Elvington CE Primary School Long Term Curriculum Plan: Y

Cycle A: (2016-17)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Reach for the Stars	Term 2: Extreme Earth	Term 3: Chocolate
Britain's settlement by Anglo-Saxons and Scots Life on Mars making a good community 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. Working scientifically identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately	, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Working scientifically identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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. 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. describe the changes as humans develop to old age. to create sketch books to record their observations	a non-European society that provides contrasts with British history c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups understand and apply the principles of a healthy and varied diet DME (CHOC BAR) Working scientifically compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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

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spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives		and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. Programming Multimedia	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. Sculpture to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia
Super Start	Cycle track planets	Climbing wall	Making Chocolate
Fantastic Finish	Space dome	University Lorna STEM	Charlie and the Chocolate Factory Play
Opportunities for trips/ visitors:	Space dome	Museum gardens - observatory	Chocofair/ Cadbury's World

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Cycle B: (2017-2018)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Along the Amazon	Term 2: Buried Treasure	Term 3: Lights, Camera, Action
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Working scientifically recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 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. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 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	the achievements of the earliest civilizations (Egypt) Working scientifically compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Light and shadow Sch play Working scientifically recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators,

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on specific characteristics. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives		Programming Multimedia	and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia
Super Start	Making model rivers/ Visit river	Treasure hunt	Making costumes/ masks/ Dress a character
Fantastic Finish	Amazon art – whole class piece	Structures nybep	Theatre – school show
Opportunities for trips/ visitors:	Lotherton Hall Tropical World?	Big Dig	Bradford Film and TV Museum

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Cycle C: (2018- 2019)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: World at War	Term 2: Go Green	Term 3: Art Attack
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Working scientifically compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Working scientifically identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	Beach picture the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Working scientifically identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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. 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. describe the changes as humans develop to old age. Learn about great artists, architects and designers in history. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres

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compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay]develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns Multimedia Technology in our lives	Sculpture to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best. Programming Multimedia	use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team Data handling Multimedia

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Super Start	WW2 day – school in 1940s	Junk modelling competition	Whole school art afternoon
Fantastic Finish	Street party	STEM	Art gallery/ Yorkshire sculpture park
Opportunities for trips/ visitors:	Eden Camp	St Nicholas Field Eco Centre	Whole school trip - Beach

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Cycle D: (2019- 2020)

Science Art and design Computing Design and technology Geography History Languages Music Physical education RE PSHCE

Term 1: Knowing me, knowing you	Term 2: Rock and Roll	Term 3: Going for gold
the Roman Empire and its impact on Britain a local history study use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Working scientifically recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 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. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans 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	Stoneage changes in Britain from the Stone Age to the Iron Age Working scientifically compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Ancient Greece – a study of Greek life and achievements and their influence on the western worldWorking scientifically recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. take part in outdoor and adventurous activity challenges both individually and within a team

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give reasons for classifying plants and animals based on specific characteristics. to improve their mastery of art and design techniques, including drawing, painting and with a range of materials [for example, pencil, charcoal, paint, clay] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns			
Super Start	Roman visitor	KS3 setting – use kiln/ pottery equipment	
Fantastic Finish	Roman battle/ shields and swords	Willow weaving- make own village	Sports Day/ Mini Olympics
Opportunities for trips/ visitors:	Eureka	Murton historic village	Opportunity to visit a stadium Northumberland

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Topic ideas:

• Superheroes • Heroes and villains • People who help us • Around the world • Traditional tales • Journeys • Let's play (toys) • Going on safari • Arctic adventures • Oh I do like to be beside the seaside! • Ahoy there pirates! • Under the sea • Kings, Queens and Castles • Minibeasts • In the dark • Planes, trains and automobiles • Shelters • Hot and cold	• Along the Amazon • Totally locally • Art Attack (similar to 'One picture' – start with a piece of artwork) • Up, up and away! / To infinity and beyond! • Food, glorious food • What a wonderful world (Earth and Space/ environment/ countries) • Go Green • Chocolate (Mayan/ Aztec/ York – Joseph Rowntree) • Mayan Mysteries • Lights, Camera , Action! (light and shadow/ changes since 1950/ music culture, North America) • Water, water everywhere! • Knowing me, knowing you! (inheritance, evolution, local studies) • Buried Treasure (fossils, settlements, Ancient Egypt) • Eboracum Rocks! • Extreme Earth • The wild, wild West! • Lest we forget / During the war…

http://www.dringhouses.york.sch.uk/Page.aspx?ID=30818

http://www.stoswalds.york.sch.uk/year-1-2

http://www.st-nicholaswokingham.co.uk/curriculum-rolling-programmes/

http://www.extonschool.co.uk/the-curriculum/

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Ongoing
▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great

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composers and musicians ▪ develop an understanding of the history of music.
▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.