

WHITNASH PRIMARY SCHOOL

‘Learning, growing and succeeding together’

Curriculum Overview of Topics 2022-23

Year 1 lines of enquiry					
Who am I?	How do people celebrate around the world?	What was the Great Fire?	What is a castle?	Where do I live?	What lives in our locality?
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>As a geographer I will identify where I live. I will undertake field work by completing sketches of the school, its grounds and surrounding environment.</p> <p>As a historian I will find out about changes in my living memory and use common words and phrases relating to the passing of time. I will place known events and objects in chronological order.</p> <p>As an artist self-portrait sketches in art sketch books self-portraits and</p>	<p>As a historian I will find answers to some simple questions about the past from simple sources of information. I will relate my own account of an event and understand that others may give a different version I will begin to understand key features of events – The gunpowder plot.</p> <p>As a designer Design and weave a Christmas decoration.</p> <p>Other links – Fire Safety</p>	<p>As a geographer I will name, describe and compare familiar places (London and their local town).</p> <p>As a historian I will begin to understand key features of events – great fire of London – and find out about the significant individual, Samuel Pepys. I will find answers to some simple questions about the past from simple sources of information.</p> <p>As an artist I will look at colour mixing, and creating washes from warm and cold</p>	<p>As a geographer I will begin to use fieldwork skills to explore and make simple maps of the local area. I will use locational and directional language. I will answer geographical questions e.g. What is it like to live in this place?</p> <p>As a historian I will explore the history of my locality/school I will talk, draw or write about aspects of the past. I will be able to identify some similarities and</p>	<p>As a geographer. I will identify where I live – UK and Leamington Spa, field work sketches of the school, its grounds and surrounding environment. I will name, describe and compare familiar places. I will begin to understand how some places are linked to other places e.g. roads, trains. I will be able to describe seasonal weather changes</p> <p>As a historian I will learn about a significant historical events in their locality I will learn</p>	<p>As a geographer I will ask simple geographical questions e.g. What is it like to live in this place? I will learn about some present changes that are happening in the local environment. I will suggest ideas to improve the school environment.</p> <p>As an artist I will develop my printing skills based around Van Gough and the sunflowers</p> <p>As a designer (design make and evaluate) I will use what I have learned about the fruits that grow in</p>

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<p>creating fruit sculptures (Pablo Picasso & Guiseppe Arcimbaldo)</p>		<p>colours linked to the Great fire of London.</p>	<p>differences between ways of life in different periods. As a designer (design make evaluate) I will make a castle, focussing on cutting and joining materials. I will look at creating a drawbridge with a lever mechanism.</p>	<p>about a significant local person -William Webb Ellis. I will talk, draw or write about aspects of the past. As an artist I will develop my skills in collage, practising tearing, cutting and layering paper to create different effects.</p>	<p>our localilty to create a fruit salad.</p>
<p>As a scientist I will explore seasonal changes Observe and describe weather associated with the seasons and how the day length varies. Identify, draw and label and name human body parts and senses</p>	<p>As a scientist I will explore seasonal changes Observe and describe weather associated with the seasons I will explore objects and the materials they are made from. I will identify materials, describe their physical properties and comepare and group them.</p>	<p>As a scientist I will explore seasonal changes I will observe and describe weather associated with the seasons</p>	<p>As a scientist I will explore plants and animals and describe their basic structure. I will learn names and identify a variety of common wild and garden plants and trees I will explore the structure of flowering plants and trees I will identify common animals and their diets.</p>		

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<p>In Physical Education I will develop my fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. I will develop my skills in team building and gymnastics. I will develop my sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p>	<p>In Physical Education I will develop my skills in dance by exploring travelling actions, movement skills and balancing. I will explore my fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. I will develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. I will develop my understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.</p>	<p>In Physical Education I will develop my skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. I will develop my basic skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. During Target Games, I will will develop my aim using both underarm and overarm actions. I will be introduced to the basic skills required in Net and Wall games. I will learn the importance of the ready position. We will develop throwing, catching and racket skills, learning to track and hit a ball.</p>
<p>In RE – Focus ‘Living’ I will learn what it means to belong to a faith community for Christians, Muslims and Jewish people. Focus ‘Expressing’ I will learn what makes some places scared for Christians, Muslims and/or Jewish people. Further focus: Diwali and Christmas</p>	<p>In RE – Focus ‘Believing’ I will learn about Christians and what they believe. Further focus: Christianity - Easter</p>	<p>In RE - Focus ‘Believing’ I will learn about Sikhs and what they believe. (Additional unit)</p>
<p>As a Musician I will be singing a variety of songs focusing on performance. These songs are linked to Charanga, The Warwickshire Music Scheme.</p>	<p>As a Musician I will be playing instruments and composing and performing songs. These songs are linked to Charanga, The Warwickshire Music Scheme.</p>	<p>As a Musician I will be composing, improving and singing and developing skills of improvisation. This will be linked to the Chranga, The Warwickshire Music Scheme.</p>

