • technology in the home  • technology at school  • electrical toys and games  • communication  Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs  Use technology purposefully to create, organise, store, manipulate and retrieve digital content  Recognise common uses of information technology beyond school  Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies  *-Can I switch it on?* | **History**  Tim Berners-Lee – Invention of the internet  *Movers and shakers*  *-Famous for more than five minutes* | **History**  British Monarchs  Power and rule  *Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*  Royal portraits  *Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.*  Significant people  *Alfred the Great, William the Conqueror, Henry VIIII, Elizabeth the first, Elizabeth the second and Queen Victoria*  *- Magnificent Monarchs*  *- Portraits and poses*  *-Famous for more than five minutes*  **Science**   Year 1 - Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.  Year 2 - observe and describe how seeds and bulbs grow into mature plants  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  *-The Enchanted Woodland* | **Art and Design**  Colour mixing  *Identify and use paints in the primary colours.*  Natural art  *Make transient art and pattern work using a range of natural materials.* | **PE**  Throw it, catch it, roll it, bounce it, up and down and side to side. Can you catch the bouncing ball? Can you bounce too? Jump like a horse, leap like a frog or kick like a kangaroo. How many bounces can you do? Design a game, bouncy or otherwise. Then write instructions for someone else to play. Are the instructions clear enough? Can the players follow them? Who will score the highest? Then let’s create a Sporting Challenge Day for parents and carers. Can they hit it, roll it, win it? Now let’s relax. Breathe deeply and stretch those tired muscles. All that bouncing must have made you tired.  *-Bounce* | **History**  Jessie Owens and Ellie Simmonds  *-Movers and shakers*  *-Famous for more than five minutes* |
| **Art and Design/DT**  Design and make a computer using junk materials and colour mixing in paint.  *-Can I switch it on?* | **Art and Design**  Ball art  Art Installation  *-Bounce* |
| **PSHE**  E-safety | **Science**  Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning  Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.  Throwing and rolling  Morphing shapes  *-Bounce*  Science investigations into bouncing of balls  *-Do all balls bounce?* |
| **Science**  Everyday materials  *-Can I switch it on?* | **Geography**  Royal Residences  *Name, locate and explain the significance of a place.*  Name, locate and explain the significance of a place.  *Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.*  Fantasy maps  *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*. |
| **Years 3 and 4** | **Science**  *Forces and magnets*  *Electricity*  *Light*  *Sound*  You’re an engineer, a scientist, a maker of men (iron men, of course). Explore the scientific world of forces and magnetism, metals and materials. Expand your mind as you test and trial, build and move. Which force is at play as you slide down a slide or swing on a swing? Can you explain why magnets repel and attract? Can you make a penny look shiny and new or build a steel band from pots and pans? Then, meet Hogarth the Iron Man’s companion. The Iron Man wants a friend. Can you build him one? You must make him strong, sturdy and ready to rumble. If you were a metal, which one would you be? Gold, a shimmering, precious and costly mineral? Or steel, that strong and useful alloy? Maybe you’re iron, malleable and easy to shape, but ready to rust. Maybe you’re not a metal at all, but a force to be reckoned with.  *-Mighty Metals*  *-Can you block Magnetism?* | **History**  Tim Berners-Lee – Invention of the internet  Bill Gates – Founder of Microsoft  Larry Page and Sergey Brin – Co-founders of Google | **History**  *Tudors*  What sort of man would order the beheading of his wife? Was she really that bad? Travel back in time to the 1500s and meet the terrifying Tudors, a domineering dynasty that changed our history. Discover an opulent court where dancing and singing goes hand in hand with swift falls from favour, and even swifter falling of heads. Develop your painting skills in miniature, solve riddles and remember to protect your precious neck with a large white ruff, if you want to survive at Tudor court. Flex your detective muscles and become a criminal investigator. Will you find out the facts or will the evidence from the past bemuse you? How will you find the accused, innocent or guilty? It’s your turn to take part in one of the most famous trials that the world has ever known.  *Off with her head!