

Lytchett Matravers Primary School 2018-19 Curriculum Map



Lytchett Matravers Primary School aims to provide pupils with an introduction to the essential knowledge they need to become well-rounded educated citizens. Please contact the school office if you have any expertise, advice, comments or queries about our school's curriculum map. We will be happy to hear from you.

This is in accordance with Article 28 of the UN Convention of the Rights of a Child: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

LMPS LONG TERM CURRIULUM MAP 2018-19

Early Years Foundation Stage (EYFS) & Key Stage 1 (KS1)

	AUT 1		AUT 2		SPR 1			SPR 2		SUM 1		SUM 2			
EYFS	Marvellous Me!	HARVEST	Autumn with Percy	CHRISTMAS	Everyday Heroes!	SPACE TRAVEL	<small>Valentine's Day Shrove Tuesday</small>	Dr Doolittle	EASTER	What a Wonderful World!	DINOSAURS	Here, There and Everywhere!	PIRATES!	Religions Around the World	
<u>EYFS Physical Development</u> <ul style="list-style-type: none"> Use different ways of moving Adjust speed or use change of direction to avoid obstacles Travels with confidence on balancing equipment Jumps off an object and lands effectively Begins to Show control over an object 															
YEAR 1	OURSELVES Basic study of the human body. Study of the seasons – MATHS LINK – time, months etc. GEOGRAPHY: Seasons & name & locate areas in & around UK.		CELEBRATIONS RE: Hinduism: Diwali (Oct) Christianity: Christmas Gifts (Dec)		TOY STORY Changes within living memory. History of toys in own locality.			INDIA Study of India. World maps, atlases & globes. RE: Hinduism RE: Hinduism: Diwali (Oct)		GREENFINGERS & UNDER THE SEA Study of plants & animals.		GREAT EXPLORER [CHRISTOPHER COLUMBUS] 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.			
SCIENCE Yr1 <small>Scientific Enquiry: Maths</small>	<u>SEASONAL CHANGES:</u> Study of the seasons		* LIGHT: Linked to seasonal changes & shadows/weather.		<u>EVERYDAY MATERIALS:</u> Name, distinguish and describe properties.			<u>PLANTS:</u> Common wild and garden plants, basic structure of varied plants and trees.		<u>ANIMALS INCLUDING HUMANS:</u> Identify & name a variety of common animals, bird, amphibians & reptiles.					
YEAR 2	FIRE FIRE Events beyond living memory that are significant nationally or globally [the Great Fire of London].		JUDAISM - Sukkot	SUPER HEROES [Florence Nightingale, Lowery & Black History Month] 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.		Christianity <small>Christmas Lights</small>	ENTER THE DRAGON Compare local area to a non-European country – China Chinese new year		JOURNEYS Name & locate the world's seven continents and five oceans. Fieldwork Study = HENGISTBURY HEAD		MAGNIFICENT MINIBEASTS ON SAFARI Living things & their habitats. Plants & animals. AVON HEATH EV		SEASIDE HOLIDAYS Significant historical events, people and places in their own locality. Science – Coastal habitat study		
SCIENCE Yr2 <small>Scientific Enquiry: Maths</small>	<u>USE OF EVERYDAY MATERIALS:</u> Identify & compare uses and suitability of materials, squishing, bending, twisting materials			<u>PLANTS:</u> Observe & describe how seeds and bulbs grow. Growing needs & conditions.		<u>ANIMALS INCLUDING HUMANS:</u> Offspring, basic needs for survival, importance of exercise. link to Life Ed Bus		<u>LIVING THINGS & THEIR HABITATS:</u> Comparison, habitats, basic needs and foods for animals.		* SOUND: How different sounds are made, volumes etc.					
HISTORY HEAVY					GEOGRAPHY HEAVY					SCIENCE HEAVY					
* = Added in by LMPS															

LMPS LONG TERM CURRIULUM MAP 2018-19

KEY STAGE 2 (KS2)

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
YEAR 3	LOCATION, LOCATION (Geographical study of EUROPE vs England, Wonders of the World... Magnetism	BUDDHISM: Link to Buddhism & Buddha's 4 places... Christianity Christmas is coming	TIME TEAM! New STONE AGE, BRONZE AGE Life & IRON AGE Science – simple understanding of fossilisation & classification of rock types. Light & Shadows STONEHENGE FIELDWORK	Christianity EASTER	FUN @ THE FAIR Science – Forces Computing – coding & programming EV – Paulton's Park	Sikhism CIRCLE OF LIFE Plants, including parts, lifecycle and requirements for life. Animals, skeletons & nutrition.
SCIENCE Yr3 Scientific Enquiry: Maths	ANIMALS INCLUDING HUMANS Nutrition, skeletons, muscles for support.		ROCKS: Fossilisation & classification of rocks.	LIGHT: Light & Shadows, reflection, protecting your eyes.	FORCES & MAGNETS: Comparing forces on varied surfaces, between objects, magnetic properties	PLANTS: Plants, lifecycle & pollination, requirements for growth & water transportation within plants.
YEAR 4	THE GLADIATOR The Romans Study of a region in Europe- Rome Leeson House – Field & Scientific Studies.	Christianity Christmas Message	WALK LIKE AN EGYPTIAN Geography skills - map reading, flags, and capital cities.	Judaism	RAINFORESTS South America. The water cycle.	Buddhism LONDON TOWN Study of human and physical geography of a region in the UK (London) EV? Compare this to a European country – France – Paris.
SCIENCE Yr4 Scientific Enquiry: Maths	FOOD, GLORIOUS FOOD ANIMALS INCLUDING HUMANS: Digestive systems. Teeth Classifying living things & Food chains.		SUPERSONIC SOUND: Sounds as vibrations, how sounds are made, pitch, volumes.	ELECTRICITY: Electricity (circuits & conductors).	LIVING THINGS & THEIR HABITATS Classification & how environment can impact living things.	STATES OF MATTER: Comparing groups of materials, solids, liquids or gasses. Observe changes.
YEAR 5	GROOVY GREEKS Study of ancient Greece.	SPACED OUT! Earth, Sun & Moon, Gravity Secular/Non-Religious/Humanist: Our Earth & Beyond. The Big Bang Theory VS Religion.	INVADERS & SETTLERS (From Roman Britain to Anglo Saxon Britain)	VIKING STRUGGLES (From Anglo Saxon Britain to Viking Britain)	RAGING RIVERS & COLOSSAL COASTS (Study of St Lucia)	ON YOUR HIKE! (Fieldwork, Orienteering & Map work) Jurassic Coast - Lulworth Cove EV HINDUISM
SCIENCE Yr5 Scientific Enquiry: Maths	FORCES: Gravity, air/water resistance, motion & mechanical devices.	EARTH & SPACE: Earth, Sun & Moon, Gravity	PROPERTIES & CHANGES OF MATERIALS: Classification, dissolving & solutions.	PROPERTIES & CHANGES OF MATERIALS: Reversible & irreversible changes.	LIVING THINGS & THEIR HABITATS: Lifecycles of plants, insects, birds, reproduction in plants and animals.	ANIMALS INCLUDING HUMANS: Changes that develop with old age – Sex Ed Link
YEAR 6	INDUSTRIAL REVOLUTION Significant turning point post 1066 in UK History.	EARLY ISLAMIC CIVILISATION Baghdad c AD 900 Islam: Link to Islamic Civilization. The Five Pillars of Islam, Pilgrimage – Hajj...	LIGHT UP MY LIFE Light and shadows, the eye Secular/Non-Religious/Humanist: Ethics/humanitarianism – link to WW1 and conscientious objectors. The Big Question. War veterans returning to Dunkirk or the Far East are on a pilgrimage as moving and profound as a religious pilgrimage.	Monarch Madness! A study of British Monarchs History of the Church of England, linked to modern day – link to Christianity	NATURAL DISASTERS (Fieldwork study)	Sikhism TRANSFORMERS PGL ISLE OF WIGHT/FRANCE EV – PARIS CONTRAST. Transition, moving on and up to secondary education.
SCIENCE Yr6 Scientific Enquiry: Maths	ELECTRICITY: Investigating brightness, volume etc, compare functions of components.	LIGHT: Light travels, shadows, the eye	LIVING THINGS & THEIR HABITATS: Classification including microorganisms, plants & animals.	ANIMALS INCLUDING HUMANS: Circulatory system, drugs & alcohol – link to Life Ed Bus	EVOLUTION & INHERITANCE: Fossils, adaptation	EVOLUTION & INHERITANCE: Lifecycles of plants & animals, Offspring – Sex Ed Link

