

Whole School Curriculum Overview 2023-2024



Year 1 Planning Overview			
	Autumn	Spring	Summer
Topic title	This is me!	Secret Garden	Whatever the Weather
Drivers (past present future)	<p>Past: What was I like as a baby? Where did I live?</p> <p>Present: How have I changed? How has where I live changed?</p> <p>Future: What does my future look like?</p>	<p>Past: What were our grandparents' gardens like? (flowers, veg patch, minibeasts etc)</p> <p>Present: What does my garden look like? What is happening to our wildlife in our garden?</p> <p>Future: How can we make sure that the wildlife in our gardens has a place to live?</p>	<p>Past: Why was the weather so important to people in the past?</p> <p>Present: How have the seasons changed in this country?</p> <p>Future: How can we use the weather to help us?</p>
Global themes covered	<p>Aspiration – What do I want to be when I am older?</p> <p>Being Healthy – How can I take care of my mind and body?</p>	<p>Environment – What is your local environment like?</p> <p>Human Rights – Should everyone have the right to a green space?</p>	<p>Technology – wind, sun, water power (overview – recovered later)</p> <p>Equity and Diversity – how can we help people who are affected by the weather?</p>
Charity Link	Bumblebee Conservation Trust		
Visit/ experience linked to the topic	Local Walk	Garden Centre/ Botanical Gardens (Leicester)	Green screen for a weather report
Overall outcome for topic (showcase)	Oracy: present to a friend in their partner school about what they are like, where they live and what they want to be when they are older	Create a small world mini garden for a fairy/ pixie/ gnome with a parent	Use their subject outcomes to play the game 'Guess the Season' with their partner class
Key Text suggestions	<ul style="list-style-type: none"> • Three Little Pigs • Rapunzel • Goldilocks and the Three bears • Jolly Postman at Christmas 	<ul style="list-style-type: none"> • There's a Tiger in my Garden • The Tiny Seed • The Big book of Blooms • Oliver's Vegetables 	<ul style="list-style-type: none"> • Once upon a Raindrop • Little Cloud • The Gingerbread Man
English/Phonics examples	<ul style="list-style-type: none"> • RWI phonics • Get writing format lessons (not get writing books) • Topic application write once per week • Colourful Semantics 	<ul style="list-style-type: none"> • T4W units • Phonics • Colourful Semantics 	

Purposes for writing



Writing to entertain



Writing to inform

Subject outcome 1	History- <i>Children can sort from a range of objects and create a timeline to show their understanding of old and new</i>	Science (Biology)- <i>Create a poster/ double page spread for a class book native to UK (fish, bird, reptilian or mammal)</i>	Geography- <i>I can track the weather over a week and produce a weatherman-style video to show what the weather is like across the UK</i>
Subject outcome 2	Geography - <i>Create the front of a postcard that accurately represents the village that they live in ready for school to use</i>	Science (Biology)- <i>Create a diagram with real parts of flowers to accurately represent a flower: petal, stem, root, leaf and photograph it</i>	Geography- <i>Oracy- use weather symbols to describe the weather in parts of the UK (as a weatherman)</i>
Subject outcome 3	Science (Biology)- <i>To create human body using dog bones</i>	PSHE - <i>Create posters for school to show how to stay safe</i>	Science (Chemistry) - <i>Use their knowledge from sorting materials to decide which would be the most suitable materials to make an umbrella.</i>
Subject outcome 4	Music- <i>create body percussion rhythm for partner to copy</i>	D&T: <i>make a home for an animal in our school garden (add a camera to see what comes in it)</i>	Music- <i>after listening to Vivaldi's 4 Seasons, recreate their own '4 seasons piece' with percussion instruments</i>
Subject outcome 5	PHSE- <i>Zones of Regulation personalised chart</i>	Project - <i>Charity campaign - the importance of Bumblebees in our gardens</i>	Project Enquiry question: <i>How can we use the weather to help us? (Solar panels, collecting rain water)</i>
RE outcomes	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times? (Id ul fitr)	How should we care for others and the world, and why does it matter? (love—marriage)

