



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

Together we love; together we learn

Long Term Overview Year 5

		Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Learning Theme Title		Mayans and Aztecs	Chocolate	Saxons	Vikings	Britain at Sea	Antarctica
Key Lines of Enquiry	History	How did the power structures of the Maya and Aztec civilisations differ? What was the impact of the Spanish conquest on both civilisations?		Who ruled Britain after the Romans and what impact did they have on Britain?	Who ruled Britain after the Romans and what impact did they have on Britain?	How significant were ships to Britain and the British Empire?	How significant was Ernest Shackleton to exploration?
	Geography	Where did the Maya and Aztecs live?	Where does chocolate come from?			How is Barford different from coastal towns? How have coastal areas in Britain changed?	What impact has climate change had on the polar biomes?
	Science	Does what goes up, always come down? Forces	Why do Australians get to sleep when I'm at school? Earth and Space	What is special about the duck-billed platypus? Living things and their habitats	What happens when we get older? Animals (including humans)	How can I help keep my teacher's coffee hot all day? Properties and Changes of Materials	

English Focus

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
English Texts	The Great Kapok Tree The Rainplayer	The Hero Twins: Against The Lords Of Death Charlie and the Chocolate Factory	Beowulf	Viking Boy The Viking Invader	We Sailed across the Ocean	Shakleton's Journey
Guided Reading Texts (KS2 only)	The Boy at the back of the class Billy and the Minpins	Charlie and the Chocolate Factory	Anglo Saxon Boy	Viking Boy	A Divers Daughter – A Tudor Story	Kensuke's kingdom



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	Holes					
Writing Genres	<p>To entertain</p> <ul style="list-style-type: none"> Description Poetry <p>To inform</p> <ul style="list-style-type: none"> Instructions Diary <p>To persuade</p> <p>To discuss</p> <ul style="list-style-type: none"> Argument Review 	<p>To entertain</p> <ul style="list-style-type: none"> Narrative Description <p>To inform</p> <ul style="list-style-type: none"> Reports Newspaper <p>To persuade</p> <ul style="list-style-type: none"> Letter <p>To discuss</p> <ul style="list-style-type: none"> Newspaper 	<p>To entertain</p> <ul style="list-style-type: none"> Narrative Description Poetry <p>To inform</p> <ul style="list-style-type: none"> Newspaper <p>To persuade</p> <ul style="list-style-type: none"> Speech <p>To discuss</p> <ul style="list-style-type: none"> Newspaper 	<p>To entertain</p> <ul style="list-style-type: none"> Description Playscript <p>To inform</p> <ul style="list-style-type: none"> Diary Reports <p>To persuade</p> <ul style="list-style-type: none"> Advertising Formal Letter <p>To discuss</p>	<p>To entertain</p> <ul style="list-style-type: none"> Narrative Description <p>To inform</p> <ul style="list-style-type: none"> Reports Biographies News report (TV) Diary Entry <p>To persuade</p> <ul style="list-style-type: none"> Speech Letter of application <p>To discuss</p> <ul style="list-style-type: none"> Argument Newspaper 	<p>To entertain</p> <ul style="list-style-type: none"> Poetry <p>To inform</p> <ul style="list-style-type: none"> Reports Diary Informal Letter <p>To persuade</p> <ul style="list-style-type: none"> Advertising Speech <p>To discuss</p> <ul style="list-style-type: none"> Trip Review
Phonics/ Spelling Focus	<ol style="list-style-type: none"> Words ending in -tious and -ious Words ending in -cious Words ending in -cial Words ending in -tial Words ending in -cial and -ital Challenge Words Words ending in 'a't' 	<ol style="list-style-type: none"> Words ending in -ance and -ancy Words ending in -ent and -ence Words ending -able and -bile Words ending -ably and -ibly Challenge words Words ending in -able where the 'e' from the root word remains 	<ol style="list-style-type: none"> Words that are adverbs of times Words with suffixes where the base word ends in 'fer Words with silent first letters words with silent letters Challenge Words 	<ol style="list-style-type: none"> Words with 'ie' after c Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' 	<ol style="list-style-type: none"> Words that are adverbs of possibility and frequency Challenge words Words that are homophones or near homophones Words that are homophones Words that are homophones Words that are homophones 	<ol style="list-style-type: none"> Words that are homophones or near homophones Words that are homophones or near homophones Challenge words Words with hyphens Challenge words Revision words