HISTORY HEAVY

GEOGRAPHY HEAVY

SCIENCE HEAVY

RE

Aims and Purpose – What do we want from each of our subjects?

WHAT END POINTS IS THE LMPS CURRICULUM BUILDING TOWARDS?

Science	Here at LMPS we aim to deliver a high-quality science education, providing the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes. Through building up a body of key foundational knowledge and concepts, we aim to encourage our pupils to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
Computing	Computing at LMPS aims to teach pupils how systems work and how to apply this through programming. We also aim to give pupils the opportunity to use information technology to create programs, systems and a range of content. We intend to embed the use of information technology within the teaching of mathematics, science and design and technology. At LMPS we want our pupils to become digitally literate in order to prepare them as active participants in a digital world.
History	Our aim is to help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. We encourage the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. At LMPS, History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
Geography	At LMPS, our geography education is designed to inspire a curiosity and fascination about the world and it’s people, that will remain with them for the rest of their lives. We strive for our teaching to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress throughout Key Stage 2, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, landscapes and environments. We aim to ensure that the children’s geographical knowledge, understanding and skills provide a framework that explain how the Earth’s features are shaped, interconnected and change over time.
RE	At LMPS we believe that RE is an important curriculum area that enhances the children’s understanding and acceptance of different religions and cultures. We aim to teach the children about different religions so that they can gain an understanding of important religious festivals and how they are celebrated. We intend to encourage pupils to explore their own beliefs and teach pupils to develop respect for different faiths and beliefs. Through the teaching of RE at LMPS we aim for pupils to build their sense of identity and belonging, which will help them flourish within their communities and as citizens in a diverse society.
Music	At LMPS we aim to engage and inspire pupils to develop both a love of music and their talent as musicians. We aim to develop a critical engagement with music, allowing them to compose, listen to and perform a wide range of musical styles both in individual and group settings.
Art & Design	At LMPS we aim to provide a high-quality art and design education that engages, inspires and challenges pupils. Equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We aim to develop pupils understanding to help them to think critically and gain a more rigorous understanding of art and design. We want our children to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
PE	At LMPS, we aim for a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We ensure we provide opportunities for pupils to become physically confident in a way which supports their health and fitness. At LMPS, we provide opportunities to compete in sport at all ages and through a range of sporting areas. Activities build character and help to embed our Sporting Values which are celebrated across the school.
MFL	At LMPS we teach foreign languages in order to provide an opening to other cultures, fostering pupils’ curiosity and deepening their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.
PSHE	At LMPS we believe that it’s very important that our pupils get an excellent, broad and well balanced education that will teach them the necessary skills and prepare them for the future. We seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: keeping safe, drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. At LMPS, we use the Jigsaw and mindful approach to PSHE for our pupils. This brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development.

EDUCATIONAL VISITS & EXPERIENCES MAP

At LMPS, we ensure that our curriculum reflects the school's local context by addressing typical gaps in pupil's knowledge. We strive to address social disadvantage by providing a wide range of opportunity and experiences for all of our pupils. The table below details some, not all of the opportunities available to our pupils.

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
EYFS	<ul style="list-style-type: none"> • Fire brigade and police visit • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank • Christmas Stay & Play 	<ul style="list-style-type: none"> • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Village Exploration • Chinese New Year Stay & Play • Mother's Day Stay & Play • World Book Day 	<ul style="list-style-type: none"> • Farm visit • Village Exploration • Creative Arts Week • Father's Day Stay & Play • Manor Mile
YEAR 1	<ul style="list-style-type: none"> • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Scaplin's Court Visitor to explore the history of toys. • Magnificent Meadows • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Able Maths Workshop • World Book Day 	<ul style="list-style-type: none"> • Indian Workshop • Sealife Centre – exploring life • Village Exploration – local village study • Creative Arts Week • Manor Mile
YEAR 2	<ul style="list-style-type: none"> • Fire Service visit to school – fire safety and burning of the Great Fire of London houses. • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Chinese Dragon Performers • Chinese Cookery in school • Chinese New Year Day • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Able Maths Workshop • World Book Day 	<ul style="list-style-type: none"> • Avon Health Country Park • Exploring a local beach – coastal habitat study. • Creative Arts Week • Manor Mile
YEAR 3	<ul style="list-style-type: none"> • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Stonehenge Educational Visit • Neolithic Workshops • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • Child of Hope Workshop • World Book Day 	<ul style="list-style-type: none"> • Paulton's Park – decoding Computing and exploring forces. • RSPB – Habitats workshop • Whole School Production – Gainsford Theatre • Creative Arts Week • Manor Mile • Cricket Festival
YEAR 4	<ul style="list-style-type: none"> • Leeson House • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Ancient Egyptian Drama Day • Egyptian Exhibition for parents • RSPB Boat Trip • RSPB Bird Watch • Life Education Van • Lytchett Library Visit • World Book Day 	<ul style="list-style-type: none"> • Whole School Production – Gainsford Theatre • Creative Arts Week • Purbeck Young Artists Festival • Manor Mile • Cricket Festival
YEAR 5	<ul style="list-style-type: none"> • Star Gazing evening with parents • Greek Drama Day • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • SusTrans – Community Project • Able Maths Workshop • Harvest Drive – Poole Foodbank 	<ul style="list-style-type: none"> • Life Education Van • Lytchett Library Visit • SusTrans – Community Project • World Book Day • Swimming Gala 	<ul style="list-style-type: none"> • Lulworth Cove & Durdle Door • Whole School Production – Gainsford Theatre • SusTrans – Community Project • Creative Arts Week – Exploring East African Arts • Manor Mile • 'Can Do' Water Sports Festival • Football Festival
YEAR 6	<ul style="list-style-type: none"> • Victorian Drama Day • Victorian Exhibition for parents • Live theatre visit – Pantomime – to the largest cultural hub outside of London. • Able Maths Workshop • Harvest Drive – Poole Foodbank • Able Writers Workshop • Cross Country Events 	<ul style="list-style-type: none"> • Life Education Van • Lytchett Library Visit • Monarch Madness Workshop with Rev. Partridge • World Book Day • National Shakespeare Week • Cross Country Events • Swimming Gala 	<ul style="list-style-type: none"> • PGL – Isle of Wight • Whole School Production – Gainsford Theatre • Creative Arts Week • Year 6 Swim Safe Day • Manor Mile • 'Can Do' Water Sports Festival • Netball, Rugby & Football Festivals

Today's children and young people are growing up in a digital world. As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour, developing effective strategies for staying safe and making a positive contribution online. Online safety is a whole school issue and the following objectives aim to ensure that our children have the tools to be empowered, build resilience and effects positive culture change during their digital lives.

