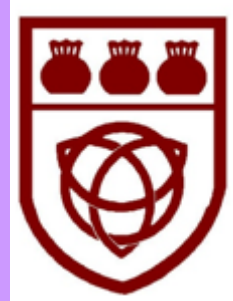


Holy Trinity CE Primary School



Holy Trinity CE Primary School is striving to be a fully inclusive school that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically, socially and to achieve their full potential within a safe, happy Christian school family.
'Life in all is fullness' - John 10v10

Gallant Growth (2023-2024) Summer 1

Lead Subjects: DT & Science

Theme Week: Spirituality Week

SATs KS1 & KS2

PGL/Residential

PSHE: Me and My Relationships/Mental Health Awareness Day

<u>Subject</u>	<u>Year Group</u>	<u>Curriculum Links</u>	<u>Skills</u>	<u>5 Key Knowledge Facts</u>
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Lead Subject: Science: Change	EYFS	Plants: Plants & Animals Life Cycles <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>Recognise some environments that are different to the one in which they live.</p>	Classification <ul style="list-style-type: none"> • Name and describe plants they find in the school grounds. Pattern seeking <ul style="list-style-type: none"> • Look for plants in different areas of the school grounds. Researching using secondary sources <ul style="list-style-type: none"> • Learn how animals from a different habitat are cared for. 	<p>By the end of the unit, pupils should be able to:</p> <ul style="list-style-type: none"> • Name parts of a flower - petal, stem, leaves and roots. • Explain how we look after different animals. • That animals live in different places than us and need to be looked after in different ways. • Explain the life cycle of a duck. • Explain the life cycle of a seed/bean.
	Year 1	Plants: Common Names Pupils should be taught to: <ul style="list-style-type: none"> ♣ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ♣ Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal). <p>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers ,examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit ,roots, bulb, seed, trunk, branches, stem).</p>	Pupils might work scientifically by: <ul style="list-style-type: none"> •Observing closely, perhaps using magnifying glasses. •Comparing and contrasting familiar plants. •Describing how they were able to identify and group them. •Drawing diagrams showing the parts of different plants including trees. •Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. •Comparing and contrasting what they have found out about different plants. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • Plants have common parts, but they vary between the different types of plants.. Leaf, root, stem, seed, petal, branch and trunk, bulb and fruit. • To understand that once a seed is planted this will grow and change over time. • Growing locally, there will be a vast array of plants which all have specific names. These can be identified by looking at the key characteristics of the plant. • To name 5 types of flowers./4 types of deciduous trees. <p>Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring.</p>
	Year 2 Food Chains	Plants: Plant Growth Pupils should be taught to:	Pupils might work scientifically by: <ul style="list-style-type: none"> •Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or •Observing similar plants at different stages of growth; 	<p>By the end of the unit, pupils should be able to answer:</p>

		<p>♣ Observe and describe how seeds and bulbs grow into mature plants ♣ Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (and how changing these affects the plant) Plants are living and eventually die</p> <p>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the process of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</p>	<p>•Setting up a comparative test to show that plants need light and water to stay healthy.</p>	<ul style="list-style-type: none"> • That plants need water, light and suitable temperature to stay healthy. • Some plants are better suited to growing in full sun and some grow better in partial or full shade and some plants are living and will eventually die. • Plants may grow from either seeds or bulbs. These then germinate and grow into seedlings which then continue to grow into mature plants. • These mature plants may have flowers which then develop into seeds, berries, fruits etc. • Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.
Year 3		<p>Plants: Functions of Parts of a Plant Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ♣ 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. ♣ Investigate the way in which water is transported within plants. ♣ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Roots grow downwards and anchor the plant. Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. Nutrients (not food) are taken in through the roots. Stems provide support and enable the plant to grow towards the light. Plants make their own food in the leaves using energy from the sun. Flowers attract insects to aid pollination. Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. Seeds are formed after the flowers are pollinated. Many flowers produce fruits which protect the seed and/or aid seed dispersal. Seed 	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> •Comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser; •Discovering (research and modelling) how seeds are formed by •Observing the different stages of plant cycles over a period of time; •Looking for patterns in the structure of fruits that relate to how the seeds are dispersed. •Observing how water is transported in plants, for example, by putting cut, white carnations into coloured water. •Observing how water travels up the stem to the flowers. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> • Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. • That the roots, stem, leaves and flowers have a special function in a plant. • The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. The leaves use sunlight and

		<p>dispersal, by a variety of methods, helps ensure that new plants survive. Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil).</p>		<p>water to produce the plant's food.</p> <ul style="list-style-type: none"> Some plants produce flowers which enable the plant to reproduce. Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. <p>Different plants require different conditions for germination and growth.</p>
	<p>Year 4</p>	<p>Living Things and their habitats</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Use and make identification keys for plants and animals. <p>Notes and Guidance (non-statutory): Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants, Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p> <p>Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks or garden ponds, and the negative effects of population and development, litter or deforestation.</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Using and making simple guides or keys [grouping & classifying] to explore and identify local plants and animals. Making a guide [grouping & classifying] to local living things. Raising and answering questions based on their observations of animals and What they have found out about other animals that they have researched. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things. Living things live in a habitat which provides an environment to which they are suited (Year 2 learning). Habitats may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way

				<p>(i.e. negative human impact, such as littering)</p> <ul style="list-style-type: none"> Habitats also change with the seasons; different living things can be found in a habitat at different times of the year.
	Year 5	<p>Environment - Life Cycles</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Name, locate and describe the functions of the main parts of reproductive system of plants (stigma, stamen, petal, sepal, pollen, ovary) <p>Notes and Guidance (non-statutory): Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times). Asking pertinent questions. Suggesting reasons for similarities & differences [grouping and classifying]. They might try to [explore] grow new plants from different parts of the parent plant, for e.g., seeds, stem & root cuttings, tubers, bulbs. Observe changes in an animal over a period of time (for example, by hatching & rearing chicks). Comparing how different animals reproduce and grow. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.