Art Project outcomes	<p><u>This is me! Art Project</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • A pencil self-portrait using accurate facial proportions • A painted self-portrait using self-mixed skin tones • Self-portraits in the styles of Pablo Picasso and Julian Opie <p><u>Bodies and Bones Art Project</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • A pencil skull sketch drawn from observation • A mixed media skull using printing ink and rollers, charcoal, chalk and coffee as paint • A large scale skeleton study using oil pastel and paint • Knowledge of the anatomical drawings of Leonardo Da Vinci 	<p><u>Monet's Secret Garden</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • Conversations with teachers and peers about Monet's bridge painting • A finger paint colour mixing representation of Monet's flower garden • A mixed media piece of artwork inspired by <i>Bridge over a Pond of Water Lillies</i> – tissue paper collage and oil pastel • Knowledge of the life and works of Claude Monet <p><u>Paper Craft- Art Project</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • A experimental artwork showing exploration of paper manipulation • Knowledge of some paper sculpture artwork and artists • A vase of flowers artwork using collage, paint and paper folding techniques 	<p><u>Raindrops and Rainbows- Art Project</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • A clear understanding of mixing primary colours to create secondary colours (rainbow) • A wax resist artwork using wax crayons and liquid watercolours • A warm and cool colours paintings of umbrella <p><u>Colour Theory- It's all yellow!</u></p> <ul style="list-style-type: none"> • An art learning journey in sketchbooks demonstrating research and experimentation. • A yellow colour collection • An abstract yellow composition inspired by Patrick Heron's 'Yellow Painting' • Exploration of rubbing with a yellow crayon to imply texture • Knowledge of the colour yellow and its relationship with other colours
Computing Outcomes	<p>Computing Systems and Networks – Technology Around Us - Unit 1 Year 1 Developing keyboard and mouse skills consider how to use technology responsibly.</p> <p>Creating Media – Digital Painting – Unit 2 Year 1 Create their own digital paintings, while gaining inspiration from a range of artists' work.</p>	<p>Creating Media – Digital Writing – Unit 3 Year 1 Use a computer to create and manipulate text</p> <p>Data and Information – Grouping Data - Unit 4 Year 1 demonstrate how computers are able to group and present data</p>	<p>Programming A – Moving a Robot – Unit 5 Year 1 Use the early stages of program design through algorithms.</p> <p>Programming B – Programming Animations Unit 6 Year 1 Use the early stages of program design through the introduction of algorithms.</p>

	Year 2 Planning Overview		
	Autumn	Spring	Summer
Topic title	London's Burning!	Location, Location, Location New Delhi - ASHA/ Leicester	Rainforests
Drivers (past present future)	<p>Past: What happened during the Great Fire of London?</p> <p>Present: How are buildings more protected from fire? (sprinklers, smoke alarms, materials for building)</p> <p>Future: How can we prevent fires from happening?</p>	<p>Past: How did we discover the continents and oceans of the world? (link to y6)</p> <p>Present: How do we know about the world today? (link to tv, internet etc)</p> <p>Future: What do we think the world would be like if everyone had shelter and could go to school?</p>	<p>Past: What were the rainforests like in the past?</p> <p>Present: Why are the rainforests shrinking?</p> <p>Future: How can we save the rainforests for future generations?</p>
Global themes covered	<p>Technology – how can technology help to keep us safe from fire?</p> <p>Being Healthy - Are some breads healthier than others?</p>	<p>Human Rights – everyone has the right to shelter and education – ASHA link</p> <p>Aspiration – how does school help us to get ready for a job?</p>	<p>Environments – The amazon are the lungs for the earth, what does that mean?</p> <p>Equality and Diversity- why do they cut the forest down? Do we need palm oil? link to farming</p>
Charity Link	<i>Personalised by school</i>		
Visit/ experience linked to the topic	E.g. Warburtons Burning of the replica	E.g Temple – Melton Road ASHA talk from David Briggs/ Talk with Shiv	E.g Animal Experience (reptiles) School birdhouse
Overall outcome for topic (showcase)	Who's house is this gameshow with parents - guess the house from the clues.	Parent event with enterprise project (sale)	Parent event: presentation to parents on the products that use palm oil and why they should use other things leading to making soap
Key Text suggestions	<ul style="list-style-type: none"> • Vlad and the Great Fire of London • World in Danger by Frankie Morland • Mr Wolf's Pancakes (tales with a twist similar to Little red Hen) • Also tales with a twist = Pigs Might Fly by Jonathan Emmett, • Into the Forest/Tunnel by Anthony Browne • The Great Fire of London 350th Anniversary • Biscuit Bear • Mr Wolves' Pancakes 	<ul style="list-style-type: none"> • Grandad's island (topic book) • George's marvellous medicine • The Twits • Dear Greenpeace (letter writing: revisit y1 letters) • Meerkat Mail (letter/ postcard writing) • Little Red Riding Hood was Rotten • The Big Bad Pig • The Same but different • The Tiger Skin Rug 	<ul style="list-style-type: none"> • The diary of a killer cat. • The Hodgeheg • Fantastic Mr Fox • Dear Greenpeace • Handa's Surprise • The Green, Green Forest
English/Phonics examples	<p>Colourful Semantics (till half term): descriptive writing (characters and settings) linking to Literacy Shed</p> <p>TfW poetry – learn a poem to perform</p> <p>Recount (Samuel Pepys Diary)</p> <p>Instructions – how to make bread</p> <p>Drama – Christmas Show</p>	<p>Posters (non-chorological report) about Leicester to send to children in India – linking to Same but Different book</p> <p>Narrative – retelling a story (looking at planning - story maps and mountains)</p> <p>Recount – trip to Melton Road</p>	<p>Twisted Tales - focusing on settings</p> <p>Letter to naturalist</p> <p>Acrostic poem – RAINFOREST</p> <p>Information text – Headings and diagrams to support parent event</p>

