

Cycle 1  
Autumn  
2021/22

# Identity: All About Me

## All About Me



### We want children to:

- Learn about their school, their skills, their bodies and their likes/dislikes.
- Confidently access provision, resources and learning with support.
- Enjoy the responsibility of small tasks.
- Value praise.
- Accept their own and others needs.
- Talk about their likes and dislikes.
- Share what they are good at.

### Opportunities:

- Tour of school & staff
- Listening walks
- School rules
- Social groups
- Painting portraits
- Making choices
- Skills activities

### Texts:

Harry & the dinosaurs start school/Funnybones/Zog/Spiderella

## Where do I belong?



### Opportunities:

- Forest school sessions.
- Make a family tree - home questionnaire.
- Leaf artwork: printing, collaging, crushing and clay.
- Transient artwork.
- Beach artwork.

### Texts:

Stick Man  
Mum & Dad Glue/The Storm  
Whale  
Leaf Man  
Journey to Grandpa's

### Trips & Experiences:

- Forest School Stick Man launch morning.  
- Beach School session at Filey [Oct 2019].

### We want children to:

- Learn about their local community, including the Forest School woods, and about seasonal change.
- We want children to compare their community with a different community: seaside/coast.
- Communicate about home.
- Become more outgoing.
- Talk about special family routines and events.
- Know similarities in relation to family and friends.
- Talk about change over time.
- Make simple observations about their environment.

# Festivals of light: Diwali



### We want children to:

- Learn about how Hindus celebrate their special festival.
- Know some similarities and differences among communities and traditions. (compare with Bonfire Night).
- Use present tense accurately.
- Develop explanations.
- Make links and notice patterns.
- Use their senses to explore the world around them.
- Answer how and why questions.

### Trips & Experiences:

- Diwali celebration meal food tasting

### Texts:

The Return of Rama & Sita  
Non-fiction texts on Diwali

### Opportunities:

- Lamp making
- Making lanterns
- Henna hand patterns
- Food tasting
- Rangoli patterns
- Mask making - drama and story retelling

## People Who Help Us



### Opportunities:

- Box modelling emergency vehicles
- Making lollipop signs
- Road safety signs
- Printing with cars
- Fingerprinting
- Roadworks small world and construction
- Hospital and garage role play

### Trips & Experiences:

- Lollipop person visitor  
- Fire engine visitor  
- Police visitor  
- Paramedic visitor

### Texts:

Crossing the road.  
Non-fiction people who help us books.  
Bob the builder.  
Charlie the Firefighter  
Peppa goes to hospital.

### We want children to:

- Learn about the different people who help us in our community.
- Represent experiences in their play
- Show curiosity about people and their jobs
- Explain their own knowledge.
- Maintain concentration.
- Answer how and why questions.
- Show some understanding of how to keep safe.
- Talk about different occupations and ways of life.

EYFS

### Geography

Identify seasonal and daily weather patterns in the United Kingdom.

### Science - Seasonal Changes

SC: Observe and describe weather associated with the seasons and how day length varies.

## Me & My Body

### Science - Animals incl Humans and Seasons

**AIH:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**WS:** Observe closely, using simple equipment.

**WS:** Perform simple tests.

**SC:** Observe changes across the four seasons.

### Writing - Autobiographies

Create a miniature or whole class book in the style of an autobiography, including what I look like, my interests and hobbies, etc.

### British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

## Guy Fawkes.

### History

Events beyond living memory that are significant nationally or globally

## Year 1: Identity

### Art - Drawing Skills & Self Portraits

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Pop Art - Photobooth on Mac, colour linking to seasons)
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Andy Warhol and Pop Art (4 of same image in seasonal colours.).

### Experiences: Eureka!

Linking to My Body.

### Experiences: Brotherton Walk

Linking to My Community.

### Geography - My Home and School.

- 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.
- Use simple compass directions (N, S, E & W), locational & directional language [near / far; left / right], to describe the location of features and routes on a map.
- 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.

### Art & Design - Homes

Use a range of materials creatively to design and make products.

### Writing - Traditional Tales

Rewrite or recreate the story of The Three Little Pigs.

### British Values - Individual Liberty

Choices and responsibilities in different environments.

## Me & My Environment

### Science - Animals incl Humans and Seasons

**AIH:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

**AIH:** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

**AIH:** Describe and compare the structure of a variety of common animals (fish, etc including pets).

**WS:** Using observations and ideas, suggest answers to questions.

**WS:** Identify and classify.

**WS:** Ask simple questions and recognise they can be answered in different ways.

**WS:** Gather and record data to help answer questions.

### Art & Design - Animals

Clay models of animals of different classification.

### Writing - Fact File

Create a fact file all about animals and classification.

### Key Texts

#### My Body

We're Different We're the Same, The Name Jar

#### My School

The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, The Colour of Home

#### My Environment

The Rainbow Fish, Meerkat Mail, The Giraffe The Pelly and Me, What's Eating You?

### Geography

Identify seasonal and daily weather patterns in the United Kingdom.

### Science - Seasonal Changes

**SC:** Observe and describe weather associated with the seasons

## Recovery Curriculum

### Sometimes I Feel

### Me & My Environment

#### Science - Animals incl Humans and Seasons

**AIH:** Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

**AIH:** Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

**AIH:** Describe and compare the structure of a variety of common animals (fish, etc including pets).

**WS:** Using observations and ideas, suggest answers to questions.

**WS:** Identify and classify.

**WS:** Ask simple questions and recognise they can be answered in different ways.

**WS:** Gather and record data to help answer questions.

#### Art & Design - Animals

Clay models of animals of different classification.