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<p>In Computing I will be learning about technology outside of school. I will be learning about coding and how to plan and make a simple computer programme.</p>	<p>In Computing I will be learning about online safety and how to log in safely, find and save work and add pictures and text to work. I will be learning about pictograms and how to represent data in a picture format.</p>	<p>In Computing I will be learning to create algorithms and debug. I will be using a programme called '2Create a story,' to create an animated story.</p>
<p>Visits, Visitors, enrichment of the curriculum School Nurse visit Local area walk Visit to the local church linked to Christian celebrations</p>	<p>Visits, Visitors, enrichment of the curriculum Local area walk to study houses and materials Pudding Lane experience with model building linked to the Great Fire of London Visit to Warwick castle</p>	<p>Visits, Visitors, enrichment of the curriculum Visit from the local Fire Service. Outdoor Learning linked to topic of sorting and naming common plants and animals.</p>

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Year 2 Lines of enquiry				
How has transport changed over time?	What changed because of the Titanic?	Why can't a tiger live in my garden?	How can we help plants grow?	Would you prefer a seaside holiday in Victorian times or today?
Autumn	Spring 1	Spring 2	Summer	Summer
<p>As a geographer I will locate and name continents and oceans, using maps and atlases.</p> <p>As a historian I will learn about a significant person and events in our locality - Sir Frank Whittle – and the first aeroplane flight.</p> <p>I will explore events beyond living memory that are significant nationally or globally, for example, the first aeroplane flight or events.</p> <p>I will be looking at old forms of transport in particular changes and comparisons to transport today.</p> <p>We will be able to describe changes in living memory and aspects of change in national life.</p> <p>As an artist I will be completing sketches in sketch books.</p> <p>I will be completing a series of work based on Paul Klee.</p> <p>As a designer (design make evaluate) create a vehicle and mode transport</p>	<p>As a geographer I will name and locate the world's seven continents and five oceans and also look at the characteristics of the seas surrounding the UK.</p> <p>As a historian I will show an awareness of the passing of time. I will ask and answer questions, choosing and using parts of stories and sources. I will explore events beyond living memory that are significant nationally or globally, for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries – The Titanic.</p> <p>As an artist I will investigate marbling, creating a sea scape, experimenting with</p>	<p>As a geographer focus on physical features – atlas work on countries and continents.</p> <p>I will identify different habitats and climates around the world</p> <p>As an artist I will investigate the use of paint and printing.</p> <p>We will look at different printing methods including, sponge and block, using the work of Henri Rousseau</p>	<p>As a geographer focus on physical features – atlas work on countries and continents.</p> <p>I will look at habitats and climates around the world and find similarities and differences to the UK.</p> <p>As a designer, I will plan, design and make a product for a garden (bird feeder).</p> <p>We will be evaluating our final product.</p>	<p>As a geographer I will use compass directions NSEW to describe features and locations on a map and ariel photo, construct basic keys for maps. I will name, locate and identify the characteristics of the four countries in the UK. I will use the correct geographical terms for physical and human features.</p> <p>As a historian I will learn about a significant individual of the past – Queen Victoria. I will identify changes in</p>

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<p>for a purpose, exploring the use of wheels and axles. I will be making cars using cutting and joining. I will evaluate how I can make the structure stronger.</p>	<p>printing to create a Titanic silhouette.</p>			<p>national life focussing on holidays – Victorian holidays and Queen Victoria. I will show an awareness of the passing of time. I will ask and answer questions, choosing and using parts of stories and sources. I will explore events beyond living memory As an artist sketches in sketch books focussing on the work of Georgia O’Keefe. I will investigate clay by creating a Georgia O’Keefe inspired flower sculpture.</p>
<p>As a scientist I will investigate the uses of everyday materials. This will involve exploring the suitability of materials for different purposes and finding out how the shape of objects made from materials change by forces on them. This work will</p>	<p>As a scientist investigate animals and including humans. This will involve identifying, classifying and comparing animals, including humans. I will be learning and describing the basic needs of animals/humans, , including diet and exercise. I will</p>	<p>As a scientist I will learn to identify and name a variety of plants and animals and habitats.</p>	<p>As a scientist I will learn about animals and their habitats around the world. This will involve identifying and describing how</p>	

