

Coventry Experience promise	Out Of school trips	Focus Days	Learning Themes	Science Themes
<p>To take part in a Residential Experience</p> <p>To Experience &amp; strive to overcome personal challenge</p> <p>Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries</p> <p>To participate in and understand the world of work, industry, commerce and finance</p> <p>To have the opportunity to encounter and care for the natural environment</p>	<ul style="list-style-type: none"> <li>• Coombe abbey and town (Compare to a rural town)</li> <li>• Warwick castle or something similar</li> <li>• Herbert art gallery animals.</li> <li>• Zoo</li> <li>• Person in to talk about animals eg "Animals in Hand?"</li> </ul> <p><i>Live musical performance look at warwick art centre Belgrade and town hall</i></p>	<ul style="list-style-type: none"> <li>• Anti bullying Day</li> <li>• World Book Day</li> <li>• Internet safety week</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal changes (this theme is continuous throughout the year at appropriate points in the correct season)</li> <li>• Good To be me (aut)</li> <li>• Animal Kingdom (spr)</li> <li>• Once upon a time (sum)</li> </ul>	<ul style="list-style-type: none"> <li>• Animals including humans</li> <li>• Everyday materials</li> <li>• Seasonal changes</li> <li>• Plants</li> </ul> <p>These are non statutory themes Sound and hearing Light</p>

**Seasonal Changes**

<p><u>Science</u> <u>Seasonal Changes</u> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. <u>Plants</u> -identify and name a variety of common wild and garden plants, including</p>	<p><u>Geography</u> -name and locate the four countries and capital cities of the United Kingdom -identify seasonal and daily weather patterns in the United Kingdom. -use basic geographical vocabulary to refer to: key physical features, including: season and weather -use simple compass directions (North, South, East and West) -use simple fieldwork and observational skills to study the weather</p>
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<p>deciduous and evergreen trees (all year around)                  -identify and describe the basic structure of a variety of common flowering plants, including trees (focus on practical application in summer term)  <u>Light</u>                  -identify sources of light                  -identify changes and patterns in day length</p>	
<p><u>Art</u>  <b>Focus:</b> Collage-develop a collage in four parts, one element for each season (this could be individual, group or whole class)  <b>Sketching</b>-develop sketching skills (see skills in folders for Level 1-2) use several focus points in the school grounds over the year -you may choose to have a sketchpad for these sketches</p> <p>Pupils should be taught:                  -the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work                  -to use a range of materials creatively to design and make products                  -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                  -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                  -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><u>Music</u>  <b>Focus: Vivaldi Four Seasons; Composition untuned instruments (weather)</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>

**Animal Kingdom**

<p><b><u>Design and Technology</u></b>  <b><u>Focus: Textiles (animal puppet linked to a performance of a book)</u></b>                  When designing and making, pupils should be taught to:  <b><u>Design</u></b>                  design purposeful, functional, appealing products for themselves and other users based on design criteria                  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  <b><u>Make</u></b>                  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b><u>Evaluate</u></b>                  explore and evaluate a range of existing products                  evaluate their ideas and products against design criteria  <b><u>Technical knowledge</u></b>                  build structures, exploring how they can be made stronger, stiffer and more stable                  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>Geography</u></b>                  -name and locate the four countries of the UK, capital cities and surrounding seas                  -name and locate the world's seven continents and five oceans                  use basic geographical vocabulary to refer to:                  -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, <b>river</b>, soil, valley, vegetation, <b>season and weather</b>                  -key human features, including: <b>city</b>, town, village, <b>factory</b>, farm, <b>house</b>, <b>office</b>, port, harbour and <b>shop (relate this to where animals live)</b>                  -use world maps and globes to identify the United Kingdom and its countries and other countries studied (<b>relate to animals all over the world</b>)                  -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 (<b>in relation to habitats in the school grounds and local areas</b>)</p>
<p><b><u>Science</u></b>  <b><u>Animals including humans</u></b>  <b><u>Year 1</u></b>                  -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                  -identify and name a variety of common animals that are carnivores, herbivores and omnivores                  -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  <b><u>Living things and their habitats (This is from Y2 however Year 1 can do some exploration into this as a starting point)</u></b></p>	<p><b><u>Art</u></b>  <b><u>Focus: Drawing, Painting (Rousseau) Textiles (animal puppet linked to a book)</u></b>                  Pupils should be taught:                  -<b>the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work</b>                  -to use a range of materials creatively to design and make products                  -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                  -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                  -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and</p>