#### Writing Skills and shared Fact File

Create a fact file all about animals and classification.

### Guy Fawkes.

#### History

Events beyond living memory that are significant nationally or globally

## Year 1: Identity

### Me & My Body

#### Science - Animals incl Humans and Seasons

**AIH:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**WS:** Observe closely, using simple equipment.

**WS:** Perform simple tests.

**SC:** Observe changes across the four seasons.

#### Writing - Autobiographies

Create a miniature or whole class book in the style of an autobiography, including what I look like, my interests and hobbies, etc.

#### British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

#### Art - Drawing Skills & Self Portraits

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Pop Art - Photobooth on Mac, colour linking to seasons)
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Andy Warhol and Pop Art (4 of same image in seasonal colours.).

### Key Texts

#### My Body

We're Different We're the Same, The Name Jar

#### My School

The Three Little Pigs, The Three Little Wolves and the Big Bad Pig, The Colour of Home

#### My Environment

The Rainbow Fish, Meerkat Mail, The Giraffe The Pelly and Me, What's Eating You?

### Experiences: Brotherton Walk

Linking to My Community.

## Science

**Observe closely, using simple equipment.**

**Perform simple tests.**

**Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**

## Art

- **Learn about the work of a famous artist - Andy Warhol and Pop Art (4 of same image in seasonal colours.).**
- **Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.**
- **Use a sketchbook to gather and collect artwork.**
- **Begin to explore the use of line, shape and colour**
- **Record and explore ideas from first hand observation, experience and imagination.**



	Week 1	Week 2	Week 3	Week 4
Science	<p><b>Identify</b> and <b>name</b> parts of the human body on themselves by <b>observing closely</b>. <b>Label</b> a picture of a body with all of the correct body parts.</p>	<p>Learn about the 5 different <b>senses</b>, linked to the different body parts.            Look at two specific <b>senses</b> and perform a <b>simple test</b> using senses. E.g. guessing by smell, guessing by touch.</p>		
Art		<p>Learn about the work of a <b>famous artist</b> - Andy Warhol.            Use a variety <b>tools</b> to see what would work best to re-create an Andy Warhol inspired drawing, using a <b>sketchbook</b> to gather evidence. Begin to explore <b>line, shape and colour</b> with these different tools.</p>	<p>Using <b>shape and tools</b> previously explored, children to have a go at drawing a self portrait, using proportional tools to support.</p>	<p>Go on to use the techniques learnt previously to <b>evaluate and select an appropriate tool</b> to create an Andy Warhol inspired picture of self portrait.</p>

## Geography

- 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.
- Use simple compass directions (N, S, E & W), locational & directional language [near / far; left /right], to describe the location of features and routes on a map.
- 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.

## Science

- Observe closely using simple equipment with help, observe changes over time.
- Record simple data
- Use their observations and ideas to suggest answers to questions. Talk about what they have found out and how they found it out.
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

	Week 5	Week 6	Week 7	Week 8
Geography	<p>Using <b><i>aerial photographs</i></b> look at Brotherton and identify <b><i>local landmarks and basic human and physical features</i></b>.</p> <p>Use <b><i>basic directional vocab (North, South, East, West)</i></b> to <b><i>describe</i></b> and <b><i>locate features on a map</i></b>.</p>		<p><b><i>Use a map</i></b> to navigate around the school. Create and <b><i>follow directions</i></b> to get to different places in the school.</p>	<p>Draw own <b><i>map</i></b> of classroom using a <b><i>basic key</i></b>.</p>
Science			<p>Introduction to the <b><i>four seasons</i></b> and <b><i>observe and describe</i></b> the <b><i>weather</i></b> associated with it.</p>	<p><b><i>observing</i></b> a specific tree in the playground, drawing a picture (to come back to each cycle). <b><i>Talk about what they have found.</i></b></p>



History	Art	Science
<p><b>Guy Fawkes</b></p> <ul style="list-style-type: none"> <li>- Know and recount episodes from stories about the past.</li> <li>- Use stories to encourage children to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>- Explore sculpture with a range of malleable media, especially clay.</li> </ul>	<p>Using observations and ideas, suggest answers to questions.</p> <p>Identify and classify.</p> <p>Ask simple questions and recognise they can be answered in different ways.</p> <p>Gather and record data to help answer questions.</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>- Describe and compare the structure of a variety of common animals (fish, etc including pets).</li> </ul>

	Week 9	Week 10	Week 11	Week 12	Week 13
History	Learn about the story of Guy Fawkes and discuss the <b><i>difference</i></b> between <b><i>fact and fiction</i></b> . <b><i>Recount</i></b> the events that took place in the story.				
Science		<b><i>Identify and classify</i></b> a variety of common animals including <b><i>fish, amphibians, reptiles, birds and mammals</i></b> .	<b><i>Identify and classify</i></b> herbivores, carnivores and omnivores. Use <b><i>observations and ideas</i></b> to predict what common animals might be.	<b><i>Gather and record</i></b> information on what different things <b><i>carnivores, omnivores and herbivores</i></b> eat - make 'plates' of food with playdough for each group.	<b><i>Describe and compare</i></b> the different structure of animals - including pets. <b><i>Ask simple questions</i></b> on how what animals would be appropriate as pets and how we could best look after them.
Art					Look at some examples of animal <b><i>sculptures</i></b> . <b><i>Manipulate clay in a variety of ways</i></b> to make clay animals.