<p>Reception: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can recognise that information can stay online and could be copied. I can identify rules that help keep us safe and healthy in and beyond the home when using technology. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with and can explain why I can trust them. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 1: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can explain how information put online about me can last for a long time. I can explain how other people's identity online can be different to their identity in real life. I can explain why it is important to be considerate and kind to people online. I know who to talk to if I think someone has made a mistake about putting something online. I can explain rules to keep us safe when we are using technology both in and beyond the home and can give some simple examples. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can describe what information I should not put online without asking a trusted adult first. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can describe ways that some people can be unkind online and offer examples of how this can make others feel. I can talk about how someone can/would get help about being bullied online or offline. 	<p>Year 2: <i>Using Technology Safely and Respectfully:</i></p> <ul style="list-style-type: none"> I can describe ways in which people might make themselves look different online. I can explain simple guidance for using technology in different environments and settings and can say how those rules/guides can help me. I can describe how online information about me could be seen by others. <p><i>Keeping Personal Information Private:</i></p> <ul style="list-style-type: none"> I can recognise all examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). I can describe and explain some rules for keeping my information private. <p><i>Online Bullying:</i></p> <ul style="list-style-type: none"> I can give examples of bullying behaviour and how it could look online. I understand how bullying can make someone feel. I can talk about how someone can/would get help about being bullied online or offline.
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<p>Year 3: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how I can represent myself in different ways online. I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media). I can explain some risks of communicating online with others I don't know well. I can explain why I should be careful who I trust online and what information I can trust them with. I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos). I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain what bullying is and can describe how people may bully others. I can describe rules about how to behave online and how I follow them. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify some simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 4: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how my online identity can be different to the identity I present in 'real life'. Knowing this, I can describe the right decisions about how I interact with others and how others perceive me. I can describe strategies for safe and fun experiences in a range of online social environments. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'. I can explain how using technology can distract me from other things I might do or should be doing. I can identify times or situations when I might need to limit the amount of time I use technology. I can suggest strategies to help me limit this time. I can describe strategies for keeping my personal information private, depending on context. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can identify some online technologies where bullying might take place. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of simple ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 5: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can explain how identity online can be copied, modified or altered. I can demonstrate responsible choices about my online identity, depending on context. I can show I understand my responsibilities for the well-being of others in my online social group. I can describe ways technology can affect healthy sleep and can describe some of the issues. I can describe some strategies, tips or advice to promote healthy sleep with regards to technology. I can explain how many free apps or services may read and share my private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others. I can explain how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why I should seek permission from a trusted adult before purchasing. <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can recognise when someone is upset, hurt or angry online. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users. 	<p>Year 6: <i>Using Technology Safely, Respectfully and Responsibly:</i></p> <ul style="list-style-type: none"> I can give examples of how the internet and social media can be used for positive self-promotion. I can explain how people can curate and experiment with their identity online and the positives and negatives aspects of this. I can explain how impulsive and rash communications online may cause problems (e.g. gaming, content produced in live streaming). I can explain how and why people who I communicate with online may try to influence others negatively. I can assess and action different strategies to limit the impact of technology on my health (e.g. night- shift mode, regular breaks, correct posture, sleep, diet and exercise). I can explain the importance of self- regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents). I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). <p><i>Recognise Acceptable/Unacceptable Behaviour (including online bullying):</i></p> <ul style="list-style-type: none"> I can explain how I am developing an online reputation, which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. <p><i>Reporting Concerns:</i></p> <ul style="list-style-type: none"> I can confidently identify a range of ways to report concerns both in school and at home about online bullying or anything else that upsets, worries or concerns me. I can explain how to block and report abusive users.
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YEAR 1 CURRICULUM OVERVIEW

<p>ENGLISH GENRES</p> <ul style="list-style-type: none"> • Recount– fact and fiction. • Information texts. • Poems. • Traditional and fairy stories. • Stories from other cultures. • Recounts and dictionaries. • Using the senses-poetry. • Stories with familiar settings. • Stories with predictable and patterned language. • Labels, lists and captions. • Instructions. • Pattern and rhyme. • Stories about fantasy worlds. 	<p>SEE NC REQUIREMENTS</p>	<p>Design & Technology</p> <p>Work Confidently with: their own experiences and knowledge of current products. Different materials, cutting and sticking. A good understanding of basic hygiene and safety. Discussing their likes and dislikes of a product. Understands what technology is and that it is used for different purposes. Understand simple mechanisms, how they work. Know where basic foods come from. Know how to operate simple equipment.</p> <p>Have experience: a range of different products for different purposes, such as books containing moving parts and mechanisms, foods from around the world, modern toys. Making cards for special occasions, such as Mother’s Day.</p> <p>Introduce: Designing and making a product for themselves or others. Generate original ideas based on existing knowledge and communicate these. Plan by suggesting what to do next. Select from a range of tools, materials and components. Follow procedures for hygiene and safety. Explore construction kits. Explore how to make a product better. Select and use technology. Use simple mechanisms. Food product combinations, produce originality – farmed, grown or caught. Name and sort foods. Cutting, peeling & grating to prepare simple meals.</p> <p>Context: Through stories, historical and modern toys, Diwali festival of light; designing and making their own lamp. Moving pictures and mechanisms of books within Greenfingers & Under the Sea.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Identify basic plants. • Identify basic plants (roots, leaves, flowers, etc...) • Identify and compare common animals. • Identify and name basic body parts. <p>Chemistry</p> <ul style="list-style-type: none"> • Distinguish between objects and materials. • Identify and name common materials. • Describe simple properties of some materials. • Compare and classify materials. <p>Physics</p> <ul style="list-style-type: none"> • Observe weather associated with changes of season. • Light 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To understand that an algorithm is a set of instructions - To understand that a program can be controlled by inputting instructions. - To break down a process into simple, clear steps to create a simple algorithm. - To debug their programs. - To predict how their program will work. - To discuss common uses of information technology beyond school. - To begin to use technology purposefully to create, organise, store, manipulate and retrieve digital content. - To discuss how to use technology safely and respectfully. - To understand that personal information must be kept private. - To discuss what to do if you are concerned about anything regarding your use of computers.
<p>HISTORY</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. • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/ • Significant historical events, people and places in their own locality. 	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale. Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</p> <p>Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</p> <ul style="list-style-type: none"> • Name & locate the four countries and capital cities of the UK using atlases and globes. • Name & locate the surrounding seas of the UK. • Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas around the world. (Equator/Polos) • Use basic geographical vocabulary to refer to local & familiar features. Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather. Key human features including city, town, village, factory, farm, house, office, port, harbor and shop. • Use the 4 compass directions and locational language, simple vocabulary such as near, far, left, right etc. • World maps, atlases & globes. <p>Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</p>	<p>ART & DESIGN</p> <p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> ☒ To try out tools and techniques and apply these to materials and processes. ☒ To be taught about materials and processes used in making art, craft and design. ☒ To design and make art images. ☒ To investigate the possibilities of a range of materials and processes. ☒ To explore ideas. <p>To use drawing, painting and sculpture to share ideas, experiences and imagination</p> <ul style="list-style-type: none"> • To record from first hand observation. • To represent observations, ideas and design and make artefacts. • To explore ideas. • To record from experience. • To review what they and others have done and say what they think and feel about it. • To create an image. <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.</p> <ul style="list-style-type: none"> • To be taught about visual and tactile elements, including colour, pattern, texture, line, tone and space. • To try out tools and techniques and apply these to materials and processes. • To explore ideas. • To be taught visual and tactile elements and shape. • To explore colour. • To explore different effects that can be created with different media. <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and linking to their own work.</p> <ul style="list-style-type: none"> • To be taught about the similarities and differences in the work of artists, crafts people and designers in different times and cultures. • To explore ideas. • To create pieces of work in the style of the artist. • To be taught about materials and processes used in making art. 		
<p>MFL</p>	<p>MUSIC</p> <p>Follow a leader when singing. Sing songs with an accompaniment. Begin to sing with attention to phrasing and breathe appropriately. Sing with attention to dynamics. Play instruments at the right time. Play percussion instruments with increasing accuracy. Play a drone to a steady beat. Use instruments to compose with guidance. Begin to listen to and respond to one another. Listen to and identify sounds and ideas. Create simple question and answer phrases on tuned percussion. Play games that require longer phrases of improvisation. Begin to compose 3 note melodies to a given stimulus. Compose rhythmic phrases to words and play or sing from memory.</p>	<p>P.E</p> <ul style="list-style-type: none"> • Use different ways of moving • Adjust speed or use change of direction to avoid obstacles • Travels with confidence on balancing equipment • Jumps off an object and lands effectively • Develop fundamental movements (running, Jumping, throwing, catching, balance agility and co-ordination) • To participate in team games • To develop basic skills for different sports • To perform a dance using simple movement patterns • Begin to show control over a range of objects 	<p>PSHE:</p> <p>Autumn 1 - Jigsaw 'Being Me in My World' Autumn 2- Jigsaw 'Celebrating Differences' Spring 1 - Jigsaw 'Dreams and Goals' Spring 2- Jigsaw 'Healthy Me' Summer 1 - Jigsaw 'Relationships' Summer 2 - Jigsaw 'Changing Me'</p> <p>RE:</p> <p>Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>	

