

## Heslerton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan

#### Year A - EXPLORE - Autumn Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Exploring our World (Geography Focus)</b>		
<b>Moral Focus</b>	Conflict	Change	Prejudice
<b>English</b> (Hannah Shackley)	Fairy Tales Retellings of stories from a different viewpoint Letters Lists, labels and captions	Letters Poetry – Kennings Recounts	Science fiction Contemporary Stories Biography Non-chronological reports
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Working Scientifically  Physics – Seasonal changes (continual)  Chemistry – Everyday Materials	Working Scientifically  Biology – Animals, including Humans	Working Scientifically  Physics – Earth and Space  Physics - Electricity
<b>RE</b>	Believing	Believing	Believing

<p>(Joanne Bickerton)</p>	<p>F1 Key Question: Which stories are special and why?  F2 Key question: Which people are special and why?</p> <p>1.1 Key Question: Who is a Christian and what do they believe?  1.2 Key Question: Who is a Muslim and what do they believe?</p>	<p>L2.1  Key question: What do people believe about God?</p>	<p>U2.3  Key question: What do religions say to us when life gets hard?</p>
<p><b>History</b>  (Hannah Shackley)</p>	<p>Events Beyond Living Memory (national or global)</p> <ul style="list-style-type: none"> <li>- Gunpowder plot</li> </ul> <p>Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Guy Fawkes</li> </ul> <p>Significant Historical Events and Places:</p> <ul style="list-style-type: none"> <li>- Gunpowder plot/Houses of Parliament</li> </ul>	<p>Changes in Britain from the Stone Age to the Iron Age  <i>This could include:</i></p> <ul style="list-style-type: none"> <li>- <i>Late Neolithic hunter-gatherers and early farmers</i></li> <li>- <i>Bronze age religion and travel</i></li> <li>- <i>Iron age hill forts, farming, art and culture</i></li> </ul>	<p>World history  Black History Month</p> <ul style="list-style-type: none"> <li>- linked to science (space race/NASA Computers – Katherine Johnson)</li> </ul>
<p><b>Geography</b>  (Sheryl Woodward)</p>	<p><u>West Heslerton Local Field Study – linked to family locations</u>  <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography</li> </ul>	<p><u>United Kingdom</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of</li> </ul>	<p><u>United Kingdom</u></p> <ul style="list-style-type: none"> <li>- <u>links to North America where possible</u></li> </ul> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time</li> </ul>

	<p>of a small area of the United Kingdom</p> <p>Human and physical geography Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>-</p>	<p>human and physical geography of a regions of the United Kingdom</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers, mountains</li> <li>- describe and understand key aspects of 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</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of 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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Printing</p> <ul style="list-style-type: none"> <li>- relief or impressed blocks</li> <li>- repeating patterns</li> <li>- two overlays</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines, marks, tone, form and texture</li> <li>- Perspective and Composition</li> </ul>

	<ul style="list-style-type: none"> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul>		
<b>Design and Technology</b> (Joanne Bickerton)	Free standing structures	Food – Healthy and a varied diet (fits in with science)  Electrical Systems: Simple Programming and Control	Electrical systems – more complex switches and circuits  Mechanical systems – Pulleys and gears
<b>Music</b> (Angela Durant)	TBC Performance this term	Speech rhymes So-la-so-mi songs Melodic contour (shape) Solfege hand-signs Groups of Beat (2,3,4) Simple Time Rhythms recap: ta, titi, sa Tempo: presto/allegro/largo Dynamics: forte/piano & fortissimo/pianissimo Body percussion Untuned percussion Tuned percussion Recorder B-A Emotion & artistic response to music Harvest/ Christmas	Songs within an Octave range Partner songs Melodic ostinato Groupings of Beat (2,3,4) Simple Time Rhythms ta, titi, tika-tika, sa Tempo: largo/allegro/presto Body percussion Untuned percussion ensemble Tuned percussion Recorder – B-A-G Emotion in music & artistic response Harvest/Christmas
<b>Physical Education</b> (Rachel Wells)	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	My healthy lifestyle	My healthy lifestyle	My healthy lifestyle
<b>Ancient and MFL</b> (Victoria Cordingley)	-	French: Ma famille et moi Le calendrier des fetes	French: Comment t'appelles-tu? Les cadeaux

