



# EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

	Autumn	Spring	Summer
Science	<b>Materials</b> Identify and compare everyday materials using physical properties Sort/group according to properties Knowing how to change and use materials in different situations <i>(link with DT food)</i>	<b>Animals including humans - Health - how we grow and be healthy</b> Know humans have offspring that grow into adults and know basic needs Understand importance of exercise, types of food, hygiene and medicines <i>PSHE/ Science links -Hygiene Health</i>	<b>Living things in their habitats</b> Explore and compare differences between things that are living, dead, and never been alive Identify how different habitats provide for different animals and plants in local area Identify common plants and animals Record the relationship between humans, plants and animals in a simple food chain. Understand how changing the environment can affect the plants and animals living there. <i>(link with Geography)</i> <b>Plants</b> Describe basic needs of plants and animals and their life cycles. Sorting according to features. Knowing how they are alive. <i>(link with Geography)</i>
Computing	<b>Programming</b> Mr. Robot Helper unit - Create and debug programs with increasing complexity. Use logical reasoning to predict outcomes of algorithms.  <b>Presentations - Interactive Images</b> Add voice labels to an image to create an interactive presentation. Linked to History  <b>Online safety</b> Managing Online Information Health, Well-Being and Lifestyle - Online Reputation Identify personal information that should be kept private.(1Decision - Deedee's Golden Rules PSHE)	<b>Programming</b> Knock Knock jokes - Create and debug programs with increasing complexity. Use logical reasoning to predict outcomes of algorithms.  <b>Presentations</b> Create an animal quiz. Use animations, import images and voice recordings.  <b>Online safety</b> Self-Image and Identity Online Relationships Online Bullying	<b>Data Handling</b> Create tally charts, pictograms using attributes and present as a block chart.  <b>Animation - Stop Motion Animation</b> Use stop motion skills to create a scene from a Holiday at the beach  <b>Online safety</b> Privacy and Security Copyright and Ownership
History	<b>Famous people</b> <b>Lives of significant individuals</b> in the past who have contributed to national and international achievements. Compare aspects of life in different periods - e.g. Then/Now Christopher Columbus Neil Armstrong Tim Peake	<b>Local history</b> Significant historical events, people and places in their own locality. Try to include changes within living memory. Mill in Chorley (Fletcher's Mill) Use artefacts, photographs and recorded memories <b>VISIT - Helmshore Mills</b> ROF factory - changes to Buckshaw Village Where appropriate, these should be used to reveal aspects of change in national life <b>Holidays in Blackpool/Mill workers</b>	

