

# 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

## God's Wonderful World

Lead Subjects: **Art/ History**

Assessment Week/Year 6 Production

Phonics Screening check/Multiplication Check Yr 4

## 2023-24 - Summer 2

PSHE: Being my Best Self

<u>Subject</u>	<u>Year Group</u>	<u>Curriculum Links</u>	<u>Skills</u>	<u>5 Key Knowledge Facts/skills</u>
History	EYFS	<p><b>Substantive Concept (First Order): Civilisation</b>            God's Wonderful World</p> <p><b>Disciplinary (Second Order) Concept: Sources and Evidence</b></p> <p>EYFS:  <u>Our home town-</u>  <u>What are the key features of our civilisation?</u></p> <p>-----</p> <p><b>Substantive Concept (First Order): Migration</b>  <b>Disciplinary (Second Order) Concept: Causes</b></p> <p>EYFS:  <u>Our home town-</u>  <u>How long have I lived here?</u>  <u>Why do people we know move to Burnley?</u></p> <p><i>Suggested texts: 'Welcome' by Barroux and 'Coming to England' by Floella Benjamin</i></p>	<p>EYFS Key Learning            Research- find out about places. Ask questions, using different sources to find the answers (including books)</p> <p>EYFS Key Learning            Observe- show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.</p>	<p>- Some of our school family, have moved from other countries to live in Burnley.</p> <p>-Some of us were born in Burnley and have lived here all our lives.</p> <p>- There are lots of different jobs in Burnley</p> <p>- In Burnley we can go to school, go to the park or go to the shops.</p> <p>-Burnley has been a home to many different people for hundreds of years.</p>
	Year 1	<p><b>Substantive Concept (First Order): Childhood</b>  <b>Disciplinary (Second Order) Concept: Similarities and Difference</b></p> <p><b>Toys- Changes within living memory</b></p> <p>-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Events, People and Places</b></p> <ul style="list-style-type: none"> <li>Changes within living memory (including aspects of national life where appropriate)</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> </ul>	<ul style="list-style-type: none"> <li>At any point in history, children are all religions played with toys.</li> <li>The most popular games played by children 100 years ago were marbles, hopscotch and skipping.</li> <li>The earliest toys were made from rocks, sticks or clay.</li> </ul>

		<p><u>How are the toys you play with similar/different to toys in the past?</u></p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</li> <li>• Consider why things may change over time</li> <li>• Identify some of the basic ways the past can be represented e.g. through pictures</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Recognise the distinction between past and present.</li> <li>• Place a objects in order using common phrases to show the passing of time</li> <li>• Recognise that their own lives are similar/different from the lives of people in the past</li> <li>• Identify some similarities and differences between ways of life at different times.</li> <li>• Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use historical concepts such as now/then and same/different when</li> </ul>	<ul style="list-style-type: none"> <li>• There were no televisions or electronic games 100 years ago. There were very few books as well and very few poor children would know how to read.</li> <li>• A toy is something to play with. Toys are for children, adults, and animals.</li> </ul>
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			<p>making simple connections and noting contrasts</p> <ul style="list-style-type: none"> <li>Describe special or significant events in their own lives</li> </ul>	
Year 2	<p><b>Substantive Concept (First Order): Civilisation</b>  <b>Disciplinary (Second Order) Concept: Causes</b></p> <p><b><u>The Great Fire of London</u></b></p> <p>-events beyond living memory that are significant nationally or globally</p> <p><b><u>What features of 17<sup>th</sup> Century London might have helped cause the Great Fire of London?</u></b></p> <p><i>Suggested text: A City in Flames by Ann Turnbull</i></p>	<p><b>Events, People and Places</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory which are significant nationally or globally.</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</li> <li>Consider why things may change over time</li> <li>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’</li> <li>Identify some of the basic ways the past can be represented e.g. through pictures</li> <li>Choose parts of stories and other sources to show what they know about significant people and events</li> </ul> <p><b>Chronology</b></p>	<p>-There were 6 main causes of The Great Fire of London (strong winds, timber framed houses, cooking on open fires, primitive firefighting methods, overcrowding and drought).</p> <p>-The Monument was built between 1671 and 1677 to commemorate the Great Fire of London and to celebrate the rebuilding of the City.</p> <p>-The fire started in Pudding Lane on Sunday 2nd September 1666 and lasted for 5 days</p> <p>-Gunpowder and fire hooks were used to pull down houses to stop the fire from spreading as the fire had spread 1.5 miles in length.</p> <p>-We know what happened during the fire because people back then wrote about it in letters and newspapers – for instance, Samuel Pepys wrote about it in his diary.</p>	

