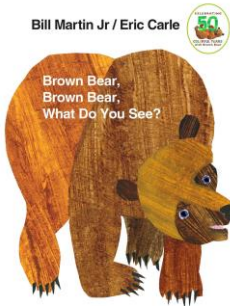
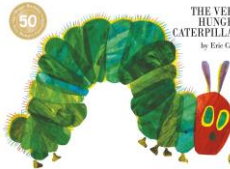
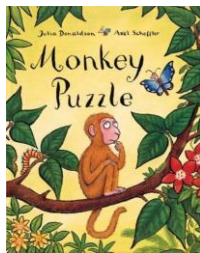
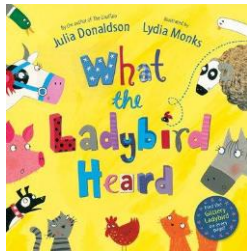
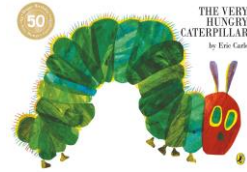
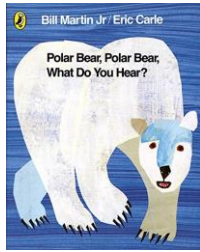


Spring – Life on Earth (and beyond)

		Focus areas for topic Science / Art	Curriculum Implementation	Other planned links
FS1	<p>Maths</p> <p>English</p> <p>Power of Reading</p>   <p>Poetry</p> <p>Nursery Rhyme</p>	<p>UNDERSTANDING THE WORLD The World</p> <p>*Children know about similarities and differences in relation to living things</p> <p>*They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>*They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>ART</p> <p>Illustrator – Eric Carle</p> <p>* They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,</p> <p>*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>*They represent their own ideas, thoughts and feelings through, art, music, role-play and stories</p>	<p>Art – colour</p> <hr/> <p>Science – animals</p> <p>Caterpillars - - start process beginning of march to release beginning of april before we break-up</p> <p>Farm trip / mobile farm??</p>	<p>PSHE 1- Dreams and Goals</p> <p>PSHE 2 – Healthy me</p>
FS2	<p>Maths</p> <p>Addition/subtraction - numbers to 5</p> <p>Numbers place value - numbers to 10</p> <p>Addition subtraction – to 10</p> <p>Shape space – 2D, 3D</p> <p>English</p>	<p>UNDERSTANDING THE WORLD</p> <p>The World- 30-50m: Comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things in the environment.</p> <p>The World- 40-60m: Looks closely at similarities, differences, patterns and change.</p> <p>The World- ELG: Children know about similarities and differences in relation to</p>	<p>Art – look at Eric Carle book images to look at effects.</p> <p>Children to create their own painted effects to use for the collage.</p> <p>Choose images to collage (each class to choose a different one)</p> <p>-----</p> <p>Science – catagorise animals e.g. jungle, arctic, farm etc</p> <p>Farm animals and pets</p> <p>-Visit to farm</p> <p>Chicks</p>	<p>PSHE 1- Dreams and Goals</p> <p>PSHE 2 – Healthy me</p> <p>ERIC – use Eric Carle books for ERIC time.</p> <p>The Bear-Raymond Briggs (GY Auditorium)</p> <p>Farm Trip – Hall Farm Park</p>

Power of Reading



Poetry


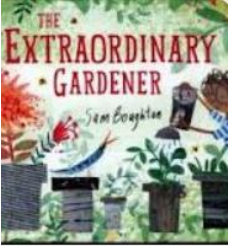
-Rhyming Couplets





places, objects, materials and living things.
They talk about the features of their own immediate environment and how environments might vary from lone another.
They make observations of animals and plants and explain why some things occur and talk about changes.

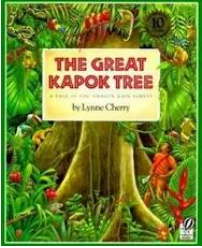

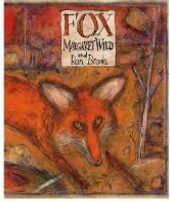
ART

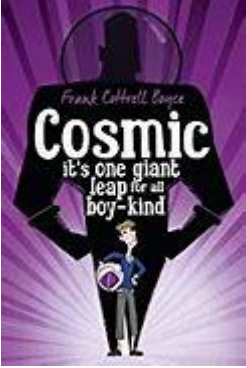
Illustrator – Eric Carle
* They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture,
*Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
*They represent their own ideas, thoughts and feelings through, art, music, role-play and stories

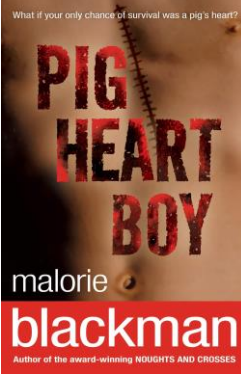
Caterpillars – start process beginning of march to release beginning of april before we break-up

