

Chirbury C of E VC Primary School - National Curriculum Long Term Topic Planning - Three Year Cycle - Rec/Year 1/Year 2

Year	Autumn	Spring	Summer
2017/18	<p style="text-align: center;">Me and my Community</p> <p>My Senses poetry. Harvest prayer/Harvest performance. A history of Britain: The Great Fire of London.</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p>Chirbury– people and places in own locality. Understanding maps and how to read a compass – field work of own school grounds.</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Use simple compass directions/locational and directional language to describe key human/physical features of Chirbury.</p> <ul style="list-style-type: none"> 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. <p>Use aerial photos to identify features. Devise a simple map of Chirbury – walk around Chirbury/OS map symbols for basic key. Clay sculpture faces. Handprint art.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable – bridges at Ironbridge.</p> <p>Picasso portraits</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>RE Objectives:</p> <p>RQ1 – Who am I? EYFS - What is special about me? KS1 - Who am I important to and what is important to me?</p> <p>RQ3 – Who is my neighbour? EYFS - How do we look after our friends and our family? KS1 - Who are our neighbours?</p> <p>RQ4 – How should I lead my life? EYFS - How do we behave in school and at home? KS1 - How should I behave towards others?</p> <p>RQ5 – Where do I belong?</p>	<p style="text-align: center;">Knights and Castles</p> <p>Fairytales – story writing. Spring/Easter poetry – poems on a theme. Design and make a shield/coat of arms. Historical figure in own locality: Roger De Montgomerie.</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. <p>Motte and Bailey castle construction. Use maps and aerial photographs to recognise local landmarks and famous castles.</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans <p>The first castles – medieval castles (The Normans). Group work researching Motte and Bailey castles in Shropshire. Sequencing story of Harold and William Settings, characterisation Writing a non-fiction book about castles Labelling castles, castle riddles Properties of materials – shields Castle building materials – wood, stone –advantages, disadvantages. Describe physical properties of different materials. Easter story/Easter performance Geographical location of castles – why was position so important?</p> <p style="text-align: center;">Paul Klee ‘Castle and sun’</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Design and build large cardboard box castles in groups</p> <p>RE Objectives (Termly focus on Christianity):</p> <p>RQ2 – How do people express their beliefs through worship and celebration? EYFS - What do we look forward to? KS1 - What are my special times?</p> <p>RQ7 – How do people make sense of suffering and hardship? EYFS - What makes me sad, what makes me happy? KS1 - What makes us sad?</p> <p>RQ8 – Has science got all the answers? EYFS - What have you made that is special? KS1 - What stories tell how the world began?</p> <p>RQ9 – What do people believe about God? EYFS - Who is God? KS1 - Why do you think God is important to some people?</p>	<p style="text-align: center;">Vile Victorians</p> <p>Victorian childhood and toys Victorian homes and schooling Victorian inventions – ‘The Great Exhibition of 1851’</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally <p>Silhouette drawings Victorian empire</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans <p>Reign of Queen Victoria compared to current royal family</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>RE Objectives (Termly focus on Judaism):</p> <p>RQ2 – How do people express their beliefs through worship and celebration? EYFS - What do we look forward to? KS1 - What are my special times?</p> <p>RQ7 – How do people make sense of suffering and hardship? EYFS - What makes me sad, what makes me happy? KS1 - What makes us sad?</p> <p>RQ8 – Has science got all the answers? EYFS - What have you made that is special? KS1 - What stories tell how the world began?</p> <p>RQ9 – What do people believe about God? EYFS - Who is God? KS1 - Why do you think God is important to some people?</p> <p>RQ10 – How is belief expressed through symbols and action? EYFS - How do we make the day special? KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?</p> <p>RQ11 – How do people express their beliefs about truth? EYFS - What is special to you? KS1 - Why is ... a special book?</p>