<b>Computing</b> (Joanne Bickerton)	Text and Images: Computer skills 1 Word Processing 1 Presentation 2 Painting 1 Computer Art 2	Coding and Programming: Programming Turtle Logo and Scratch 3 Programming Turtle Logo 4 Scratch Questions 4	Multimedia Sound and Motion: Radio Station 5 Film Making 6 Coding and Programming: Controlling Devices 5 Scratch Story 6
<b>Key celebrations occurring this term</b>	Remembrance Bonfire Night Christingle Christmas		

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### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan

#### Year A DISCOVER - Spring Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Discovering Our Past (History Focus)</b>		
<b>Moral Focus</b>	Tradition	Loyalty	Fear
<b>English</b> (Hannah Shackley)	Stories with predictable and patterned language Recounts Newspapers Poetry – classic and contemporary learnt by heart	Myths and Legends Newspaper Stories set in historical contexts	Balanced Argument Letter Poetry Traditional and/or Folk Tales
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Working Scientifically  Physics – Seasonal changes (continual)	Working Scientifically  Chemistry – Materials, states of matter  Physics - Sound	Working Scientifically  Physics – Forces: gravity, resistance, mechanisms

	Biology – Animals, including Humans		
<b>RE</b> (Joanne Bickerton)	Expressing F3 Key question: Which places are special and why? F4 Key question: Which times are special and why?  1.5 Key question: What makes some places sacred?	Expressing  L2.4 Key question: Why do people pray?	Expressing  U2.4 Key question: If God is everywhere, why go to a place of worship?
<b>History</b> (Hannah Shackley)	Significant People (national and international) - Linked to science  Events Beyond Living Memory: Transport  Significant historical events and places: Transport	Ancient Greece A study of Greek life and achievements and their influence on the western world	British history, that extends chronological knowledge beyond 1066 - leisure and entertainment in the 20 <sup>th</sup> Century
<b>Geography</b> (Sheryl Woodward)	<u>United Kingdom – Contrasting locality Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u>  Locational Knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas  Place knowledge - understand geographical similarities and differences through studying the human and physical geography of West Hesterton/London	<u>Europe - Greece</u>  Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on key physical and human characteristics and major cities - Human and physical geography - describe and understand key aspects of physical geography, including: rivers, mountains  Geographical skills and fieldwork	<u>World Wide – including Europe and Russia</u>  Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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

	<p>Human and physical geography Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<p>Meridian and time zones (including day and night)</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of 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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> <li>- Texture – textured paint</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Hard and soft materials</li> </ul>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Join clay</li> <li>- Construct clay base for extending</li> <li>- Patterns and textures</li> <li>- Papier–mache object</li> </ul>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Recycled, natural and man-made materials</li> </ul>



	<ul style="list-style-type: none"> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul>		
<b>Design and Technology</b> (Joanne Bickerton)	Mechanisms – wheels and axles	Mechanical systems – Levers and linkages	Food – celebrating culture and seasonality
<b>Music</b> (Angela Durant)	Speaking vs singing voice Moving voices High & low So-la-so-mi pitch match Melodic contour (shape) So-mi on the music staff Beat Tempo: allegro/fast & adagio/slow Dynamics: loud/forte & soft/piano Body percussion Untuned percussion Nursery Rhymes	TBC Performance this term	Treble Staff B-A-G Simple Time Rhythms extend to: ta-a-a-a (semibreve), ta-a(minim), ta-a-a(dotted minim) Rhythm v Beat <b>Tempo:</b> largo/andante/allegro/presto <b>Dynamics:</b> pianissimo/fortissimo/piano/forte Mezzo forte/mezzo piano Recorder B-A-G Sing Up Day
<b>Physical Education</b> (Rachel Wells)	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Dance  Sporting activities to match the locally agreed competition programme  Forest Schools	Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	Keeping myself safe	Keeping myself safe	Keeping myself safe
<b>Ancient and MFL</b>		French: La jungle Bon appetit – tutti frutti	French: Cher zoo Le petit dejeuner

(Victoria Cordingley)			
<b>Computing</b> (Joanne Bickerton)	E Safety Using the Internet 2 Coding and Programming: Programming Toys 1	E Safety Technology in our lives: Internet Research 3 Online safety 3,4	E Safety Multimedia Text and Images: 3D modelling 5 Internet Research and Web Design 5 Coding and Programming: Scratch Games 5 Kodu Programming 6
<b>Key celebrations occurring this term</b>	E Safety Week Fairtrade Fortnight World Book Day Lent Easter		