YEAR 2 CURRICULUM OVERVIEW

<p>ENGLISH GENRES</p> <ul style="list-style-type: none"> Information texts. Extended stories. Non chronological reports. Really looking– poetry. Silly stuff. (poetry/rhyme) Traditional stories. Explanations. Different stories by the same Author. Stories with familiar settings. Instructions. Patterns on the page. 	<p>Design & Technology Work Confidently with: Designing and making a product for themselves or others. Generate original ideas based on existing knowledge and communicate these. Plan by suggesting what to do next. Select from a range of tools, materials and components. Follow procedures for hygiene and safety. Explore construction kits. Explore how to make a product better. Select and use technology. Use simple mechanisms. Food product combinations, produce originality – farmed, grown or caught. Name and sort foods. Cutting, peeling & grating to prepare simple meals. Have experience of: a range of different products for different purposes, such as modern puppets and toys with flaps and mechanisms. 3D and 2D shapes. Working with different types of material and tools. Introduce: Stating what products they are designing and making and able to describe what they are used for. How products are suitable for intended users. Use a simple success criteria to develop their ideas and generate ideas by drawing. Use materials and components and explain their choices. Assemble, join and combine materials and components. Use a success criteria to make choices and judgments about their products. Talk and write about how to make their products better. How free standing structures can made stronger, stiffer and more stable. Recognise how 3D shapes can be assembled from two identical fabric shapes. Prepare food hygienically without using a heat source using techniques such as; cutting, peeling and grating. Context: Through stories, industry and the working with wider environment. Chinese New Year: designing and making a dragon. Developing structures with journeys. Creating and sewing puppets with Magnificent mini beasts. Exploring food and how it is prepared through seaside holidays.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> Differentiate living, dead and non-living. Growing plants (water, light, warmth) Basic need of animals and offspring. Simple food chains and habitat. <p>Chemistry</p> <ul style="list-style-type: none"> Identify and compare uses of different materials. Compare how things move on different surfaces. <p>Physics</p> <ul style="list-style-type: none"> Sound 	<p>COMPUTING</p> <ul style="list-style-type: none"> To have a clear understanding of algorithms as sequences of instructions. To convert simple algorithms into programs. To spot and debug errors in their programs. To use logical reasoning to make predictions of what their program will do. To understand the various ways information technology can be used both in and out of school. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To explain how to use technology safely and respectfully. To understand what information to share and what to keep private. To identify where to go for help and support when you have concerns about content or contact on the internet or other online technologies
<p>HISTORY</p> <ul style="list-style-type: none"> 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 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality. 	<p>GEOGRAPHY Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes. Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases. Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</p> <ul style="list-style-type: none"> Name & locate world’s continents and oceans, revisit the UK & seas/oceans from Yr1. Name & locate the world’s seven continents and five oceans. Compare local area to a non-European country – use maps, atlases & globes to identify the UK and its countries as well as the countries, continents and oceans – study of CHINA. Understand geographical similarities & differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. 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 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. HENGISTBURY HEAD EV. <p>Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.</p>	<p>ART & DESIGN To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> To try out tools and techniques and apply these to materials and processes. To be taught about materials and processes uses in making art, craft and design. To design and make art images. To investigate the possibilities of a range of materials and processes. To explore ideas. <p>To use drawing, painting and sculpture to share ideas, experiences and imagination</p> <ul style="list-style-type: none"> To record from first hand observation. To represent observations, ideas and design and make artefacts. To explore ideas. To record from experience. To review what they and others have done and say what they think and feel about it. To create an image. <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space.</p> <ul style="list-style-type: none"> To be taught about visual and tactile elements, including colour, pattern, texture, line, tone and space. To try out tools and techniques and apply these to materials and processes. To explore ideas. To be taught visual and tactile elements and shape. To explore colour. To explore different effects that can be created with different media. <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and linking to their own work.</p> <ul style="list-style-type: none"> To be taught about the similarities and differences in the work of artists, crafts people and designers in different times and cultures. To explore ideas. To create pieces of work in the style of the artist. To be taught about materials and processes used in making art. 	
<p>MFL</p> <ul style="list-style-type: none"> Listen to and join in with simple rhymes and songs Learn basic greetings Find out about the lives of people/children in France and make simple comparisons Begin to learn and remember basic vocabulary Play simple games to develop listening skills Develop confidence to speak within the class 	<p>MUSIC Sing songs with accuracy. Sing with attention to dynamics. Sing partner songs and rounds. Use voice to explore improvisation with guidance. Play percussion instruments with increasing accuracy. Play a simple 3 note ostinato or melody. Play a simple song from memory. Begin to play a wind instrument eg recorder or ocarina. Listen to and identify sounds and ideas with attention to the dimensions of learning. Listen and respond to each other. Improvise a melody using pentatonic scale to fit above a drone. Create question and answer phrases on tuned percussion. Compose three note melodies on tuned percussion and record these ideas. Compose ostinatos to well-known songs.</p>	<p>P.E</p> <ul style="list-style-type: none"> To master basic movements (running, jumping, throwing, catching, balance, agility and co-ordination) To begin to apply these basic movements in a range of sports To develop simple tactics for attacking and defending in team games Become increasingly competent in a wide range of sports both team and individual To perform dances using simple movement patterns 	<p>PSHE:</p> <p>Autumn 1 - Jigsaw 'Being Me in My World' Autumn 2- Jigsaw 'Celebrating Differences' Spring 1 - Jigsaw 'Dreams and Goals' Spring 2- Jigsaw 'Healthy Me' Summer 1 - Jigsaw 'Relationships' Summer 2 - Jigsaw 'Changing Me'</p> <p>RE:</p> <p>Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>