			<ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</li> <li>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Use a variety of historical terms such as fire squirts, King, tyranny, parliament and monument.</li> <li>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</li> <li>Demonstrate simple historical concepts and events through speaking, role-play, and picture stories</li> <li>Retell simple stories about people and events from the past</li> <li>Talk about who/what was significant/important in a simple historical account</li> </ul>	
Year 3	<p>Substantive Concept (First Order): Childhood</p> <p>Disciplinary (Second Order) Concept: Sources and Evidence</p> <p><u>Stone Age to Iron Age</u></p>	<p><b>Events, People and Places</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>Neolithic people worshipped the sun, the moon, and the natural elements on which their harvest and sustenance depended.</li> </ul>	

		<p>-changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</p> <ul style="list-style-type: none"> <li>- <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li>- <i>Bronze Age religion, technology and travel, for example, Stonehenge</i></li> <li>- <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul> <p><u>What do ancient sources reveal about life in the Stone Age?</u></p> <p>BBC Teach</p>	<p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</li> <li>• Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</li> <li>• Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc.</li> <li>• Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time</li> <li>• Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</li> <li>• Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Archaeologists have discovered that Prehistoric babies (Bronze and Iron Age children) were bottle-fed with animal milk although many children suffered malnutrition, especially during the winter.</b></li> <li>• The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.</li> <li>• There were 3 parts of The Stone Age: The Palaeolithic period (early Stone Age), The Mesolithic period (middle Stone Age), and The Neolithic period (late Stone Age) with The Palaeolithic period lasting the longest of the three Stone Ages.</li> <li>• The Stone Age was followed by the Bronze Age period. This is when humans started</li> </ul>
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			<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe significant aspects of ancient history</li> <li>Discuss some of the connections between local, regional, national and international history</li> <li>Talk and write about historical events and changes by selecting and organising historical information and dates</li> <li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</li> <li>Communicate historical findings through a range of methods including the use of ICT, maps and timelines</li> </ul>	
Year 4	<p><b>Substantive Concept (First Order): Migration</b>  <b>Disciplinary (Second Order) Concept: Sources and Evidence</b></p> <p><b><u>Anglo Saxons &amp; Scots</u></b>          -Britain's settlement by Anglo-Saxons and Scots          This could include: (non-statutory)          -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire          -Scots invasions from Ireland to north Britain (now Scotland)          - Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>	<p><b>Events, People and Places</b></p> <ul style="list-style-type: none"> <li>A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (The Anglo-Saxons &amp; Scots)</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask</li> </ul>	<ul style="list-style-type: none"> <li>In 1939, Edith Pretty, a landowner at Sutton Hoo, Suffolk, asked archaeologist Basil Brown to investigate Anglo-Saxon burial mounds on her property</li> <li>The objects in the grave would have been the personal possessions or weapons of the person 'buried' with the ship to use in the afterlife.</li> <li>Important men, especially if they were warriors, were buried with weapons such as a sword, spears and a shield.</li> </ul>	