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### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan

#### Year A CREATE- Summer Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Creating (Arts focus)</b>		
<b>Moral Focus</b>	Strength	Beauty	Diversity and democracy
<b>English</b> (Hannah Shackley)	Instructions Explanations Retelling stories heard and read Poetry- Rhymes and riddles	Modifying well- known stories Retelling simple stories in different ways Instructions/explanation	Persuasive texts Newspaper Playscripts
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Working Scientifically  Physics – Seasonal changes (continual)  Biology - Living things and habitats	Working Scientifically  Biology - Plants	Working Scientifically  Biology - Animals, including humans

	<b>Biology - Plants</b>		
<b>RE</b> (Joanne Bickerton)	Living F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?  1.7 What does it mean to belong in a faith community?	Living  L2.7 Key question: What does it mean to be a Hindu in Britain today?	Living  U2.6 Key question: What does it mean to be a Muslim in Britain today?
<b>History</b> (Hannah Shackley)	Changes within living memory  Compare Significant People (national and international) - Linked to art/geography  Linked to art and artists	<i>Art history</i> - <i>Links to artists lives</i>	The achievements of the earliest civilisations - An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
<b>Geography</b> (Sheryl Woodward)	<u>World wide – hot/cold regions</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u>  Locational Knowledge - name and locate the world's 7 continents and 5 oceans  Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of a small area in a contrasting non-European country  Human and physical geography - identify the location of hot and cold areas of the world in relation to the	<u>World wide – including North America</u> <u>Rivers and Water Cycle - Local field work</u>  Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical characteristics - name and locate counties and cities of the United Kingdom, geographical regions physical characteristics, key topographical features (coasts and rivers) - identify the position and significance of latitude, longitude, Equator,	<u>World wide – Egypt</u>  Locational Knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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)

	<p>Equator and the North and South Poles</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>Geographical skills and fieldwork 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</p>	<p>Northern Hemisphere, Southern Hemisphere</p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of rivers in United Kingdom, rivers in a European country, and rivers in North America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers and the water cycle</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> </ul>	<p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> </ul>
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p>3D and Sculpture</p> <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Match and sort fabric</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Form and shape</li> <li>- Tone</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- 3D structures</li> <li>- Grades of thread and needles</li> <li>- Batik</li> <li>- Overlap and layer</li> </ul>

	<ul style="list-style-type: none"> <li>- Change and modify threads and fabrics</li> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture - weaving</li> </ul>		
<b>Design and Technology</b> (Joanne Bickerton)	Food – Preparing fruit and vegetables	Structures – shell structures using computer-aided design  Textiles – 2D shape to 3D product	Textiles – using computer aided design in textiles.
<b>Music</b> (Angela Durant)	Build repertoire including mi-re-do. Sing in Solfege with hand-signs WORD (syllabic) Rhythms Derive, notate & perform simple time rhythms: ta, ti-ti & sa Percussion Ensemble Introduction to tuned percussion Articulation: smooth/legato or short/staccato Cumulative (“Add-on”) Songs Mood intent of music Verse-Chorus Sing Up Day 2021	mi-re-do songs 2-part Canon Treble Staff B-A-G Simple Time Rhythms: consolidate ta, titi, sa Introduce tika-tika Rhythmic ostinato Articulation: accent Dynamics: fortissimo/pianissimo Recorder B-A-G Verse-Chorus A-B-A-C form  Sing Up Day	TBC Performance this term
<b>Physical Education</b> (Rachel Wells)	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b>	Becoming an active citizen	Becoming an active citizen	Becoming an active citizen

(Joanne Bickerton)			
<b>Ancient and MFL</b> (Victoria Cordingley)		French: Le temps libre: vive le sport Destination vacances: La meteo	French: Vive le temps libre A la plage
<b>Computing</b> (Joanne Bickerton)	Coding and Programming: Programming Scratch 1 Technology in our lives: Using and Applying 1,2	Multimedia Text and Images: Drawing and Desktop Publishing 3 Internet Research 3 Presentation Skills 3 Word Processing 3,4 Using and Applying 3,4	Handling data: Spreadsheets 6 Technology in our Lives: Using and Applying 5,6
<b>Key celebrations occurring this term</b>	Whitsun Trinity Sunday Olympics/World Cup Whole Sports Event Leavers Events		