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<p>be linked to simple tests relating to vehicles and waterproof materials.</p>	<p>learn how animals, including humans have offspring that grow into adults.</p>	<p>I will learn about plants and observe and describe how they grow and what they need.</p>	<p>animals and plants are suited to their environment. I will find out how animals and plants get their energy and show it in a food chain.</p>
<p>In Physical Education I will develop will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Through Team Building, I will develop my communication and problem-solving skills. I will develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. I will develop my sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p>	<p>In Physical Education I will develop my skills in Dance through exploring space and how my body can move to express and idea, mood, character or feeling. I will expand their knowledge of travelling actions. I will develop my fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. I will develop my understanding of invasion games and the principles of defending and attacking. I will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. I will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p>	<p>In Physical Education I will develop skills required in athletic activities such as running at different speeds, jumping and throwing. I will develop their understanding of the principles of target games. I will learn how to score points and play to the rules. I will develop the skills of throwing, rolling, kicking and striking to targets. I will develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. I will develop my understanding of the principles of net and wall games such as using the ready position to defend my space and sending the ball away from an opponent to maximise my chances of scoring.</p>	
<p>In RE – Focus ‘Believing’ I will learn about Muslims and what they believe.</p>	<p>In RE – Focus ‘Expressing’ I will explore what we can learn from sacred books with a study of Christians, Jewish people and/or Muslims</p>	<p>In RE – Focus ‘Living’ I will learn how we should care for others and the world, and why it matters with a study of what Christians, Muslims and/or Jewish people believe about the world.</p>	

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<p>I will learn about how and why we celebrate special and scared times with a study of Christians, Jewish people and/or Muslims Further focus: Diwali and Christmas</p>	<p>Further focus: Christianity - Easter</p>		
<p>In Music I will be focusing on South African music. Learning how to make music with my hands, feet and learning how to play glockenspiels. I will be singing and playing with song.</p>	<p>In Music I will be learning songs, learning to compose and perform song in a unit called ‘I wanna play in a band’.</p>	<p>In Music I will be focusing on the Zootime and learning to identify and sing reggae songs.</p>	<p>In Music I will be focusing on the Friendship Song and learning to compose, improvise and sing songs.</p>
<p>In Computing I will be learning about how to use the Internet to search effectively – focusing on using the Internet safely, use search tools and web browsers I will be learning about coding and programming and using this to create a simple game / activity.</p>	<p>In Computing I will be learning about ESafety, focusing on how to keep safe online. I will be learning how to make music using Purple Mash.</p>	<p>In Computing I will be learning to create and send emails using Purple Mash. I will be learning how to present ideas using multi media.</p>	
<p>Visits, Visitors, enrichment of the curriculum Online Author experience Visit to the Coventry Transport Museum</p>	<p>Visits, Visitors, enrichment of the curriculum</p>	<p>Visits, Visitors, enrichment of the curriculum Visit to Jephson Gardens Outdoor Learning experience linked to plants and animal habitats</p>	

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Year 3 Lines of enquiry			
How are the changes that occurred during the Stone Age still impacting on our lives today?	How do natural disasters change the earth?	What made the Ancient Greeks successful warriors?	Local Study (Leamington Spa) How did the spa water change Leamington?
Autumn	Spring	Spring /summer	Summer
<p>As a geographer I will name and locate the cities of the UK. I will use a range of maps and aerial photos to identify topographical features including Stone Henge.</p> <p>As a historian I will be finding out about Stone Age times through variety of primary and secondary sources. I will use an increasing range of common words and phrases relating to the passing of time. I will be able to describe events beyond living memory.</p> <p>As an artist I will develop my use of a sketch book and Experiment with different tones using graded pencils</p> <p>As a designer (design, make, evaluate) I will develop an</p>	<p>As a geographer I will explore physical geography, including: rivers, mountains, volcanoes and earthquakes I will ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? I will learn and explain weather conditions and patterns around the UK and parts of Europe. I will begin to use fieldwork instruments – rain gauge – and compare my findings to those in another country. I will recognise that different people have different views about an issue and begin to</p>	<p>As a geographer I will use a range of maps to locate Greece and key features. As a historian I will question and research life in ancient Greece through secondary sources. I will use an increasing range of common words and phrases relating to the passing of time. I will be able to describe events beyond living memory. I will explore the impact on life today by understanding democracy. As an artist I will develop my clay skills by producing a clay pot. I will apply painting techniques to create Greek painting for pottery.</p>	<p>As a geographer I will locate and names places and countries using maps and atlases. I will use four figure grid references and the 8 points of a compass. I will develop an understanding of physical and human features of the local area using plans, maps and symbols. As a historian I will use a variety of historical sources to investigate the development of Leamington Spa and learn the chronology of Leamington As an artist develop my sketching skills. Explore drawing and painting through the focus on the local area artists As a designer (design, make, evaluate) I will make my own night light in the form of a</p>

