



Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

Long Term Overview Year 2 2024 to 2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Theme Title		There's an elephant in town	Fire! Fire!	The United Kingdom	Australia	Up, Up, Up and Away	Marvellous Maps
Key Lines of Enquiry	History	Why did the elephants come to Leamington?	How do we know about the Great Fire of London?			Why do we remember the Wright brothers and Amelia Earhart?	
	Geography			Which countries make up the United Kingdom?	What is it like to live in Australia?		Do all maps look the same? What is a map and what can it tell us?
	Science	What skills do I need to be a scientist? How to be a Scientist	Why couldn't the wolf blow down the third little pig's house? Everyday Materials	Would a polar bear survive in Kenya? Living things and their habitats	Could I survive on a desert island? Animals, including humans (naming animals and body parts)	Why should hospitals be clean? Florence Nightingale – Bacteria	How can I make the tallest sunflower? Plants
Enrichment							
Outdoor learning experiences		Forest school on a Friday	Forest school on a Friday	Forest school on a Friday			
Trips and Visitors		Leamington Pump Rooms and walk around key, relevant sites in Leamington Spa				West Midlands Aircraft Museum Trip to Coventry Cathedral (R.E.)	
Whole school events		Reception Welcome Service Harvest Festival	Remembrance Service Diwali Day Advent Service Christmas Play Christmas Service	Safer Internet Day	World Book Day Science Week Holi Celebration Day		World Environment Day Sports Day Transition Day Year 6 Leavers' Show



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English Focus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	<p>Fiction You can't take an elephant on the bus by Patricia Cleveland-Peck Elmer by David McKee Peter Spier's Circus! Elephants in Royal Leamington Spa – A true story by Janet Storrie</p> <p>Non-Fiction</p> <p>Poetry The hidden elephants of Leamington Spa by Lee Sterrey</p>	<p>Fiction Toby and the Great Fire of London Vlad and the Great Fire of London by Kate Cunningham</p> <p>Non-fiction The Great Fire of London by Emma Adams</p> <p>Poetry London's Burning A Tiny Burning Flame - Twinkl</p>	<p>Fiction Katie in London by James Mayhew Katie in Scotland by James Mayhew</p> <p>The Tall Tale of the Giant's Causeway by Lari Don</p> <p>Non-fiction Maps of the United Kingdom by Rachel Dixon</p> <p>Poetry</p>	<p>Fiction Rainbow Bird by Eric Maddern Diary of a Wombat by Jackie French and Bruce Whatley Mirror by Jeannie Baker Wombat goes walkabout by Michael Morpurgo The Koala Who could by Rachel Bright</p> <p>Non-fiction Australia (Where on Earth?) One day on our blue planet... in the Outback by Ella Bailey</p> <p>Poetry Waltzing Matilda by Banjo Paterson and Freya Blackwood</p>	<p>Fiction Emma Jane's Aeroplane by Katie Haworth</p> <p>Non-fiction Little People, Big Dreams series Fantastically Great Women Who Changed The World Taking Flight: How the Wright Brothers conquered the skies by Adam Hancher</p> <p>Poetry Poems to Perform (selection of poetry books on CLPE)</p>	<p>Fiction Martha maps it out by Leigh Hodgkinson</p> <p>Me on the Map by Joan Sweeney</p> <p>Non-fiction</p> <p>Poetry</p>
Writing Genres	<p>To Entertain Narrative (story) Poetry</p> <p>To Inform Instruction Explanation</p>	<p>To Entertain Description Poetry</p> <p>To Inform Recount Instruction</p>	<p>To Entertain Narrative (story) Description</p> <p>To Inform Recount Explanation</p>	<p>To Entertain Description Poetry</p> <p>To Inform Explanation Instruction</p>	<p>To Entertain Description</p> <p>To Inform Explanation Biography Letter</p>	<p>To Entertain Narrative (story) Description</p> <p>To Inform Recount Explanation</p>