## London and my home

### Geography

Compare London and Brotherton. Then and now. Fieldwork in Brotherton.  
Use of aerial images (**computer** program)

### Writing - The Queen's knickers. Description

### Science - Animals incl Humans

#### Basic needs and survival

What basic needs do humans and animals need to survive (food, water, air) comparisons between different animals.  
Similarities and differences between Victorian and modern survival. How times have changed what are necessities?

**Art - Lowry** - Contrast settings, Brotherton plus London (Manchester) to make own matchstick men work, then whole class art work with chimneys.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Lowry

### **Experiences: Eureka!**

Linking to science, human needs and survival

### **Experiences: Brotherton Walk**

compare Brotherton to London, compare Brotherton then and now.

## Year 2 Identity: A Victorian life for me.

### History- Queen Victoria/ Victorian Era. (Throughout)

Comparing Victorian / modern life, the impact, compare life/ queens

**RE** Who is a Muslim and what do they believe in?

### British Values - Mutual respect and tolerance for those with different faiths and beliefs.

Building a moral compass and recognising differences with those in our community.

### **Experiences: Day in the life of a Victorian child**

Can experience what it might have been like as a Victorian child.

### Science

#### Exercise and eating healthy

What do we need to keep healthy and why is it important. Look at our diets and physical activity, germs

### Geography - the UK

4 countries and capitals, compare and contrast.  
Use of maps and globes, locate

### Writing - Oliver Twist (child friendly)

Retelling the story.

## If I were a Victorian child...

## Traditions

### Week 9- Paddington

Instructions. Making marmalade sandwiches

### History- Queen Victoria/ Victorian Era. (Throughout)

What traditions are still in place from the Victorians. Look at Xmas traditions.

### Science - Animals incl Humans

#### Life cycles, offspring

Insects, animals and humans.  
Look at the different life cycles, compare growth and stages.

### Geography - the UK (history)

What is the British Empire? exploring map of the world.

### Art & Design - Match stick animals to show life cycle.

### Writing - Queen Victoria's Bathing Machine

Postcard/ letter Description, setting/character.

**OR** Xmas letter dino book.

### Key Texts

Queen Victoria's Bathing Machine  
You Wouldn't want to be a Victorian  
Charles Dickens, Oliver Twist (child friendly)  
Queen Victoria's knickers  
Dino Xmas letter book  
Hungry Caterpillar

## Sometimes I Feel

### Science - Animals incl Humans

#### Life cycles, offspring

Insects, animals and humans.

Look at the different life cycles, compare growth and stages.

Art & Design - Matchstick animals to show life cycle.

## London and my Home

### Geography

Compare London and Brotherton. Then and now. Fieldwork in Brotherton.

Use of aerial images (**computer** program)

4 countries and capitals, compare and contrast.

Use of maps and globes, locate

What is the British Empire? Exploring map of the world.

### **Experiences: Brotherton Walk**

compare Brotherton to London, compare Brotherton then and now.

Writing Skills  
Sentence Composition

Paddington shared write

## Year 2 Identity: A Victorian Life for Me.

### If I were a Victorian Child...

#### History- Queen Victoria/ Victorian Era. (Throughout)

Comparing victorian / modern life, the impact, compare life/ queens

What traditions are still in place from the Victorians. Look at xmas traditions.

#### Writing - Queen Victoria's Bathing Machine

Postcard/ letter Description, setting/character.

OR Xmas letter dino book.

Writing - The Queen's knickers.  
Description

## Recovery Curriculum

Art - Lowry - Contrast settings, Brotherton plus London (Manchester) to make own matchstick men work, then whole class art work with chimneys.

- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Use drawing to develop and share ideas, experiences and imagination.
- Learn about the work of a famous artist - Lowry

### **Experiences: Day in the life of a Victorian child**

Chn experience what it might have been like as a Victorian child.

## Science

### **Animal Including humans:**

- notice that animals, including humans, have offspring which grow into adults
- 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

### **WS:**

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

## Geography

### **Skills:**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- 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
- 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.

London, UK and UK capital cities

## RE

## Computing

Who is a muslim and what do they believe in?

-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 content or contact on the internet or other online technologies.

Debug

create , communicate, collaborate

Use technology respectfully



## SRE

## History

Families, worries and who to go to (1H13) (block 1)

Hurting people and their feelings (1R11) (block 3/1)

Types of Teasing and bullying (1R13)

Dealing with those who are unkind (1R12)

Healthy lifestyles (1H1)

Extend How diseases can spread and can be controlled (1H7)  
(block 2)

### Queen Victoria and the Victorians:

-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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

-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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

-significant historical events, people and places in their own locality.

-know people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

-understand some of the ways in which we find out about the past and identify different ways in which it is represented.

-ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

# Art

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Lowry

	Week 1	Week 2	Week 3	Week 4
History Queen victoria	Hook- link to English (QV bathing machine) show real life video of the queen, act out the scenario Know/ would like to know activity.	Research (combine with IT)	Poster or media of choice to present findings.	Present creations to another group
Science Basic needs and survival	Hook- animal (use teddy) found in classroom with nothing, what do they need, what do we need to give them Recap Yr1 – knowledge quiz	As a grp, given a different animal, create a habitat that they can survive in and presnet to another group	What do humans need, stuck on a desert island.	
Geography Compare London and Brotherton	Hook- put pictures of L and B around the room. Sort.	Recap Uk from Yr1. Grp label ex. On big paper.	Flags- art/ creative activities looking at colours and shapes within the flags.	Quiz on UK
Art Lowry	History of Lowry, look at his art, what can we see? what is our opinion of it?	Line and drawing skills Our initial drawing of our landscape	Different ways of creating stick men using different media	Continue to develop skills and experiment with best media they'd like to use, evaluate
SRE	Welcome to year 2.		Families, worries and who to go to.	
Computing		QV research (history)		
British Values -Laws and rules of our society	Link in with History. Comparison of rules victorians have compared with our rules today.	Challenge area- role play of victorian times / modern times rules.		