YEAR 3 CURRICULUM OVERVIEW

<p>ENGLISH GENRES</p> <ul style="list-style-type: none"> • Adventur e and mystery. • Authors and letters. • Information texts. • Language play. • Poems to perform. • Myths and legends. • Dialogues and plays. • Instructions. • Poetry. • Fact and fiction. • Reports. • Narrative setting. • Narrative dialogue. • Plays. <p style="text-align: center; border: 1px solid black; padding: 2px;">SEE NC REQUIREMENTS</p>	<p>Design & Technology Work Confidently with: Stating what products they are designing and making and able to describe what they are used for. Discuss how products are suitable for intended users. Use a simple success criteria to develop their ideas and generate ideas by drawing. Use materials and components and explain their choices of material. Assemble, join and combine materials and components. Use a success criteria to make choices and judgments about their products. Talk and write about how to make their products better. Show an interest in toys with flaps, buttons, and mechanisms and can operate them successfully. How free standing structures can made stronger, stiffer and more stable. Recognise how 3D shapes can be assembled from two identical fabric shapes. Prepare food hygienically without using a heat source using techniques such as; cutting, peeling and grating. Have experience: a range of different products for different purposes, such as toys with different fastenings and mechanisms. Foods from around the world. Some technical vocabulary. Products controlled by electrical circuits. A range of materials and tools. Introduce: Discuss and describe the purpose of the products. Indicate the design features of their product. Develop their own success criteria. Model ideas using prototypes. Use annotated diagrams and some computer aided design packages to develop and communicate ideas. Explain their choices, giving evidence. Select materials and components suitable to the task. Measure, mark out, cut and shape materials and components with some accuracy. Consider the views of others including intended users to influence their product. Investigate and analyse how well their product has been designed and made; why materials have been chosen, what methods of construction were used, how well the products worked. Materials have functional and aesthetic qualities. Linkages to create movement. Know that simple electrical circuits and components can be used to create functional products. Use technical vocabulary. Recognise regional and international food. Prepare sweet and savory food using mixing, spreading, kneading and baking. Recognise that a healthy diet is made up of a variety of balanced foods and drinks. Context: Within a range of contexts, such as home, school, leisure and industry. Explore foods of the world within Location, Location and Time Team. Designing and making fun fair rides with linkages and electrical circuits for movement. Making toys with flaps and buttons through the circle of life.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Plants, including parts, lifecycle and requirements for life • Animals, skeletons & nutrition <p>Chemistry</p> <ul style="list-style-type: none"> • Classification of rock types • Simple understanding of fossilisation <p>Physics</p> <ul style="list-style-type: none"> • Sources of light; shadows and reflections • Simple forces, including magnetism 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To create an algorithm and write a simple program - To debug simple programs and recognise common types of bug in software. - To use various forms on input/output. - To understand the physical hardware connections necessary for computer networks to work. - To understand some features of internet protocols.
<p>HISTORY</p> <p>New Stone Age Bronze Age Life</p> <p>Iron Age (Maiden Castle)</p>	<p>GEOGRAPHY Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> <ul style="list-style-type: none"> • Locate world's countries focusing on Europe & the Americas – focus on their key physical & human features. • Study a contrasting region of the UK (NOT a local area) CITY – London. Understand geographical similarities & differences. • Use 8 points of the compass, symbols & keys. • Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links... • Use fieldwork to observe, measure & record. STONEHENGE EV – link to History. • 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>Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p>ART & DESIGN To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • To question and make thoughtful observations about starting points and select ideas to use in their work. • To record from feeling, experience and imagination. • To collect visual and other information to help them develop ideas, including using a sketchbook. • Record from first hand observations • To work on their own and collaborate with others. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> • To look at space, shape and form. • To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. • To apply their experiences of materials and processes to develop their control of tools and techniques. • To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. • To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. • To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. • To have knowledge of other artists. • To investigate and combine visual and tactile qualities to the purpose of the work. • To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> - Listen to and join in with simple songs and rhymes - Write simple words and short phrases - Listen to stories and join in with familiar or repeated phrases - Speak with increasing confidence and with some accuracy in pronunciation - Begin to construct simple sentences using familiar words and phrases - Respond to simple questions with a suitable answer 	<p>MUSIC</p> <p>Sing songs with greater accuracy from low A-C. Begin to sing songs unaccompanied and in tune. Begin to perform songs with attention to dynamics and phrasing.</p> <p>Begin to copy back patterns and create own on tuned percussion. Play a variety of instruments and begin to use them creatively. Begin to play confidently as an individual. Begin to play as an ensemble.</p> <p>Express and begin to justify ideas and opinions about music heard or performed. Begin to identify different instruments heard. Begin to comment on composer's intention with reference to the dimensions of music.</p> <p>Improvise with musical awareness of style, tempo & timing. Begin to identify improvisation within live and recorded music.</p> <p>Begin to compose to a given structure. Compose in a variety of groupings. Begin to use various methods of notation.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To begin to use running, jumping, throwing and catching in isolation and in combination • To play competitive games, modified where necessary • To begin to use attacking and defending principles in a specific sport • To develop flexibility and control in gymnastic, dance and athletics • To perform dances using varied movement patterns • To swim 10-15m using their own stroke effectively (front crawl, backstroke, breaststroke) 	<p>PSHE:</p> <p>Autumn 1 - Jigsaw 'Being Me in My World' Autumn 2- Jigsaw 'Celebrating Differences' Spring 1 - Jigsaw 'Dreams and Goals' Spring 2- Jigsaw 'Healthy Me' Summer 1 - Jigsaw 'Relationships' Summer 2 - Jigsaw 'Changing Me'</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>

