

Cycle 1 – Spring Term

Year 3/4 Into The Blue

All subjects are directly linked to the National Curriculum’s programmes of study.

	History/ Geography	Science	Art/DT	Music
<p><i>National Curriculum objectives and coverage</i></p> <p>Curriculum Enrichment</p> <p>Visit to The Deep</p> <p>Local river study</p>	<p>Geography Describe and understand key aspects of physical geography, including: climate zones and the water cycle.</p> <p>Subject Endpoints</p> <p>Skills To use a compass. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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>Knowledge Describe the water cycle. To recognise the difference between physical and human features in the local area. Identify physical geographical features on a map. Name and locate key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Living things and their habitats</p> <p>Subject Endpoints</p> <p>Skills Working Scientifically Identifying differences, similarities and changes related to simple scientific ideas and processes. Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Knowledge To be able to group living things in a variety of ways. Explore and use classification keys to group, identify and name a variety of living things. Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Art Artists: Hailey. E. Herrera/Jo Lynch (American) Slaveika Aladjova (Bulgarian)</p> <p>Subject Endpoints</p> <p>Skills Develop techniques including control (using water colour). Create different shades of colour by adding different amounts of water. Improve mastery of techniques including painting with a range of materials (water colour). To record observations (comment on existing art and experiment with different techniques to create a water colour piece).</p> <p>Knowledge Use different techniques to put water colour onto a page. To use water colours effectively to create a real life painting. Compare existing artwork to help make judgements on own work.</p> <p>DT Create a sea life story book (advanced) (mechanisms).</p> <p>Subject Endpoints</p> <p>Skills Investigate different levers and linkages. Investigate different ways of making sea creatures move. Plan and design a sea life picture, thinking about where the levers and linkages would go. Generate, develop and communicate ideas through annotated sketches. Select from and use a range of tools/select from and use a wider ranges of materials. Investigate and analyse a range of existing products. Evaluate their ideas and products.</p> <p>Knowledge Use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Create a sea-themed picture with multiple levers and linkages. Understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages). Evaluate the picture against the criteria.</p>	<p>Saint-Saens’ Aquarium</p> <p>Subject Endpoints</p> <p>Skills Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Knowledge Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To be able to perform a musical poem about the sea. Children know who Saint-Saens was and what he is famous for composing?</p>

Cycle 1 – Spring Term

Year 5/6 What A Wonderful World

All subjects are directly linked to the National Curriculum's programmes of study.

	History/ Geography	Science	Art/DT	Music
<p><i>National Curriculum objectives and coverage</i></p> <p><i>Curriculum Enrichment</i></p> <p><i>Visit to Rocks and Fossils show</i></p> <p><i>Visit from Hindu Workshop</i></p>	<p>Geography</p> <p>Biomes and climate zones of the world.</p> <p><u>Subject Endpoints</u></p> <p>Skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 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> <p>Knowledge 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, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes, human geography, including: types of settlement, land use and economic activity. Describe key aspects of physical geography. Identify Northern and Southern Hemispheres.</p>	<p>Evolution and Inheritance</p> <p><u>Subject Endpoints</u></p> <p>Skills Working Scientifically Identifying scientific evidence that has been used to support or refute ideas or arguments. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Knowledge Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Art Focus on 1. Joseph Thiongo (African). 2. Aboriginal art.</p> <p><u>Subject Endpoints</u></p> <p>Skills Develop techniques including the use of materials (creating an accurate picture of an animal and creating an effective background). Improve mastery of techniques including painting/drawing with a range of materials (using water colour to create the background and using pencil to draw the animal). Review and revisit ideas (progression from sea topic - watercolour) and Viking topic - pencil). To record observations (comment on existing art and experiment with different designs). Develop methods and techniques of Aboriginal artists.</p> <p>Knowledge To recognise great artists in the world. Recreate artwork from a different continent. Use existing skills to shade and sketch effectively. Create an abstract water colour picture. Use paint accurately to create a piece of aboriginal art.</p> <p>DT Global Food (Food and Nutrition)</p> <p><u>Subject Endpoints</u></p> <p>Skills Select from and use a range of tools and equipment. Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Knowledge To say where in the world ingredients come from. Explain that diets around the world are based on similar food groups. To be able to cook rice. Demonstrate a range of food skills and techniques. Demonstrate a range of basic and advanced food skills and cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Music from Around the World</p> <p><u>Subject Endpoints</u></p> <p>Skills To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Knowledge Locate where different music originates from. Compare and contrast different music traditions from around the world. Compose a piece of music based on a specific tradition from around the world.</p>