Purposes for writing



Writing to entertain



Writing to inform

<p>Subject outcome</p> <p>1</p>	<p>Geography - <i>where is London and why is it important to us?</i></p>	<p>Geography- <i>double page spread 'Same but Different' page to compare Leicester and New Dehli</i></p>	<p>Science (Biology)- <i>choose an animal and create a non-chronological report to look at how the rainforest helps them to grow, survive and reproduce</i></p>	
	<p>Subject outcome</p> <p>2</p>	<p>History- <i>diary of Samuel Pepys</i></p>	<p>PSHE- <i>consider how sport helps us to stay fit and look at the National sport of India and UK to help design a game or workout routine which will help to keep their friends healthy</i></p>	<p>Science (Biology)- <i>write to a naturalist (David Attenborough, Steve Backshaw, Twycross Zoo, Greta Thunberg) to persuade them to help us to campaign to save the rainforest</i></p>
	<p>Subject outcome</p> <p>3</p>	<p>D&T - <i>Make Bread (link to Warburtons)</i></p>	<p>Music - <i>appreciate Indian music and understand how it has influenced Indian culture (Bollywood)</i></p>	<p>D&T - <i>create a palm-oil free soap ready for selling to parents to support their charity campaign</i></p>
	<p>Subject outcome</p> <p>4</p>	<p>PSHE - <i>Following rules: what rules should builders have to make sure that houses stay safe from fire? What happens when the rules are not followed (arson - talk from fireman/ police)</i></p>	<p>Science (Biology)- <i>poster of a type of plant with an explanation as to why that is different to other plants</i></p>	<p>Music - <i>create a piece of rainforest inspired music</i></p>
	<p>Subject outcome</p> <p>5</p>	<p>Science (Chemistry)- <i>create a factsheet for a builder to help them select materials that are fire resistant</i></p>	<p>Project Enquiry question: <i>What is ASHA and how has the charity helped the lives of children in New Dehli?</i></p>	<p>Project Enquiry question: <i>What are the reasons for the Rainforest being cut down? How can we reduce this? (link to farming)</i></p>
<p>RE outcome</p> <p>s</p>	<p>Who is Jewish and what do they believe?</p>	<p>What makes some places special?</p>	<p>How and why do we celebrate sacred times?</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art Project outcomes</p>	<p style="text-align: center;"><u>Great Fire of London project</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of colour mixing red and yellow to make orange (using different quantities of each to make red orange and yellow-orange (primary, secondary, tertiary)</p> <p>Knowledge of how to make different tints, tones and shades.</p> <p>Knowledge of the use of line in art to create effects.</p> <p>A finished mixed media Fire of London piece of artwork.</p> <p style="text-align: center;"><u>Colour, pattern and shape project</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of the life and work of Alma Thomas. A finished abstract painting inspired by the work of Alma Thomas.</p> <p>A paper collage artwork interpretation of Alma's work</p>	<p style="text-align: center;"><u>Cityscapes art project</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to create different lines with a pen or pencil</p> <p>Pencil and pen sketches of local buildings, paying attention to line, shape and detail</p> <p>Cityscape composition created using black ink pens</p> <p>Creation of a 3D building to add to a class cityscape</p> <p style="text-align: center;"><u>Urban and Rural Bird's eye views</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to create different lines with a pen or pencil</p> <p>Knowledge of how to mix secondary and tertiary colours, tints and shades</p> <p>Abstract painting of a rural bird's eye view</p> <p>Abstract painting of an urban bird's eye view</p>	<p style="text-align: center;"><u>Rousseau's rainforest-project</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to look carefully and discuss a piece of art (the superpower of looking)</p> <p>Knowledge of Henri Rousseau and his art</p> <p>A mixed media piece of artwork using poster paint, oil pastels and acrylic paints</p> <p style="text-align: center;"><u>Lines and Stripes- project</u></p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to use different media</p> <p>A tiger piece of artwork implying texture through drawing</p> <p>A relief print tile created using string and cardboard</p> <p>A tiger stripe print</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing Outcomes</p>	<p>Computing Systems and Networks - Information Technology around Us - Unit 1 Year 2</p> <p>Pupils should be taught to 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 their online technologies.</p> <p>Creating Media Digital Photography - Unit 2 Year 2</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p>	<p>Creating Media - Making Music - Unit 3 Year 2</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p> <p>Data and Information - Pictograms - Unit 4 Year 2</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p>	<p>Programming A - Robot Algorithms - Unit 5 Year 2</p> <p>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</p> <p>Programming B - An introduction to quizzes Unit 6 - Year 2</p> <p>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</p>