YEAR 4 CURRICULUM OVERVIEW

<p>ENGLISH GENRES</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px 0;"> SEE NC REQUIREMENTS </div> <ul style="list-style-type: none"> • Stories with Historical settings. • Creating images. • Recount. • Plays. • Explanation. • Information texts. • Narrative- stories set in Imaginary worlds. • Narrative- stories set in other cultures. • Persuasion. • Issues and dilemmas. • Exploring form (Poetry) 	<p>Design & Technology: Work Confidently with: Discuss and describe the purpose of the products. Indicate the design features of their product. Develop their own success criteria. Model ideas using prototypes. Use annotated diagrams and some computer aided design packages to develop and communicate ideas. Explain their choices, giving evidence. Selects materials and components suitable to the task. Measures, marks out, cuts and shapes materials and components with some accuracy. Consider the views of others including intended users to influence their product. Investigate and analyse how well their product has been designed and made; why materials have been chosen, what methods of construction were used, how well the products worked. Materials have functional and aesthetic qualities. Linkages to create movement. Know that simple electrical circuits and components can be used to create functional products. Beginning to use technical vocabulary. Recognise regional and international food. Prepare sweet and savory food using mixing, spreading, kneading and baking. Recognise that a healthy diet is made up of a variety of balanced foods and drink. Have experience: a range of different products for different purposes, such as modern purses, and electrical circuits. A variety of food products and ingredients both sweet and savoury. Finishing techniques and how they are applied to everyday products. Introduce: Gather information about the wants or needs of individuals or groups. Develop their own success criteria and use this to inform their ideas. Model using prototypes and pattern pieces. Creating realistic ideas with a focus on the needs of the user. Making design decisions with availability of resources in mind. Use a wide range of materials including electrical and food ingredients. Apply finishing techniques to products. Use their design criteria to evaluate to improve a completed task. Analyse how well their product has been designed and made have they achieved their purpose. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industry. Recognise that materials can be combined and mixed. Know that mechanical and electrical systems have input, process and output. Know that a single fabric shape can be used to make a 3D textile product. Recognise a range of fresh, pre-cooked and processed foods. Recognise that a healthy diet is made up of a variety of balanced foods and drink. Know that to be active and healthy, food is needed for energy for the body. Context: within a range of contexts, such as home, school, leisure, culture and industry. Design and make money purses with The Gladiator. Design and make an Egyptian mask through walk like an Egyptian.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Classify living things • Digestive systems and Teeth • Food chains <p>Chemistry</p> <ul style="list-style-type: none"> • Changes of State • The Water Cycle <p>Physics</p> <ul style="list-style-type: none"> • Sound as vibrations • Electricity; simple circuits and conductors 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To design and write simple programs - To debug computer programs. - To use and understand variables. - To use selection and repetition to develop a game. - To understand different forms of input and output e.g. sensors, switches, motors, lights and speakers. - To understand the importance of user interface, considering input and output. - To understand some of the risks in using the internet. - To understand some technical aspects of how the internet makes the web possible.
<p>HISTORY</p> <p>Roman Invasion (Britain) Roman Empire Life AD 42 (Dorchester) Ancient Egypt</p>	<p>GEOGRAPHY Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (NOT a local area) • Study a region in a European country. – ROME, ITALY – history link. • Understand geographical similarities and differences through the study of human and physical geography of a region of NORTH OR SOUTH AMERICA – BRAZIL & RAINFORESTS. • 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. • Use 8 points of the compass, symbols & keys. • Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links etc. • Understand the water cycle. • 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. LEESON HOUSE – WORTH MATRAVERS STUDY EV. <p>Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>	<p>ART & DESIGN To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • To question and make thoughtful observations about starting points and select ideas to use in their work. • To record from feeling, experience and imagination. • To collect visual and other information to help them develop ideas, including using a sketchbook. • Record from first hand observations • To work on their own and collaborate with others. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> • To look at space, shape and form. • To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. • To apply their experiences of materials and processes to develop their control of tools and techniques. • To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. • To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. • To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. • To have knowledge of other artists. • To investigate and combine visual and tactile qualities to the purpose of the work. • To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> - Describe things and actions using simple sentence starters - Add a simple adjective to describe a noun e.g. colour - Join in actively with songs, rhymes and stories - Broaden vocabulary and understand new words that are introduced - Begin to understand and show awareness of masculine, feminine and neuter forms in written format. - Develop pronunciation and intonation so that others can identify words and phrases that are being spoken. 	<p>MUSIC Sing songs with greater accuracy from low A – D. Sing songs unaccompanied and in tune. Begin to perform songs with attention to dynamics, phrasing and tempo. Copy back patterns and create own on tuned percussion. Play a variety of instruments accurately and creatively. Play confidently as an individual. Play as an ensemble. Take up tuition on an instrument. Express and justify ideas and opinions about music heard or performed. Identify different instruments. Comment on composer's intention with reference to the dimensions of music. Improvise with musical awareness of style, tempo & timing. Begin to identify improvisation within live and recorded music. Compose to a given structure. Compose in a variety of groupings. Use various methods of notation, including staff notation. Compose using the dimensions of music at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To develop running, jumping, throwing and catching in isolation and in combination • To apply attacking and defending principles in a specific sport • To demonstrate flexibility and control in Gymnastics, dance and athletics • Compare performances with previous ones to achieve personal bests • To begin to perform dances both individually and as a group • To swim 10-15m using recognised strokes effectively (front crawl), backstroke, breaststroke) 	<p>PSHE: Autumn 1 - Jigsaw 'Being Me in My World' Autumn 2- Jigsaw 'Celebrating Differences' Spring 1 - Jigsaw 'Dreams and Goals' Spring 2- Jigsaw 'Healthy Me' Summer 1 - Jigsaw 'Relationships' Summer 2 - Jigsaw 'Changing Me'</p> <p>RE: Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>