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<p>awareness of a healthy diet creating a Stone Age Fruit Stew. I will be practising my peeling and cutting skills.</p>	<p>understand some of the reasons why (climate change). As an artist and designer (design, make, evaluate) I will combine my skills to produce an erupting volcano using modrock for the finish. I will use paint to explore light and dark tones.</p>		<p>Regency house, using techniques to make a strong, stiff, shell structure.</p>
<p>As a scientist I will learn how to compare things that move on different surfaces I will learn about magnets and their poles and how they attract and repel, up close and at a distance. I will compare and group objects on the basis of whether they are magnetic/non-magnetic I will learn about the diet of animals, including humans. I will learn about nutrition and how animal and humans gain nutrition from what they eat.</p>	<p>As a scientist I will learn about rocks and soils and their physical properties I will learn to describe how fossils are formed and recognise that soils are made from rocks and organic matter. Through the study of fossils I will begin to learn about skeletons of animals, including humans and muscles</p>	<p>As a scientist I will explore plants and learn to identify and describe the functions of different parts of a plant. I will explore how the requirements for plant growth vary from plant to plant. I will investigate how water is transported within plants and learn about the life cycle of plants. I will learn about light, what it is, light safety and explore how light is reflected from surfaces and how shadows are created and changed.</p>	
<p>In Physical Education I will develop the fundamental skills of balancing, running, jumping, hopping and skipping. I will develop my ability to change direction with balance and control. During Tag Rugby, I will will learn to keep possession of the ball using attacking skills.I will also will understand the importance of playing fairly and keeping to the rules.</p>	<p>In Physical Education I will create dances in relation to an idea, working individually and as a team. During Outdoor and Adventurous Activities (OAA), I will be developing problem solving skills through a range of challenges including planning solving reflecting and improving strategies. I will be learning to orientate a map, identify key symbols and follow routes.</p>	<p>In Physical Education I will develop basic running, jumping and throwing techniques in Athletics. Through Ball Skills, I will develop my accuracy and consistency when tracking a ball. I will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. During Cricket, I will learn how to strike the ball into space so that they can score runs.</p>	

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<p>I will develop my skills as a gymnast, improving my gymnastic movements. I will also be developing my key skills and principles such as defending, attacking, throwing, catching and dribbling.</p>	<p>I will improve on key skills used in dodgeball such as throwing, dodging and catching. Through Dodgeball, I will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball.</p>	<p>When fielding, I will learn how to keep the batters’ scores low. In Tennis, I will develop the key skills required for tennis such as the ready position, racket control and hitting a ball.</p>
<p>In RE – Focus ‘Believing’ I will learn what different people believe about God with a study of Christians, Hindus and/or Muslims. Further focus: Diwali and Christmas</p>	<p>In RE – Focus ‘Expressing’ I will look at why people pray with a study of Christians, Hindus and/or Muslims. Further focus: Christianity - Easter</p>	<p>In RE – Focus ‘Living’ I will explore what it means to be a Christian in Britain today.</p>
<p>In Music I will be singing ‘Let your Spirit Fly’, learning to play the Glockenspiels linked to a unit of learning to sing and play song.</p>	<p>In Music I will be learning ‘Three Little Bears and the Dragon’ learning to compose and perform song.</p>	<p>In Music I will be learning ‘Bringing us Together’, learning to compose, improvise and sing songs.</p>
<p>In Computing I will be programming a complete series of on screen challenges and tasks. I will learn how to touch type.</p>	<p>In Computing I will be learning about using technology safely and responsibly. I will be developing my use of email including email safety.</p>	<p>In Computing I will be learning how to use spreadsheets. I will be learning about ‘branching’ and comparing creations of branching databases manually and computer generated.</p>
<p>Visits, Visitors, enrichment of the curriculum Outdoor Learning day in school linked to the Stone Age Fire Lighting Stone Age experience Visit to the supermarket (Asda)with a healthy eating link</p>	<p>Visits, Visitors, enrichment of the curriculum Science Week Fossil Finding Experience</p>	<p>Visits, Visitors, enrichment of the curriculum Local visit to the town centre Local visitor to talk about the history of Whitnash</p>