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<p>Phonics/ Spelling Focus</p>	<p>Phase 5 review</p>	<p>Week 1 What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Week 2 Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Week 3 Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? Week 4 When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Week 5 Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p>	<p>Week 1 and 2 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Week 3 and 4 Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Week 5 Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?</p>	<p>Week 1 and 2 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Week 3 Why do I swap the 'y' for an 'i' when I add the suffix -es? Week 4 Why do some words have the spelling 'ey' for the sound /ee/? Week 5 Why do some words end -le, -el, -al or -il?</p>	<p>Week 1 Why does 'c' make the sound /s/ in some words? Week 2 How can I spell the sound /zh/? Week 3 and 4 What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? Week 5 How can I show missing letters in a word?</p>	<p>Week 1 and 2 Why do some longer words have the spelling 'ti' for /sh/? Week 3 How do I use the possessive apostrophe (singular possession)? Week 4 and 5 When do I swap, drop or double? (-ing, -er, -est, -y, -ed)</p>
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Core Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	SC1 skills	-Identifying and classifying - Gathering and recording data to help answer questions or arguments	- Gathering and recording data to help answer questions -asking simple questions (concrete, pictorial and abstract ideas, can you use your results to ask questions?) -Using simple equipment, taking measurements (measuring rainfall)	-Identifying and classifying - Recognising questions can be answered in different ways (knowing there is more than one way, how can you explain this to an adult? Or to a child?)	Extraordinary Scientists	-Observing closely, using simple equipment (to measure plant height etc) -Identifying and classifying (using different models to classify (2 hoops, venn diagrams, carroll diagrams) -Performing simple tests and displaying their own data (what do plants need to grow?)
	NC Working Scientifically - Asking simple questions and recognising that they can be answered in different ways -Observing closely, using simple equipment -Performing simple tests -Using their observations and ideas to suggest answers to questions -Gathering and recording data to help in answering questions	- 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.	- 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. -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.	-Notice that animals, including humans, have offspring which grown 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.		-Observe and describe how seeds and bulbs grow into mature plants -Find out and describe how plants need water, light, and a suitable temperature to grow and stay healthy.



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History	<p>NC Objectives</p> <p>Historical events, people and places in their own locality.</p> <p>Key Content:</p> <ul style="list-style-type: none"> Who was Samuel Lockhart and how long ago did he live? (1851-1933) Pump rooms trip - How did Leamington Spa grow into what it is today? Who was Queen Victoria and when did she reign? Why is Leamington Spa a royal town? (very light touch- no more than one lesson) 	<p>NC Objectives</p> <ul style="list-style-type: none"> Changes within living memory Aspects of change in national life Events beyond living memory that are significant nationally and/or globally. <p>Key Content:</p> <ul style="list-style-type: none"> When and where was the Great Fire of London? Sources lesson- how do we know about the fire of London? (Samuel Pepys) How did the fire start and why did it spread so quickly? How was the fire put out/stop spreading? (involvement of King Charles) Where did people whose houses had been burned down, settle after the event? Concept of temporary settlement. 			<p>NC Objectives</p> <ul style="list-style-type: none"> The lives of significant individuals who have contributed to national and international achievements- The Wright Brothers and Amelia Earhart <p>Key Content:</p> <ul style="list-style-type: none"> Who were the Wright brothers and how long ago did they live? What did the Wright brothers achieve? What impact did the Wright brothers have on aviation? Timeline of the evolution of the plane since the time of the Wright brothers. Who was Amelia Earhart and what did she achieve? 	