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Enrichment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parent Sharing Event dates		27 th November	Poetry and Music assembly – 21 st January 11 th February		Class assembly – 20 th May	15 th June
Outdoor learning experiences						
Trips and Visitors	Maya Explorer workshop – 18 th September	Cadbury World – 7 th November		Tamworth Castle – 27 th February	Portsmouth Historic Dockyard residential 30 th May – 1 st June	Polar Explorer workshop – 4 th June



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Core Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	SC1 – Working Scientifically <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments. 					
	NC -Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object -identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.	NC -describe the movement of the earth, and other planets, relative to the Sun in the solar system. -describe the movement of the moon relative to the Earth -describe the sun, earth and moon as approximately spherical bodies. -use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.	NC -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.	NC - Describe the changes as humans develop to old age.	NC -compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and responses to magnets -Know that some materials will dissolve in liquids and gases to form a solution and describe how to recover a substance from a solution -use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. -give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastics.	
History	How did the power structures of the Maya and Aztec civilisations differ? What was the impact of the Spanish conquest on both civilisations? Invasion Monarchy, Government and Power	LI: to learn how chocolate came from the Americas to Europe (highlighting the role of Hernan Cortes)	Who ruled Britain after the Romans and what impact did they have on Britain? Invasion and Settlement Invention and Technology Monarchy, Government and Power light touch – rulership of kingdoms)	Who ruled Britain after the Romans and what impact did they have on Britain? Invasion and Settlement Invention and Technology Monarchy, Government and Power	How significant were ships to Britain and the British Empire? Invasion Invention and Technology Monarchy, Government and Power (British Empire and Tudors)	How significant was Ernest Shackleton to exploration? LI: to know who Ernest Shackleton was and why he is remembered. LI: to understand what the plan was for the Endurance expedition. LI: to explore the challenges faced by Shackleton and his crew (including use of historical sources to learn about life during the expedition)