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Year 4 Lines of enquiry		
What was life like for an Ancient Egyptian?	In which European country would you like to live and why?	What impact did the Romans have on Britain?
Autumn	Spring	Summer
<p>As a geographer use atlases to locate and describe countries in terms of human and physical features. I will draw accurate maps with more complex keys. I will understand the effect of landscape features on the development of the locality. I will understand how people have been effected by changes in the environment. I will be able to explain key natural resources, e.g; water in the locality. I will use a widening range of geographical terms.</p> <p>As a historian I will be able to place some historical periods in a chronological framework. I will use historical terms related to the period. I will describe the achievements of the ancient Egyptian civilisation. I will use sources of information in ways that go beyond simple observations to answer questions about the past. I will begin to</p>	<p>As a geographer I will explore weather patterns across a range of countries Recognise the different shapes of continents I will demonstrate knowledge of features about places around him/her and beyond the UK. I will Identify where countries are within Europe; including Russia. I will recognise that people have differing quality of life living in different locations and environments. I will know how the locality is set within a wider geographical context. I will know about the wider context of places - region, country. I will understand why there are similarities and differences between places.</p> <p>As a historian I will note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>As an artist I will explore famous European artist Matisse. I will explore and develop my skills alongside his style, with a link to a European country.</p>	<p>As a geographer explore physical and human features of Italy. Comparison of Italy and the UK. I will describe human features of UK regions, cities and /or counties. I will explore features on OS maps using 6 figure grid references. I will draw accurate maps with more complex keys. I will plan the steps and strategies for an enquiry.</p> <p>As a historian I will use historical terms related to the period. I will describe the legacy of the ancient Romans and the impact on our life today. I will use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>As an artist develop skills in tessalating by creating low relief prints with string on cardboard and form repeated patterns, tessellations and overlays.</p> <p>As a designer (design, make, evaluate) I will explore the structure of Roman bridges.</p>

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<p>understand that sources can contradict each other.</p> <p>As an artist I will continue to develop our sketching skills.</p> <p>As a designer (design, make evaluate) I will design and make an Egyptian collar, using sewing techniques to decorate and embellish.</p>	<p>As a designer (design, make, evaluate) look at food and cooking skills in designing and running a restaurant</p>	
<p>As a scientist I will explore states of matter including changes between solids, liquids and gasses and the the part played by evaporation and condensation in the water cycle.</p>	<p>As a scientist I will be exploring the classification and grouping of living things, using classification keys. I will explore animals including humans, looking in more detail at mouths, teeth and the digestive system. I will learn to construct and interpret food chains.</p> <p>I will also look at living things in their habitats and how changes in environment effect food chains.</p>	<p>As a scientist I will explore electricity and its common uses. I will be making circuits with bulbs, switches and buzzers and seeing how to make them work. I will also find out about conductors and insulators.</p> <p>I will find out where sound comes from and how it travels to and into the ear. I will find out more about pitch and volume and how they are created and changed.</p>
<p>In Physical Education, during swimming, I will be introduced to specific swimming strokes on my front and back. I will learn how to travel, float and submerge with increasing confidence. I will learn and use different kicking and arm actions.</p> <p>In football, I will develop my defending, attacking, sending, receiving and dribbling a ball.</p>	<p>In Physical Education, during swimming, I will be introduced to specific swimming strokes on my front and back. I will learn how to travel, float and submerge with increasing confidence.</p> <p>In Fitness, I will take part in a range of fitness challenges testing and record my scores. I will learn about different</p>	<p>In Physical Education, during swimming, I will be introduced to specific swimming strokes on my front and back. I will learn how to travel, float and submerge with increasing confidence.</p> <p>In Tennis, I will develop further the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p>