	Week 5	Week 6	Week 7	Week 8
History-Queen Victoria cont.			Recap- Quiz on QV	Day in the life of a victorian child at school.
Science- Exercise and eating healthy	Hook- deliver a 20 min PE lesson. Discussion about why we do PE / keep active.	Create their own 5 min Exercise video	5 food groups of 5 tables, each group given a set of food. Which food group does it go in. Challenge area- create own healthy plate.	Germs- bread experiment ( could set up wk 9) Chn cough, touch the bread
Geography- London	Hook- Link with history, compare and contrast London in Victorian era and modern times.		Brotherton Walk ( experience ) What do we notice, what can we spot. Conduct fieldwork- photos/notes/drawings to compare with the previous 2 lessons exploring london.	
Art lowry	Create <b>own</b> Lowry style picture of their own- basic lines	Background	Stick men	Finishing touches, evaluate
SRE	Healthy Lifestyles		How diseases spread and can be controlled	
Computing		Use of camera and recording videos in PE/Science.		
British Values- Children's right act				

	Week 10	Week 11	Week 12	Week 13
History- Queen Victoria Cont.			A victorian Xmas.	
Science- Life cycles and offspring	(ongoing germ experiment in science are) Hook- lost baby animal. Why is the baby lost? What does it need? (recap survival) let's find its grown up (Classroom hunt, with clues?)	Animal life cycle	Human lifestyle	Germ conclusion.
Geography- UK Capitals	Hook- show the chn the 4 capital cities of UK- what do they mean (can any chn say they are cities/ capitals/ place in correct country). Week themed research. England:	Wales:	Scotland:	NI:
Art-Whole class piece of work	Create <b>class</b> lowry style of picture for cloak room. Basic lines	background	Each individual stick person	Finish and evaluate class piece and display.
SRE	Hurting feelings, bullying and being unkind		Bullying and teasing	
Computing				
British Values Mutual respect	With RE below.		Link with SRE above	

# Identity: Mighty, Mighty Yorkshire

Y3

## Our Great County

### Geography

- Location of counties within the UK and their landscapes
- Location of major cities within Yorkshire and what they are known for (land usage, settlement and trade links) e.g. Sheffield for steel, Bradford for textiles etc.
- 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.

### Writing - Welcome to Yorkshire

- Brochure description of each Yorkshire county explaining key geographical features.
- expanding noun phrases
  - developing verb choice
  - subordinating/coordinating conjunctions

### British Values - Rule of Law

Local MPS: what's their job? How do they help make our county great?

## Yorkshire Bees

### Science - Plants

- identify and describe functions of different parts of flowering plants
- explore requirements of plants for life and growth
- life cycle of plants incl. pollination, seed formation and seed dispersal.

## People of Yorkshire

### British Values/Religious Education - Mutual Respect and Tolerance

- How does faith and belief shape the identity of Yorkshire?
- How do people of different faiths live their daily lives differently?

### Writing - Anthony Browne

- Study the work of Anthony Browne and use his books to generate own narrative.
- subordinating conjunctions to start sentences
  - initial adverbs
  - developing a longer story

## Farm to Fork

### Geography - Yorkshire Produce

- Land usage and agriculture within Yorkshire. How has this changed over time?

### Science - Animals incl Humans

- identify that animals need the right types and amounts of nutrition and get this from what they eat
- identify humans and some animals have skeletons and muscles for protection and movement

### Writing - Wonders of the Wolds

- Creating fairy and folktales set in the Yorkshire Wolds. Ley Texts: Cottingley fairies, Magic Faraway Tree.
- building description
  - when, where, how adverbs including to start sentences

### History - Local History

- How Yorkshire's people have shaped and influenced our nation and the wider world

Potential studies: William Wilberforce, Amy Johnson, Captain James Cook, Henry Moore, George Cayley, Matthew Murray, Barbara Hepworth

### Design and Technology - Cooking and Nutrition

- understand and apply principles of healthy diet
- prepare and cook savoury dishes
- understand seasonality of produce

### Art and Design - David Hockney

- The Yorkshire Wolds
- form, shape, line and colour
  - using a variety of mediums and techniques to create landscapes
  - comparison to Van Gogh and Monet

**TRIP:** Drewton's Farm Shop and The Yorkshire Wolds



# Identity: Mighty, Mighty Yorkshire

Y3

## Science - Animals incl Humans

- identify that animals need the right types and amounts of nutrition and get this from what they eat
- identify humans and some animals have skeletons and muscles for protection and movement

## Writing - Sentence composition skills

### Fairy Tales

In Team Derwent, we will be Looking at the traditional conventions of a fairy tale, e.g. Good vs Evil, Damsel in Distress etc.

We will also be working on conveying character through descriptive language, e.g. expanded noun phrases, adverbs/adverbial phrases.

### Art and Design - David Hockney

The Yorkshire Wolds

- form, shape, line and colour
- using a variety of mediums and techniques to create landscapes
- comparison to Van Gogh and Monet

## Our Great County

### Geography

- Location of counties within the UK and their landscapes
- Location of major cities within Yorkshire and what they are known for (land usage, settlement and trade links) e.g. Sheffield for steel, Bradford for textiles etc.
- 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.