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Geography		<p>NC Objectives</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use simple compass directions and locational and directional language to describe location of features and routes on a map</p> <p>Key content:</p> <ul style="list-style-type: none"> locate London on a map and the River Thames Direct someone through the streets of the Great Fire 	<p>NC Objectives</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Key content:</p> <ul style="list-style-type: none"> Recap the location of the four countries which make up the UK. What are the key human/physical features of England? (make sure to include rivers) What are the key human/physical features of Scotland? (make sure to include rivers) What are the key human/physical features of Ireland? (make sure to include rivers) What are the key human/physical features of Northern Ireland? (make sure to include rivers) What are the names of the surrounding seas? 	<p>NC Objectives</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country- Australia</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p>	<p>Key content:</p> <ul style="list-style-type: none"> Where is Australia on a world map? What continent is Australia in? What oceans surround Australia? Locate all seven continents of the world on a world map. Locate the five main oceans on a world map. Look at the human and physical features in Australia as a whole (including rivers) Compare the weather for a week in a specific region of Australia and compare to the weather in Barford for the same week. 	<p>NC Objectives</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage-</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Use simple compass directions and locational and directional language to describe location of features and routes on a map</p> <p>Key content:</p> <ul style="list-style-type: none"> Create a simple sketch map of the school grounds Use four points of a compass to move around a map Plan a route in the local area Identify map symbols (OS) Use an atlas to locate countries and rivers To understand what an aerial view is Observe aerial photographs of the school and local area.



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<p>Religion & World Views</p>	<p>Christian Layover Unit (2 enquiries)</p> <ul style="list-style-type: none"> - How is God understood by those with Christian worldviews? - What is the incarnation and why is that so important in Christian worldviews? <p>K1.4 Who is Jesus (1)?</p> <ul style="list-style-type: none"> • Jesus was Jewish and the first Christians were Jewish. • Most people with Christian worldviews believe in God as Trinity - Father, Son and Holy Spirit. Jesus is the Son of God. • Most Christians believe that Jesus the Son came to earth to be a human and was born as a baby at the Nativity. This is what is celebrated at Christmas. • The incarnation is a very important belief for most people with Christian worldviews hold that God became a human being in the flesh. • Many Christians believe Jesus died on the cross but then he rose again. They believe that when Jesus died he took away their sins and showed them how to obtain eternal life. This is what is celebrated at Easter. 	<p>K1.4 Who is Jesus (1)?</p> <ul style="list-style-type: none"> • Jesus was Jewish and the first Christians were Jewish. • Most people with Christian worldviews believe in God as Trinity - Father, Son and Holy Spirit. Jesus is the Son of God. • Most Christians believe that Jesus the Son came to earth to be a human and was born as a baby at the Nativity. This is what is celebrated at Christmas. • The incarnation is a very important belief for most people with Christian worldviews hold that God became a human being in the flesh. • Many Christians believe Jesus died on the cross but then he rose again. They believe that when Jesus died he took away their sins and showed them how to obtain eternal life. This is what is celebrated at Easter. 	<p>K1.5 What is most important for different people?</p> <ul style="list-style-type: none"> • Many worldviews (including Christian and Muslim) believe in one God. • Buddhist traditions are almost exclusively non-theistic worldviews, meaning it is a worldview without a God but with an inspired individual, namely the Buddha. • In different worldviews, there are inspirational individuals that provide guidance to believers (e.g. Jesus, Prophet Muhammad, Guru Nanak). • Inspirational books are important to many religious and non-religious worldviews. • What might be important to individuals can depend on their background, location, history of belief. 	<p>K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally?</p> <ul style="list-style-type: none"> • Coventry's medieval cathedral was destroyed by German incendiary bombs during the Coventry Blitz in November 1940. • Two symbols emerged from the rubble and carry lasting significance as signs of peace and reconciliation: the charred cross and the cross of nails. • Provost Howard used the words of Jesus on the Cross as a call to forgiveness towards the Germans and everyone involved in the war: Father Forgive. • Coventry Cathedral is an important place for many people locally from a range of worldviews and has significance for some people from outside of this local area and in the wider world. • Reconciliation is an important term meaning bringing two parties back together after there has been a conflict, but can also be about bringing people who are different together. • Peace and forgiveness are often important in worldviews but can be understood differently.
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P.E.	<p>External coach: Multi-skills Class teacher: Yoga</p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>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</p>	<p>External coach: Benchball Class teacher: Dance</p> <p>Perform dances using simple movement patterns</p> <p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>External coach: Gymnastics Class teacher: HIIT</p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p>	<p>External coach: Football Class teacher: OAA</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p>	<p>External coach: Athletics External coach: Swimming</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>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</p>	<p>External coach: Tennis Class teacher: Athletics</p> <p>Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>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</p>