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<p>During Gymnastics, I will learn a wider range of travelling actions and include the use of pathways. I will develop more advanced actions such as inverted movements and explore ways to include apparatus.</p> <p>In Tennis, I will develop further the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p> <p>In Golf, I will develop the skills and apply them to striking, chipping, putting, and playing a short and long game.</p>	<p>components of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p>During Dance, I will be learning how to create characters and narrative through movement and gesture, working individually as well as part of a group.</p> <p>Through Netball, I will be developing my key skills and principles such as defending, attacking, throwing, catching and shooting. I will learn to use a range of different passes in different situations to keep possession and attack towards goal.</p>	<p>In Golf, I will develop the skills and apply them to striking, chipping, putting, and playing a short and long game.</p> <p>During Athletics, I will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Through Rounders, I will learn how to score points by striking a ball into space and running around cones or bases. When fielding, I will learn how to play in different fielding roles.</p>
<p>In RE – Focus ‘Believing’ I will explore why Jesus is inspiring some people. Further focus: Diwali and Christmas</p>	<p>In RE – Focus ‘Expressing’ I will explore why people think that life is a journey and what significant experiences mark this with a study of Christians, Hindus and/or Muslims and non-religious responses (e.g. Humanist) Further focus: Christianity – Easter</p>	<p>In RE – Focus ‘Living’ Will will explore what we can learn from religions about deciding what is right and wrong with a study of Christians, Jewish people and non-religious responses (e.g. Humnaists)</p>
<p>In Music I will be learning ‘Mamma Mia’, finding the beats and pulses. I will be learning to play the Glockenspiel at Stage 2 on the Charanga Music Programme.</p>	<p>In Music I will be learning to listen and appraise using a unit called ‘Stop’. I will be learning about Gospel music through an unit entitled ‘Lean on Me’.</p>	<p>In Music I will be learning to sing and appraise through a unit called ‘Blackbird’. I will be learning to consolidate my music skills from year through a unit called ‘ Reflect, Rewind and Replay’.</p>
<p>In Computing, I will be using and making sense of the internet including how to use search engines and exploring how websites work.</p>	<p>In Computing, I will be developing my knowledge of staying safe online. I will be making music using Busy Beats.</p>	<p>In Computing, I will be creating simple games using Scratch and completing a series of coding challenges.</p>

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I will develop my use of spreadsheets.		I will be creating an animation using 2animate.
Visitors, enrichment of the curriculum Egyptian day in school	Visits, Visitors, enrichment of the curriculum Running a restaurant	Visits, Visitors, enrichment of the curriculum Lunt Roman Fort

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Year 5 Lines of enquiry			
How do rivers grow and change?	What effects did the invasion and settlement of the Anglo-Saxon people have on the culture and history of England?	How does North America compare to the UK?	Who were the Mayans and what can we learn from them?
Autumn		Spring	Summer
<p>As a geographer I will know how rivers erode, transport and deposit materials. I will explore the physical features of coasts and begin to understand erosion and deposition. I will understand and be able to explain how humans affect the environment over time. I will explore changes to world environments over time, focussing on rivers</p>	<p>As a geographer I will explore locations around the world using mapping skills As a historian I will understand the chronology of the Anglo Saxon and the Viking period. I will find out about people in history, focusing on Alfred the great. As a designer (design, make, evaluate) I will explore a balanced diet and cooking skills to create a Viking banquet</p>	<p>As a Geographer I will locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities I will compare North America to the UK and Russia. As an artist, I will research and discuss various pop artists and screen printers, discussing their processes and explain how these were used in the finished product. As a designer (design, make , evaluate) I will design and make moon buggies through the use of pulleys, gears and leavers. (Linked to Science).</p>	<p>As a Historian, I will develop an understanding of a non-European society that provides contrasts with British history. I will compare sources of information available for the study of different times in the past. I will make comparisons between aspects of periods of history and the present day I will develop an understanding that types of information available depends on the period of time studied. As a geographer, I will locate the world's countries, using maps to focus Central America. As an artist, I will develop my skills in using wire and modrock to create a Mayan mask. As a designer (design, make, evaluate) I will use my research into the Mayans to make and evaluate traditional Mayan chocolate. I</p>

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<p>I will understand and begin to explain why people seek to manage and sustain their environment.</p> <p>As an artist I will explore the work of George Seurat and pointillism, introducing the use of acrylic paint.</p>			<p>will investigate how much it would cost to make the product.</p>
<p>As a scientist I will compare and group materials based on their properties. I will explain reasons for uses of everyday materials. I will separate mixtures using filtering, sieving and evaporating. I will take a closer look at reversible and irreversible changes.</p>	<p>As a scientist</p> <p>I will explore earth and space, including the solar system, the movement of the moon and the earth and how the rotation of the earth causes day and night .</p> <p>I will explore forces, including gravity, air resistance, water resistance and friction. I explain how to use a mechanism that including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>As a scientist I will explore life cycles of mammals, amphibians, birds and insects. I will look at the the reproduction of some plants and animals.</p> <p>I will find out more about the changes in humans as they develop to old age.</p>	