<p>-identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>-identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants</p>	<p>making links to their own work.</p>
<p><b><u>Music</u></b></p> <p><b><u>Focus: Carnival of the Animals</u></b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"><li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>▪ play tuned and untuned instruments musically</li><li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li><li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>	



<b>Good to be me</b>	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>-changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</li> <li>-significant historical people in their own locality</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-name and locate the four countries of the UK, capital cities</li> <li>-understand the human and physical geography of a small area of the United Kingdom (immediate local area)</li> <li>use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>-key physical features, including: hill, river, soil, valley, season and weather</li> <li>-key human features, including: city, factory, house, office and shop</li> </ul> </li> <li>-use world maps and globes to identify the United Kingdom and its countries</li> <li>-use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>-use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map and construct basic symbols in a key</li> <li>-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.</li> </ul>
<p><b>Science</b></p> <p><b>Animals including Humans</b></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> </ul> <p><b>Sound and Hearing</b></p> <ul style="list-style-type: none"> <li>-Children explore how we hear and can identify different sound sources.</li> <li>-Children explore loud and quiet</li> </ul>	<p><b>ART</b></p> <p><b>Focus: Drawing, Painting, Photography, Portraits</b></p> <p>Select a key artist to study</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>-the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work</li> <li>-to use a range of materials creatively to design and make products</li> <li>-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>
<p><b>Design and Technology</b></p> <p><b>Focus: Cooking and Nutrition - Preparing healthy snacks</b></p> <p>Use the basic principles of a healthy varied diet to prepare dishes</p> <p>To understand where food comes from</p> <p>When designing and making, pupils should be taught to:</p>	<p><b>Physical Education</b></p> <p><b>Focus: Games</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as</li> </ul>

<p><b><u>Design</u></b>                  design purposeful, functional, appealing products for themselves and other users based on design criteria                  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b><u>Make</u></b>                  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]                  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b><u>Evaluate</u></b>                  explore and evaluate a range of existing products                  evaluate their ideas and products against design criteria</p> <p><b><u>Technical knowledge</u></b>                  See above for cooking and nutrition</p>	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> </ul>
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<b>Once upon a time</b>	
<p><b><u>History</u></b>                      -the lives of significant individuals in the past who have contributed to national and international achievements (significant monarch/s)                      -significant historical people in their own locality (Ideally linked to Castle you visit)                      -events beyond living memory that are significant nationally or globally (linked to an event at the Castle)</p>	<p><b><u>Geography</u></b>                      -name and locate the four countries of the UK and capital cities                      -use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map and construct basic symbols in a key</p>
<p><b><u>ART</u></b>  <b>Focus: Drawing, Painting, sculpture (castle)</b>                      Pupils should be taught:                      -the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and others work                      -to use a range of materials creatively to design and make products                      -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination                      -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space                      -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b><u>Music</u></b>  <b>Focus: Teachers to complete (Zadok the Priest, coronation of monarchs and also linked to banqueting)</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>
<p><b><u>Physical Education</u></b>  <b>Focus: Dance</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>* perform dances using simple movement patterns</li> </ul>	

Focus Subject Learning					
<p><b>Science</b>  <u>Materials (taught separately or linked above where you see fit)</u>  <b>Y1</b>                      -distinguish between an object and the materials from which it is made                      -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock                      -describe the simple physical properties of a variety of everyday materials                      -compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>					
<p><b>Physical Education</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>▪ participate in team games, developing simple tactics for attacking and defending</li> <li>▪ perform dances using simple movement patterns</li> </ul>					
<b>Multi skills</b>	<b>Games</b>	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>
<p><b>Computing</b>                      Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> <li>▪ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>					
<b>Programming</b> programmable toys	<b>Computational thinking</b> Filming a recipe	<b>Creativity</b> Illustrating an ebook	<b>Computer networks</b> Finding images using the web	<b>Communication/collaboration</b> Producing a talking book	<b>Productivity</b> Creating a card electronically
<b>Religious Education</b>					

Christianity	Celebrations	Birth	Celebration food	Caring Christianity	Worship
<u>PSHE (non statutory however essential)</u>					
Taking Responsibility	Keeping Safe	Healthy Choices	Feelings and relationships	Growing and Changing	Making Choices