YEAR 5 CURRICULUM OVERVIEW

<p>ENGLISH GENRES</p> <ul style="list-style-type: none"> • Persuasive writing. • Stories from other cultures. • Poetry • Choral and performance. • Novels and stories by Significant children’s authors. • Instructions. • Older literature. (classic novels) • Film narrative and dramatic conventions. • Reports and Explanations. • Narrative- Traditional stories, fables, myths and legends. • Classic narrative poetry. 	<p>Design & Technology</p> <p>Work Confidently with: Gather information about the wants or needs of individuals or groups. Develop their own success criteria and use this to inform their ideas. Model using prototypes and pattern pieces. Creating realistic ideas with a focus on the needs of the user. Making design decisions with availability of resources in mind. Use a wide range of materials including electrical and food ingredients. Apply finishing techniques to products. Use their design criteria to evaluate to improve a completed task. Analyse how well their product has been designed and made have they achieved their purpose. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industries. Recognise that materials can be combined and mixed to combine more useful characteristics. Know that mechanical and electrical systems have input, process and output. Know that a single fabric shape can be used to make a 3D textile product. Recognise a range of fresh, pre-cooked and processed foods. Recognise that a healthy diet is made up of a variety of balanced foods and drinks. Knows that to be active and healthy food is needed for energy for the body.</p> <p>Have experience: a range of different products for different purposes, such as toys with moving components and linkages. Computer programming techniques. Planning and making process using a design brief. Food and splitting produce into food groups.</p> <p>Introduce: Carry out research and interviews of intended users to find out their wants, needs and preferences. Make design decisions with availability of resources in mind. Generate innovative ideas based on their prior research. Formulate a step by step plan for the designing and making process. Accurately apply several finishing techniques including those from art and design sessions. Critically evaluate the quality of the design, manufacture and fit for purpose of the product. Investigate who designed the products, where were they made, when products were designed and made; whether products can be reused or recycled. Use a range of technical vocabulary to discuss their product. More complex computer and electrical programming to control their product. Make strong, stiff shell structures for a purpose. Begin to understand that seasons and weather effect food availability. Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. Begin to understand how food is processed into ingredients that can be used in cooking or eaten.</p> <p>Context: within a range of contexts, such as home, school, leisure, culture and industry. Design and make a pair of shoes through The Groovy Greeks. Create models of the Solar system with Spaced out. Design and make com toys with moving components through Viking Struggles.</p>	<p>SCIENCE</p> <p>Biology</p> <ul style="list-style-type: none"> • Life Cycles of plants & animals • Describe changes as humans develop & mature <p>Chemistry</p> <ul style="list-style-type: none"> • Classify materials according to a variety of properties • Understand mixtures & solutions • Know about reversible changes; identify irreversible changes <p>Physics</p> <ul style="list-style-type: none"> • Understand location and interaction of Sun, Earth & Moon • Introduce gravity, resistance & mechanical forces. 	<p>COMPUTING</p> <ul style="list-style-type: none"> - To design and create a computer program for a computer game. - To detect and correct errors in their program. - To make changes to improve their game. - To understand the need for private information to be encrypted and how this works on the web. - To encrypt and decrypt simple ciphers. - To develop awareness of computer generated art. - To experiment with tools available to refine and develop their work. - To develop research skills to decide what information is appropriate. - To question the plausibility and quality of information. - To develop their understanding of e-safety and responsible use of the internet.
<p>HISTORY</p> <p>Invaders and Settlers</p> <p>Anglo-Saxons</p> <p>Viking Struggles (Wareham)</p> <p>Ancient Greece</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird’s eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of a European country – ATHENS, GREECE – history link. • 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. LULWORTH COVE EV - COASTS • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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 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. LULWORTH COVE <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • To question and make thoughtful observations about starting points and select ideas to use in their work. • To record from feeling, experience and imagination. • To collect visual and other information to help them develop ideas, including using a sketchbook. • Record from first hand observations • To work on their own and collaborate with others. • To apply their experience of materials and processes including drawing, developing control of tools and techniques. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg, pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> • To look at space, shape and form. • To be taught about visual and tactile elements including colour, pattern, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. • To apply their experiences of materials and processes to develop their control of tools and techniques. • To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. • To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. • To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. • To have knowledge of other artists. • To investigate and combine visual and tactile qualities to the purpose of the work. • To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> - Use a dictionary to find vocabulary including word gender. - Read and begin to understand written text - Speak in sentences using familiar vocabulary, phrases and basic language structure - Engage in conversations. Ask and respond to questions - Share and present ideas orally to their peers and younger year groups. - Identify and use the masculine, feminine and neuter forms and begin to apply these in simple sentences. - Begin to use high frequency verbs to build sentences. - Use and apply basic grammar to sentences. - Write phrases and sentences from memory. 	<p>MUSIC</p> <p>Begin to use voices to compose melodies and explore effects. Begin to sing songs in two-part harmony. Perform songs with attention to dynamics, phrasing, articulation and tempo.</p> <p>Take up tuition on an instrument. Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Begin to play in simple harmony.</p> <p>Express and justify ideas and opinions about music heard or performed. Identify different instruments and begin to identify different timbres. Comment on composer’s intention with reference to the dimensions of music.</p> <p>Improvise with awareness of musical dimensions. Identify improvisation within live and recorded music. Eg Jazz.</p> <p>Compose to a given musical structure eg ABA. Begin to read and record using staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To begin to show running, jumping, throwing and catching in a range of sports both team and individual • To begin to use rules in competitive games modified where appropriate • To develop attacking and defending principles in a wide range of sports • To begin to show strength, flexibility and control in gymnastics, dance and athletics • To swim 25m+ confidently and effectively using a recognised stroke (front crawl, backstroke, breaststroke) • Compare performances with previous ones and recognise improvements to achieve personal bests • To take part in outdoor and adventurous activity both individually and within a team (eg orienteering) • To demonstrate strength, flexibility and control in gymnastics, dance and athletics • To perform dances using a wide range of movements individually and as a group. 	<p>PSHE:</p> <p>Autumn 1 - Jigsaw 'Being Me in My World'</p> <p>Autumn 2- Jigsaw 'Celebrating Differences'</p> <p>Spring 1 - Jigsaw 'Dreams and Goals'</p> <p>Spring 2- Jigsaw 'Healthy Me'</p> <p>Summer 1 - Jigsaw 'Relationships'</p> <p>Summer 2 - Jigsaw 'Changing Me'</p> <p>RE:</p> <p>Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>