	Year 3 Planning Overview		
	Autumn	Spring	Summer
Topic title	In My Element	The Ground Beneath my Feet	It's all Greek to me!
Drivers (past present future)	<p>Past: Why were elements/ materials important in the past? How have they helped us to live better lives?</p> <p>Present: What materials do we need to survive and why are we beginning to consider alternatives? (coal, gold etc) – link to Smart Meter</p> <p>Future: What would happen if we run out of resources? How can we prevent this?</p>	<p>Past: Pompei - what did we learn from the disaster?</p> <p>Present: Current natural disasters: Reykjavik volcano and the impact of the Ash Cloud</p> <p>Future: How are buildings constructed to protect themselves from natural disasters and how might this affect the way buildings look in the future?</p>	<p>Past: The right to vote: how did the vote change from being only available for men?</p> <p>Present: What is the UK voting system like? How do we have a voice?</p> <p>Future: How can we give everyone a voice? What new ways might be developed to help people to vote?</p>
Global themes covered	<p>Aspiration: how to better ourselves</p> <p>Equity and Diversity: linking to Iron Man text</p>	<p>Environment: Positive and negative effects of modern-day life on the environment</p> <p>Technology: house design</p>	<p>Human Rights : Democracy</p> <p>Being Healthy: Olympics (Health and Fitness)</p>
Charity Link	UNICEF		
Visit/ experience linked to the topic	Bradgate Park: ranger talk on Stone Age	Creswell Crags visit (social distancing dependent)	Greeks workshop
Overall outcome for topic (showcase)	Make promotional materials for parents about saving natural resources – recycle, reuse, reduce	Letter to architect/ scientists to help them to build successful skyscrapers to survive disasters	Archaeological dig – piece together pictures or pieces of pottery to make a Greek Vase. Research what period and place this could be from. What do they think it was used for? Do we use the same thing today? Leads into designing their own vase. Mantle of the Expert – The Young Soldier
Key Text suggestions	<ul style="list-style-type: none"> • Vlad and the Great Fire of London • World in Danger by Frankie Morland • Mr Wolf's Pancakes (tales with a twist similar to Little red Hen) • Also tales with a twist = Pigs Might Fly by Jonathan Emmett, • Into the Forest/Tunnel by Anthony Browne • The Great Fire of London 350th Anniversary • Biscuit Bear • Mr Wolves' Pancakes 	<ul style="list-style-type: none"> • Grandad's island (topic book) • George's marvellous medicine • The Twits • Dear Greenpeace (letter writing: revisit y1 letters) • Meerkat Mail (letter/ postcard writing) • Little Red Riding Hood was Rotten • The Big Bad Pig • The Same but different • The Tiger Skin Rug 	<ul style="list-style-type: none"> • The diary of a killer cat. • The Hodgeheg • Fantastic Mr Fox • Dear Greenpeace • Handa's Surprise • The Green, Green Forest
English examples	<p>Character description and settings</p> <p>Instructions: How to wash a woolly mammoth</p> <p>Narrative: show not tell</p> <p>Non-chronological report about Present and Future driver</p>	<p>Drama – Class Performance</p> <p>Explanation text: How a volcano works</p> <p>Letter: to architect</p>	<p>Narratives: Myths and Legends</p> <p>Report – impact of Greeks on us today</p> <p>Persuasion – Linking to drivers (democracy)</p>

Purposes for writing



Writing to entertain






Writing to inform



Writing to persuade

Subject outcome	1	History- <i>debate - which was most influential in shaping our lives today: Stone Age or Iron Age?</i>	Geography- <i>use maps to make a report about why some areas are more susceptible to natural disaster</i>	Geography- <i>using aerial images, identify key human features in Greece and their locations. What do you notice? Investigate and share as a news report.</i>
	2	Science (Physics) - <i>working scientifically investigation: light sources to create shadows (using fire, torches, solar lights and other bulbs)</i>	PSHE- <i>rights and responsibilities - charity link to UNICEF</i>	History- <i>Investigate the lifestyles of the Greeks and how they have influenced our lives today. Create a report subject areas can include, Olympics, voting, food etc</i>
	3	PSHE - <i>Following rules: what is democracy (pre-teach for summer topic)</i>	Science (Physics/ Biology)- <i>investigate the most appropriate rock type to build a house on. Share findings on a ppt presentation to inform parents.</i>	Science (Biology) - <i>create a bee-friendly area in school by selecting the most appropriate plants</i>
	4	Science (Physics)- <i>investigation: what kind of metal can we feed Iron Man (magnetic metals) and record a cooking video of their recipes</i>	Music - <i>using a video clip of a volcano exploding, create a musical composition for the video.</i>	Music/ PE- <i>listen to a variety of Greek music/instruments and create a dance, showing a variety of rhythm and pitch</i>
	5	D&T- <i>make an Iron Man with moving limb</i>	Project Enquiry question: <i>enterprise project to raise money for their chosen charity</i>	Project Enquiry question:
RE outcome s	What does it mean to be a Hindu in Britain today? What does it mean to be a Christian in Britain today?	Why do people Pray?	What do people believe about God?	