		<p>-Anglo-Saxon art and culture -Christian conversion - Canterbury, Iona and Lindisfarne</p> <p><u>What can we learn about the Anglo Saxons from the discoveries at Sutton Hoo?</u></p> <p>*Visit from Lancashire Outreach- Meredith *Thinkinghistory.co.uk</p>	<p>questions e.g. 'How did..?' 'Why were..?' 'What was important..?'</p> <ul style="list-style-type: none"> <li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</li> <li>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</li> <li>Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe significant aspects of ancient history</li> <li>-Discuss some of the connections between local, regional, national and international history</li> <li>Talk and write about historical events and changes by selecting and organising historical information and dates</li> <li>Discuss historical issues and changes</li> </ul>	<ul style="list-style-type: none"> <li>Most ordinary Anglo-Saxon people were cremated (burnt) after they died, their remains were placed in urns and buried in the ground.</li> <li>Many believe the person buried at Sutton Hoo is King Raedwald of East Anglia.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</li> <li>• Produce own accounts that make some connections and describe some contrasts</li> </ul>	
Year 5	<p><b>Substantive Concept (First Order): Equality/ Justice</b></p> <p><b>Disciplinary (Second Order) Concept: Change and Continuity also Chronology</b></p> <p><b><u>Crime and Punishment in Lancashire</u></b> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b><u>How and why have punishments in Lancashire changed over time?</u></b></p> <p><i>*Crime and Punishment Docs from LPDS</i></p>	<p><b>Events, People and Places</b> A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (leisure and entertainment)</p> <p><b>Enquiry, Interpretation and Using Sources</b> Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Recognise how our knowledge of the past is constructed from a range of different sources Describe the results of historical events, situations and changes e.g. the impact on people's lives Evaluate sources and make inferences Choose relevant sources of evidence to support particular lines of enquiry Recognise that some events, people and changes are judged as more historically significant than others</p> <p><b>Chronology</b></p>	<p>Penal treadmills were used in prisons in the early Victorian Britain as a form of punishment.</p> <p>Both Albert Jackson and John Ryan received a custodial sentence which would have included hard labour.</p> <p>In England from the Middle Ages, whipping was a common punishment for minor crimes.</p> <p>Equality means that all people are treated fairly despite their crime.</p> <p>Photographs used to be called 'mug shots' and they were added to a register of photographs of convicted criminals.</p>	

			<p>Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</p> <p>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</p> <p>Establish clear chronological narratives across periods and within themes e.g. crime and punishment</p> <p>Describe and make links between main events, situations and changes within and across different periods of time, (long-term timescales)</p> <p><b>Communication</b></p> <p>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</p> <p>Discuss historical issues acknowledging contrasting evidence and opinions</p> <p>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. crime, punishment, justice, equality</p> <p>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines</p> <p>Produce structured work that makes connections, provides contrasting evidence and analyses trend</p>	
Year 6	<p>Substantive Concept (First Order): Civilisation</p> <p>Disciplinary (Second Order) Concept: Significance</p>	<p><b>Events, People and Places</b></p>	<ul style="list-style-type: none"> <li>• Muslims are monotheistic and worship one, all-knowing God, who in Arabic is known as Allah.</li> </ul>	

		<p><b><u>Islamic Civilisations</u></b></p> <p>-a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><u>What did Baghdad ever do for us?</u></p>	<ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history (early Islamic civilization)</li> </ul> <p><b>Enquiry, Interpretation and Using Sources</b></p> <ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?'</li> <li>• Recognise how our knowledge of the past is constructed from a range of different sources</li> <li>• Describe the results of historical events, situations and changes e.g. the impact on people's lives</li> <li>• Evaluate sources and make inferences</li> <li>• Choose relevant sources of evidence to support particular lines of enquiry</li> <li>• Recognise that some events, people and changes are judged as more historically significant than others</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout Islamic history, education was a point of pride and established the first primary schools for children.</li> <li>• Until 1258, Baghdad was the world centre of culture and learning, with the period being known as the Golden Age of Islam.</li> <li>• In 762, the newly-founded city of Baghdad became the capital of the Muslim world which had circular walls around it to make it difficult for enemies to attack.</li> <li>• The House of Wisdom housed a library and attracted scholars from around the world who translated texts from the classical world into Arabic.</li> </ul>
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			<ul style="list-style-type: none"> <li>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> <li>Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe and explain significant aspects of non-European societies as well as settlements in Britain</li> <li>Discuss how Britain has influenced and been influenced by the wider world</li> <li>Describe aspects of cultural, economic, military, political, religious and social history</li> <li>Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.</li> <li>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society</li> <li>Produce structured work that makes connections, provides contrasting evidence and analyses trend</li> </ul>	
<b><u>Subject</u></b>	<b><u>Year Group</u></b>	<b><u>Curriculum Links</u></b>	<b><u>Skills</u></b>	<b><u>5 Key Knowledge Facts/skills</u></b>
Science:	EYFS	Animals - Other Animals	Classification	By the end of the unit, pupils should know:

		<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Looks closely at similarities, differences, patterns and change in nature.</li> <li>• Knows about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Talks about the features of their own immediate environment and how environments might vary from one another.</li> <li>• Makes observations of animals and plants and explains why some things occur, and talks about changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort animals according to where they live.</li> </ul> <p>Researching using secondary sources</p> <ul style="list-style-type: none"> <li>• Learn how animals from a different habitat are cared for.</li> <li>• Learn about animals in a different habitat.</li> </ul>	<ul style="list-style-type: none"> <li>• To name different places that an animal might live, e.g. jungle, polar regions, desert and oceans.</li> <li>• How to sort animals depending on where they live.</li> <li>• The features of our environment and compare with others.</li> <li>• Know the meanings of scientific vocab such as, cold, hot, wet, dry, live, water, jungle and desert.</li> </ul>
	<p>Year 1</p>	<p>Animals - Humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>□ Recognise that humans are animals.</li> <li>□ Compare and describe differences in their own features (eye, hair, skin colour, etc.).</li> <li>□ Recognise that humans have many similarities.</li> </ul> <p><b><u>Notes and Guidance (non-statutory):</u></b></p>	<p>Pupils might work scientifically by using their observations to:</p> <ul style="list-style-type: none"> <li>• Compare and contrast animals (humans) at first hand or through videos and photographs.</li> <li>• Using their senses to compare different textures, sounds and smells.</li> </ul>	<p>By the end of the unit, pupils should:</p> <ul style="list-style-type: none"> <li>• The 5 senses are: touch, taste, smell, sight and hear.</li> <li>• Name the 5 body parts associated with each sense.</li> <li>• Humans are animals.</li> <li>• Humans can have different features, eye, hair, skin colour.</li> <li>• Name and locate body parts: head, neck, shoulders arms, legs,</li> </ul>

		Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.		knees, elbows, hips etc)
	Year 2	<p>Health - How we grow and stay healthy</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ Notice that humans have offspring which grow into adults.</li> <li>□ Find out about and describe the basic needs of humans, for survival (water, food and air).</li> <li>□ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>□ Medicines can be useful when we are ill.</li> <li>□ Medicines can be harmful if not used properly.</li> </ul> <p>Notes and Guidance (non-statutory):</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p> <p>They should also be introduced to the process of reproduction and growth in animals [humans]. The focus at</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Observing, through video or first-hand observation and measurement, how humans grow.</li> <li>• Recording their findings using charts.</li> <li>• Asking questions about what things animals [humans] need for survival &amp; what humans need to stay healthy and</li> <li>• Suggesting ways to find answers to their questions.</li> </ul>	<p>By the end of the unit:</p> <ul style="list-style-type: none"> <li>• Humans have offspring that grow into adults.</li> <li>• Humans need water, food and air to survive.</li> <li>• Exercise, a balance food types and hygiene are important for our health.</li> <li>• Medicines can make us feel better when we are ill.</li> <li>• Medicines can be harmful when not used properly.</li> </ul>

		<p>this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult</p>		
Year 3	<p>Animals - Health/Nutrition Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>□ An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).</li> <li>□ Regular and varied exercise from a variety of different activities is beneficial to health (focus on energy in versus energy out. Include information on making informed choices).</li> </ul> <p>Notes and Guidance (non-statutory): Pupils should continue to learn about the importance of nutrition</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting the diets of different animals (including their pets).</li> <li>• Decide ways of grouping them according to what they eat.</li> <li>• Researching different food groups and how they keep us healthy.</li> <li>• Designing meals based (Create / Invent/ Design) on what they find out.</li> </ul>	<p>By the end of the unit:</p> <ul style="list-style-type: none"> <li>• Animals including humans cannot make their own food.</li> <li>• Animals including humans get their nutrients from what they eat.</li> <li>• A varied diet, a good supply of air and clean water are needed to maintain health.</li> <li>• Regular exercise is beneficial to our physical and mental health.</li> <li>• Food (energy in) helps us when we exercise (energy out).</li> </ul>	
Year 4	<p>Teeth, Eating and Digestion Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ Describe the simple functions of the basic parts of the digestive system in humans.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Comparing the teeth of carnivores and herbivores.</li> <li>• Suggesting reasons for differences [grouping &amp; classifying].</li> </ul>	<p>By the end of the unit:</p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the digestive system.</li> </ul>	

