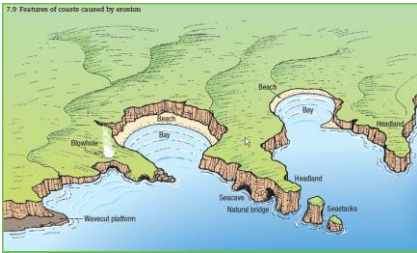


Geography – (T1/T2) – Coasts

Key Vocabulary	
Coast(line)	land adjoining / near the sea
erosion	processing of being eroded by sun, water, wind
deposition	laying down of sediment (sand, rock, pebbles) by water
cliff	mass of rock rising high
stack	steep/vertical column near the coast created by erosion
peninsula	land surrounded by water but connected to the mainland on one side
bay	body of sea water surround by land
headland	land extending into the sea
sea defence	manmade defences to stop flooding /erosion

Key knowledge



National Curriculum
Locate key topographical features (including hills, mountains, **coasts** and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Describe and understand key aspects of: physical geography (coastal features) and 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 fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, inc. sketch maps, plans, graphs, digital media.

Children will:
Identify key physical and human geographical features of coasts
Understand how key physical coastal features are formed and develop
Take part in a field trip identifying key features of our local coastline – focus on a beach/dune system (Sand Scale Haws) and human uses of the coastline (Barrow & Walney)
Investigate how humans use coastlines (including +/- impacts) through comparing local locality (field trip) with another location in Europe
Investigate +/- impact of using sea defences

History – (T1) The Ancient Greeks (see Spring Curriculum Map)

Key Vocabulary	

Key knowledge

National Curriculum

Children will:

Art – (T2) – Sculpture – Land Art

Key Vocabulary	
Sculpture	Three-dimensional art
Land (Earth) Art	Art made directly in the landscape by sculpting the land itself or by making structures in the landscape with natural materials
Complement	a thing that contributes extra features to something else in such a way as to improve or emphasize its quality
Earthworks	Construction made out of earth
Andy Goldsworthy	Artist famous for his land art – using natural (found) materials for his sculptures

Key knowledge

Characteristics of Land Art

Land art is site-specific. A work of land art is inherently linked to the landscape.

Land art uses natural materials. Earthworks are built from natural materials typically gathered from the site itself.

Land art changes with time.



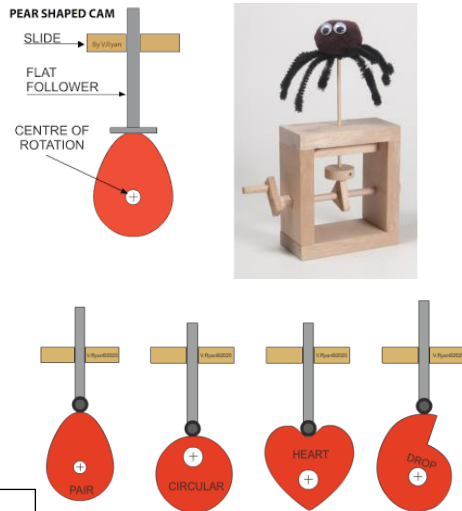
National Curriculum
To create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
To learn about great artists, architects and designers in history

Children will:
Use their sketchbooks to record ideas, and research and evaluate different examples of land art from different artists
Plan (using sketch books) and create sculptures using a wide range of found natural materials in different environments (beach and woods)
Analyse and evaluate their final pieces – discussing process used, outcomes achieved and improvements

Design and Technology – (T1) Cam – model/toy

Key Vocabulary	
Cam	Rotating part of machinery – changes circular motion to vertical movement
Camshaft	Horizontal shaft with one or more cams attached
(Flat) Follower	Vertical shaft that follows the motion of the cam
Slide	Holds the follower in place
Rotation	Rotating movement about an axis
Centre of rotation	Point where the cam is attached to the shaft

Key knowledge



National Curriculum

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
select from and use a wider range of tools and equipment to perform practical tasks accurately
select from and use a wider range of materials and components according to their functional properties and aesthetic qualities
evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 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]