YEAR 6 CURRICULUM OVERVIEW

ENGLISH GENRES	Design & Technology	SCIENCE	COMPUTING
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<p>SEE NC REQUIREMENTS</p> <ul style="list-style-type: none"> • Fiction Genres. • Biography/autobiography. • Leaflets. • Power of imagery. • Extended narrative. • Authors and texts. • Journalistic writing. • Reading and writing narrative and plays. (Including revision) • Letter writing. • Revision. • Poetry. • Transition unit. • Independence an creativity. • ☒ Reading/writing non fiction 	<p>Work Confidently with: Carry out research and interviews of intended users to find out their wants, needs and preferences. Make design decisions with availability of resources in mind. Generate innovative ideas based on their prior research.</p> <p>Formulate a step by step plan for the designing and making process. Accurately apply several finishing techniques including those from art and design sessions. Critically evaluate the quality of the design, manufacture and fit for purpose of the product. Investigate who designed the products, where they made, when products were designed and made; whether products can be reused or recycled. Use a range of technical vocabulary to discuss their product. More complex computer and electrical programming to control their product. Make strong, stiff shell structures for a purpose. Begin to understand that seasons and weather effect food availability. Know that different foods contain substances that are needed for health e.g. water, vitamins, fibre and nutrients. Begin to understand how food is processed into ingredients that can be used in cooking or eaten.</p> <p>Have experience: a range of different products for different purposes, such as modern and traditional toys with moving parts and components. Electrical circuits to control products. A range of technical vocabulary. Preparing md making sweet and savoury dishes according to a recipe.</p> <p>Introduce: Carry out research using various web resources. Use annotated sketches, cross sectional drawings, diagrams and some computer aided design packages to develop and communicate ideas. Generate innovative ideas based on their prior research. Begin to combine ideas from various sources. Make design decisions based on cost, time and resource constraints. Begin to plan costings using a spread sheet. Use techniques that involve resourcefulness, resilience and innovation when trying to solve a problem during the process of making. Explain next steps in their learning drawing on their prior experience. Evaluate their ideas and products against their original design specification. Consider cost and sustainability. Recognise successful inventors, designers, chefs and engineers who have been influential in the design and technology industries. Use learning from other subjects and sources to design and make products that work and discuss how they have used this knowledge in the planning process. Use more complex computer and electrical programming to control their product and evaluate the effectiveness of this. Adapt recipes by adding or substituting one or more ingredients. Know that recipes can be adapted to change the taste, texture, aroma and appearance.</p> <p>Context: within a range of contexts, such as home, school, leisure, culture, enterprise and industry. Designing and making traditional Victorian Toys through the Industrial Revolution. Building a boat structure with natural disasters. Designing and building a free standing structure and make simple food dishes as a part of survival week with Transformers.</p>	<p>Biology</p> <ul style="list-style-type: none"> • Classification, including micro-organisms • Health & Lifestyles, incl. circulatory system • Evolution & Adaption <p>Physics</p> <ul style="list-style-type: none"> • Light and shadows, the eye • Forces, including gravity • Electricity: investigating circuits 	<ul style="list-style-type: none"> - To design, write and debug programs that accomplish specific goals - To control and simulate physical systems. - To solve problems by decomposing them into smaller parts (Debug) - To develop an awareness of smartphones and tablets. - To evaluate competing products - To develop the component tasks of a project and develop a timeline to track progress. - To identify the resources they'll need to accomplish a project. - To use web based research skills to source tools, content and other resources - To present their research findings - To address accessibility and inclusion issues. - To record their design decisions and the process they have followed. - To explain the importance of e-safety and how the internet can be used responsibly.
<p>HISTORY</p> <p>Significant turning point post 1066 in UK History - Industrial Revolution</p> <p>Early Islamic Civilisation Baghdad c AD 900</p>	<p>GEOGRAPHY</p> <p>Work confidently with: Large scale street maps and large scale. Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates.</p> <p>Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p>Introduce: what 6 figure Grid References mean and how to calculate them.</p> <ul style="list-style-type: none"> • 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. PGL ISLE OF WHITE EV – PARIS CONTRAST. • Study a region in a European country. – PARIS, FRANCE – link to MFL • 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). • NATURAL DISATRSERS - describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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 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. PGL EV <p>Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>	<p>ART & DESIGN</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> • To question and make thoughtful observations about starting points and select ideas to use in their work. • To record from feeling, experience and imagination. • To collect visual and other information to help them develop ideas, including using a sketchbook. • Record from first hand observations • To work on their own and collaborate with others. • To apply their experience of materials and processes including drawing, developing control of tools and techniques. <p>To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg. pencils, charcoal, clay and paint)</p> <ul style="list-style-type: none"> • To look at space, shape and form. • To be taught about visual and tactile elements including colour, pattem, texture, line and tone, shape, form and space and how these elements can be combined and organised for different purposes. • To apply their experiences of materials and processes to develop their control of tools and techniques. • To use a variety of methods and approaches to communicate observations, ideas and feelings to create an image from this. • To use a variety of methods and approaches to communicate observations, ideas and feelings to design and make images and artifacts. • To use a range of materials and processes including ICT. <p>To know about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> • To be taught about the roles and purposes of artists, craftspeople and designers working in different times and cultures. • To have knowledge of other artists. • To investigate and combine visual and tactile qualities to the purpose of the work. • To investigate art, craft and design in a variety of genres, styles and traditions. 	
<p>MFL</p> <ul style="list-style-type: none"> - Read carefully and show understanding of words, phrases and simple writing - Prepare and present ideas and information orally to a range of audiences. - Speak accurately in sentences using familiar vocabulary and phrases. - Develop accurate pronunciation and intonation - Use dictionaries to find vocabulary and check spelling, gender etc as well as to help read French text. - Use and apply basic grammar to sentences. - Understand the use of masculine, feminine and neuter forms and apply these more accurately both orally and in writing - Use high frequency verbs to build sentences (in the present tense) - Write sentences from memory to create a short piece of text. 	<p>MUSIC</p> <p>Use voices to compose melodies and explore effects. Sing songs in two-part harmony. Perform songs with attention to dynamics, phrasing, articulation and tempo.</p> <p>Play all percussion with correct technique and clear sound. Use instruments learned in tuition in class lessons. Play confidently as an individual and as an ensemble. Play in simple harmony.</p> <p>Listen to and identify different genres. Identify different instruments and identify different timbres. Comment on composer's intention with reference to the dimensions of music.</p> <p>Improvise with awareness of musical dimensions and within different genres eg African drumming, samba, beat boxing. Identify improvisation within live and recorded music. Eg Jazz.</p> <p>Compose to a given musical structure eg ABA. Read and record using simple staff notation. Use various methods of notation confidently and clearly. Compose using the dimensions of music effectively at an appropriate level.</p>	<p>P.E</p> <ul style="list-style-type: none"> • To master running, jumping, throwing and catching in a range of sports both team and individual • To play competitive games modified where necessary, applying attacking and defending principles • To use rules to play competitive games, modified where necessary • To demonstrate strength, flexibility and control in gymnastics, dance and athletics • To swim 25m+ confidently using recognised strokes (front crawl, backstroke, breaststroke) • To perform a safe self-rescue in different water based situations • To take part in outdoor and adventurous activity challenges both individually and within a team • Compare performances and demonstrate improvements to achieve their personal best. 	<p>PSHE:</p> <p>Autumn 1 - Jigsaw 'Being Me in My World' Autumn 2- Jigsaw 'Celebrating Differences' Spring 1 - Jigsaw 'Dreams and Goals' Spring 2- Jigsaw 'Healthy Me' Summer 1 - Jigsaw 'Relationships' Summer 2 - Jigsaw 'Changing Me'</p> <p>RE:</p> <p>Lytchett Matravers Primary School follows the 'Discovery RE' scheme of work.</p>

Outdoor Education Curriculum Map - Core Subject Objectives

Maths	English	Science
<p>Any maths lesson <i>could</i> be taught outside but as a starting point I am suggesting using</p> <p>problem solving skills to apply children's knowledge and understanding to answer a question.</p> <p>(see lesson plan suggestions)</p>	<p>Although these lessons are predominantly taught in the classroom, these examples show how they can be adapted so that children can work outside to investigate the English language themselves. <i>'I hear and I forget. I see and I remember. I do and I understand.'</i></p> <p>A progression of activities teaching prefixes and suffixes. (see lesson plan suggestions)</p>	<p>Children should explore the world around them and raise their own questions. They should test and develop ideas about the relationships between living things and familiar environments. By using our own outdoor environment, they can draw conclusions based on their data and observations, use evidence to justify their ideas, and use scientific knowledge and understanding to explain findings.</p> <p>A progression of activities teaching about plants and living things. (see lesson plan suggestions)</p>
<p>EYFS Objectives: <i>Recognises big things and small things in meaningful contexts. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Orders two or three items by length or height.</i></p>	<p>EYFS Objectives: <i>To learn to read and spell the CEW 'go'. To use initial sounds and letter correspondence to spell.</i></p>	<p>EYFS Objectives: <i>To Look closely at similarities and differences. To follow instructions involving several ideas or actions. To answer 'how' and 'why' questions about their experiences and in response to events.</i></p>
<p>Y1 Objectives: <i>Compare, describe and solve practical problems for lengths. Measure and begin to record lengths and heights. (Maths) Use locational language and simple vocabulary for such as near, far, left, right. (Geography)</i></p>	<p>Y1 Objectives: <i>To add suffixes ing and ed to verbs.</i></p>	<p>Y1 Objectives: <i>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i></p>
<p>Y2 Objectives: <i>Compare and order lengths and record the results using symbols for greater than, less than and =. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm)(maths).</i></p>	<p>Y2 Objectives: <i>To use the suffixes -er -est in adjectives and to use -ly to turn adjectives into adverbs.</i></p>	<p>Y2 Objectives: <i>To identify that most living things live in habitats to which they are suited. To describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p>
<p>Y3 Objectives: <i>Measure the perimeter of 2-D shapes. Measure, compare, add and subtract: lengths (m,cm,mm)</i></p>	<p>Y3 Objectives: <i>To add suffixes to read and spell longer words including: ment, ness, ful, less, ly.</i></p>	<p>Y3 Objectives: <i>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</i></p>
<p>Y4 Objectives: <i>Convert between different units of measure [for example, kilometre to metre. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</i></p>	<p>Y4 Objectives: <i>To use further prefixes and understand how to add them. To use the first 2 or 3 letters of a word to check its spelling in a dictionary</i></p>	<p>Y4 Objectives: <i>To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in the local environment.</i></p>
<p>Y5 Objectives: <i>Use all four operations to solve problems involving measure using decimal notation.</i></p>	<p>Y5 Objectives: <i>To use and spell further prefixes and suffixes and understand the guidance for adding them.</i></p>	<p>Y5 Objectives: <i>To describe the life process of reproduction in some plants.</i></p>
<p>Y6 Objectives GDS: <i>To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</i></p>	<p>Y6 Objectives: <i>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</i></p>	<p>Y6 Objectives: <i>To describe how plants are classified into broad groups according to common observable characteristics and based on similarities and differences. To give reasons for classifying plants based on specific characteristics.</i></p>