Geography	<p><b>World Geography</b> Identify characteristics of the four countries of the UK, name the capital cities of the United Kingdom and surrounding seas</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Locate the hot and cold areas of the world, in relation to the Equator and the North and South Poles</p> <p><b>Vocabulary</b> Asia, Africa, North America, South America, Antarctica, Europe, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean beach, cliff, coast, mountain, sea, port, harbour, South Pole, North Pole, Equator</p>	<p><b>Euxton Fieldwork- Traffic Survey</b> Conduct a traffic survey to answer the enquiry question- How is traffic different on Runshaw Road and M6 motorway? Why?</p> <p>Display results on a graph</p> <p>Understand how aspects of Euxton village have change over time (History link)</p> <p><b>Vocabulary</b> Traffic, Runshaw Road, M6 motorway, factory, shop, trade</p>	<p><b>African village study Ngong Hills</b> Understand similarities and differences through studying the human and physical geography of the Massai Village of Ngong Hills compared to Euxton Village</p> <p>Create map of game reserve (including a key) and map of Kenya, using locational and directional language</p> <p><b>Vocabulary</b> Africa, Kenya, Maasai village, Ngong Hills, game reserve, National Park, Equator, tourists, savannah, Big 5, Maasai, mountain, sea, river, valley, vegetation, village, city, town, North, South, East, West, near, far, left, right</p>
Art	<p><b>Drawing</b> Tone light/dark, patterns, shapes</p> <p><b>Sculpture -HUNDERWASSER</b> Clay- Roll and pinch to create forms. Architecture -Buildings</p>	<p><b>Drawing</b> Form and Shape -observe form in nature (trees)</p> <p><b>Textiles - CLAIRE LETTON KLIMT</b> Paint onto fabric, incorporate texture and detail by adding fabrics and stitching.</p>	<p><b>Drawing</b> Lines &amp; marks -from observations of African artefacts</p> <p><b>Collage -AFRICAN CRAFTS</b> Use different media to create images, textures to incorporate into African inspired work.</p>
DT	<p><b>Textiles</b> Design and create a felt puppet.</p> <p><i>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</i></p>	<p><b>Mechanisms</b> Create a moving vehicle.</p> <p><i>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i></p>	<p><b>Food -</b> Create a healthy snack for a picnic – Grow own food outside and link to Plants in Science</p> <p><i>Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</i></p>
PE	<p><b>Core task - Games - Piggy in the Middle.</b> Underarm throw, using a tactic in the game</p> <p><b>Dance - Explorers</b> Work with partner to produce dance</p> <p><b>Dance - The seashore Seaside</b> Remember, repeat and perform a short dance</p> <p><b>Y2 Fundamental Movement Skills - Playground Games</b> To apply fundamental movement skills within a simple game situation</p>	<p><b>Core task -Games net/wall task</b> To strike a ball and use a simple tactic to outwit an opponent</p> <p><b>Gymnastics</b> Create a sequence using travelling, balancing, rolling and jumping</p> <p><b>Bounce Ball</b> To bounce and pass the ball accurately in a game.</p> <p><b>Games - striking and fielding</b> To play a simple striking and fielding game applying a simple tactic</p>	<p><b>Athletic activities.</b> Underarm, overarm, push throws for distance and accuracy</p> <p><b>Fundamental Movement Skills - Tri Throlf</b> Roll, throw underarm and overarm with accuracy</p> <p><b>Fundamental Movement Skills - KS1 assessment</b></p> <p><b>Swimming</b></p>

RE	<p>How do we respond to the things that really matter?</p> <p><u>Christianity - God</u> Does how we treat the world matter? Creation, Care for the planet, Harvest.</p> <p><u>Christianity - Jesus</u> Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.</p>	<p>How do we respond to the things that really matter?</p> <p><u>Hinduism</u> How might people express their devotion? Devotion, worship in the home and temple. <b>VISIT</b> - HINDU TEMPLE</p> <p><u>Islam</u> Why do Muslims believe it is important to obey God? Submission and gratitude, prayer.</p>	<p>How do we respond to the things that really matter?</p> <p><u>Christianity - The Church</u> What unites the Christian community? Worship, the church, use of symbols.</p> <p><u>Judaism</u> What aspects of life really matter? Moses, Ten Commandments, the Sabbath.</p>
PSHE	<p><b>1 DECISION</b> Relationships Bullying Feelings and Emotions - Anger Our World - Living in our World Keep/Staying Safe - Tying Shoelaces Being Responsible - Practice makes Perfect</p>	<p><b>1 DECISION</b> Relationships - Body Language Keeping Staying Healthy - Washing Hands Keeping Staying Healthy - Medicine Hazard Watch - Is it safe to eat or drink? Assessment Computer Safety - Image Sharing</p>	<p><b>1 DECISION</b> Being Responsible - Helping someone in Need Our World - Working in our World Feelings and Emotions - Jealousy Computer Safety - Computer Safety</p>
Music	<p><b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends?</p> <p><b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past?</p>	<p><b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place?</p> <p><b>Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood?</p>	<p><b>Music that Makes You Dance</b> How Does Music Make Us Happy?</p> <p><b>Exploring Improvisation</b> How Does Music Teach Us about Looking After Our Planet?</p>