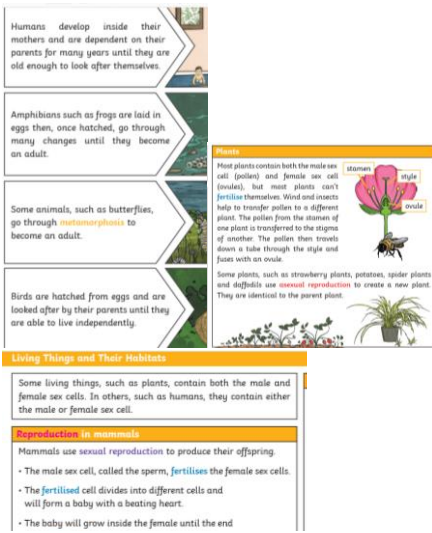
Children will:

Identify the key components of a cam system and experiment with different cams
Research and evaluate different cam models and toys – focusing on form and function and designs
Create a success criteria based on the work above
Sketch design ideas for a Greek myths/coastal scene inspired cam model/toy
Make and evaluate a Greek/coast inspired cam model/toy

Science – T1 – Living Things and their habitats

Key Vocabulary	
asexual reproduction	One parent is needed to create an offspring, which is an exact copy of the parent.
fertilise	The action of fusing the male and female sex cells in order to develop an egg.
gestation	The length of a pregnancy.
life cycle	The journey of changes that take place throughout the life of a living thing including birth, growing up and reproduction .
metamorphosis	An abrupt and obvious change in the structure of an animal's body and their behaviour.
pollination	The transfer of pollen to a stigma to allow fertilisation .
reproduction	The process of new living things being made.
sexual reproduction	Two parents are needed to make offspring which are similar but not identical to either parent.

Key knowledge



National Curriculum
Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
describe the life process of reproduction in some plants and animals

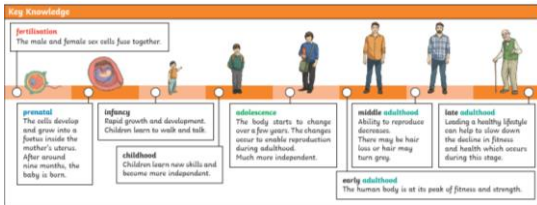
Children will:
Investigate and compare lifecycles of mammals, amphibians, insects and birds using research and life cycle models/diagrams

Investigate reproduction in some plants (including asexual reproduction) and animals

Science – T2 – Animals including Humans

Key Vocabulary	
fertilisation	male and female sex cells fusing together
prenatal	period from fertilisation to birth
gestation	time of prenatal development pre birth
reproduce	to produce young
sexual reproduction	two parents making new life
asexual reproduction	one parent making new life
life cycle	changes a living being goes through
adolescence	stage between childhood and adulthood
life expectancy	length of time on average animal is expected to live

Key knowledge



National Curriculum
Pupils should be taught to: Describe the changes as humans develop to old age
Record data and results of increasing complexity using bar and line graphs
Reporting and presenting findings from enquiries, including causal relationships

Children will:
Investigate the different stages of human life through Shakespeare's 'All the World's a Stage' monologue and place stages on a human timeline
Investigate growth of babies in first year – display data using graphs
Investigate changes during puberty (school nurse visit) and older age in humans
Report and present findings from investigations into gestation period and life expectancy of different animals

Computing – T1 – Block Coding – Random numbers and simulations

Key Vocabulary	
simulation	imitation of a situation or process
variables	value that can change depending on data
bug	An error in a program that prevents the program from running as expected.
de-bug	identify and remove errors in a code
code	The language that programmers create and use to tell a computer what to do.
sequence	a particular order in which related things follow each other.
timer	automatic mechanism to show time

Key knowledge



National Curriculum

Control or simulate physical systems.

Use logical reasoning to detect and correct errors.

Children will:

- How computers generate random numbers and how these can be used in simulations.
- Create a simple race game.