### Reading

#### Cinderella of the Nile

- Prediction
- Retrieval
- Inference
- Choral Reading

### British Values - Rule of Law

Local MPS: what's their job?  
How do they help make our country great?

### Reading

#### Whimsy's Heavy Things

- Retrieval
- Inference
- Choral Reading

### Religious Education

Who is Jewish and what do they believe in?

### Music

#### Let Your Spirit Fly

Exploring the dimensions of music through singing and using percussion instruments.

### Writing - Wonders of the Wolds

Creating fairy and folktales set in the Yorkshire Wolds. Text Ideas: Cottingley fairies, Magic Faraway Tree.

- building description
- when, where, how adverbs including to start sentences

### Reading

#### Lighter Than Air

- Biography
- Retrieval
- Inference
- Choral Reading

## Farm to Fork

### Geography - Yorkshire

#### Produce

- Land usage and agriculture within Yorkshire. How has this changed over time?

### Design and Technology - Cooking and Nutrition

- understand and apply principles of healthy diet
- prepare and cook savoury dishes
- understand seasonality of produce

### Science - Plants

- 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
- 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

# Foundation Skills Objectives

History	Geography	Design and Technology
<ul style="list-style-type: none"> <li>- Place the time studied on a timeline</li> <li>- Find out about every day lives of people in time studied</li> <li>- Compare with our life today</li> <li>- Identify reasons for and results of people's actions</li> <li>- Understand why people may have wanted to do something</li> <li>- Select and record information relevant to the study</li> <li>- Begin to use the library and internet for research</li> <li>- Communicate their knowledge through: Discussion..... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to ask/initiate geographical questions.</li> <li>- Use NF books, stories, atlases, pictures/photos and internet as sources of information.</li> <li>- Investigate places and themes at more than one scale</li> <li>- Begin to collect and record evidence</li> <li>- Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</li> <li>- Use 4 compass points to follow/give directions:</li> <li>- Use letter/no. co-ordinates to locate features on a map.</li> <li>- Try to make a map of a short route experienced, with features in correct order;</li> <li>- Know why a key is needed.</li> <li>- Use standard symbols</li> <li>- Locate places on larger scale maps e.g. map of Europe.</li> <li>- Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</li> <li>- Begin to draw a sketch map from a high view point.</li> <li>- Begin to use junior atlases.</li> <li>- Begin to identify features on aerial/oblique photographs.</li> </ul>	<ul style="list-style-type: none"> <li>- Generate ideas for an item, considering its purpose and the user/s</li> <li>- Identify a purpose and establish criteria for a successful product.</li> <li>- Plan the order of their work before starting</li> <li>- Explore, develop and communicate design proposals by modelling ideas</li> <li>- Make drawings with labels when designing</li> <li>- Select tools and techniques for making their product</li> <li>- Measure, mark out, cut, score and assemble components with more accuracy</li> <li>- Work safely and accurately with a range of simple tools</li> <li>- Demonstrate hygienic food preparation and storage</li> <li>- Evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> </ul>

# Foundation Skills Objectives

Art	Science
<ul style="list-style-type: none"> <li>- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>- Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> <li>- Annotate work in sketchbook.</li> <li>- Experiment with different grades of pencil and other implements.</li> <li>- Plan, refine and alter their drawings as necessary.</li> <li>- Use their sketchbook to collect and record visual information from different sources.</li> <li>- Draw for a sustained period of time at their own level.</li> <li>- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> <li>- Use a developed colour vocabulary.</li> <li>- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc</li> <li>- Join clay adequately and work reasonably independently.</li> <li>- Construct a simple clay base for extending and modelling other shapes.</li> <li>- Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<p><b><u>Animals including Humans &amp; Plants</u></b></p> <ul style="list-style-type: none"> <li>- Raise their own relevant questions about the world around them.</li> <li>- Should be given a range of scientific experiences including different types of science enquiries to answer questions</li> <li>- Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.</li> <li>- Set up simple practical enquiries, comparative and fair tests.</li> <li>- Recognise when a simple fair test is necessary and help to decide how to set it up.</li> <li>- Talk about criteria for grouping, sorting and classifying and use simple keys.</li> <li>- Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> <li>- Make systematic and careful observations. Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</li> <li>- Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</li> <li>- Take accurate measurements using standard units. Learn how to use a range of (new) equipment, such as data loggers and thermometers appropriately</li> <li>- Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data.</li> <li>- With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</li> <li>- Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>- With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.</li> </ul>

# Foundation Overview Wk1-4

# Our Great County

	Week 1	Week 2	Week 3	Week 4
Geo	<p><b>Where in the world is Yorkshire?</b></p> <p>Understand the difference between continent, country and county.</p> <p>Identify where we live on a globe, map of the world map of Europe, map of UK.</p> <p>Find a way to roughly identify Yorkshire on UK map when country lines are absent.</p>	<p><b>The four Yorkshires</b></p> <p>Use maps, photographs, NF books, internet to identify key physical features of Yorkshire and observe similarities and difference across the four Yorkshires (coastline, national parks, Yorkshire wolds etc). Use google maps to be able to identify each Yorkshire county as mainly rural or mainly urban</p> <p>Locate major cities within each county (York, Hull, Sheffield, Leeds) and understand key human/physical features.</p>	<p><b>My Yorkshire</b></p> <p>Look at the fact BB sits on the corner of all four Yorkshires.</p> <p>Consider key physical and human features of local area. Create sketch maps including keys.</p>	
Brit Vals			<p><b>Rule of Law: What's the job of our local MP?</b></p> <p>Look at role of local MPs and roughly how it fits into wider leadership structure of county. Make contact with local MP. How does our county shape our identity?</p>	