	<p>EYFS - How did you feel when you started school? KS1 - Where do I belong?</p> <p>RQ6 – How should we relate to others and to the natural world?</p> <p>EYFS - What is exciting and special in the world? KS1 - Why is our world special and how might we look after it?</p>	<p>RQ10 – How is belief expressed through symbols and action?</p> <p>EYFS - How do we make the day special? KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?</p> <p>RQ11 – How do people express their beliefs about truth?</p> <p>EYFS - What is special to you? KS1 - Why is ... a special book?</p> <p>RQ12 – How do people make sense of life and death?</p> <p>EYFS - How do you feel if you lose something special? KS1 - What happens when I lose someone or something special?</p> <p>RQ13 – Where do people’s beliefs come from?</p> <p>EYFS - Where do you like to go? KS1 - Why are some places special?</p> <p>RQ14 – Why do people’s belief and practice differ?</p> <p>EYFS - What times are special to you? KS1 - How do ... celebrate ...?</p>	<p>RQ12 – How do people make sense of life and death?</p> <p>EYFS - How do you feel if you lose something special? KS1 - What happens when I lose someone or something special?</p> <p>RQ13 – Where do people’s beliefs come from?</p> <p>EYFS - Where do you like to go? KS1 - Why are some places special?</p> <p>RQ14 – Why do people’s belief and practice differ?</p> <p>EYFS - What times are special to you? KS1 - How do ... celebrate ...?</p>
	<p>Trips/experiences:</p> <p>Blakemore cottages and lead mines/Acton Scott working museum/Shrewsbury town centre walking tour/Ironbridge Gorge museums</p>	<p>Trips/experiences:</p> <p>Warwick/Clun/Montgomery/Ludlow Castle/Powis Castle/Chirk Castle/medieval music workshop</p>	<p>Trips/experiences:</p> <p>Blists Hill trip</p>
<p>2018/19</p>	<p>Our World</p> <p>Autumn poems – poems on a theme. Stories from other cultures. Harvest prayer/Harvest performance. Our world – its 7 Continents and its 5 Oceans, name and locate using World maps/atlas/globes.</p> <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans. <p>Identify characteristics of the 4 countries of the UK and their capital cities. Similarities/differences through studying human/physical geography of UK and non-EU contrasting locality – (Tobago -linked to Gregory Cool/New Zealand in contract to Chirbury/Shrewsbury)</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.</p>	<p>Fabulous Food</p> <p>Recipe writing. Healthy eating plate – food groups. Food packaging/advertising: Now and then – aspects of change in National life.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Cooking and baking – following instructions. Design and create a healthy meal. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival. Identify, name and label basic parts of human body. Ourselves and keeping healthy – importance for humans of exercise, eating the right amounts of different foods, and hygiene. Where does food come from? – Study food labels. Identify countries/patterns. Easter story/Easter performance.</p>	<p>Seaside</p> <p>Punch and Judy puppet show script. Changes within living memory: What was going to the seaside like 100 years ago?</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>What is a seaside resort like today? Grace Darling – life of significant historical figure</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements <p>Postcard writing. Letter of thanks to Barmouth RNLI. Design and make a lighthouse. Punch and Judy puppets craft – design puppet for show. Physical/human features of seaside environment – Barmouth.</p>

2019/20

Distinguish between an object and material from which it is made.
Identify, name, compare and group a variety of different materials.
Waterproof materials investigation – design a coat for Barnaby Bear.
Recycling – materials link. How do we keep our world clean? How can we protect our world?
History of navigation and exploration: Christopher Columbus/Neil Armstrong comparison.

RE Objectives:

RQ2 – How do people express their beliefs through worship and celebration?

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KS1 - What are my special times?

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RQ8 – Has science got all the answers?

EYFS - What have you made that is special?

KS1 - What stories tell how the world began?

RQ9 – What do people believe about God?

EYFS - Who is God?

KS1 - Why do you think God is important to some people?

RQ10 – How is belief expressed through symbols and action?

EYFS - How do we make the day special?

KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?

RQ11 – How do people express their beliefs about truth?

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Giuseppe Acrimboldo – fruit face painting – design and make. Computer generated picture,

- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Observational drawing of fruit bowl/fruit and veg printing.

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Aerial photos/OS maps top identify key features. Similarities/differences between seaside locality and Chirbury.

- 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.

Sea chanties

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

Sea scape artists - watercolours

Seasonal/daily weather patterns in the UK.

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Identify and name common seaside animals – classify and group.

Observe changes/talk about seasons – why does day length vary?

Floating and sinking investigation.

Rainbow Fish clay sculptures.

RE Objectives:

RQ10 – How is belief expressed through symbols and action?

EYFS - How do we make the day special?