PE – T1 – Striking team games – (Rounders/Cricket)

Key Vocabulary	
Bowler	The player who throws (bowl)s the ball underarm towards the batter is the bowler
Backstop	The fielding player positioned behind the batter is called the backstop. It is their job to retrieve the ball if the batter misses or performs a backward hit.
Bases	A base is a station marked out by a post on the pitch where batters can wait between bats, or the fielding players stationed in these positions, e.g. first base, are referred to as this.
Field	The fielders or fielding team are the players in position out on the pitch or field whose aim it is to stop the opposing (batting) team from scoring.

Key knowledge



National Curriculum

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate.

Children will:

- Participate in team games using throwing, striking and fielding skills.
- Learn to bowl, bat and field accurately
- develop throwing skills – underarm throw – body stance – use of feet positioning, arm to aim, position to release the ball
- evaluate performance and skills
- devise their own games involving striking +

French – Days, months and seasons

Key Vocabulary	
Mon anniversaire est	My birthday is...
Aujourd'hui	Today
Hier a ete	Yesterday was
Est	Is
Froid	Cold
Chaud	Hot
Ensoleille	Sunny
Mon anniversaire est	My birthday is...

Key knowledge



National Curriculum

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- speak in sentences, using familiar vocabulary, phrases and basic language structures.
- describe people, places, things and actions orally and in writing.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Children will:

- Listening/speaking
 - Be able to recognize and say days of the week, then months and seasons. To say when their birthday is.
- Reading
 - Be able to recognize the words for the days of the week, months and seasons.
- Writing
 - To write when their birthday is, the date, the month and season

Computing –T2

Key Vocabulary	
HTML	Hypertext Markup Language -
brackets	punctuation to show parenthesis – extra information
website	a set of web pages linked together through one site on the internet
decompose	break something down into separate parts
bug	An error in a program that prevents the program from running as expected.
de-bug	identify and remove errors in a code

Key knowledge



National Curriculum

Design and create programs

Design programs that accomplish specific goals.

Solve problems by decomposing into smaller parts.

Children will:

To understand definition of HTML (website language)

How to use brackets: <>

How to control text size using HTML tags.

PE – T2 – Athletics

Key Vocabulary	
Warm-up	An activity to warm the muscles before starting high impact exercise.
Cool down	An activity to allow the muscles to stretch out and recover after exercise.
Stamina	To maintain pace and strength throughout an activity.
Sprinting	To run quickly over a short distance.
Hurdling	To jump over obstacles within a running race.
Baton	An object that is passed from one team member to another in a relay race.
Target	Something to aim for.
running form	Thinking about the form of the body when running

Key knowledge



National Curriculum

- develop flexibility, strength, technique, control and balance.
- use running, jumping, throwing and catching in isolation and in combination.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Children will:

- Learn how to warm –up and cool down properly and understand its importance.
- Start to devise and lead warm ups/ cool downs.
- Compete in both track and field events.
- Strive to meet or better their personal best.
- Develop running form – focusing on high knees/ cadence and pumping arms
- Aim for a *target* and compete against peers

French – routines/the body/places, countries and continents

Key Vocabulary	
Je marche a l'école	I walk to school
Je voyage en voiture/train/bus	I travel by car/train/ bus
Je me couche a	I go to sleep at...
Minute/seconde	Minute/second
Minuit	midnight
Midi	Midday
Et/moins quart	Quarter past/to
Il/elle/ est grand(e)/court(e)	S/He is tall / short
Les epaules	Shoulders
Le pays	The country

Key knowledge



National Curriculum

- 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
- present ideas and information orally to a range of audiences

Children will:

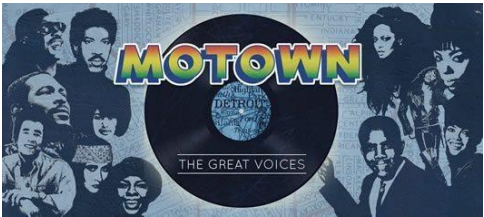
- be able to tell the time to the quarter hour.
- be able to describe and write down their daily routine and read it aloud to peers.
- be able to name parts of the body and ask questions about it.
- be able to label a diagram of the body and write a couple of sentences about it.
- tell their peers where they live, including the country and continent.
- write sentences describing the weather in a particular country using previously learned vocabulary