<p style="text-align: center;">Art Project outcomes</p>	<p style="text-align: center;">In my element project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A architectural technical style drawing of a home of the future (using fine liners, rulers) A mixed media A3 artwork representing Hundertwasser architectural houses.</p> <p style="text-align: center;">Creating with Metal project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. An ironman piece of artwork inspired by the book of the same name. Chalk and pastel on black sugar paper A series of quick drawing figure sketches - using line to show action A figure sculpture (using aluminium foil) inspired by the work of Giacometti</p>	<p style="text-align: center;">Implying texture project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of how to create different textures with a pencil on paper Sketches of fossils demonstrating use of sketching techniques 2 different monoprint explorations - oil pastel and carbon copy paper</p> <p style="text-align: center;">Environmental Protest Art Project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. An alphabet in their own lettering design A design for a piece of protest art with an environmental theme A mini environmental protest placard</p>	<p style="text-align: center;">Medusa and the Minotaur Project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Knowledge of the Ancient Greek tradition of pot/vase making and the patterns, designs and images they were decorated with Initial sketches and vase designs Vase artwork with features of traditional ancient Greek pottery</p> <p style="text-align: center;">Ancient Greek Temples</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A 3D Greek Temple construction made from art straws which is both sturdy and pleasing to the eye A series of annotated Greek temple drawings from observation using different media</p>
<p style="text-align: center;">Computing Outcomes</p>	<p>Computing Systems and Networks - Information Technology around Us - Unit 1 Year 2</p> <p>Pupils should be taught to 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 their online technologies.</p> <p>Creating Media Digital Photography - Unit 2 Year 2</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p>	<p>Creating Media - Making Music - Unit 3 Year 2</p> <p>Pupils should be taught to use technology purposefully to create, organise and manipulate digital content Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school.</p> <p>Data and Information - Pictograms - Unit 4 Year 2</p> <p>Pupils should be taught to use technology purposefully to store and retrieve digital content and to recognise common uses of information technology beyond school. Pupils should be taught to use technology purposefully to create, organise and manipulate digital content</p>	<p>Programming A - Robot Algorithms - Unit 5 Year 2</p> <p>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</p> <p>Programming B - An introduction to quizzes Unit 6 - Year 2</p> <p>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</p>

	Year 4 Planning Overview		
	Autumn	Spring	Summer
Topic title	World of Water	What did the Romans do for Leicester?	Insides Out!
Drivers (past present future)	<p>Past: How was water used in the past? (Canals, water mills, steam power, hygiene)</p> <p>Present: What are we doing to help our water stay clean?</p> <p>Future: Where should buildings be built to ensure that they are protected from future weather issues? (Flooding/ food plains, coastal erosion).</p>	<p>Past: Why did the Romans build roads?</p> <p>Present: How are roads adapted to cope with the growing amount of traffic? (Traffic Survey)</p> <p>Future: How will transport evolve in the future?</p>	<p>Past: How were illnesses treated in the past?</p> <p>Present: How far has medicine advanced (Covid 19 Vaccine)</p> <p>Future: How can we stop future pandemics? (Covid, SARS, MERs, Ebola)</p>
Global themes covered	<p>Environment - saving water</p> <p>Human Rights - our right to have clean water</p>	<p>Technology - inventions that have influenced the world today (baths, heating systems, aqueducts, roads)</p> <p>Aspiration - how can we be innovators?</p>	<p>Being Healthy - what we need to do to stay healthy and how do we adapt? (Covid link)</p> <p>Equity and Diversity - how does society support equality and diversity</p>
Charity Link	Water Aid		
Visit/ experience linked to the topic	Improving a local area: Litter picking	Theatre trip in Leicester & Jewry Walk Roman Baths, Peacock and Blackfriars Mosaic	Day/ stay at Beaumanor - look how our bodies can do incredible things!
Overall outcome for topic (showcase)	Post box trip- Writing letters to supermarkets- reduce plastic waste campaign.	Look at future transport methods - design new system/transport type and do a dragon's den pitch to a panel	Design a 2-course meal and cook it for parents/ family to raise money for Water Aid.
Key Text suggestions	<p>Oliver and the Sea wigs</p> <ul style="list-style-type: none"> <i>The last Castaways</i> 	<ul style="list-style-type: none"> Romans on the Rampage 	<ul style="list-style-type: none"> Demon Dentist
English examples	<p>Newspaper reports - linking to news about water disasters</p> <p>Persuasive Letters - supermarkets to reduce plastic</p> <p>Narrative - how to hook the reader</p> <p>Non-Chronological - double page spread linking to Geography outcome</p>	<p>Drama - class assembly</p> <p>Narrative - cliff hangers</p> <p>Recount - linking to the trip</p> <p>Poetry - Haiku</p>	<p>Narrative - dialogue</p> <p>Explanations - digestive system</p> <p>Instructions - recipe for their meal</p>
Purposes for writing	 Writing to entertain	 Writing to inform	 Writing to persuade