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<p>In Physical Education, during TAG Rugby, I will develop my key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, I will support the ball carrier using width and drawing defence.</p> <p>Through Fitness, I will take part in a range of fitness challenges to test and record my scores. I will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p> <p>In Gymnastics, I will create longer sequences individually, with a partner and a small group. I will learn a wider range of actions such as inverted movements to include cartwheels and handstands.</p> <p>During Basketball, I will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. I will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p>	<p>In Physical Education, during Dance, I will learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, I will think about how to use movement to explore and communicate ideas and issues, and my own feelings and thoughts.</p> <p>Through OAA, I will develop teamwork skills through completion of a number of challenges. I will be given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.</p> <p>Through Dodgeball, I will improve on key skills used in dodgeball such as throwing, dodging and catching. I will also learn how to select and apply tactics to the game to outwit their opponent. I will achieve this by hitting opponents with a ball whilst avoiding being hit.</p> <p>Through Tennis, I will learn specific skills such as a forehand, backhand, volley and underarm serve.</p>	<p>In Physical Education, during Athletics, I will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>Through Hockey, I will improve my defending and attacking skills playing even-sided games. I will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation.</p> <p>In Cricket, I will develop the range and quality of striking and fielding skills and their understanding of cricket. I will learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p> <p>Through Badminton, I will develop my skills needed to play continuous rallies in badminton. I will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for my opponent.</p>
<p>In RE – Focus ‘Believing’</p> <p>I will explore why some people think God exists.</p> <p>Further focus: Diwali and Christmas.</p>	<p>In RE – Focus ‘Expressing’</p> <p>I will explore why people go to a place of worship if they believe God is everywhere.</p>	<p>In RE – ‘Living,’</p> <p>I will learn what it means to be a Muslim in Britain today.</p>

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	Further focus: Christianity – Easter	
In Music I will learn ‘Livin’ on a prayer,’ by Bon Jovi and explore Jazz music including Three Note Bossa and The Five Note Swing. I will listen to, and appraise similar music.	In Music. I will learn ‘Make You Feel My Love,’ by Bob Dylan – a Pop Ballad sung by Adele, as well as Old-School Hip Hop by Will Smith. I will look at the interrelated dimensions of music - pulse, rhythm, pitch etc.	In Music, I will be learning ‘Dancing In The Street,’ by Martha And The Vandellas. I will listen to, and appraise similar music.
In Computing, I will be creating and using databases to store and retrieve a variety of information. I will be completing a variety of coding challenges and games with my increased knowledge of Scratch.	In Computing, I will be completing work on e-safety with the focus of Respect. I will be be investigating games and creating my own.	In Computing, I will be exploring spreadsheets. I will be developing my knowledge of 3D modelling by using 2Design and Make.
Visits, Visitors, enrichment of the curriculum Viking experience in school Anglo Saxon Banquet	Visits, Visitors, enrichment of the curriculum National Space centre	Visits, Visitors, enrichment of the curriculum

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Year 6 Lines of enquiry		
How is life in the rainforest endangered and how can we help?	What unites the countries of the UK?	How did the Battle of Britain shape the future of our country?
Autumn	Spring	Summer
<p>As a geographer I will use maps, atlases and globes to locate and explore physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I will 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.</p> <p>I will also be able to 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.</p> <p>I will discuss sustainability.</p> <p>As an artist, I will use the work of David Hockney to create my own rainforest</p>	<p>As a geographer I will 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 and human characteristics, countries, and major cities.</p> <p>I will 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.</p> <p>I will use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied. I will 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 my knowledge of the United Kingdom and the wider world.</p> <p>I will compare locations and develop an understanding of mountain ranges, coastlines and rivers linked to Wales.</p>	<p>As a historian I will find out about significant turning points in British history – the Battle of Britain, looking at elements of conflict and victory.</p> <p>I will demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.</p> <p>I will be able to construct informed responses that involve carefully choosing and organising relevant historical information.</p> <p>I will begin to understand how our knowledge of the past is constructed from a range of sources.</p> <p>As a geographer I will develop an understanding of significant human geography and how it links to conflict.</p> <p>As an artist I will develop my sculpting skills to create a wire sculpture, covered</p>