*  **Science**  *States of matter*  Potion: a poison, a mixture, an aromatic brew, a vapour, a liquid or sticky goo. Welcome to the amazing magical world of potions and their properties. Now scientists, beware. There are some powerful and deadly potions out there, dangerous, unpredictable or tragic (just ask Romeo and Juliet.) Use what you know about materials and their properties to create incredible potions in Professor Hazard’s Potions class. Feeling sleepy? That orange juice did taste a little strange...  *-Potions*  *-Are all liquids runny?*  *-Is it safe to eat?* | **Art and Design 1**  Miniature portraits  Costumes and jewellery  - *Off with her head!*  **Art and Design 2**  Observe a range of perfume bottles, looking at shape, function and form. Design a fabulous bottle which could hold a magical potion, using a sketchbook to develop ideas about shape, colour, form and pattern. Create bottles using clay and finish by glazing.  **Art and Design 3**  *-Potions*  Look at the painting The Love Potion by Evelyn de Morgan and discuss the story that the artist is trying to tell. Compare to other paintings that show scenes of love and love potions, such as The Lovers by Rene Magritte, The Kiss by Edvard Munch and the John William Waterhouse painting Tristan and Isolde with the Potion. Think and talk to each other about the stories that the paintings communicate.  *-Potions* | **PE**  This project celebrates the diverse global spirit of the Olympic Games. Join in with the Olympic spirit and let the Games begin.  Children will have the opportunity to:  discover the origins of the Olympic Games  invent an inclusive sport  reflect on diversity, values and mottos  make a bid for a UK city to host the Olympic Games  Year 3 Use running, jumping, throwing and catching in isolation and in combination.  Year 3 Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).  Year 4 Take part in outdoor and adventurous activity challenges both individually and within a team.  *-Spirit*  *-Sports tournaments* | **History**  *Ancient Greece*  Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes.  Linked science investigation: Why did Icarus fall from the sky?  *- Gods and mortals*  *-Ancient Greece* |
| **Art and Design/DT**  *Use a range of materials and Art and Design techniques to build a large model of a friend for the Iron Man.*  *Children to sketch their own designs initially and then incorporate ideas to make a class model. Could be made from various recycled metal objects.*  *Can communicate with their big metal friend by lighting up, speaking or buzzing.*  *Could move around, just like the Iron Man can*  *Could be magnetic*  *Should look absolutely magnificent.*  *Use science knowledge and skills to wire lights for eyes, buzzers for making sound etc.*  *-Mighty Metals* | **Computing**  Take an initial survey of their classmates to discover how many think that Anne Boleyn was guilty. Use the categories strongly agree, agree, don’t know, disagree and strongly disagree. Record this data in a bar or pie chart using ICT, and include it in their newspaper reports.  - *Off with her head!* | **Geography**  *Rivers and mountains*  Children learn about about the human and physical features of mountain environments, developing their knowledge of mountain formation, settlement, climate zones and the water cycle.  *-Misty Mountain, winding River*  *-Vista*  *-Mountains , rivers and oceans*  Volcanoes in Japan  *-Tremors* |
| **Computing**  *-E-safety* | **Music**  Imagine that they are courtiers in Henry VIII's court. Using the original tune of Greensleeves, compose an additional verse telling the king how wonderful he is. Consider what type of things they could say to seek his favour, and make sure that they say nothing to upset him. Perform it with confidence.  - *Off with her head!* | **Computing**  Create a 2-D animation of the water cycle using simple stop motion animation software. Cut out shapes for objects on a prepared background. Use the correct terminology to create labels and add arrows to show the process as a cycle.  *-Misty Mountain, winding River* |
| **Music**  *Source old pots, pans, metal dustbins and their lids, pipes and metal sheets and create their own steel band. Listen to all the different sounds which can be produced using the metal objects and compose and perform a theatrical steel music extravaganza.*  *Note: Show the children footage of steel bands and the percussion group, Stomp. Ask them to look carefully at the instruments used and how movement adds to their performance.*  *-Mighty Metals: innovate* |