# Foundation Overview Wk5-8

# Farm to Fork

	Week 5	Week 6	Week 7	Week 8
<b>Sci</b>	<b><u>Yorkshire Produce</u></b> - identify that animals need the right types and amounts of nutrition and get this from what they eat Look at different types of nutrition and how they affect the human body. Look at nutritional value of typical snack and meals.		<b><u>Skeletons and Muscles</u></b> - identify humans and some animals have skeletons and muscles for protection and movement	
<b>Geo</b>	<b><u>Yorkshire Produce</u></b> Land Usage and trade - Look at farming and agriculture and what food that provides for us.  Without Yorkshire farming, what would the UK look like? Trade links and distribution of resources.	<b><u>Yorkshire Produce</u></b> Look at seasonality of Yorkshire and UK produce. How can we get food when it's out of season? Look at common imports and discuss how climates/conditions in other countries allow for food to grow at different times. Pros and cons of importing food.		
<b>DT</b>	<b><u>Yorkshire Produce</u></b> - understand and apply principles of healthy diet Link to science.		<b><u>Seasonal Cooking</u></b> - prepare and cook savoury dishes Identify purpose, success criteria and generate ideas for product. Produce detailed plans.	<b><u>Seasonal Cooking</u></b> - prepare and cook savoury dishes Food hygiene, make and evaluate product.

# Assessment Week

# Plants

<b>Sci</b>	- identify and describe functions of different parts of flowering plants	- explore requirements of plants for life and growth	- life cycle of plants incl. pollination, seed formation and seed dispersal.



# Foundation Overview Wk10-13

# People of Yorkshire

	Week 10	Week 11	Week 12	Week 13
<b>Hist</b>	<p><b><u>How have Yorkshire's people shaped and influenced our nation and the wider world?</u></b></p> <p><b>Local History Study.</b> Potential studies: William Wilberforce, Amy Johnson, Captain James Cook, Henry Moore, George Cayley, Matthew Murray, Barbara Hepworth</p> <p>Brief overview of several people and why they are notable.</p>	<p><b><u>How have Yorkshire's people shaped and influenced our nation and the wider world?</u></b></p> <p>Select one and guide chn through research understanding the time that they lived in.</p> <ul style="list-style-type: none"> <li>- Identify reasons for and results of people's actions</li> <li>- Understand why people may have wanted to do something</li> </ul>	<p><b><u>How have Yorkshire's people shaped and influenced our nation and the wider world?</u></b></p> <p>Chn replicate last week but with greater independence to study one other famous Yorkshire person in detail.</p> <ul style="list-style-type: none"> <li>- Identify reasons for and results of people's actions</li> <li>- Understand why people may have wanted to do something</li> </ul>	
<b>Art</b>	<p><b><u>Who is David Hockney?</u></b></p> <p>Hockney's bio and appreciation of work. What do you notice? What do you like? What do you dislike? How does it make you feel? 3 pictures. Sketchbook samples.</p>	<p><b><u>How does Hockney use line?</u></b></p> <p><b>Focus on Garrowby Hill 1998</b></p> <p>Horizon and perspective - sketchbook work. Look at vanishing point and practise road. Look at use of line to create fields. Fill page with 2D shapes.</p>	<p><b><u>How does Hockney use colour?</u></b></p> <p>Make observations about the use of colour. Evaluate which materials would best recreate vivid colour. Practise different techniques with oil pastel.</p>	<p><b><u>Recreating Garrowby Hill 1998</u></b></p> <p>Combine skills to allow chn to create their own version of Garrowby Hill 1998.</p>
<b>Brit Vals</b>	<p><b><u>Mutual Respect and Tolerance: How do people of different faiths live their lives differently?</u></b></p>			

# Identity: The Anglo Saxons and Vikings

Y4

Weeks 8-13

## Impact on us

Weeks 1-6

## A Changed Britain?

## The lasting Impact

### Writing

#### Refugee narrative

#### Anglo Saxon fact sheet

- Expanded noun phrases
- Conjunctions
- Where, when, how adverbs.
- Adverbial phrases

### History - The Anglo Saxons

Roman withdrawal from Britain  
Anglo-Saxon invasions.  
Anglo-Saxon art and culture.  
Christian conversion  
Who the Anglo-Saxons and Scots were  
and when and why they invaded Britain.  
Features of life in Anglo-Saxon Britain.  
Artefacts discovered.

### Science - Animals inc humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Relationships

- Differences, similarities and equality
- Respectful Relationships
- Understand personal boundaries and privacy.
- Recognise bullying and abuse in all its forms (person/online/social media)
- Breaking a promise to 'keep a secret'

### Reading - Wisp

- Prediction
- Inference
- Retrieval
- Choral reading

### Geography -

- Britain's settlement by Anglo-Saxons and Scots.
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.

### Religious Education

What does it mean to be a Hindu in Britain today?

### ICT

- Design, write and debug programs
- Collect, present, analyse and evaluate data.
- Acceptable and unacceptable behaviour.

### Geography -

Where did the Vikings originate from.  
Where did the Vikings settle.  
Map their route from Scandinavia to Britain and their settlements in England.

### Relationships

- Extending understanding our feeling and how we express ourselves.
- People who are responsible for keep us safe.

