

Coventry Experience promise	Out of school trips	Focus Days	Learning Themes	Science Themes
<ul style="list-style-type: none"> - Use tools and materials in creative projects - Beyond City Limits - weaving a bookmark. - Designing and making a sandwich. - - To participate in adventure activities - Gladiator tournament - To experience and strive to overcome personal challenge - To perform in and experience a broad range of cultural events - Range of RE events. - Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries - Visit to Herbert Art Gallery and study Coventry city centre - Local area walk - Visit to Romans Lunt Fort - To make a contribution to the local, regional, national and international community - Beyond City Limits - Mini enterprise to raise money for community and give to charity. Arts and crafts showcase. - Litter picking. - To participate in and understand the world 	<ul style="list-style-type: none"> • Leicester new walk museum Egyptians • Romans Lunt fort • Herbert Art George Shaw 	<ul style="list-style-type: none"> • Anti bullying Day • World Book Day • Internet safety week 	<ul style="list-style-type: none"> • Egypt • Beyond city limits • Volcano • Romans 	<ol style="list-style-type: none"> 1. Forces and magnets 2. Rocks 3. Animals including humans 4. Light 5. Plants

<p>of work, industry, commerce and finance. Mini Enterprise</p> <ul style="list-style-type: none">- To have the opportunity to encounter and to care for the natural environment- Litter picking and posters for around school.- To understand and actively engage with sustainable development initiatives- Beyond City Limits - recycling, re-using, make some junk models, set up eco monitors in the classroom for recycling, lights off etc.				
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Ancient Egypt	
<p>History Children should learn about: -The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Geography (in relation to Egypt) -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -locate the world's countries, using maps-Egypt (physical and human features) -name the seven continents and five oceans (from KS1) -describe and understand key aspects of:physical geography, including: , rivers, mountains, climate, vegetation belts -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<p>Art Focus: Drawing, Painting and Sculpture (relating to Egyptian art) Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>	

Beyond City Limits

Geography (visit to Coventry and another location in a county)

- 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
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,
- describe and understand key aspects of: physical geography, including: , rivers, mountains, climate, vegetation belts
- human geography, including: types of settlement and land use, economic activity including **trade** links, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Design Technology

Focus: Textiles (Cash's Bookmarks)

When designing and making, pupils should be taught to:

Design

use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

<p>History (focus on a chronology of key events, people and places in Coventry) Pupils should be taught about the changes-a local history study -A study over time tracing how several aspects of national history are reflected in the locality</p>	<p>Art Focus: Drawing and Painting (Local Art-George Shaw) Textiles link to DT Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>
<p>Music Focus: Local music Scene Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ Develop an understanding of the history of music. 	

Violent Volcanoes	
<p><u>Geography</u> From KS1-Locate and name the seven continents and five oceans -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle -Physical vocabulary Focus: volcanoes, earthquakes -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Human Features</p>	<p><u>Art</u> Focus: Painting and Collage (Turner and Warhol) Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>
<p><u>Science</u> Rocks Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ▪ describe in simple terms how fossils are formed when things that have lived are trapped within rock ▪ recognise that soils are made from rocks and organic matter. 	<p><u>History</u> Skills based development on chronology Focus on developing an understanding of the larger volcanoes in the world and their eruptions</p>
<p><u>Music</u> Focus: Soundscapes Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory 	

- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Rotten Romans	
<p><u>History</u> Pupils should be taught the Roman Empire and its impact on Britain -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, for example, Boudica -'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p><u>Art</u> <u>Focus:</u> Drawing, Painting and collage-mosaics Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -about great artists, architects and designers in history</p>
<p><u>Geography</u> -to locate countries of the world using maps to focus on Europe (and North Africa). -to use maps, atlases and globes and digital computer mapping to locate countries and describe the features studied. -understand similarities and differences in physical and human features in a region of a country in Europe (Italy)</p>	<p><u>Music</u> <u>Focus: Historical music-Roman times</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music.

Focus Subject Learning
<p><u>History</u> <u>Stone Age</u> <u>History</u> Pupils should be taught about the changes in Britain from Stone Age to Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><u>Design Technology</u> There needs to be 2 more DT opportunities. These could be stand alone, linked to Science or to the theme <u>Focus: Mechanisms</u> (could link to forces and magnets) <u>Focus: Cooking and nutrition (lunches)</u> When designing and making, pupils should be taught to: <u>Design</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.</p>

Cooking and Nutrition

understand and apply the principles of a healthy and varied diet
prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Science**Animals including humans**

Pupils should be taught to:

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants

Pupils should be taught to:

- identify 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.

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

Forces and Magnets

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others

- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Gymnastics Balancing	Net and wall Racquet skills	Gymnastics balancing	Invasion Basket ball	Striking and fielding soft ball	Cricket- AT7
Athletics	Multi skills- AT7	Gymnastic- AT7	Netball/Basketball-	AT7 Dance- AT7	Athletics- AT7

Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

<ul style="list-style-type: none"> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
<p>Programming Programming an animation</p>	<p>Computational thinking Finding and correcting bugs in programs</p>	<p>Creativity Videoing performance</p>	<p>Computer networks Exploring computer networks including the internet</p>	<p>Communication/collaboration Communicating safely on the internet</p>	<p>Productivity Collecting and analysing data</p>
Religious Education					
Islam	Christmas	Easter/ Journey		Sacred places	Signs and symbols
PSHE (non statutory however essential)					
Healthy lifestyles	Feelings and Relationships	Keeping safe	Taking Responsibility	Growing and Changing	Making Choices
<p>Languages(following Rigolo scheme) Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing 					
Bonjour Greetings and salutations	En Classe language in the classroom	Mon Corps Parts of the body	Les Animaux Animals and describing	Ma Famille Family and home	Bon anniversaire Time,snacks and numbers