<p>Year 1</p> <p>Links to previous knowledge Building on EYFS knowledge of their own immediate environment</p>	<p>Maths</p> <p>-Length & Height -Weight & Volume</p> <p>English</p> <p>Power of Reading</p>   <p>Poetry</p> <p>Shape poems</p>	<p>SCIENCE</p> <p>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees *identify and describe the basic structure of a variety of common flowering plants, including trees. *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals *identify and name a variety of common animals that are carnivores, herbivores and omnivores *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>ART</p> <p>Artist – Andy Goldsworthy, Van Gogh PATTERN – use a range of materials creatively to design and make products. DRAWING - (LINE, SHAPE) use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create. PAINTING (COLOUR AND SPACE) use painting as a medium to develop and share ideas. Involve experiences and imagination. Focus on using colour and space for effect. ARTISTS Link their products to well known artists. Attempt to make links to the local artistic community</p>	<p>Use local environment to explore and answer questions about plants in their habitat. Observe growth of flowers, vegetables. Know common names of flowers and trees. Understand how to take care of animals Fish, amphibians, reptiles, birds and mammals. Main body parts</p>	<p>RE – How can we keep the world special?</p> <p>PSHE 1- Dreams and Goals PSHE 2 – Healthy me IT -</p> <p>PE 1 – Dodgeball, Dance PE 2 – Cross country Gymnastics Music</p>
<p>Year 2</p> <p>Links to previous knowledge Building on year 1 work on their local environment</p>	<p>Maths</p> <p>-Multiplication & Division -Properties of Shape</p> <p>English</p> <p>Power of Reading Leaf</p>	<p>SCIENCE</p> <p>*explore and compare the differences between things that are living, dead, and things that have never been alive *identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *identify and name a variety of plants and animals in their habitats, including microhabitats *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. *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)</p>	<p>Spring 1 Humans – non fiction text Life cycle of humans Humans offspring -Do children get faster as they get older? Healthy eating, exercise Do bananas make us run faster? Introduced to the term 'Habitat' and 'microhabitat'. How do living things depend on each other? Compare habitats Basic survival needs Compare Artic/Forest (leaf) VISIT – Yorkshire Wildlife Park</p>	<p>RE – How do people demonstrate their beliefs?</p> <p>PSHE 1- Dreams and Goals PSHE 2 – Healthy me</p> <p>IT PE 1 – Dodgeball, Dance PE 2 – Cross country Gymnastics Music</p>

	  <p>Poetry Haikus</p>	<p>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>ART</p> <p>Artist – Dina Appel, Artur Bordalo MATERIALS (PATTERN TEXTURE, FORM) use a range of materials creatively to design and make products. Create and use a wide range of patterns and colours. Identify man-made and natural patterns. Choose for effect and purpose. DRAWING (LINE AND SHAPE) refine skills in drawing and develop and share ideas. Incorporate known experiences. Focus on using lines (movement, contours and feelings) and known shapes (geometric) to create PAINTING (COLOUR AND SPACE) refine skills in painting and develop and share ideas. They choose to use own experiences or imagination. Focus on using colour and space for effect. ARTISTS link their products to well known artists. Attempt to make links to local artistic community. Examine a piece of work from a well known artist and use it to create a success criterion. Then critically evaluate their work.</p>	<p>Artist— Dina Appel Human effects on Earth—specifically the Arctic Recycling Artist – Artur Bordalo Spring 2 Classifying living, dead, never alive. Simple food chains. Basic needs of animals for survival. Importance of nutrition and exercise. Introduce reproduction. Animals growth. How does a cactus survive in a desert without water? Arthur Tansley</p>	
<p>Year 3</p> <p>Links to previous knowledge</p>	<p>Maths Multiplication and division Statistics -Length & Perimeter</p> <p>English Power of Reading</p>   <p>Poetry Limericks</p>	<p>SCIENCE</p> <p>*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.</p> <p>ART</p> <p>Artist – Cath Hodsman, Rosalind Monks DRAWING (PENCIL, CHARCOAL) children are to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques ie line, shape (geometric and irregular), colour and space PAINTING (ACRYLIC) use acrylic paints to recap on the techniques previously learned. Review and evaluate work. Make changes by painting over with the acrylic.</p>	<p>Spring 1 . Skeletons/muscles Importance of nutrition Diets of different animals Healthy food and design own meal.</p> <p>Spring 2 Effect of different factors on plant growth. How is water transported in plants? Looking at the parts of flowering plants – dissect the flowers. Different experiments around plants – water transportation through a white flower. Cress experiment to monitor what plants need to survive. Look at the pollination process and the importance of insects.</p>	<p>RE – Who are the faith founders and what did they teach?</p> <p>PSHE 1 - Dreams and Goals PSHE 2 – Healthy me</p> <p>IT PE 1 – Dodgeball, Gymnastics PE 2– Cross country Dance</p> <p>Music</p>