Subject outcome 1	Geography- investigate the water cycle and how it can determine where people live - use rainfall data and canals to help understand what factors are taken into consideration. Produce a video clip in the style of a documentary.	History- children to create a Rotten Romans video clip related to Roman life	Science (Biology)- create an interactive, creative labelled poster showing digestive system in the human body.
Subject outcome 2	Science (Biology)- double page spread on how animals adapt to their environments and what can happen when their environment is threatened (link to sea turtles and effects of traffic, polar bears and melting ice caps, Great Barrier Reef and bleaching of coral).	PSHE- Being healthy - hygiene. How has this changed since the Romans?	PSHE- staying safe in the community what would we do in an emergency?
Subject outcome 3	PSHE - Diversity and respect	D&T- design and make a shield for a Roman soldier using a 3-D printer	Science (Physics) - Using musical instruments create pitch and vibration to explain how sounds travel through the ear. Video the outcome
Subject outcome 4	Science (Chemistry)- Interactive water cycle collage	Music - use a tuned instrument to create a piece of music suitable for a Roman march	Music - linked to 'Stomp.' Create an ensemble using everyday objects, including body percussion
Subject outcome 5	Science (Physics) - how can you power a circuit without a battery?	Geography- create a map of Roman Leicester to explain the impact of Roman settlements in our area	D&T- design a healthy meal and cook it to sell at the charity enterprise
RE outcomes	What matters most to Christians and Humanists?	Why do some people think that life is a journey and what significant experiences mark this?	What can we learn from religions about deciding what is right and wrong?

Art Project outcomes	<p style="text-align: center;">World of Water</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. An abstract watercolour painting inspired by Georgia O'Keeffe and Paul Klee A realist watercolour painting inspired by Errol Allen and J.M.W. Turner</p> <p style="text-align: center;">World of water- observational drawing</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A series of pencil sketches to show progression of observing a still-life object. An observational charcoal and pastel piece of water in a glass.</p>	<p style="text-align: center;">Roman ceramics</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. Clay-based experimentation and refinement of coiling technique. A clay pot produced with Picasso inspired decoration.</p> <p style="text-align: center;">Hot, cold and texture project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation – with a focus on mark making and different effects created with texture and colour. An abstract painting inspired by a volcano using paint, hot and cold colours and texture.</p>	<p style="text-align: center;">Creative Collographs project</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation – with a focus on investigating different art materials and printing techniques.</p> <p>A series of collagraphs developing into a final piece inspired by Mari French or Andrea Starkey.</p>
Computing Outcomes	<p>Computing systems and networks -The Internet - Unit 1 Year 4 evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>Creating Media – Audio Editing – Unit 2 Year 4 produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files.</p>	<p>Creating Media – Photo Editing – Unit 3 Year 4 learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>Data and Information – Data Logging - Unit 4 Year 4 Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>Programming A – Repetition in Shapes – Unit 5 Year 4 Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Programming B – Repetition in Games - Unit 6 - Year 4 Design and create a game which uses repetition, applying stages of programming design throughout.</p>

	Year 5 Planning Overview		
	Autumn	Spring	Summer
Topic title	Planet Earth	Home from home (Vikings)	Egyptians
Drivers (past present future)	<p>Past: How did people use the sun, moon and stars in their everyday life?</p> <p>Present: How does the sun affect our everyday life? (time zones, 24-hour lifestyles, farming, daylight hours in different places)</p> <p>Future: How dangerous could the sun become? (sun itself, skin cancers etc, deserts, erosion, bodies of water drying up)</p>	<p>Past: Why did people invade other places?</p> <p>Present: Why do people migrate today? (jobs, war, famine, persecution)</p> <p>Future: Where will everyone go? (if our population continues to grow)</p>	<p>Past: How did the ancient Egyptians improve our world?</p> <p>Present: What has survived from the Ancient Egyptians that we still use today?</p> <p>Future: How will we be remembered? What will we still use in the future?</p>
Global themes covered	<p>Environment - the importance of the sun</p> <p>Being Healthy - how can we protect ourselves from the sun?</p>	<p>Human Rights - Should everyone be able to move around freely?</p> <p>Equity and Diversity - How can everyone be given an equal chance?</p>	<p>Technology - What advances did the Egyptians give us</p> <p>Aspiration - What legacy do you want to leave behind?</p>
Charity Link	Children's Cancer trust		
Visit/ experience linked to the topic	<i>Trip to National Space Centre</i>	<i>hire actors in - re-enactment, artefacts. Viking school visits.com</i>	<i>British Museum Visit & theatre trip (Joseph and his technicoloured Dreamcoat) London</i>
Overall outcome for topic (showcase)	<p>Presentation on how people can protect our planet (linking to what might happen if our planet is uninhabitable in the future - 50 minutes to save the world)</p> <p>https://www.youtube.com/watch?reload=9&v=wthTmQHmuZ0</p>	<p>Write a letter to MEP to share their thoughts about their future freedom to be able to travel and settle where they desire. (COVID, Brexit, Immigration links)</p>	<p>Create a 3D pyramid time capsule to house artefacts from now that children think would help people in the future know about our lives today</p>
Key Text suggestions	<p>Cosmic- Frank Cottrell</p> <p>Ask an Astronaut: My guide to life in space</p>	<p><i>How to train a dragon</i></p> <p><i>Viking Boy by Tony Bradman</i></p>	<p><i>Secrets of a Sun King by Emma Carroll</i></p> <p><i>My mummy ate my homework by Thiago de Moraes</i></p>
English examples	<p>Persuasive presentation -</p> <p>Non-Chronological report - Planet Earth</p> <p>Biography - one of the main characters in Cosmic</p> <p>Narrative - fantasy stories</p>	<p>Letters - linked to overall topic outcome</p> <p>Discussion report - history outcome</p> <p>Narrative - starting with the action</p>	<p>Explanation - History outcome</p> <p>Drama - class assembly</p> <p>Poetry - narrative poetry</p> <p>Recount - Howard Carter's diary</p>