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	<p>Source based lesson- LI: to know who Frederick Catherwood was and consider his significance to our understanding of the Maya civilization</p> <p>LI: to understand how the people of the Maya civilisation was governed</p> <p>LI: to understand how the people of the Aztec civilisation was governed</p> <p>LI: to understand who Hernán Cortés and what role he played in the fall of the Aztec Empire in the early 16th century</p> <p>LI: to reflect upon how the Spanish conquest of the Maya Civilisation compared to that of the Aztec Empire</p> <p>LI: to consider the lasting impact of the Spanish conquest of the Maya and Aztec civilisations</p> <p>Final oracy lesson- Class debate - "Which civilisation had the better way of ruling – the Maya or the Aztecs?"</p>	<p>LI: to understand what caused the Anglo-Saxons to locate to Britain and how they got there (push and pull factors)</p> <p>LI: to understand how we know about Anglo-Saxon rule</p> <p>LI: to understand that there were seven Anglo-Saxon kingdoms and they were all ruled differently</p>	<p>they got there (push and pull factors)</p> <p>LI: to consider the significance of the Viking invasion of Lindisfarne and how do we know about it? (including Anglo-Saxon Chronicle evidence and its possible bias)</p> <p>LI: to chart the Anglo-Saxon and Viking struggle for English rule</p> <p>LI: to consider whether Danegald was a success (including reference to Danelaw which was later established)</p> <p>LI: to consider the significance of the Battle of Hastings</p> <p>Final oracy lesson- Class debate: "Was it better for England to pay Danegeld or to fight the Vikings?"</p>	<p>LI: to understand why The Mary Rose is useful to historians as a source.</p> <p>LI: to consider how the Anthony Roll has been useful to historians (and why Charles II gave two of the rolls to Samuel Pepys)</p> <p>LI: to know who Horatio Nelson was and why he is significant to British history.</p> <p>LI: to know why the Battle of Trafalgar occurred and why many consider it a turning point in British History</p> <p>LI: to understand what the British Empire was, and the role ships played in that (focus on colonisation and trade)</p> <p>Final oracy lesson- LI: to present to the class the significance of ships in British history (More confident children also refer to the significance of non-British ships such as Viking longships and Roman ships used to invade our island.)</p>	<p>LI: to consider whether Ernest Shackleton achieved more than Roald Admunsen and Christopher Columbus</p> <p>Final oracy lesson- LI: to discuss whether Ernest Shackleton achieved more than Roald Admunsen and Christopher Columbus</p>
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<p>Geography</p>	<p>Where does chocolate come from? -rivers -mapwork -trade</p> <p>LI: to locate major cacao-producing countries and understand climate requirements</p> <p>LI: to understand the production and trade process of chocolate (tracing the journey of a cacao bean from a farm in Ghana to a chocolate bar in the UK)</p> <p>LI: to explore how cacao farming affects the environment</p> <p>LI: to understand the social impact of cacao farming on farmers and communities</p> <p>LI: to explore where chocolate is consumed most and why</p> <p>LI: to present my learning to the class Ideas: - create a poster/map showing the journey of chocolate. -write a short report on the environmental or social impact of cacao farming. -group presentations on fair trade chocolate and sustainable farming.</p>	<p>LI: to use four-figure grid references and the eight points of a compass to give directions (in context of a self-drawn Anglo-Saxon village map)</p>			<p>How is Barford different from coastal towns? -rivers -mapwork -trade</p> <p>How have coastal areas in Britain changed? -mapwork</p> <p>LI: to know the difference between an ocean and a sea and identify different seas on a map of the globe</p> <p>LI: to identify the coastlines of the UK and compare physical geographical features of different UK coastal towns</p> <p>LI: what attracts tourists to UK coastal towns and what impact does this have on those areas? (positive and negative)</p> <p>Class debate – Should our town council fund an advertising campaign for tourism in our [imaginary] coastal town?</p> <p>LI: to compare the rural village of Barford to a typical UK coastal village</p> <p>Case Study LI: What effect has global warming had on a coastal region (East Midlands) and how is this area responding?</p>	<p>What impact has climate change had on the polar biomes? -mapwork</p> <p>LI: to understand and explain what longitude, latitude, equator and prime meridian mean and know which hemisphere the Arctic and Antarctic circles are in</p> <p>LI: to know what the main biomes of the world are and compare and contrast the biomes (climate, animals, plants) of Antarctica and the UK (ensure children know the difference between 'weather' and 'climate')</p> <p>LI: to research what impact climate change has had on the polar biomes</p>
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<p>R.E</p>	<p>Unit U.1 <i>Who is Jesus? (2)</i> <i>How did the quaker faith influence the industry in the 1800s?</i></p> <p>Important substantive knowledge</p> <ul style="list-style-type: none"> Jesus was Jewish and of Arabic ethnicity. He had darker skin as someone living in the Middle East in the 1st Century AD. Those with Jewish worldviews do not regard Jesus as the Messiah as Christians do. Christianity is a global religion and people around the world like to represent the incarnation through diverse images of Jesus from different cultures, for example, some African Christian worldviews include seeing Jesus as ancestor. Jesus is an important prophet in Muslim worldviews and is mentioned in the Qur'an. Muslims do not share Christian beliefs in regarding Jesus as the Son of God. Jesus can be important to those with differing worldviews as a good moral teacher, an inspirational figure or a great role model. <p>Understanding Worldviews</p>	<p>Christian Layover Unit <i>How is Christmas celebrated around the world?</i></p> <p>Key Questions to explore</p> <ul style="list-style-type: none"> How is God understood by those with Christian worldviews? Exploring the concept of the divine in Christian worldviews What is the incarnation and why is that so important in Christian worldviews? Exploring the importance of Jesus Why might grace and salvation be important ideas for those with Christian worldviews? Exploring the concept of salvation How do Christians know how to live in accordance with God's will? Exploring the concept of the Bible Do all Christians use the Bible in the same way? 	<p>Unit U.2 <i>Why might ancient stories still be so important for religion and worldviews today?</i> <i>What is the significance of the Easter Story?</i></p> <p>Important substantive knowledge</p> <ul style="list-style-type: none"> Hermeneutics means the art or skill of interpretation and humans are interpreting beings. Interpretations of sacred texts can be passed on via tradition and new interpretations can come from revelation. Those with Muslim worldviews believe the holy Qur'an was revealed to Muhammad (PBUH) via the Angel Gibril as God's word. The Tanakh and the Old Testament of the Bible contain the same stories. The Midrash is a collection of often contradictory interpretations of stories from the Tanakh. Some of the stories in the Qur'an are similar to those in the Tanakh/Old Testament and figures have different names. Those with Christian worldviews interpret the Creation and Flood stories literally, symbolically or metaphorically but this does not make the stories less meaningful. Many scholars and those with Abrahamic worldviews may see certain stories as being myths, such as the Creation story and the story of Noah/Nuh and the flood. The flood stories in the Bible and Qur'an are very similar to an earlier epic poem from ancient Mesopotamia called The Epic of Gilgamesh. The Bhagavad Gita is an important story for those with Hindu worldviews and it tells the story of a great battle between cousins and an epic conversation between Arjuna and Krishna. The three gunas are states of energy that can be mastered in order to achieve moksha (enlightenment and freedom from rebirth) and food and yoga alongside devotion to Brahman can help those with Hindu worldviews to achieve this. Hindu sacred texts are shruti (revealed and unchanging) and smriti (remembered and adaptable). People with non-religious worldviews may find some stories from sacred texts inspiring but they may also find other stories important and inspirational for living. <p>Understanding Worldviews</p> <ul style="list-style-type: none"> Pupils understand how and why worldviews today are shaped by ancient stories. <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Pupils know that there are ways of interpreting texts (e.g. Creation & Flood narratives in the Bible and Qur'an) and the Bhagavad Gita) that are held as authoritative within institutional worldviews and that some ways sacred texts were 	<p>Sikh Layover Unit Key Questions to explore</p> <ul style="list-style-type: none"> What is unique about the Sikh understanding of God/supreme being? Exploring the concept of Waheguru What might be most important for Sikhs? Exploring the concept of seva Are all Sikhs the same? Exploring the concept of Khalsa and nonaffiliation What is the significance of the gurdwara? Exploring the concept of langar How might Sikhs pursue equity? Exploring the concept of sarbat da bhala What influence do the gurus have for those with Sikh worldviews? Exploring the concept of guru and the Guru Granth Sahib 	<p>Unit U.3 <i>Do religions change or do they stay the same?</i></p> <p>Important substantive knowledge</p> <ul style="list-style-type: none"> Religions change over time for a variety of reasons including significant events, influences from different people and power dynamics. Governments collect data about people's beliefs and worldviews as part of a census and this shows numerical changes. Social scientists try to interpret why these changes have happened and what they might mean for society as a whole. Religions and worldviews can have shared practices and values e.g. charity work or teachings on morality. Sikhi is a good example of this with its teachings on equality based on its founder, Guru Nanak, and the focus on the langar. People do not always change their views or practices, in spite of institutional changes to their religion or worldview. Religions may change and adapt as they interact with specific cultures. Buddhist traditions are a good example of this. Change can sometimes be at local level before it happens at an institutional level. Religion and science are not polar opposites, scientists can follow a religion or be religious. Christian worldviews are very diverse and have been changed over centuries of historical change as well as the influence of geographical location and culture. <p>Understanding Worldviews</p> <ul style="list-style-type: none"> Pupils understand how a worldview might change over time <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Pupils increasingly know and understand that worldviews are 'embodied', for example through choices around headwear and clothing. Pupils knowing that religions and worldviews change over time and are