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	<p>Trips/experiences: Service bus to Shrewsbury/Synagogue visit/Powysland Museum visit/African drumming workshop/Trip to Potters recycling</p>	<p>Trips/experiences: Tesco Farm to Fork/Dairy Dreams Ice cream farm</p>	<p>Trips/experiences: Barmouth RNLI lifeboat station/Birmingham Sea Life Centre</p>
<p>People Who Help Us Jolly Postman Researching emergency services and vehicles in different countries around the World. Mary Seacole/Florence Nightingale Old and new medical instruments</p> <ul style="list-style-type: none"> changes within living memory. 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. <p>RE Objectives (Termly focus on Judaism): RQ2 – How do people express their beliefs through worship and celebration? EYFS - What do we look forward to? KS1 - What are my special times?</p> <p>RQ7 – How do people make sense of suffering and hardship? EYFS - What makes me sad, what makes me happy? KS1 - What makes us sad?</p> <p>RQ8 – Has science got all the answers? EYFS - What have you made that is special? KS1 - What stories tell how the world began?</p> <p>RQ9 – What do people believe about God? EYFS - Who is God? KS1 - Why do you think God is important to some people?</p> <p>RQ10 – How is belief expressed through symbols and action? EYFS - How do we make the day special? KS1 - What special things do (religious communities) use, wear and do in their homes and their special buildings?</p> <p>RQ11 – How do people express their beliefs about truth? EYFS - What is special to you? KS1 - Why is ... a special book?</p> <p>RQ12 – How do people make sense of life and death? EYFS - How do you feel if you lose something special?</p>	<p>Amazing Africa African folktales – ‘Too Much Talk’ Stories from African culture Animal Riddles African animals and plants/habitats Savannah collages Sunset paintings African patterns/adinkra printing onto fabric Poverty in African countries South African musical instruments Rural African life to Chirbury comparison</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country events beyond living memory that are significant nationally or globally <p>Nelson Mandela/apartheid</p> <p>RE Objectives (Termly focus on Christianity): RQ2 – How do people express their beliefs through worship and celebration? EYFS - What do we look forward to? KS1 - What are my special times?</p> <p>RQ7 – How do people make sense of suffering and hardship? EYFS - What makes me sad, what makes me happy? KS1 - What makes us sad?</p> <p>RQ8 – Has science got all the answers? EYFS - What have you made that is special? KS1 - What stories tell how the world began?</p> <p>RQ9 – What do people believe about God? EYFS - Who is God? KS1 - Why do you think God is important to some people?</p> <p>RQ10 – How is belief expressed through symbols and action? EYFS - How do we make the day special?</p>	<p>Living Things Chester Zoo recount. Traditional tales – The Ugly Duckling, Jack and the Beanstalk. Hatching ducklings – life cycles and caring for animals. Duckling diary – daily observations. Information texts - life cycle of a duckling/caring for ducks. Historical figure in own locality: Charles Darwin (birthplace is Shrewsbury) What contribution did he make to our understanding of living things?</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. the lives of significant individuals in the past who have contributed to national and international achievements. <p>Describe the basic structure of flowering plants. Planting in the garden/observing how fruits and vegetables grow. Identify and name variety of common plants/trees. Investigating what plants need for survival –cress/bean plants. Location of hot/cold areas of the world – link to animal habitats and adaptations. Non chronological reports – animals from hot and cold areas of the world. Animals: carnivores/herbivores/omnivores. Identify/name/classify/describe structure of common animals.</p> <p>Henri Rousseau: ‘Tiger in a Tropical Storm’.</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>RE Objectives: RQ1 – Who am I? EYFS - What is special about me? KS1 - Who am I important to and what is important to me?</p> <p>RQ3 – Who is my neighbour? EYFS - How do we look after our friends and our family? KS1 - Who are our neighbours?</p>	

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	<p style="text-align: center;"><u>Trips/experiences:</u></p> <p>Police station/Fire Station/Visit to hospital/Midwife unit</p>	<p style="text-align: center;"><u>Trips/experiences:</u></p> <p>African drumming workshop</p>	<p style="text-align: center;"><u>Trips/experiences:</u></p> <p>Chester Zoo trip</p>

Ongoing Curriculum

Art

- to use a range of materials creatively to design and make products.
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Computing

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Design and Technology

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria Technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Geography

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- 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

Physical Education

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.