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#### Year B EXPLORE - Autumn Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Exploring our World (Geography Focus)</b>		
<b>Moral Focus</b>	Care	Power	Wealth
<b>English</b> (Hannah Shackley)	Traditional Tales Stories in familiar settings	Stories with Morals/Fables Biography	Recount Stories from different cultures Instructions Explanations
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Working Scientifically Physics – Seasonal changes (continual) Chemistry – Everyday Materials	Working Scientifically Physics – Electricity Physics – Light	Working Scientifically Physics - Light
<b>RE</b>	Believing	Believing	Believing



<p>(Joanne Bickerton)</p>	<p>F1 Key Question: Which stories are special and why? F2 Key question: Which people are special and why?</p> <p>1.4 Key question: What can we learn from sacred books</p>	<p>L2.2 Key question: Why is the Bible important to Christians today?</p>	<p>U2.2 Key question: Can we live by the values of Jesus in the 21<sup>st</sup> century?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Events Beyond Living Memory (national or global): WW1/WW2</p> <p>Significant People (national and international): Linked to world wars and remembrance</p> <p>Significant Historical Events and Places: Remembrance day/own locality</p>	<p>Britain's settlements by Anglo-Saxons and Scots <i>This could include</i></p> <ul style="list-style-type: none"> <li>- Roman withdrawal from Britain in AD 410 and the fall of the western Roman Empire</li> <li>- Scots invasion from Ireland to north Britain (now Scotland)</li> <li>- Anglo-Saxon invasions, settlements and kingdoms (place names and village life)</li> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p>A local History Study <i>For example</i></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British studies listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</li> </ul>	<p>A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>- Mayan civilization AD 900</li> </ul>
<p><b>Geography</b></p>	<p><u>West Heslerton - Local Field Study</u></p>	<p><u>United Kingdom – Malton/Scarborough Local Field Study</u></p>	<p><u>World wide – South America</u></p>

<p>(Sheryl Woodward)</p>	<p><u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Location knowledge</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of West Heselton</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>- use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>- 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</li> </ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: rivers mountains</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build</li> </ul>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- 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)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains</li> <li>- describe and understand key aspects of 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</li> </ul> <p>Geographical skills and fieldwork</p>
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	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>their knowledge of the United Kingdom</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> </ul>
<b>Art and Design</b> (Hannah Shackley)	<p>Working as an artist (generic skills)</p> <p>Drawing</p> <ul style="list-style-type: none"> <li>- Lines and marks</li> <li>- Shape</li> <li>- Tone</li> <li>- Texture</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>- Variety of media</li> <li>- Arrange and glue</li> <li>- Sort and group materials</li> <li>- Fold, crumple, tear overlap</li> <li>- Colour – collect, sort, name, match</li> <li>- Shape – create and arrange</li> <li>- Texture – use textured paper</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Different effects and textures</li> <li>- Range of scales</li> <li>- Create effects and textures</li> <li>- Colour - primary, secondary, tints and shades</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Painting from a drawing</li> <li>- Different media and materials</li> <li>- Create from a variety of sources</li> <li>- Colour - atmosphere and light, primary, secondary, complimentary colours</li> </ul>
<b>Design and Technology</b> (Joanne Bickerton)	Structures – freestanding structures	Electrical Systems: Simple circuits and switches	<p>Textiles - Combining different fabric shapes</p> <p>Structures – frame structures</p>
<b>Music</b> (Angela Durant)	TBC Performance this term	<p>Speech rhymes</p> <p>So-la-so-mi songs</p> <p>Melodic contour (shape)</p> <p>Solfege hand-signs</p>	<p>Songs within an Octave range</p> <p>Partner songs</p> <p>Melodic ostinato</p> <p>Groupings of Beat (2,3,4)</p>