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<p>landscape. I will experiment with colour and perspective and develop more abstract representations.</p> <p>As a designer, I will upcycle materials to create useable products that promote sustainability. I will use plastic to create a slow release plant waterer.</p>	<p>I will compare Wales to the rainforest using our learning from the autumn term.</p> <p>As a historian I will explore the history of both locations using a range of sources.</p> <p>As an artist I will explore perspective, proportions and landscapes and apply painting and sketching skills.</p> <p>As a designer, https://www.welshfoodanddrink.wales/bara-brith/ I will make a traditional Welsh Recipe, but make changes and evaluate the effects.</p>	<p>in modrock. It will be of a human form showing movement. I will use the work of Alberto Giacometti.</p> <p>As a designer (design, make, evaluate) I will design and make a display box for the Giacometti figure I made. I need to ensure that it is strong and sturdy and will hold the weight of the statue.</p>
<p>As a scientist I will explore how living things are classified and learn to classify plants and animals based on specific characteristics</p> <p>As a scientist I will explore evolution over time and how fossils have provided us with information. I will find out how offspring are like their parents and how plants and animals adapt to their environments and that adaptation can lead to evolution.</p>	<p>As a scientist I will explore light and how the eye works. I will explore how light travels and causes shadows in more detail.</p> <p>I will find out more about electricity, using circuits to explore reasons for variation in outputs using lamps, buzzer and different numbers and voltage of cells. I will start to use symbols to represent components.</p>	<p>As a scientist I will find out about how water and nutrients are transported in animals, including humans. I will find out about the human circulatory system, and the impact of diet, drugs and lifestyle on bodies.</p>
<p>In Physical Education, during football, I will improve my defending and attacking play, developing further my knowledge of the principles and tactics of each. I will begin to develop consistency and control in dribbling, passing and receiving a ball. I will also learn the basics of goalkeeping. Through Volleyball, I will focus on developing the skills I need to play</p>	<p>In Physical Education , through dance, I will focus on developing an idea or theme into dance choreography. I will work in pairs and groups using different choreographing tools to create dances. I will have opportunities to choreograph, perform and provide feedback on dance. Through OAA, I will use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem. I will have</p>	<p>In Physical Education I will think about how to achieve my greatest possible speed, distance or accuracy and learn how to persevere to achieve my personal best. I will learn how to improve by identifying areas of strength as well as areas to develop.</p>

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<p>continuous rallies in volleyball. I will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for my opponent.</p> <p>Through Gymnastics, I will develop how to combine and link actions, how to relate to a partner and apparatus, when developing sequences.</p> <p>During Netball, I will develop my defending and attacking play during even-sided 5-a-side netball. I will learn to use a range of different passes to keep possession and attack towards a goal.</p>	<p>the opportunity to go on a Residential Trip to Wales to develop and showcase my skills.</p> <p>Through Yoga, I will learn yoga poses and techniques that will help connect my mind and body. I will improve my well being by building strength, flexibility and balance.</p> <p>In Tennis, I will develop my racket skills when playing tennis. I will learn specific skills such as a forehand, backhand, volley and underarm serve. I will develop my tactical awareness including how to play with a partner and against another pair.</p>	<p>Through Handball, I will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. I will use these skills to maintain possession of the ball and to create scoring opportunities in attack.</p> <p>During rounders, I will develop my fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. I will learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions</p> <p>Trough Golf, I will develop skills and apply them to striking, chipping, putting and playing a short and long game. I will develop their coordination, accuracy and control of movements.</p>
<p>In RE - Focus ‘Believing’</p> <p>I will explore what religions say to us when life gets hard through a study of Christian, Hindus and non-religious (e.g. Humanists) beliefs.</p> <p>Further focus: Diwali and Christmas</p>	<p>In RE – Focus ‘Expressing</p> <p>I will consider if it is better to express your beliefs in arts and architecture or in charity and generosity through a study of Christian, Muslim and</p>	<p>In RE - Focus ‘Living’</p> <p>I will be discussing what matters most to Christians and Humanists. I will explore their beliefs and what is most important to them.</p>

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	<p>non-religious (e.g. Humanist) beliefs.</p> <p>Further focus: Christianity – Easter</p>		
<p>In Music we will be learning the pop song ‘Happy’.</p>	<p>In Music we will be learning to build upon previous learning linked to Classroom Jazz 2 and also Christmas Music.</p> <p>In the Spring, our learning will then be focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.</p>	<p>In Music our learning will be based around one song - You’ve got a friend by Carole King. We will be learning to Listen and Appraise and Improvisation and Composition.</p>	<p>In Music we will be learning a new topic called Music and Me which is a new topic focussing on inspirational women in Music, as part of a pioneering gender equality initiative.</p> <p>We will then be learning to consolidate our music skills from the year through Reflect, Rewind and Replay.</p>
<p>In Computing, I will be developing my coding skills. I will be using variables and ‘if’ statements as well as solving problems that I am faced with.</p>	<p>In Computing, I will be discussing Online safety, in particular how to behave online.</p>	<p>In Computing, I will be learning about blogging, to help me learn the basic principles of creating and maintaining a</p>	

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I will also be exploring a range of quizzes, including using pictures and questions to create my own.	I will also be creating my own Text adventure using coding and will also have the chance to edit an existing text adventure.	blog in a controlled and safe environment. I will be learning how to use Spreadsheets and will be investigating the different things it can do.	
Visits, Visitors, enrichment of the curriculum Outdoor Learning linked to Rainforest topic		Visits, Visitors, enrichment of the curriculum	Visits, Visitors, enrichment of the curriculum Theatre experience Transition experiences to local secondary schools