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<p>D.T.</p>	<p style="text-align: center;">Textiles</p> <p style="text-align: center;">Christmas Decorations</p> <p>Technical Knowledge That two pieces of fabric can be joined leaving a hole for stuffing. That stuffing can be added and the hole joined together. That embellishments can create different effects for the end user.</p> <p>Practical Knowledge Add simple embellishments by sewing or gluing such as goggle eyes, sequins or beads, and a ribbon for hanging. Use stuffing to create a 3D decoration.</p> <p>Exploring To comment on the features and properties of existing products and how they fulfil their intention</p> <p>Designing Design a simple shape for a decoration, using a compass to aid drawing circles. Design simple additions to make the product more appealing, for example beads, sequins or buttons.</p> <p>Making Use a cardboard template to draw onto fabric. Cut fabric pieces Join fabric pieces together using a simple running stitch. Add embellishments using glue.</p> <p>Evaluating Compare their finished product to their design and comment on how it is the same or differs. To evaluate the success of their project against success criteria</p>	<p style="text-align: center;">Mechanisms</p> <p style="text-align: center;">Wheels and Axels</p> <p>Technical Knowledge To know that axels are important for vehicles with wheels. To understand how wheels attach to axels. To understand on a basic level rotatory motion.</p> <p>Practical Knowledge To be able to measure accurately a chassis. To be able to join wheels to an axel.</p> <p>Exploring To explore a range of toy cars, looking carefully at the movement of the axel. To investigate with a range of equipment, ways of making wheels and axels.</p> <p>Designing To design products with a user in mind To design according to agreed criteria To annotate diagrams of proposed designs. To select appropriate materials for the purpose of the product. To begin to use exploded diagrams.</p> <p>Making To use saws to cut wooden components, taking into account safe and proper use. To effectively join wheels to an axel, ensuring the wheels can move.</p> <p>Evaluating Compare their finished product to their design and comment on how it is the same or differs. To evaluate the success of their project against success criteria.</p>	<p style="text-align: center;">Structures</p> <p style="text-align: center;">Hot Air Balloons</p> <p style="text-align: center;">Technical Knowledge</p> <p>To know which materials to use to make a stable structure.</p> <p>Practical Knowledge To be able to use scissors safely. To know a range of simple joining techniques, including PVA glue, string, Sellotape and split pins.</p> <p>Exploring To explore ways to make their structure stiffer, stronger and more stable. To see features and properties of existing products and how they fulfil their intention To use those observations in their designs</p> <p>Designing To design according to agreed criteria To annotate diagrams of proposed designs. Begin to use measurements to aid designs. To choose materials which are fit for purpose. To consider how pieces will be securely joined together.</p> <p>Making To select the appropriate materials. To create a simple winding mechanism To begin to measure accurately. To use a range of joining materials such as glue, elastic bands, split pins and Sellotape.</p> <p>Evaluating To evaluate the success of their project against success criteria</p>
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<p>Computing</p>	<p>Computing Systems and Networks: Word Processing</p> <p>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. recognise common uses of information technology beyond school</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Programming: Algorithms and Debugging</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Online Safety</p> <p>recognise common uses of information technology beyond school</p> <p>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.</p>	<p>Data Handling: International Space Station</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>	<p>Programming: Scratch Jr.</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
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<p>P.H.S.E.</p>	<p>Protective behaviours</p>	<p>Families and Relationships</p> <p>Skills Understanding ways to show respect for different families. Understanding that families offer love, care and support.</p> <p>Understanding ways to show respect for different families. Understanding that families offer love, care and support</p> <p>Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p> <p>Knowledge: To know that families can be made up of different people. To know that families may be different to my family.</p> <p>To know that families can be made up of different people. To know that families may be different to my family.</p> <p>To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events.</p>	<p>Health and Wellbeing</p> <p>Skills Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect.</p> <p>Knowledge: To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Safety and the Changing Body</p> <p>Skills Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p>Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p>Knowledge: To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.</p> <p>To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.</p> <p>To know the names of parts of my body including private parts.</p>	<p>Citizenship</p> <p>Skills Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community</p> <p>Knowledge: To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.</p>	<p>Economic Wellbeing</p> <p>Skills Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.</p> <p>Knowledge: To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account</p> <p>Transition</p> <p>Skills Identifying people who can help us when we are worried about changes.</p> <p>Knowledge: To understand that change is part of life.</p>