Purposes for writing



Writing to entertain



Writing to inform



Writing to persuade



Writing to discuss

Subject outcome 1	Science (Earth & Space)- <i>Create a 3D model of the Earth, Moon and Sun and the orbital relationships between the two</i>	Geography- <i>Present a 'Location, Location, Location' style video to persuade a Viking where is best to settle (Horrible Histories style)</i>	History- <i>Create a double page spread to explain the achievements of the Egyptians using evidence gathered from a range of sources</i>
Subject outcome 2	Science (Forces)- <i>Design a parachute to support a Rocket landing on the moon/ returning to Earth - thinking about shape, size etc</i>	History- <i>Create a discussion report to compare Vikings and Saxons and their impact on Britain (double page spread)</i>	Science (Chemistry)- <i>use knowledge of solids, liquids and gases to filter dirty water: who can make the cleanest water?</i>
Subject outcome 3	Geography- <i>create a fact file about the physical features of our planet: what makes up our Earth?</i>	PSHE- <i>managing money</i>	Geography- <i>create an explanation video to accompany a presentation to explain how a river is formed</i>
Subject outcome 4	Science (Biology)- <i>Compare how reproduction rates are changing for different species (e.g. endangered animals and baby booms) and the impact that growing populations have on the Earth</i>	Science (Physics) - <i>modify a basic sail design to make the fastest ship to move through water, considering water resistance and levers (oars)</i>	D&T - <i>Using knowledge of levers and pulleys, make a successful shaduf to carry water from one place to another</i>
Subject outcome 5	PSHE - <i>Communities and Diversity</i>	Music- <i>Create a musical piece to accompany a Viking Saga to add atmosphere and appropriate mood</i>	PSHE - <i>discrimination</i>
RE outcome s	<i>What does it mean to be a Muslim in Britain today?</i>	<i>If God is everywhere, why go to place of worship?</i>	<i>What does it mean to e a Christian in Britain today?</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art Project outcomes</p>	<p style="text-align: center;">The Great Wave</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A string printing tile used to create wax resist images and prints inspired by waves A Styrofoam printing tile used to create a printed interpretation of The Great Wave</p> <p style="text-align: center;">Abstract Art- A view from above</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A series of sketches linked to an abstract image from Google Earth. A 3D layered image inspired by Google Earth and Yann Arthus-Bertrand. Children to photograph their 3D work 'from above'.</p>	<p style="text-align: center;">Viking Inspired Tessellations</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation. A series of sketches linked to the 6 styles found in Viking art. Produce a tessellation using ink and watercolour and inspired by M.C. Escher and taking inspiration from Viking designs.</p> <p style="text-align: center;">Expression & Emotion</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation - with a focus on mark making with pastels, charcoal and oil pastels. Develop portraiture skills with a view to show emotion. Create a piece of art conveying emotion and expression.</p>	<p style="text-align: center;">Birds in Ancient Egyptian Art</p> <p>An art learning journey in sketchbooks demonstrating research and experimentation - with a focus on pencil sketching, creating tone and depth. Making accurate observational sketches. Develop sketching in real-life moving objects and still images. Create a clay slab of a carved bird based on images from Ancient Egypt.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing Outcomes</p>	<p>Computing systems and networks -Sharing Information - Unit 1 Year 5</p> <p>Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.</p> <p>Creating Media - Vector Drawing - Unit 2 Year 5</p> <p>They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of software are available.</p>	<p>Creating Media - Video Editing - Unit 3 Year 5</p> <p>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video.</p> <p>Data and Information - Flat File Databases - Unit 4 Year 5</p> <p>Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.</p>	<p>Programming A - Selection in Physical Computing - Unit 5 Year 5</p> <p>learners will design and make a working model of a fairground carousel that will incorporate their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model. Throughout this unit, pupils will apply the stages of programming design.</p> <p>Programming B - Selection in quizzes - Unit 6 - Year 5</p> <p>design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</p>