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	<p>Pupils understand that worldviews can express the same things in different ways.</p> <p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> Pupils know that the same stories with the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons. Pupils knowing that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. <p>Disciplinary Skills:</p> <ul style="list-style-type: none"> Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews 	<p>Exploring hermeneutics</p> <ul style="list-style-type: none"> Are churches still important buildings now there are less people with Christian worldviews? <p>Exploring church</p>	<p>interpreted and used by institutions have been rejected over time.</p> <ul style="list-style-type: none"> Pupils know that religious art can interpret sacred texts (e.g. Creation and Flood narratives) and stories in different ways, revealing the worldview of the artist. Pupils know that surveys and polls can reveal certain things about worldviews (e.g. the type of interpretation they might favour) but not the complexities of individual worldviews (what that interpretation actually is) <p>Disciplinary Skills:</p> <ul style="list-style-type: none"> Pupils are increasingly confidently applying hermeneutics – exploring different interpretations of texts (e.g. Creation and Flood narratives in the Bible and Qur'an) and beginning to take the historical-social situations into account. Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work on Creation and the Flood, taking religious texts into account. Pupils can make simple links between sacred (and other) texts (e.g. Creation and Flood narratives in the Bible and Qur'an and the Bhagavad Gita) and today's world, exploring how texts are used in both religious and non religious worldviews. Pupils can engage in more confident quantitative and qualitative data analysis. <p>Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing to find out what interpretations different people might make of sacred stories.</p>		<p>shaped by people, places, the time/era, significant events and power dynamics (using Sikhi and Buddhist traditions as case studies).</p> <ul style="list-style-type: none"> Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews (referring to Humanist worldviews and the global and local diversity of Christianity as examples). <p>Disciplinary Skills:</p> <ul style="list-style-type: none"> Pupils can engage in more confident quantitative and qualitative data analysis, such as the 2021 Census data. Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors or engaging with case studies of local religious communities).
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	<ul style="list-style-type: none"> Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account. Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing. 					
P.E.	External coach: Football Class teacher: HIIT	External coach: Gymnastics External coach: Swimming	External coach: Hockey Class teacher: OAA	External coach: Tennis Class teacher: Netball	External coach: Dance Class teacher: Athletics	External coach: Athletics Class teacher: Roulers
D.T	<p style="text-align: center;">CAD – design and make own chocolate bar</p> <p>Technical Knowledge To understand the melting point of chocolate and that it is a reversible change. To know that chocolate will set in the shape of the container once cooled. To understand packaging as nets Know what must legally be included on food packaging.</p> <p>Practical Knowledge To understand how to measure accurately To follow hygienic procedures when preparing food. To know how to join together a simple net.</p> <p>Exploring Explore a range of different chocolate packaging, including those with a range of materials such as foil, cardboard, or paper. Review the design to consider the USP, target audience, and legal compliance.</p>	<p style="text-align: center;">Electrical & structures – Lighthouses</p> <p>Technical Knowledge To understand ways structures can be reinforced to ensure stability How to use a program to make a light go on/off eg Flowol To use coding to create a programme to incorporate into design</p> <p>Practical Knowledge To use a range of tools with increasing independence and safely. To know a range of ways materials can be joined together.</p> <p>Exploring Explore a range of materials to consider which would be suitable for purpose. Explore how to create a programmable circuit for a bulb.</p> <p>Designing To design a product that takes into account another user's design criteria</p>		<p style="text-align: center;">Mechanisms: pneumatic rockets.</p> <p>Technical Knowledge To understand how to use a hydraulic system in their work To understand how to use a pneumatic system in their work</p> <p>Exploring Explore a range of pneumatic toys. Investigate how movement is created.</p> <p>Designing To design a product that takes into account another user's design criteria To incorporate accurate measurements To consider the aesthetic properties of materials To choose materials based on their flexibility and/ or strength for their desired purpose.</p> <p>Making To use recycled materials to create structures to house a pneumatic system To make a product that uses a hydraulic to create movement successfully</p> <p>Evaluating Evaluate in detail the product against the design brief. Seek feedback from peers in relation to the purpose of the product.</p>		