### History - The Vikings

- Who were the Vikings
- Where did they come from, where did they settle and when.
- Viking invasions
- Edward the Confessor
- Laws and justice

### British Values - Rule of

#### Law

UK parliament and government. Develop pupils understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### Writing

#### Viking myths

#### Viking newspaper report

- Adjective starters
- Verb Starters
- Speech

### Reading - The Tear Thief

- Theatre reading
- Discussion circles
- Discussion and dialogue

### Art and Design

- Jewellery
- Anglo Saxon art

TRIP/Experiences:  
TBC

# Identity: The Anglo Saxons and Vikings

Recovery Curriculum

Y4

Weeks 8-13

## Sometimes I Feel

Weeks 1-6

## My Body and Me

## The Impact of History on My Life

### Science - Animals inc humans

—Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Religious Education

What does it mean to be a Hindu in Britain today?

### ICT

—Design, write and debug programs  
—Collect, present, analyse and evaluate data,  
—Acceptable and unacceptable behaviour.

### Writing

Viking myths

Viking newspaper report

—Adjective starters  
—Verb Starters  
—Speech

## Influence of History on Me

### Writing

Writing skills - sentence composition

Anglo Saxon fact sheet

—Expanded noun phrases  
Conjunctions  
—Where, when, how adverbs.  
—Adverbial phrases

### History - The Anglo Saxons

Roman withdrawal from Britain  
Anglo-Saxon invasions.  
Anglo-Saxon art and culture.  
Christian conversion  
Who the Anglo-Saxons and Scots were and when and why they invaded Britain.  
Features of life in Anglo-Saxon Britain.  
Artefacts discovered.

### Science - Animals inc humans

—Describe the simple functions of the basic parts of the digestive system in humans.  
—Identify the different types of teeth in humans and their simple functions.

### History - The Vikings

—Who were the Vikings  
—Where did they come from, where did they settle and when.  
—Viking invasions  
—Edward the Confessor  
—Laws and justice

### British Values - Rule of Law

UK parliament and government. Develop pupils understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

### Art and Design

—Jewellery  
—Anglo Saxon art



### Science - Animals Inc Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

### History - The Anglo Saxons

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
- Anglo-Saxon invasions.
- Scots invasions from Ireland to north Britain (now Scotland).
- Anglo-Saxon art and culture.
- Christian conversion - Canterbury, Iona and Lindisfarne.
- Who the Anglo-Saxons and Scots were and when and why they invaded Britain.
- Explain some key features of life in Anglo-Saxon Britain.
- Describe some artefacts that have been discovered.

### History - The Vikings

- 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.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### Geography - The Anglo Saxons

- Britain's settlement by Anglo-Saxons and Scots.
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life.

### Geography - The Vikings

- Where did the Vikings originate from.
- Where did the Vikings settle.
- Map their route from Scandinavia to Britain and their settlements in England.

## Science - Animals inc Humans

### 1) Digestion

LO: Describe the simple functions of the basic parts of the digestive system in humans.

Working scientifically: Record findings using simple scientific language, drawings and labelled diagrams. Report on findings including displays and presentations.

*Explain that digestion is the act of softening & changing food so that the body can absorb & use it for energy & growth. Find out which human organs are involved & begin a class model of the human digestive system.*

### 5) Tooth decay

LO: Identify the different types of teeth in humans and their simple functions

Working scientifically: Set up simple practical enquiries, comparative and fair tests  
*Learn about the importance of keeping your teeth healthy & watch an animation. Study tooth decay & draw a careful diagram of a tooth. Start an enquiry to see which liquid does least damage to an eggshell. Start a poster about tooth care.*

### 2) Digestive system

LO: Describe the simple functions of the basic parts of the digestive system in humans

Working scientifically: Record findings using simple scientific language, drawings and labelled diagrams. Report on findings from enquiries

*Discuss further details of the digestive system including functions of the various organs involved. Find out what happens when we eat poisonous or bad food & how illnesses can be caused by poor diets. Finish model & present facts about organs.*

### 6) Eggshell enquiry

LO: Identify the different types of teeth in humans and their simple functions

Describe the simple functions of the basic parts of the digestive system in humans  
Working scientifically: Present data in a variety of ways. Report on findings from enquiries, including presentation of results and conclusions. Use results to draw simple conclusions  
*Continue with & complete the eggshell enquiry from the last session. Record the results. Can we use the results to draw a conclusion? Was our prediction right? Was it a fair test? Finish posters about tooth care. Identify sugar content from labels.*

### 3) Animal diets

LO: Describe the simple functions of the basic parts of the digestive system in humans

Working scientifically: Record findings using simple scientific language, drawings and labelled diagrams. Report on findings from enquiries

*Compare human digestive system to other animals' particularly ruminants. Define carnivores, herbivores & omnivores & investigate examples of each type of animal. They then become Zoo Keepers for the day & order food for their charges.*

### 7) Producers, predators & prey

LO: Construct and interpret a variety of food chains, identifying producers, predators and prey

Working scientifically: Record findings using simple scientific language and drawings  
Identify differences and similarities related to simple scientific ideas and processes  
*All living things in a habitat are interdependent. Plants are producers & animals are predators &/or prey. Investigate a number of feeding relationships & create food chains to show the transfer of food (energy) from the producer to the consumers.*

### 4) Teeth

LO: Identify the different types of teeth in humans and their simple functions

Working scientifically: Record findings using simple scientific language, labelled diagrams and bar charts. Report on findings

*Look at models of teeth or sets of teeth. Use mirrors to look at & count own teeth. Compare teeth of different animals. Learn about incisors, canines, (premolars) & molars. Find out what they are used for. Make a model of a human jaw with plasticine.*

### 8) Food webs

LO: Construct and interpret a variety of food chains, identifying producers, predators and prey

Working scientifically: Present data in a variety of ways. Record findings  
Identify changes related to simple scientific ideas and processes  
*A food web is woven from simple food chains in this session as children understand more complex feeding relationships. They discover the impact that small changes can have on the whole web. Discuss the importance of plants to all life on Earth.*

## History and Geography - Anglo Saxons

1) Independent research of the Anglo Saxons to gain knowledge on the topic. Children to present and share their findings.