		<p>Groups of Beat (2,3,4)  Simple Time Rhythms recap: ta, titi, sa  Tempo: presto/allegro/largo  Dynamics: forte/piano &amp; fortissimo/pianissimo  Body percussion  Untuned percussion  Tuned percussion  Recorder B-A  Emotion &amp; artistic response to music  Harvest/ Christmas</p>	<p>Simple Time Rhythms ta, titi, tika-tika, sa  Tempo: largo/allegro/presto  Body percussion  Untuned percussion ensemble  Tuned percussion  Recorder – B-A-G  Emotion in music &amp; artistic response  Harvest/Christmas</p>
<p><b>Physical Education</b>  (Rachel Wells)</p>	<p>Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools</p>	<p>Swimming  Sporting activities to match the locally agreed competition programme  Forest Schools</p>	<p>Dance  Sporting activities to match the locally agreed competition programme  Forest Schools</p>
<p><b>PSHE</b>  (Joanne Bickerton)</p>	<p>Me and my future</p>	<p>Me and my future</p>	<p>Me and my future</p>
<p><b>Ancient and MFL</b>  (Victoria Cordingley)</p>		<p>French:  Les monstres  Les couleurs</p>	<p>French:  Les portraits  On fait la tete</p>
<p><b>Computing</b>  (Joanne Bickerton)</p>	<p>Multimedia text and Images:  Computer skills 1  Word Processing 1  Presentation 2  Painting 1  Computer Art 2</p>	<p>Multimedia Sound and Motion:  Presentation 3  Animation 4</p>	<p>Coding and Programming  Controlling Devices 5  Scratch Story 6  Multimedia Sound and Motion:  Radio Station 5  Film Making 6</p>
<p><b>Key celebrations occurring this term</b></p>	<p>Remembrance  Bonfire Night  Christingle  Christmas</p>		

## Heslerton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan

#### Year B DISCOVER - Spring Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	<b>Discovering Our Past (History Focus)</b>		
<b>Moral Focus</b>	Fairness	Failure	Wisdom and sustainability
<b>English</b> (Hannah Shackley)	Non-chronological reports Poetry – acrostic and rhyme Poetry – classic and contemporary learnt by heart	Shape poetry Traditional and/or Folk Tales Balance argument Persuasive	Poetry Stories with dilemmas Letters Balanced argument
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Working Scientifically  Physics – Seasonal changes (continual)  Biology – Animals including Humans	Working Scientifically  Physics – Forces  Physics – Magnets	Working Scientifically  Biology - Evolution and Inheritance
<b>RE</b>	Expressing	Expressing	Expressing

<p>(Joanne Bickerton)</p>	<p>F3 Key question: Which places are special and why? F4 Key question: Which times are special and why?</p> <p>1.6 Key question: How and why do we celebrate special and sacred times?</p>	<p>L2.5 Key question: Why are festivals important to religious communities?</p>	<p>U2.5 Key question: Is it better to express your religion in arts and architecture or in charity and generosity?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Significant People (national and international)</p> <ul style="list-style-type: none"> <li>- Queen Elizabeth and Queen Victoria</li> <li>- Possibly Great Fire of London?</li> </ul>	<p>The Roman Empire and its Impact on Britain</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion in 55-54 BC</li> <li>- The Roman Empire by AD 42 and the power of its army</li> <li>- Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>- British resistance, Boudicca</li> <li>- Romanisation of Britain, impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>Vikings and Anglo-Saxons (Kingdom of England to Edward the Confessor)</p> <p><i>This could include</i></p> <ul style="list-style-type: none"> <li>- Viking raids and invasion</li> <li>- Resistance by Alfred the Great and Athelstan, first King of England</li> <li>- Further Viking Invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> <p>A local History Study - York</p> <p><i>For example</i></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British studies listed</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- a study of an aspect of history or a site dating from a period beyond 1066 that is significant to the locality</li> </ul>
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>United Kingdom – London</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p>	<p><u>Europe - Italy</u></p> <p>Locational Knowledge</p>	<p><u>United Kingdom – York</u> <u>Local Field Study</u></p> <p>Locational Knowledge</p>