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	<p>Sample a range of chocolate flavours to consider which flavours work well together. Carry out market research.</p> <p>Designing Design a chocolate bar and packaging with a specific audience in mind. Use exploded diagrams using CAD Include specific measurements for the packaging Include specific weights for the ingredients.</p> <p>Making Safely melt chocolate Combine ingredients Accurately measure packaging Join together packaging</p> <p>Evaluating Use market research to ascertain whether the product has fulfilled the design brief. Analyse in detail the challenges of the making process and review what would be changed if the process were repeated.</p>		<p>To consider the staged process to incorporate working electrical internal elements.</p> <p>Making Create a programmable circuit with a light. Combine an electrical circuit into a structure. To gather, assemble and join structures safely and securely using a range of techniques and materials. Use measurements accurately.</p> <p>Evaluating Reflect on other user's comments on own designs. Suggest changes that could be made next time</p>		
Computing	Kapow Unit: Computing Systems and Networks: Search Engines	Kapow Unit: Programming: Programming Music with Scratch.	Kapow Unit: Online Safety	Kapow Unit: Data Handling: Mars Rover	Kapow Unit: Programming: Programming with Micro:bit
P.H.S.E.	Protective Behaviours	Kapow Unit: Families and Relationships	Kapow Unit: Health and Wellbeing	Kapow Unit: Safety and the Changing Body	Kapow Unit: Citizenship Kapow Unit: Economic Wellbeing Kapow Unit: Transition
Music	Kapow Unit: Composition Notation Theme: Ancient Egypt	Singing for Christmas Production	Kapow Unit: South & West Africa	Kapow Unit: Composition to represent the festival of colour Theme: Holi Festival	Kapow Unit: Looping & Remixing Kapow Unit: Musical Theatre
Art	<p>Explore Mayan imagery</p> <p>Vocabulary</p> <p>Relief printing, mark making, line, ink, ink roller, poly-tile, etching, composition, print, block, print tray, repeat</p> <p>Discrete art technique lesson - Explore light and shade using charcoal and pencils. Use images with strong</p>		<p>NB- Not linked to learning theme</p> <p>Explore the work of Mike Barrett (see https://www.emelbi.com/i_educate/) digital, visual artist.</p> <p>Vocabulary</p> <p>Imagery, proportion, scale, line, tone, shade, contemporary, impacting, mixed media,</p>		<p>Explore the work of Alexander Calder</p> <p>Vocabulary</p> <p>2D, 3D shapes, weight, position, direction and movement, shadows, forces and gravity, wire, bend and twist, coil, join, suspend, mobile, pliers</p> <p>Look at the work of Alexander Calder- create sketchbook page inspired by the artist.</p>