| **OTHER DT - 1**  Make simple spinners from cardboard discs with a cocktail stick or pencil pushed through their centres. Explore different materials to improve the spinners and trial them on different surfaces. Does the surface affect how long they spin? Which material produced the best spinner? Should the end of the shaft be sharp or blunt?  Note: Whilst the children test out the spinners, talk about the forces involved. Which force keeps the spinner spinning? Which force causes the spinner to slow down and stop? Inertia is the force that keeps an object at rest, or keeps it moving unless something interferes with it, such as the opposing force of friction.  **OTHER DT – 2**  Make a simple cart from a cardboard box, dowelling and different types and sizes of wheels. Explore different materials and ways of affixing the wheels and axles to the chassis, ensuring that the wheels turn freely. | **Art**  Look at images of Greek plates, pots and patterns. Make sketches of scenes and patterns seen and consider if any of the images and patterns relate to the myths and legends covered during the project.  Many Greek stories were played out at the theatre and watched by hundreds of citizens. Actors often wore masks to show characters’ expressions. Working in groups, create a mask to help you retell the legend of Pandora’s box. What characters will you need and what will they look like?  *-Gods and mortals* |
| **Years 5 and 6** | **Computing**  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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  Year 6 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.  **Coding with SCRATCH**  **Product podcasts**  *-Tomorrow’s World*  -Computational Thinking and Creativity  *-E-Safety mini topic* | **History**  Tim Berners-Lee – Invention of the internet  Bill Gates – Founder of Microsoft  Larry Page and Sergey Brin – Co-founders o9f Google  **Aspects of World War 2**  **Enigma Machines**  *A child’s war*  *Fallen Fields* | **Science – Spring 1**  Evolution  *-ID*  *-How does Inheritance work?*  *-Darwin’s Delights*  *-Human reproduction and relationships*  **Science – Spring 2**  Properties and changes of materials  *-Alchemy Island* | **Music**  Use a keyboard, synthesiser, tuned musical instrument or music software, such as [GarageBand](https://www.apple.com/uk/mac/garageband/) (Mac, iPad) or [Audacity](https://www.audacityteam.org/) (Windows), to create magical sounds that they might hear as they enter Alchemy Island. Bring the sounds together to perform a 30 second soundtrack that represents them transporting through their portal to the island.  *-Alchemy Island* | **PE**  Find out about incredible record breakers.  Research key Olympic facts.  Analyse what it takes for athletes to be at the top of their game.  Compare and present sporting statistics.  Revise the main muscle groups and the effects of exercise on the body.  Design, test and run a boot camp for parents  *-Champion* | **Science - 1**  *Animals including humans*  Learn about the human circulatory system and heart health, developing their knowledge about the workings of the heart and significant medical discoveries.  Linked science investigations: How does blood flow? What’s in blood? What can your heart rate tell you?  *-Blood Heart*  *How does blood flow?*  **Science 2**  *Earth and Space*  What can we see in the night sky from our window compared to a view in Tokyo?  Develop children’s knowledge of the Solar System. Teach children about the Moon, planets and significant individuals, including Galileo and Newton.  *-Stargazers* |
| **DT**  Making programmable devices  The future of robotics  *-Tomorrow’s World* | **Geography**  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.  *-Alchemy Island* |
| **Science**  Gadgets and Electricity  Light  *-Tomorrow’s World* | **RSE**  *Healthy Eating*  Year 5 Understand and apply the principles of a healthy and varied diet.  Year 6 Understand and apply the principles of a healthy and varied diet.  Year 5 Know what constitutes a healthy diet (including understanding calories and other nutritional content).  Year 6 Know what constitutes a healthy diet (including understanding calories and other nutritional content).  Year 6 Know the principles of planning and preparing a range of healthy meals.  L. Intention(s)  *-Champion* |
| **RHE**  6Know that people sometimes behave differently online, including by pretending to be someone they are not.  Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  P. of Study RHE - Health education  Year 6 Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.  Know that for most people the internet is an integral part of life and has many benefits.  Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.  *-Tomorrow’s World*  *-E-Safety mini topic* | **Computing**  Create an avatar using a suitable software package. Incorporate their avatar into a cartoon backdrop, adding expressions, emotions or speech and thought bubbles.  *-ID* |
| **Art and Design**  Damian Hirst – Natural History Artwork  *-Gallery Rebels* | **History**  Japanese history and timeline |
| **DT**  Design and make or remodel a simple item of clothing that makes a statement about them. Research, plan and design their item, sourcing inspirational images from different media and assembling the item with a range of technical approaches, including stitching, bonding and appliqué methods.  *-ID* |