	<p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p>Human and physical geography</p> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: climate zones, rivers, mountains</li> <li>- describe and understand key aspects of 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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</li> <li>- 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.</li> </ul>
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		<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>- use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe</li> </ul>	
<p><b>Art and Design</b> (Hannah Shackley)</p>	<p>Working as an artist (generic skills)</p> <p>Painting</p> <ul style="list-style-type: none"> <li>- Variety of tools and techniques</li> <li>- Mix and match colours</li> <li>- Different scales</li> <li>- Name types of paint and properties</li> <li>- Colour – primary and mix primary shades</li> <li>- Texture – textured paint</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>- Hard and soft materials</li> <li>- Make marks on rollers and palettes</li> <li>- Simple prints</li> <li>- Roll ink over objects</li> <li>- Make repeating patterns</li> <li>- Make simple print blocks</li> <li>- Colour – Overprinting</li> <li>- Texture – rubbings</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Textiles</p> <ul style="list-style-type: none"> <li>- Variety if techniques (e.g. dyeing, weaving, stitching)</li> <li>- Stitching, joining, cutting</li> <li>- Paste resist</li> </ul>	<p>Working as an artist (generic skills)</p> <p>Printing</p> <ul style="list-style-type: none"> <li>- relief and impressed blocks</li> </ul> <p>three overlays</p>
<p><b>Design and Technology</b> (Joanne Bickerton)</p>	<p>Mechanisms – sliders and levers</p>	<p>Mechanical systems - Pneumatics</p>	<p>Electrical systems – monitoring and control</p>
<p><b>Music</b> (Angela Durant)</p>	<p>Speaking vs singing voice</p> <p>Moving voices</p> <p>High &amp; low</p> <p>So-la-so-mi pitch match</p> <p>Melodic contour (shape)</p>	<p>TBC</p> <p>Performance this term</p>	<p>Treble Staff B-A-G</p> <p>Simple Time Rhythms extend to:</p> <p>ta-a-a-a (semibreve), ta-a(minim), ta-a-a(dotted minim)</p> <p>Rhythm v Beat</p>



	<p>So-mi on the music staff  Beat  Tempo: allegro/fast &amp; adagio/slow  Dynamics: loud/forte &amp; soft/piano  Body percussion  Untuned percussion  Nursery Rhymes</p>		<p><b>Tempo:</b> largo/andante/allegro/presto  <b>Dynamics:</b>  pianissimo/fortissimo/piano/forte  Mezzo forte/mezzo piano  Recorder B-A-G  Sing Up Day</p>
<p><b>Physical Education</b>  (Rachel Wells)</p>	<p>Dance  Sporting activities to match the locally agreed competition programme  Forest Schools</p>	<p>Dance  Sporting activities to match the locally agreed competition programme  Forest Schools</p>	<p>Sporting activities to match the locally agreed competition programme  Forest Schools</p>
<p><b>PSHE</b>  (Joanne Bickerton)</p>	<p>Keeping myself safe online</p>	<p>Keeping myself safe online</p>	<p>Keeping myself safe online</p>
<p><b>Ancient and MFL</b>  (Victoria Cordingley)</p>		<p>French:  Les animaux  Au marche</p>	<p>French:  Le carnaval des animaux  Au cafe</p>
<p><b>Computing</b>  (Joanne Bickerton)</p>	<p>E Safety  Using the Internet 2  Coding and Programming:  Preparing for Turtle Logo 2</p>	<p>E Safety  Technology in our lives:  Internet Research 3  Online safety 3,4  Handling Data:  Word Processing 4</p>	<p>E Safety  Coding and Programming:  Scratch Games 5  Kodu Programming 6  Multimedia Text and Images:  3D modelling 5  Internet Research and Web Design 5</p>
<p><b>Key celebrations occurring this term</b></p>	<p>E Safety Week  Fairtrade Fortnight  World Book Day  Lent  Easter</p>		

## Heslerton CE Long Term Curriculum Plan

### Our Curriculum Intent

As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.

To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.

Whilst making the greatest use of the wide open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.

### Our Curriculum Implementation

#### Heslerton CE Long Term Curriculum Plan      Year B CREATE - Summer Term

	<b>Badger Wood</b>	<b>Keeper Wood</b>	<b>Farthing Wood</b>
<b>Topic Title</b> (subject lead)	Creating (Arts focus)		
<b>Moral Focus</b>	Dreams	Consequences	Community
<b>English</b> (Hannah Shackley)	Persuasive Texts Balanced Arguments Stories set in fantasy worlds Biography	Adventure Stories Non-chronological reports	Shakespeare Stories told as playscripts Newspapers Non-chronological reports Scary stories
<b>Mathematics</b> (Sheryl Woodward)	See White Rose Maths Planning		
<b>Science</b> (Joanne Bickerton)	Physics – Seasonal changes (continual)  Biology - Living things and habitats  Biology - Plants	Working Scientifically  Biology: Living Things and Habitats  Chemistry: Rocks	Working Scientifically  Biology: Living things and habitats  Chemistry - Materials, filtering, changes