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dark and light tones to explore drawing with defined tone.

I can demonstrate and awareness of light direction in my drawings by shading.

Draw

Create a Mayan image in sketchbooks to explore with print. Consider different line and mark making and how this can be replicated in etching- thinking about negative space (see Ange for example prints)

I can use a range of marks to demonstrate changes in texture and pattern.

Print

Etch poly-tile with chosen Mayan design (using a range of linework).

Roll and print to create mono-print.



composition, portrait, digital art, graphic design, animation, image layering

Draw

Shows confidence using a range of materials to produce line, tone and shade

Draw Features of the face considering light and form.

Use biro and cross hatch to draw tone on the face

Add ink tone and carefully cut out.

Mixed Media Portraits

See Access Art – Mike Barrett

I can make purposeful marks and lines using a range of dry media: charcoal, pencils, ink pens, pastels etc

Create a sketch book page about the life and work of the artist Mike Barrett

I can comment on the work of others giving reasons to support my views.

Paint

Reflect on colour wheel work in Year 3

Explore making secondary and tertiary colours from Primaries

I can create tertiary colours I desire from primary colours.

Paint/pens

Explore layering background. Using restricted palette (2 primaries), resist mark makers, cling film, bubble wrap to

<https://www.tate.org.uk/art/artists/alexander-calder-848/who-is-alexander-calder#:~:text=Alexander%20Calder%20is%20known%20for,and%20suspension%20in%20the%20air.>

<https://www.youtube.com/watch?v=FUchd9wwBoI>

See wire joining technique tutorials

<https://www.youtube.com/watch?v=ej407m4T-u8>

<https://www.youtube.com/watch?v=n9VaylREiAQ>

Sculpture:

Look at images of ships and sailors at work (both contemporary and classical)

Look at videos of the movement of the sea to inspire positioning of the human form responding to the force of the waves.

Children to choose one sailor to recreate in wire form.

Create wire mobile featuring this wire form sailor.





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layer. When dry apply careful detail using posca pens or markers.

I can manipulate materials to create a desired effect.

Collage

Collage portrait.

Add careful colour tone to collage portrait image and background together.

I can join papers neatly to create a flat background for mark making.

[John Wentz](#) and [Ann Gale](#) paint fractured surfaces integrating the figure

[Ed Fairburn](#) integrates the figure with maps and start charts

[Julie Mehretu](#) layer architectural drawings, plans, charts and maps with intense mark making on a large scale but ideas could easily be adapted for portrait backgrounds

Commenting

Explain all the the processes necessary to complete the work, by listing them.