		<p>□ Identify the different types of teeth in humans and their simple functions.</p> <p>□ Construct and interpret a variety of food chains, identifying producers, predators and prey (NB Link with types of teeth and eating in this unit but this concept could be developed further in the yr4 Environment / habitats unit).</p> <p>□ Describe how teeth and gums have to be cared for in order to keep them healthy.</p> <p>Notes and Guidance (non-statutory): Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them understand their special functions</p>	<ul style="list-style-type: none"> <li>• Finding out [testing and/or researching] what damages teeth and how to look after them.</li> <li>• Drawing and discussing their ideas about the digestive system.</li> <li>• Comparing them with ...</li> <li>• ... models or images.</li> </ul>	<ul style="list-style-type: none"> <li>• The main parts of the digestive system are: mouth, tongue, teeth, oesophagus, stomach and small and large intestine.</li> <li>• Producers, predators and prey make up a food chain.</li> <li>• Humans have different types of teeth: incisors, canines and molars.</li> <li>• Types of teeth have different functions: <b>Incisors</b> - Incisors are the teeth that we use to bite into our food. <b>Canines</b> - are our sharpest teeth, used for tearing apart food. <b>Molars</b> - To grind, tear, and crush food. Molars have a large flat biting surface which makes them perfect for this job.</li> </ul>
Year 5	Animals - Human Life Cycles	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.</li> </ul>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Researching the gestation periods other animals and comparing them with humans.</li> <li>• By finding out and recording the length and mass of a baby as it grows.</li> </ul>	<p>By the end of the unit:</p> <ul style="list-style-type: none"> <li>• A human life cycle: baby, toddler, child, teenager, adult, elderly.</li> <li>• Animals are alive.</li> <li>• Animals move, feed, grow, use senses,</li> </ul>



		<ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul> <p>Notes and Guidance (non-statutory): Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty</p>		<p>reproduce, breathe and excrete.</p> <ul style="list-style-type: none"> <li>Amphibians have different life cycles to humans.</li> <li>Insects have different life cycles to humans.</li> <li>Birds have different life cycles to humans.</li> </ul>
	<p><b>Year 6</b></p>	<p>Living Things - Classification Animals Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Living things can be grouped into micro organisms, plants and animals.</li> <li>Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</li> <li>Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</li> </ul> <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</p>	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>Using classification systems and keys.</li> <li>Identifying [grouping &amp; classifying] some animals and plants in the immediate environment.</li> <li>Researching unfamiliar animals &amp; plants from a broad range of other habitats &amp; decide where they belong in the classification system [grouping &amp; classifying]</li> </ul>	<p>By the end of the unit:</p> <ul style="list-style-type: none"> <li>Living things can be grouped into micro organisms, plants and animals.</li> <li>Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.</li> <li>Invertebrates can be grouped as snails and slugs, worms, spiders and insects.</li> <li>Can give reasons for classifying plants and animals based on specific characteristics.</li> <li>Describe how living things are classified into broad groups.</li> </ul>

		subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (e.g. insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). 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.		
<b><u>Subject</u></b>	<b><u>Year Group</u></b>	<b><u>Curriculum Links</u></b>	<b><u>Skills</u></b>	
Art Linking to RE or God's Big Story	EYFS	<p>Collage</p> <ul style="list-style-type: none"> <li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> <li>• Develops their own ideas through experimentation with diverse materials and communicate their discoveries and understanding.</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</li> <li>• Share their creations, explaining the process they have used (ELG)</li> </ul> <p>Working towards creating a design about God's Big Picture - CREATION</p>	<ul style="list-style-type: none"> <li>• Use a range of materials, tools and techniques, experimentation with colour, design, texture, form and function.</li> <li>• Be able to explain their work in progress.</li> <li>• To glue.</li> <li>• To cut.</li> <li>• To create collage using materials e.g. paper, felt or foam.</li> </ul>	<p>By the end of the unit, pupils should know:</p> <ul style="list-style-type: none"> <li>• The names of different materials, e.g. paper, felt, foam, hessian.</li> <li>• How to glue independently e.g. glue stick and PVA using spreaders.</li> <li>• To know how to cut appropriate using scissors.</li> <li>• To know how to design and explore their ideas.</li> <li>• To explain their work and reflect.</li> </ul>

		<b>Using Collage</b>		
	Year 1	<p><b>Textiles</b></p> <p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas - try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work.</p> <p><b>Working towards creating a design about God's Big Picture - FALL, using TEXTILES</b></p>	<p>Match and sort fabrics and threads for colour, texture, length, size and Shape</p> <p>Change threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting</p> <p>Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue or by stitching</p> <p>Apply decoration using beads, buttons, feathers Etc.</p> <p><u>Colour</u></p> <p>Apply colour with printing, dipping, fabric crayons</p>	<p>By the end of the unit, pupils should know:</p> <p>It is important to match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Know how to change manipulate threads and fabrics to change their appearance.</p> <p>To know how to cut and shape fabric using scissors.</p> <p>To know how to join materials using gluing or stitching.</p> <p>To know how to add detail using decoration. E.g. beads, buttons, feathers etc...</p>