		ARTISTS, ARCHITECTS AND DESIGNERS IN HISTORY continuously refer back to artists, architects and designers in history for inspiration or comparison.		
Year 4 Links to previous knowledge	<p>Maths -Fractions -Decimals</p> <p>English Power of Reading</p>    <p>Poetry Cinquain</p>	<p>SCIENCE</p> <p>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 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.</p> <p>ART Artist – Lewis Taylor, PAINTING 1 (WATERCOLOURS, OBSERVATIONS, TECHNIQUES AND CONTROL conduct an in depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Sketch book. Evaluate by beginning to use artistic language. PAINTING 2 (WATERCOLOUR EXPERIMENT) plan create and evaluate a painting using watercolours. Incorporate what you have found in PAINTING 1 into creating something. Students refer to the sketchbook and use it for planning. DRAWING (PENCIL, CHARCOAL) children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques ie line, shape, colour and space. Introduce the concept of negative space. Evaluate using artistic language. ARTISTS, ARCHITECTS AND DESIGNERS IN HISTORY continuously refer back to artists, architects and designers in history for</p>	<p>Hook day: a visit from the school dentist.</p> <p>Label a diagram of different teeth.</p> <p>Scientific investigation: What causes tooth decay – complete investigation, (egg in coca cola to show decay, dirty coin in too)</p> <p>How has visiting the dentist changed over time? Use inference to comprehend and compare from illustration</p> <p>Digestive system What are the names of the organs in the digestive system? Label diagram of digestive system and their functions. Children to make a working model of the digestive system with photographic evidence. Read text, A Lucky Escape.</p> <p>Swimming starts 3 mornings each week. Comparing Sound, vibration – musical instruments from around the world, changing pitch, volume Insulation against sound</p>	<p>RE – What makes a hero?</p> <p>PSHE 1- Dreams and Goals PSHE 2 – Healthy me IT PE 1 – Dodgeball, Swimming PE 2 – Cross country Dance</p> <p>Music</p> <p>Easter concert</p>

		inspiration or comparison – Andy Warhol – endangered animals link to YWP visit		
Year 5 Links to previous knowledge	<p>Maths</p> <ul style="list-style-type: none"> -Fractions -Decimals and Percentages <p>English Power of Reading</p>  <p>Poetry Renga</p>	<p>SCIENCE</p> <p>Earth and Space</p> <ul style="list-style-type: none"> *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 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. <p>Forces</p> <ul style="list-style-type: none"> *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. <p>Animals including Humans</p> <ul style="list-style-type: none"> *describe the changes as humans develop to old age. <p>Living things and their Habitats</p> <ul style="list-style-type: none"> *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. <p>ART</p> <p>Artist – Peter Thorpe (Space) DRAWING (CHARCOAL, LINE, TEXTURE) experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one.</p> <p>PROJECT</p> <ul style="list-style-type: none"> *sketchbook to record, revisit and review ideas *refer to artists, architects and designers in history to explain choices *They must choose from a range of materials (pencil, charcoal, paint, clay) *create a product that reflects a chosen artist, architect or designer or their own chosen one) *to refer to sketchbooks and use them for planning <p>ARTISTS, ARCHITECTS AND DESIGNERS FROM HISTORY</p> <p>continuously refer back to artists, architects and designers in history for inspiration or comparison</p>	Timeline to indicate stages of growth, puberty. Gestation periods of animals, humans Life-cycle changes Naturalists – David Attenborough, Jane Goodall	<p>RE – What inspires people to follow a faith and what is the cost?</p> <p>PSHE 1- Dreams and Goals</p> <p>PSHE 2 – Healthy me</p> <p>IT</p> <p>PE 1 – Dodgeball, Gymnastics</p> <p>PE – Cross country Dance</p> <p>Music</p>
Year 6 Links to previous knowledge grouping living things year 4	<p>Maths</p> <ul style="list-style-type: none"> -Converting units -Perimeter, Area & Volume -Ratio <p>English</p>	<p>SCIENCE</p> <ul style="list-style-type: none"> *describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals 	Classification Scientist Carl Linnaeus – pioneer of classification Healthy bodies How has earth changed over time	<p>RE – What gives a sense of identity and belonging?</p> <p>PSHE 1- Dreams and Goals</p>

<p>Main body parts year 3,4 Fossils year 3</p>	<p>Power of Reading</p>  <p>Poetry Ode</p>	<p>*give reasons for classifying plants and animals based on specific characteristics. *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. *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</p> <p>ART Artist – Michaelangelo, DRAWING (CHARCOAL, PENCIL) use a variety of techniques to create form and texture, ie. Shading and perspective. PAINTING (ACRYLIC) review and revisit their work. Critically evaluate and edit (paint over their work) Work in pairs to recreate a well known piece or an element of the piece. Try to use the colour wheel to use 'harmonious colours' and 'contrasting colours' ARTISTS, ARCHITECTS AND DESIGNERS IN HISTORY continuously refer back to artists, architects and designers in history for inspiration or comparison - Picasso</p>	<p>Evolution – Charles Darwin, Alfred Wallace</p>	<p>PSHE 2 – Healthy me IT - PE 1 – Dodgeball, Gymnastics PE 2 – Cross country Dance</p> <p>Music</p>
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