Music – T1 – Dancing in the Street

Key Vocabulary	
soul	Rhythm & Blues/ US Gospel
groove	rhythm feel
riff	catchy bit
brass section	trumpets. trombone section
All elements of music	
rhythm	regular pattern of sound
tempo	speed of the mussia
dynamics	loud and soft
pulse	the regular heartbeat of a song.

Key knowledge: Motown Style

I can’t help myself, I heard it through the grapevine, Ain’t no mountain high enough.



Children will know the songs’ structure, instruments and voices.

The children will know how to find the beat.

Children will be confident with the Bronze and Silver challenges, some will reach gold.

National Curriculum

1. Perform & play
2. Improvise and compose
3. Listen with attention
4. Use notation
5. Music appreciation
6. Understanding of music history.

Children will:

Identify the elements of the music and understand how these elements work together to make a song sound interesting.

Others will create ideas for the group to copy and respond to.

RE curriculum is listed separately on the Curriculum Maps page.

PSHE – T1 – Kidsafe Full programme 2

Health & Well being and Living in the Wider World.

Key Vocabulary	
bereavement	The feelings we have when someone or a pet, that we love dies.
online safety	Being aware of the possible threats that you could face using the internet.
peer pressure	Direct or indirect influence on peers/friends, acquaintances.
bullying	Use of force, coercion, hurtful teasing, threat or abuse
Humility	The quality of having a modest view of ones-self.

Key knowledge



National Curriculum

Pupils should be taught: that sometimes people behave differently online; that there are rules for keeping safe and how to recognise risks; how to recognise and report feelings of being unsafe; how to report concerns of abuse; who is able to keep us safe and where to get advice.

Children will:

Discuss keeping safe both physically and online. Understand that it is very normal to feel upset about the loss of a pet. Learn how to recognise peer-pressure. In Collective worship, pupils will learn how they should respect humility and practice when appropriate.

Discuss **puberty** with the **school nurse**.

Music – T2 – Reflect, Rewind & Replay

Key Vocabulary	
Music Elements	different parts of music
pitch	ranges of notes
rhythm	pattern of beats
pulse	the regular heartbeat of the song
tempo	speed of song
timbre	tone of the sound
structure	how the music or song is put together
texture	layers of vocals and instruments
harmony	a tune that complements the main melody.
silence	absence of sound

Key knowledge

Key knowledge

This unit consolidates the learning from the whole year.

All learning is focused around revisiting songs and musical activities.

Knowledge of the history of music and the beginnings of the language of music will also be revisited.



National Curriculum

1. Perform & play
2. Improvise and compose
3. Listen with attention
4. Use notation
5. Music appreciation
6. Understanding of music history.

Children will:

Listen and appreciate classical music.

Continue to embed the foundations of the inter-related dimensions of music using voices and instruments.

PSHE – T2 – Kidsafe Full programme

Cyber bullying	When someone deliberately harasses others online.
Peer pressure	Direct or indirect influence on peers/friends, acquaintances
Anger management	Learning how to prevent and control ones anger.
Mental health	Emotional, psychological and social well-being
Emotional well-being	Able to cope with life’s stresses and change.
Koinonia (community)	Christian fellowship with God and fellow Christians.

Key knowledge

There are ways of keeping ourselves safe so that we can live happy and healthy lives. Trusted grown-ups are there to talk to if there are times when our yukky feelings cause us to feel angry, sad or worried.



National Curriculum

Pupils should be taught: that sometimes people behave differently online; that there are rules for keeping safe and how to recognise risks; to recognise feelings of anger, sadness, fear and anxiety and who to trust for support and advice.

Children will:

- Pupils will complete Full programme 2 of the Kidsafe scheme.
- Pupils will learn how to turn the value of Koinonia into a virtue.