Look at the evidence available

*Begin to evaluate the usefulness of different sources. Use textbooks, internet and historical knowledge.*

2) The Roman withdrawal from Britain in AD 410. The Anglo Saxon invasions. Who they were. Why they invaded Britain. Where did they come from?

*Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.*

3) Life in Anglo Saxon Britain. Anglo Saxon settlements. The features of settlements. Comparison to our life today.

*Use evidence to reconstruct life in time studied. Identify key features and events of time studied.*

4) Where Anglo Saxons settled. Place names. Village life.

*Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.*

5) Anglo Saxon artefacts. Research, discuss and draw.

*Look at the evidence available. Ask a variety of questions Use the library and internet for research*

6) Christian conversion. Alfred the Great. How Anglo Saxon Britain was ruled.

*Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.*



## History and Geography - Vikings

1) Independent research of the Vikings to gain knowledge on the topic. Children to present and share their findings.

*Begin to evaluate the usefulness of different sources. Use textbooks, internet and historical knowledge.*

4) Viking raids and invasions. The invasion on Lindisfarne. Viking warriors - how did they fight? What did they use to fight?

*Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.*

2) Who were the Vikings? Where did they come from? Why did they settle in Britain?

*Place events from period studied on time line. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD.*

5) Resistance by Alfred the Great. Further Viking invasions. Danegeld.

*Look at the evidence available. Ask a variety of questions Use the library and internet for research*

3) Map their route from Scandinavia to Britain. Settlements in Britain, place names and locations.

*Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Locate places on large scale maps, (e.g. Find UK or India on globe). Follow a route on a large scale map.*

6) Edward the Confessor's death. The Norman conquest in 1066 and the Battle of Hastings.

*Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.*

## Relationships

### 1) Week 1 and 2

#### Families and People Who Care For Me

Differences, similarities and equality (2R13)

Key vocab - people, equality, identity, stereotypes, discrimination, bullying, aggressive behaviour

### 4) Week 7 and 8

#### Mental Wellbeing

Extending understanding our feeling and how we express ourselves (2H6)

### 2) Week 3 and 4

#### Respectful Relationships

Understand personal boundaries and privacy (2R21)

Recognise bullying and abuse in all its forms (person/online/social media) (2R18)

Key vocab -

### 5) Week 9 and 10

#### Physical Health and Fitness

People who are responsible for keep us safe (2H23)

### 3) Week 5 and 6

#### Being Safe

Breaking a promise to 'keep a secret' (2R9)

### 6) Week 11 and 12

#### British Values - Rule of Law

UK parliament and government. Develop pupils understanding of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.

# Identity: Local History Study

Y5

## What makes you you? (Wk 1)

### Writing to Entertain

Story writing techniques - atmosphere and conveying emotion

### Writing

I Go Quiet by David Quimet

## Outbreak of War (Wk2)

### History : Cause and consequence

#### What caused the outbreak of WW2?

- Context of the 1930s/40s
- Cause and consequence and significance of Germany's decision

## Evacuation (Wk3-5)

### History : Similarity and Difference

#### What was life like for children during WW2?

- Evacuation (relate to identity)
- Analyse real sources for evidence
- Rationing
- School

## The Blitz (Wk 6-7)

### History : Cause and Consequence

#### Why was Hull targeted during the Blitz?

- Blackout
- Lasting impact
- Returning home

### Writing to Entertain

Tales of an Evacuee

### Reading

Rose Blanche by Christophe Gallaz and Roberto Innocenti

## Science (Wk 8-13)

### Science - States of Matter

- Compare and group materials together: solids, liquids or gases.
- Observe that some materials change state when heated or cooled. 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.

### Writing to Explain

What's the difference between reversible and irreversible changes?

### Science - Properties and changes of materials.

- 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.

# Identity

Week 1

Weeks 8-13

Weeks 2-7

## What makes me me?

### PSHE

- Understanding what identity is, how it forms and changes, consideration and expression of my own identity.

### Writing to Express

Who Am I? Poetry

## Influence of History on me

### History - Ancient Greece

- Who, where, when
- How did Greek beliefs affect their behaviour?
- How do we learn about the past?
- Compare and contrast: Greek daily life Athens and Sparta
- Birth of Democracy
- Ancient Greek Legacy: Impact on the modern world and on me (eg. language, science, education, architecture, Olympic Games)

### British Values

Democracy and dictatorship

## My Body and Me

### Science - Animals Including Humans

- Identify and name the main parts of the human circulatory system.
- Describe the functions of the heart, blood vessels and blood.
- Understand the impact of diet, exercise, drugs and lifestyle on the function of the human body.
- Describe the ways in which nutrients and water are transported within animals, including humans.

### Reading

- The Poet's Dog - Patricia McLaughlan

### Writing to Entertain

The Poet's Dog - Prequel

### Experience

Maths trip to Pontefract Race Course

### RE

Why do Some People Believe God Exists?

### Writing to Entertain

Theseus in the Labyrinth

### Reading

- The Story of Antigone - Ali Smith

### Writing to Explain:

The Circulation system