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Music	<p>Feel Good Friday</p> <p>Develop a strong internalised sense of pulse, rhythm and pitch through a rich range of musical interactions. •</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. •</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Teaching of music is enriched by developing children's shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to.</p>	<p>Singing for Christmas Production</p> <p>Children have the opportunity to develop practical experience of participating in the process of putting together a theatrical production. This supports children to learn about singing and how a host of other disciplines are connected with the world of theatre. It enables children to experience the inspiration and power of the arts and recognises and nurtures their creative and musical talents.</p> <p>Sing songs for particular purposes</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>On this island: British songs and sounds</p> <p>Skills Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Knowledge</p>	<p>Orchestral Instruments (Theme: Traditional Stories)</p> <p>Skills Recognising timbre changes and structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Choosing appropriate dynamics, tempo and timbre for a piece of music. Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Knowledge To know that musical instruments can be used to create 'real life' sound effects. To know that woodwind instruments, like flutes, are</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Skills Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p>	<p>Myths & Legends</p> <p>Skills Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Suggesting improvements to their own and others' work. Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure.</p>



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			<p>To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Knowledge To know that a 'soundscape' is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Knowledge I know that a graphic score can show a picture of the structure of music. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	<p>Explore the work of Quentin Blake illustrator</p> <p>Vocabulary</p> <p>2D, 3D, model, sculpt, join, fix, adapt, shape, form, finish, evaluate, smudge, blend, solid shape.</p> <p>Draw</p> <p>Explore grades of pencils to make a range of marks and create a tonal range varying pressure.</p> <p>Make representations of Quentin Blakes birds and dragons varying tone.</p> <p>Create a drawing pathway or story, sequencing three images of an animal</p> <p>(See Access Art for example)</p> <p>3D Sculpture – Explore a range of recycled materials (wood/metal objects etc) to create structure; (sponges, masking tape, fabric strips) to create form.</p>	<p>Explore work of J Turner</p> <p>Vocabulary</p> <p>Blend, smudge, erase, rub, dapple, print, apply, remove, restricted palette, overlap</p> <p>Draw and explore mark making with graded pencils/ pen/ charcoal / rubbers London's Burning drawings.</p> <p><i>I can draw with an eraser by removing pencil tone.</i></p> <p><i>I can draw light and dark lines using different materials and methods.</i></p> <p>Paint</p> <p>Explore different ways of applying paint including brushes, sponges, plastic surfacers (eg bubble wrap) fingers, etc.</p> <p>Explore overlapping painting processes.</p>	<p>Explore work of L S Lowry – landscapes – limited colour / mark making</p> <p>Vocabulary</p> <p>Drip, wipe, wash, control, mask, apply</p> <p>Draw Explore using inks or water based paints to create marks.</p> <p>Explore resist using masking tape and masking fluid.</p> <p>Use small brushes, pipettes, sponge and cotton buds etc</p> <p>Develop control of clear marks.</p> <p><i>I can mask areas when painting.</i></p> <p>Draw</p> <p>Sketch in the Barford landscape using dry mark makers – pencil/graphite/ charcoal/ chalk pastels.</p> <p><i>I can apply a range of marks to create an image:</i></p>	<p>Explore work of Indigenous Aboriginal artists and Torres Strait Islander Art</p> <p>Vocabulary</p> <p>Line drawing, form, tone, negative space, print, print block, ink, roller, relief print,</p> <p>Draw using line and tone to represent objects – flowers, leaves animals objects.</p> <p>Create object in negative space.</p> <p>Look at and replicate simple line drawings of leaves, plants and flowers.</p> <p><i>I can create a controlled line drawing to show form.</i></p> <p>Print</p> <p>Use string and cardboard to create a print block to monoprint using inspiration from aboriginal art.</p> <p>Print repeated pattern using print block.</p>	<p>Explore Paul Klee's use of tints and shades</p> <p>Balloon landscape/tonal background</p> <p>Vocabulary</p> <p>Paper Textiles - Weave, weft, warp, loom, thread, finishings,</p> <p>Paint- tone, lighten, darken, mood, feeling, shade, mix, apply</p> <p>Draw to develop control and range of marks to represent different tones.</p> <p>Create a tonal range using graded pencils.</p> <p>I can create tone using pencil control and a range of graded pencils.</p> <p><i>Look at the work of Paul Klee (tints and shade)</i></p> <p>Paint</p> <p>Explore tonal painting Create different tones of a colour starting with white</p>	<p>Vocabulary</p> <p>Fabric Textiles - Weave, weft, warp, loom, thread, finishings,</p> <p>Textiles – Explore simple weaving techniques using mesh and threads or by making simple looms from cardboard tubes and paper plates-</p> <p>Observe weft and warp on fabrics and deepen understanding.</p> <p>Space themed landscape.</p> <p>Planets/rockets collage</p> <p><i>I can weave using a simple loom.</i></p> <p><i>I can explain a simple weaving method.</i></p> <p>Look at birds eye view of British landscapes (a patchwork quilt).</p> <p>Create individual woven squares and patch work into</p>