	Year 6	<p><i>Living Things and Their Habitats - Classification - Plants</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. <p>Plants can be grouped as flowering plants (incl. Trees and grasses) and non-flowering plants (such as ferns and mosses).</p> <p>Notes and Guidance (non-statutory): Pupils should build on their learning about grouping living things in Year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> Using classification systems and keys Identifying [grouping & classifying] some animals and plants in the immediate environment. Researching unfamiliar animals & plants from a broad range of other habitats & decide where they belong in the classification system [grouping & classifying]. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot. Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants. <p>Can give examples of flowering and non-flowering plants</p>
<u>Subject</u>	<u>Year Group</u>	<u>Curriculum Links</u>	<u>Skills</u>	<u>5 Key Knowledge Facts</u>
Geography	Year 4	<p>South America</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <p>locate South America concentrating on its environmental region, key physical and human characteristics, countries and major cities</p>	<p>Mapping</p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> There are 12 countries in South America and almost 400 million people live there.

		<p>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region in South America</p>	<ul style="list-style-type: none"> • Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Recognise patterns on maps and begin to explain what they show. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. • Use a scale bar to calculate some distances <p>Enquiry & Investigation</p> <ul style="list-style-type: none"> • Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes • Make comparisons with their own lives and their own situation. • Show increasing empathy and describe similarities as well as differences. <p>Communication</p> <ul style="list-style-type: none"> • Identify and describe geographical features, processes (changes), and patterns. • Use geographical language relating to the physical and human 	<ul style="list-style-type: none"> • Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. • South America's largest river is the Amazon, which is the second longest river in the world. However, the Amazon carries more water than any other river in the world. • Spanish is the most popular language in South America even though Brazilians speak Portuguese. • The Andes are a mountain range along the western coast of South America.
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	Year 5	<p>North America Pupils should be taught to:</p> <p>Locational knowledge locate North America concentrating on its environmental region, key physical and human characteristics, countries and major cities</p> <p>Place Knowledge understand geographical similarities and differences through the study of human and physical geography of a region in North America</p> <p>Human & Physical Geography describe and understand key aspects of: physical geography, including: rivers, mountains and lakes human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Mapping</p> <ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. Choose the most appropriate map/globe for a specific purpose. Understand that purpose, scale, symbols and style are related. Recognise different map projections. Use latitude/longitude in a globe or atlas. Use models and maps to discuss land shape i.e. contours and slopes. Use the scale bar on maps. Read and compare map scales. <p>Enquiry & Investigation</p> <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that 	<p>By the end of the unit, pupils should be able to answer:</p> <ul style="list-style-type: none"> There are 23 countries in North America, with Canada being the biggest. Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2-3% of US Americans consider themselves as descendants from native Americans. Greenland is the not only the biggest island in North America but also in the world. The Missouri River is the longest in North America and flows through seven US states. Denali is the highest mountain in North America. Lake Superior, which borders Canada and the US, is

			<p>happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <ul style="list-style-type: none"> • Make predictions and test simple hypotheses about people and places. <p>Communication</p> <ul style="list-style-type: none"> • Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. • Use more precise geographical language relating to the physical and human processes detailed in the PoS e.g. islands, mountains, rivers and lakes. • Communicate geographical information in a variety of ways including through maps, diagrams numerical and quantitative skills and writing at increasing length. <p>Use of ICT/technology</p> <ul style="list-style-type: none"> • Use appropriate search facilities when locating places on digital/online maps and websites. • Start to explain satellite imagery. • Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. 	<p>the third largest lake in the world and the largest North American lake.</p>
	Year 6	<p>Local River Study Pupils should be taught to:</p>	<p>Mapping</p>	<p>By the end of the unit, pupils should be able to answer:</p>

		<p>Locational knowledge 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</p> <p>Human & Physical Geography describe and understand key aspects of: physical geography, including: rivers and the water cycle</p>	<ul style="list-style-type: none"> • Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. • Relate different maps to each other and to aerial photos. • Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. • Follow routes on maps describing what can be seen. • Recognise different map projections. • Identify, describe and interpret relief features on OS maps. • Create sketch maps using symbols and a key. <p>Fieldwork</p> <ul style="list-style-type: none"> • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places. • Interpret data collected and present the information in a variety of ways including charts and graphs. <p>Enquiry & Investigation</p> <ul style="list-style-type: none"> • Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	<ul style="list-style-type: none"> • The start of a river is called the source and the end is called the mouth. • A fast flowing river will carry soil and dirt from its banks and bed downstream and drop them when it gets wider and flows down. • Many rivers and streams will meet together before they reach the mouth of the river. The smaller rivers and streams are called tributaries. • Burnley has two rivers: the River Brun and the River Calder. • The source of the River Brun is the confluence at Hurstwood Brook and the mouth of the River Brun is the River Calder.
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