	Year 6 Planning Overview		
	Autumn	Spring	Summer
Topic title	A Child's War	Discovery and Exploration	My heart in Mexico
Drivers (past present future)	<p>Past: What was the impact of WWII on the lives of children?</p> <p>Present: How is war impacting the lives of children today?</p> <p>Future: How can we protect future children from war?</p>	<p>Past: What discoveries were made when explorers first travelled the worlds</p> <p>Present: Who are our modern-day explorers and where do they explore? (link to space y5)</p> <p>Future: Where will humans go next and how will we evolve?</p>	<p>Past: What did we learn from the Mayans? (Pok-a-tok, chocolate, calendar, gods etc)</p> <p>Present: How has life changed for people from this area? (Mexico)</p> <p>Future: The Mayans ended due to drought. How can we stop this from happening to others?</p>
Global themes covered	<p>Equity and Diversity – why are people not treated equally? (persecution)</p> <p>Human Rights – everyone has the right to be free</p>	<p>Environment – What can we do to help our environment? (icecaps)</p> <p>Aspiration – What are your aspirations? No limits</p>	<p>Being Healthy – Healthy heart</p> <p>Technology – clocks, building, chocolate</p>
Charity Link	World Wildlife Fund		
Visit/ experience linked to the topic	Holocaust Centre Residential	West End Theatre – The Lion King & Natural History Museum	Warning Zone
Overall outcome for topic (showcase)	Presentation to parents to share my project	Create an animation to show evolution of man over time including how they think our bodies will evolve in the future	Pop-up gallery showcasing topic
Key Text suggestions	<p>Goodnight Mister Tom</p> <p>Once</p> <p>Rose Blanche</p> <p>Anne Frank</p> <p>Otto Autobiography of a Bear</p> <p>Letters from the Lighthouse</p> <p>Carrie's War</p> <p>The Lion and the Unicorn</p> <p>Our Castle by the Sea</p>	<p>The Explorer</p> <p>Boy in the Tower</p> <p>Ice Trap</p> <p>Shackleton's Journey</p> <p>Inside the Beagle</p> <p>The Origin of Species</p> <p>Charles Darwin Around the World Adventure</p> <p>Island</p> <p>Moth</p>	<p>Wonder</p> <p>Some Places more than others</p> <p>Rain player</p> <p>The Maya Infographics</p> <p>The Chocolate Tree</p> <p>The Great Kapok Tree</p> <p>The Corn Grows Ripe</p> <p>The History detectives: Mayan Civilisation</p>
English examples	<p>Newspaper – related to war</p> <p>Explanation</p> <p>Historical story (Otto Autobiography of a Bear or the Arrival)</p> <p>Narrative alternative ending (Rose Blanche)</p>	<p>Poetry mountains (Dreadful Menace Literacy Shed)</p> <p>Newspaper Ernest Shackleton (Shackleton's journey)</p> <p>Discussion on endangered animals (Can We Save the Tiger?)</p> <p>Narrative on nature (The promise)</p> <p>Charles Darwin Biography</p>	<p>Diary (Day of The Dead Festival)</p> <p>Persuasive letter (Little Freak Literacy Shed) Essay (Rain Player)</p> <p>Poetry transition (Some place more than others)</p> <p>Drama - production</p>

Purposes for writing



Writing to entertain



Writing to inform



Writing to persuade



Writing to discuss

Writing to discuss

Subject outcome 1	History- <i>Double page spread: how the war impacted on British Lives</i>	Geography- <i>using world maps to make a biome to accurately represent a habitat</i>	History- <i>Video presentation as a Mayan to explain why my civilisation ended (drought) and how we can help others today</i>
Subject outcome 2	Science (Forces)- <i>Blackout link: make a Wartime searchlight using knowledge of circuits and the theory of light travelling in a straight line</i>	Science (Biology)- <i>Presentation: impact of Darwin</i>	Science (Biology)- <i>The human body double-page spread of the heart</i>
Subject outcome 3	D&T- <i>Make a Wartime meal based on rationing rules (e.g. Lord Walton's Pie)</i>	Science (Biology)- <i>Double page spread: why animals choose to live in certain environments and how they are adapted to survive there</i>	Geography- <i>Create a Sway presentation to persuade people to come to Mexico</i>
Subject outcome 4	PSHE - <i>Human Rights - were all children in the war treated equally? Produce a TV or radio programme on assertiveness/ stress/ worry/ moods and mixed emotions/ being overwhelmed/ problem solving etc to show what they have learned; an information and advice booklet, leaflet or electronic presentation on the topic or devise a Board game using my knowledge and understanding.</i>	PSHE - <i>write a poem about possible negative effects of stereotyping, drawing on what they learned from the Only Human film. Undertake research about a drug. E.g. caffeine, cannabis, paracetamol, insulin or you may allow them a free choice. Investigate the legal status of the drug, how it gets into the bloodstream and its potential effects on the body and brain. This information could be presented to the rest of the class</i>	PSHE - <i>Staying healthy - the impact of a sugar tax (linking to Mexico and Coca-cola)</i>
Subject outcome 5	Music - <i>Human Rights - were all children in the war treated equally?</i>	Project Enquiry question: <i>what will exploration look like in the future? Where will people migrate to if the planet cannot sustain us?</i>	Project Enquiry question:
RE outcome 5	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to place of worship?	What does it mean to be a Christian in Britain today?

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