

Coventry Experience promise	Out of school trips	Focus Days	Learning Themes	Science Themes
<p>Use Tools & Materials in creative projects: Build Vehicle</p> <p>To perform in, and experience a broad range of cultural events: Morning of Music</p> <p>Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries: Transport Museum Midland Air Museum Herbert Art Gallery</p> <p>To make a contribution to the local, regional, national and international community: Fund raising for...</p> <p>To participate in and understand the world of work, industry, commerce and finance. Jaguar Factory Visit</p> <p>To have the opportunity to encounter and care for the natural environment Plants and animals (e.g. Nuneaton Wildlife Sanctuary and school environment) Living things and their habitats Seaside natural and manmade features</p>	<ul style="list-style-type: none"> • Air Museum • Transport Museum • Seaside • Partnership Centre (TBC) 	<ul style="list-style-type: none"> • Anti bullying Day • World Book Day • Internet safety week 	<ul style="list-style-type: none"> • Growing Game • Transport through time • Beside the Seaside • United Together 	<ol style="list-style-type: none"> 1. Animals including humans 2. Living things and their habitats 3. Plants 4. Pushes and Pulls (non-Stat) 5. Living things and their habitats 6. Uses of everyday materials 7. Electricity (non-stat)

The Growing Game	
<u>Science</u>	
<p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ notice that animals, including humans, have offspring which grow into adults ▪ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p><u>Plants</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ observe and describe how seeds and bulbs grow into mature plants (link to using Computing) ▪ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p><u>Living things and their habitats (this could be plotted in anywhere across the year but come back to it during this theme)</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -explore and compare the differences between things that are living, dead, and things that have never been alive -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, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including micro-habitats (focus in on own habitat first) -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
<p><u>Design Technology</u></p> <p>Focus: Cooking and Nutrition Breakfasts</p> <ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from (global) Children develop skills to make their own breakfasts-focus on a cooking element <p><u>Design</u></p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u></p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their</p>	<p><u>Art</u></p> <p>Focus: Drawing (based on plants and still life and observational drawing-pencils and oil pastels)</p> <p>Pupils should learn:</p> <p>the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other work</p> <ul style="list-style-type: none"> -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>characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>	
<p>Geography</p> <p>-use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (relate to looking for habitats, allotments, green space, sports facilities, draw maps of local area with these on, mapping habitats</p>	<p>History</p> <p>-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 (relate to explorers and travellers)</p>
<p>Physical Education (choose from your units which focus you will take)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns 	

Transport Through Time	
<p>History</p> <ul style="list-style-type: none"> -events beyond living memory that are significant nationally (How did the invention of transport change the way we live, locally, nationally, globally, invention of forms bike and jet engine) -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 time periods (inventors of forms of transport through time-up to space travel) -significant people, places and events in the locality (James Starley, Sir Frank Whittle) 	<p>Science (this is non-statutory but links to develop the Science and DT)</p> <p><u>Pushes and Pulls</u></p> <ul style="list-style-type: none"> -to find out about and describe the movement of familiar things -that both pushes and pulls are examples of forces -to recognise that when things speed up and slow down there is a cause (how can you make a car go faster/slower etc.) <p><u>Electricity</u></p> <ul style="list-style-type: none"> -identify sources of electricity -know the dangers of electricity -investigate a simple circuit (see Y4 as you must not overlap)
<p>Geography</p> <ul style="list-style-type: none"> -name and locate the world's seven continents and five oceans (look at flight paths and how you would travel to certain locations) -use world maps, atlases and globes to identify the United Kingdom and its countries and any other locations studied 	<p>Music</p> <p>Focus: Composition (untuned instruments?)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music
<p>Design Technology</p> <p>Focus: Mechanisms (making a motor car or a moving vehicle/object-what is the purpose, who is the audience?)</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p>	<p>Art</p> <p>Focus: Drawing and Painting (detailed sketches of parts of transport, e.g..Kandinsky)</p> <p>Pupils should learn:</p> <p>the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other work</p> <ul style="list-style-type: none"> -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

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

making links to their own work

Beside the Seaside

Geography

-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country
 -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, river, soil, valley, vegetation, season and weather**
 -key human features, including: **city, town, village, factory, farm, house, office, port, harbour and shop**
 -use world maps, atlases and globes to identify the United Kingdom and its countries as well as other locations studied

Art

Focus: Drawing, Painting, Collage (based on seaside materials), Textiles (DT- using art skills on their bag)

Pupils should learn:

the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other 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

Music

Focus: Listening and Reviewing, Composition, Voice

Pupils should be taught to:

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

History

- changes within living memory (own and family seaside holidays)
- the lives of significant individuals in the past who have contributed to national and international achievements (Grace Darling)

Science

Living things and their habitats (applied through the theme-seaside habitats)

- 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, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats

Design Technology

Focus: Textiles (A simple bag for their lunch on visit or a sunshade, sunhat etc.)

When designing and making, pupils should be taught to:

Design

design purposeful, functional, appealing products for themselves and other users based on design criteria

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

Technical knowledge

build structures, exploring how they can be made stronger, stiffer and more stable

explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

United Together	
<p><u>Geography</u></p> <ul style="list-style-type: none"> -name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles -understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Australia) -use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -use world maps, atlases and globes to identify the United Kingdom and its countries and capital cities -use simple compass directions directional language [for example, near and far; left and right], to describe the location of features and routes on a map -use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p><u>Art</u></p> <p><u>Focus:</u> Drawing, Painting and Sculpture (based on UK artists-Charles Rennie Mackintosh, Antony Gormley, Banksie, Martyn Evans, Irish artist)</p> <p><u>Pupils should learn:</u></p> <p>the process of art evaluate work of others, teach skills, apply skills in context, evaluate own and other work</p> <ul style="list-style-type: none"> -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><u>Music</u></p> <p><u>Focus:</u> Listening and Appraising, composition (linked to traditional music)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use their voices expressively and creating by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p><u>History</u></p> <ul style="list-style-type: none"> -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (key people in the four countries-a short study)

Focus Subject Learning

Science

Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Physical Education

Pupils should be taught to:

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

Invasion Games Hand/ eye- Basketball	Invasion Games Netball high 5 Foot/eye	Invasion games Tag team	Net and wall skills	Striking and Fielding kick ball	Striking and Fielding cricket
Dance	Gymnastics Families of action	Dance	Gymnastics Families of action	Athletics throwing	Athletics passing baton

Computing

Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

<u>Programming</u> Programming on screen	<u>Computational thinking</u> Exploring how computer games work	<u>Creativity</u> Taking selecting and editing digital images	<u>Computer networks</u> Researching a topic	<u>Communication/collaboration</u> Communicating clues	<u>Productivity</u> Recording animal hunt data
<u>Religious Education</u>					
Sikhism	Light/belonging	Christianity	Easter	Lifestyles	the wonder of worship
<u>PSHE (non statutory however essential)</u>					
Taking Responsibility	Keeping safe	Healthy Lifestyles	Growing and Changing	Feelings and Relationships	Making Choices