			<p><u>Texture</u></p> <p>Create fabrics by weaving materials i.e. grass through twigs</p>	
	Year 2	<p><b>3D</b></p> <p>Record and explore ideas from first hand observations.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas - try things out, change their minds.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Review what they and others have done and say what they think and feel about it.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and Kneading</p> <p>Manipulate malleable materials for a purpose, e.g. pot, tile</p> <p>Understand the safety and basic care of materials and tools</p> <p><u>Form</u></p> <p>Experiment with constructing and joining recycled, natural and manmade</p>	<p>By the end of the unit, pupils should:</p> <p>Know how to use materials in a variety of ways including rolling and Kneading.</p> <p>Know how to manipulate materials for a purpose. E.g. pot, tile.</p> <p>Understand how to be safe and take care using materials.</p> <p>Understand how 2-d shapes can be made to create a 3-d form.</p>

		<p>Identify what they might change in their current work or develop in future work.</p> <p>Working towards creating a design about God's Big Picture - PEOPLE OF GOD using 3-D</p>	<p>Materials</p> <p>Use simple 2-D shapes to create a 3-D form</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p>	<p>Know how to manipulate the surface of a material can build on texture.</p>
	Year 3	<p><b>3D</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and Cultures.</p>	<p>Plan, design and make models from observation or Imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other Shapes</p> <p>Create surface patterns and textures in a malleable material</p>	<p>By the end of the unit, pupils should:</p> <p>Know how to use, plan and design models from observation or Imagination.</p> <p>Know how to construct a simple base for extending and modelling other Shapes.</p> <p>Using malleable materials, create texture to surfaces.</p>

		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p> <p>Working towards and creating a design about God's Big Story - GOSPEL - in 3-D</p>	<p>Use papier mache to create a simple 3-D object</p>	<p>Understand how to use papier mache to create a 3-d object.</p>
	Year 4	<p><b>Painting</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and Cultures.</p>	<p>Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects</p> <p>Work on a range of scales e.g. thin brush on small picture etc.</p> <p><u>Colour</u></p>	<p>Know how to create textural effects by experimenting with blocks and washes and different thicknesses in paint.</p> <p>Know that they should use small brushes for detail and large brushes for larger areas.</p>

		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in journal.</p> <p>Working towards and creating a design about God's Big Story - SALVATION - using Painting</p>	<p>Mix colours and know which primary colours make secondary colours</p> <p>Use more specific colour language - e.g. names for different blues</p> <p>Mix and use tints and shades</p>	<p>Know which primary colours mixed together make secondary colours.</p> <p>Know how to make different tints and shades of the same colour.</p> <p>Know that it is good to adapt their work in order to develop further.</p>
Year 5	<p><b>3D</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and Cultures.</p>	<p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and manmade materials to create sculptures</p> <p>Plan a sculpture through drawing and other preparatory</p>	<p>Know how to shape, form, model and construct from your imagination or observing.</p> <p>Know how to use recycled, natural and manmade materials to create sculptures.</p>	

		<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in a journal.</p> <p>Working towards and creating a design about God's Big Story - INCARNATION - in the style of 3-D</p>	<p>work</p> <p>Develop skills in using clay incl. slabs, coils, slips, etc.</p> <p>Produce intricate patterns and textures in a malleable media</p>	<p>Know how to plan a sculpture from a build-up of other preparatory work.</p> <p>Know how to use clay slabs, coils and slips to create effect.</p> <p>Know how to create intricate patterns in a malleable media.</p>
Year 6	<p><b>Printing</b></p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and</p>	<p>Create printing blocks using a relief or impressed Method</p> <p>Create repeating Patterns.</p> <p>Print with two colour overlays.</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	<p>The methods used to create printing blocks are; Relief or impressed method.</p> <p>Using repeated patterns will create design.</p> <p>By using 2 colour overlays, will enhance your design.</p> <p>Know how to add a range of media into prints.</p>	



		<p>Cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in a journal.</p> <p>Working towards and creating a design about God's Big Story - Kingdom of God - in the style of PRINTING.</p>		<p>Know how to adapt and develop their work.</p>
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