<p><b>RE</b> (Joanne Bickerton)</p>	<p>Living</p> <p>F5 Key question: Being special - Where do we belong? F6 Key question: What is special about our world?</p> <p>1.8 Key question: How should we care for others and the world and why does it matter?</p>	<p>Living</p> <p>L2.9 Key question: What can we learn from religions about what is right and wrong?</p>	<p>Living</p> <p>U2.7 Key question: What matters most to Christians and Humanists?</p>
<p><b>History</b> (Hannah Shackley)</p>	<p>Changes within living memory:</p> <p>Significant People (national and international): Neil Armstrong, Tim Peake</p> <p>Significant Historical Events and Places: Moon Landing</p> <p>Linked to art and artists</p>	<p><i>Art history</i> <i>Links to artists' lives</i></p>	<p>- <i>Links to Whitby's heritage, where possible</i></p>
<p><b>Geography</b> (Sheryl Woodward)</p>	<p><u>World wide – Hot/cold places</u> <u>Ongoing - identify seasonal and daily weather patterns in the United Kingdom</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> <li>- name and locate the world's 7 continents and 5 oceans</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</li> </ul> <p>Human and physical geography</p>	<p><u>World wide –</u> <u>Mountains, Volcanoes and Earthquakes</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities</li> <li>- name and locate counties and cities of the United Kingdom, geographical regions and physical</li> </ul>	<p><u>United Kingdom - Whitby</u></p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Geographical skills and fieldwork</p>

	<ul style="list-style-type: none"> <li>- identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole</li> </ul> <p>Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p>Geographical skills and fieldwork</p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>-</p>	<p>characteristics, key topographical features (including hills, mountains)</p> <ul style="list-style-type: none"> <li>- 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)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of physical geography of the mountains in the United Kingdom, of the mountains in a European country, and of the mountains in South America</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> </ul>	<ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>- use the 8 points of a compass, 4 and 6-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</li> <li>- 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.</li> </ul>
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<b>Art and Design</b> (Hannah Shackley)	Working as an artist (generic skills)  3D and Sculpture <ul style="list-style-type: none"> <li>- Manipulate malleable materials</li> <li>- Form - Construct and join</li> <li>- Texture – change the surface</li> </ul> Textiles <ul style="list-style-type: none"> <li>- Match and sort fabric</li> <li>- Change and modify threads and fabrics</li> <li>- Use scissors</li> <li>- Join – stitching and glue</li> <li>- Apply decoration</li> <li>- Create plaits</li> <li>- Colour – apply in different ways, use natural dye</li> <li>- Texture - weaving</li> </ul>	Working as an artist (generic skills)  Collage <ul style="list-style-type: none"> <li>- range of techniques – tearing, overlapping, layering</li> <li>- represent texture</li> </ul>	Working as an artist (generic skills)  Collage <ul style="list-style-type: none"> <li>- add to a painted, printed or drawn background</li> <li>- Range of media</li> <li>- Different techniques</li> </ul>
<b>Design and Technology</b> (Joanne Bickerton)	Textiles - Templates and Joining Techniques	Structures – Shell structures	Mechanical systems - Cams
<b>Music</b> (Angela Durant)	Build repertoire including mi-re-do. Sing in Solfege with hand-signs WORD (syllabic) Rhythms Derive, notate & perform simple time rhythms: ta, ti-ti & sa Percussion Ensemble Introduction to tuned percussion Articulation: smooth/legato or short/staccato Cumulative (“Add-on”) Songs Mood intent of music Verse-Chorus Sing Up Day 2021	mi-re-do songs 2-part Canon Treble Staff B-A-G Simple Time Rhythms: consolidate ta, titi, sa Introduce tika-tika Rhythmic ostinato Articulation: accent Dynamics: fortissimo/pianissimo Recorder B-A-G Verse-Chorus A-B-A-C form  Sing Up Day	TBC Performance this term

<b>Physical Education</b> (Rachel Wells)	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools	Athletics  Sporting activities to match the locally agreed competition programme  Forest Schools
<b>PSHE</b> (Joanne Bickerton)	Me and my relationships	Me and my relationships	Me and my relationships
<b>Ancient and MFL</b> (Victoria Cordingley)		French: Je suis le musician A la mode	French: Tour de France Destinations
<b>Computing</b> (Joanne Bickerton)	Coding and Programming: Programming for Turtle Logo 2 Technology in our Lives: Using and Applying 1,2	Coding and Programming: Programming Turtle Logo and Scratch 3 Programming Turtle Logo 4 Scratch Questions 4	Technology in our Lives Using and Applying 5,6 Handling data: Spreadsheets 6
<b>Key celebrations occurring this term</b>	Whitsun Trinity Sunday Whole School Sports Event Leavers Event		