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	<p>Create an elephant sculpture</p> <p><i>I can create a sculpture from observation.</i></p> <p><i>I can sculpt in 3D using a range of different materials to create form.</i></p> <p>Consider – use of Papier mache as one way of creating a finished layer</p> <p>Alternatively use fabric or modroc strips and embellishments.</p> <p><i>I can add embellishments to creatively decorate and finish my sculpture.</i></p> <p><i>I can say what changes I would make to improve my sculpture.</i></p>	<p>Restricted palette – colour mixing using red, yellow and black to darken.</p> <p><i>I can create a range of colours from a restricted palette.</i></p> <p>Evaluate- Which mark makers created the best smoky effect to suit the images of burning fire?</p> <p><i>I demonstrate awareness when choosing a brush or markmaker for paint.</i></p> <p>Using paint, create London's burning paintings with smoke filled skies.</p> <p><i>I can identify how I can improve my own artwork.</i></p>	<p><i>lines, dots, scumbling, hatching, blending, erasing</i></p> <p><i>I can use a viewfinder to help create an image.</i></p> <p>Paint</p> <p>Explore making different greens using white, black, blue and yellow.</p> <p>Restricted palette painting.</p> <p>Barford landscape considering the style of LS Lowry – buildings and people.</p> <p>Eg mask where buildings will go before adding paint. 'Mask a second time to create layers in paint.</p> <p>Offer a wide range of make makers including brushes, sponges and plastic surfaces.</p> <p><i>I can choose painting tools for purpose. Eg brush size, sponge for texture.</i></p> <p><i>I can demonstrate my own creative flair using media available.</i></p>	<p><i>I can explore an artists work and make links in my own work to create a printing block.</i></p> <p>Evaluate own learning by creating instructions to make a print block. (written evaluation)</p> <p><i>I can explain how printing works.</i></p> <p>(see Twinkl PPT) relating to aboriginal art)</p>	<p>and adding a primary to deepen colour. Record all colours to create a colour tonal range.</p> <p>Using window viewer, explore sky tones from above to near horizon. Observe sky lightens at horizon.</p> <p>Create tonal painted background with 4 tones of blue.</p> <p>Textiles</p> <p>Introduce weaving. Explore warp and weft on fabric.</p> <p>Paper weave hot air balloon.</p> <p>Collage onto tonal background with child photo in basket.</p> <p>Evaluate tonal/colour exploration (written)</p> <p>I can explain the method I used to create different tones.</p>	<p>a collaborative patchwork landscape piece.</p> <p>Evaluate understanding of process of weaving as 'top tips'</p>
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