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| **Evergreen Primary Phase Long-Term Overview** |
| **Maple Base – 3** |
|  | **Autumn One** | **Autumn Two** | **Spring One** | **Spring Two** | **Summer One** | **Summer Two** |
| **Project** | **Scrumdiddlyumptious** | **Mighty Metals** | **Gods and Mortals** | **Tribal Tales** | **Predator** | **Tremors** |
| **Overview** | Children explore the tasty world of food, developing their knowledge of food groups, food origins, healthy eating and physical changes during cooking | Teach children aboutforces, magnets andthe incredible properties of metals. This project develops children’s knowledge of metal names, where they are found, their main properties and how metals can be used in everyday life | Develop children’s knowledge of the ancient Greeks. Children learn how and when the ancient Greek civilisation flourished, and understand their culture, armies and heroes | Develop children’s knowledge of prehistoric times. Children learn how early human culture and land use developed during the Stone Age, Bronze Age and Iron Age | Develop children’s knowledge of predatory animals, plants, food chains, habitats and learn the key parts and functions of animals and plants. | Teach children about the Earth’s geological wonders. This project develops children’s knowledge of rocks, volcanoes, earthquakes, tsunamis and their impact on humans and the environment |
| **Memorable Experience** | Visit a local shop or supermarket | Visit a local playground | Meet Zeus | Visit a prehistoric site | Animal experience | Rock hunt |
| **Innovate Challenge** | Invent a smoothie | A friend for the Iron Man | Pandora's box | Construct a monument | The ultimate predator | Emergency plan for a volcano eruption |
| **Supporting texts and stories** | *Charlie and the Chocolate Factory* – Roald Dahl | The Iron Man – Ted Hughes | Greek Myths for Young Children – Anna Milbourne | Stig of the Dump – Clive King | The Sheep-Pig – Dick King-Smith | The Firework-Maker's Daughter – Philip Pullman |
| **English** | Recounts; Recipes; Poetry; Non-chronological reports; Adverts | Non-chronological reports; Explanations; Instructions; Poetry; Recounts | Character profiles; Diaries; Instructions; Myths and legends; Character descriptions | Information texts; Adventure narratives; Fact files; Letters; Poetry | Recounts; Leaflets; Poetry; Dilemma stories; Speeches | Recounts; Poetry; Narratives; Newspaper reports |
| **Maths** |  |  |  |  |  |  |
| **Science Topic** | Nutrition | Forces and magnets; Working scientifically |  | Plants; Light; Working scientifically | Food chains; Fossils; Plant parts and functions; Water transportation in plants; Skeletal systems; Working scientifically | Rocks |
| **Science Investigations** | Which is the juiciest fruit? Is it safe to eat? | Can you block magnetism? Why do magnets attract and repel? What does friction do? How mighty are magnets? |  | Do plants have legs? What are flowers for? | How do fossils form? What are our joints for? Why are trees tall? What do owls eat? How do worms move? | What is sand? |
| **Religious Education** |  | What do people celebrate and why? Deeper meanings of the festivals.(Christians, Muslims, Hindus, Sikhs) | What do people believe about God? (Christians) |  |  | Exploring Key Leaders: Who do Sikhs Hindus follow? |
| **Geography** | Food miles and fair trade |  |  | Fieldwork; Human and physical geography; Using maps and aerial images | Fieldwork; Using maps | Volcanoes and earthquakes |
| **History** | Significant individuals – James Lind |  | Ancient Greece | Prehistoric Britain – Stone Age to Iron Age |  | Ancient Rome – Pompeii |
| **Design and Technology** | Cooking and nutrition | Product evaluation; Research; Selecting materials; Making vehicles; Building an iron man; Using electrical circuits | Moving parts; Making models |  | Selecting and using materials | Structures |
| **Art and Design** | Sculpture | Embossed pattern and pictures; Making jewellery | 3-D sculpture; Greek art and design |  |  | Sculpture; Photography |
| **Music** | Developing notation skills | Enjoying Improvisation | Composing using your imagination | Sharing musical experiences | Learning more about musical styles | Recognising different sounds |
| **Physical Education** | Invasion Games | Badminton | Gymnastics | Football | Tri-Golf | Athletics |
| **Computing** | Connecting Computers | Stop-frame animation | Sequencing Sounds | Branching databases | Desktop Publishing | Events and actions in programs |
| **Modern Foreign Languages** | Food, glorious, food | Family and friends | Time | Getting to know you | All about me | Our School |
| **PSHE** | Feelings and EmotionsRelationships | Being ResponsibleComputer Safety | Keeping and Staying Safe | Fire Safety | Keeping and Staying Healthy | Hazard WatchMoney Matters |