



**Thurton**

Church of England VC Primary School

**How do we plan our  
Curriculum?**

Long term plans detail how the National Curriculum content and key skills are covered over the years that children spend at Thurton CE Primary school.



EYFS and Year 1 planning is based around the children's interests. Content and key skills from the National Curriculum are still covered and integrated around the chosen theme or topic.



From Years 2 to 6, content and key skills from the National Curriculum are integrated around topics or themes in each class. These are planned using a two-yearly cycle.

Each 'year' of learning is referred to being an even or an odd year start – referring to the September of the academic year (September 2021 will be an odd year start).

# National curriculum coverage across the year groups can be viewed in an overview document.

## KS2 overview

Academic year with an even year start in Sept (eg.2020)

	Autumn term	Spring Term	Summer Term
<b>Year 3/4</b>	<p><b>Stone Age</b></p> <p>SCIENCE: Rocks and soils, Forces and Magnets                      HISTORY: Changes in Britain from the Stone Age to the Iron Age                      GEOGRAPHY: Volcanoes                      ART: Cave paintings                      DT: Cooking and Nutrition – Soup                      MUSIC: Charanga                      COMPUTING: 'My First Program'                      RE: Can Kindness and love change the world?                      GERMAN: Germany, school, birthdays colours                      CLASS NOVEL:</p>	<p><b>Romans</b></p> <p>SCIENCE: Sound                      HISTORY: The Roman empire and its impact on Britain                      ART: Pattern and Mosaics                      DT: Design and Make a musical instrument                      MUSIC: Charanga                      COMPUTING: Class Democracy-use of Media                      RE: Why do Christians call Good Friday good?                      GERMAN: Body parts, The Gruffalo                      CLASS NOVEL:                      TRIPS/EXPERIENCES: Colchester Castle</p>	<p><b>Vikings</b></p> <p>SCIENCE: Plants                      HISTORY: Vikings                      ART: Drawing - charcoal                      DT: Textiles – Viking rune stone pouches                      MUSIC: Charanga                      COMPUTING: Publishing                      RE: How do religious groups contribute to society?                      GERMAN: School subjects, stationary, school.                      CLASS NOVEL:                      TRIPS/EXPERIENCES: Holt Hall</p>
	Autumn term	Spring Term	Summer Term
<b>Year 5/6</b>	<p><b>The Island – The Explorer</b></p> <p>SCIENCE: Properties and changes of materials, Forces-Friction and Water resistance                      GEOGRAPHY: Rivers, Water cycle, Mountains                      HISTORY: Ancient Maya civilization                      ART: Monotone Landscapes                      DT: Design and make a Cam Toy                      MUSIC: Charanga                      COMPUTING: 'Newsroom' -Media                      RE: Is being happy the greatest purpose in life?                      GERMAN: foods, Numbers to 500, Christmas markets                      CLASS NOVEL: The Explorer – Katherine Rundell</p>	<p><b>The Island – The Settler</b></p> <p>SCIENCE: Earth and Space                      GEOGRAPHY: Coasts, Settlements and land use                      HISTORY: Britain's settlement by Anglo-Saxons                      ART: Saxon Illuminated letters                      MUSIC: Charanga                      COMPUTING: 'We built this city' -modelling                      RE: What difference does the resurrection make to Christians?                      GERMAN: Ice-cream, carnival, Hobbies, Easter                      CLASS NOVEL: Freedom for Bron – N.S. Blackman                      TRIPS/EXPERIENCES: West Stow Anglo Saxon Village</p>	<p><b>The Island – The Trader</b></p> <p>SCIENCE: Electricity                      GEOGRAPHY: trade, and energy                      ART: Printing                      DT: Design and make a 3D model building                      MUSIC: Charanga                      COMPUTING: Website design                      RE: Does religion bring peace, conflict or both?                      GERMAN: fairy tales, Red Riding Hood, countries                      CLASS NOVEL: Exodus – Julia Bertanga                      TRIPS/EXPERIENCES: Residential -Brancaster</p>

## KS2 overview

Academic year with an odd year start in Sept (eg.2021)

	Autumn term	Spring Term	Summer Term
<b>Year 3/4</b>	<p><b>Rainforests/Brazil/Scandinavia</b></p> <p>SCIENCE: Living things and their habitats, Light                      GEOGRAPHY: South America, European country,                      ART: Henri Rousseau –rainforest art, Scandinavian patterns                      DT:                      MUSIC: Rhythm –Samba patterns                      COMPUTING: 'We've got the Power' use of media                      RE: What do Christians learn from the creation story?                      GERMAN: Germany, Greetings, Birthdays, numbers, Christmas                      CLASS NOVEL:</p>	<p><b>Antarctica/Egypt</b></p> <p>SCIENCE: Electricity, States of matter                      HISTORY: Ancient Egypt                      GEOGRAPHY: environmental regions and characteristics                      ART: Canopic Jars –clay                      DT:                      MUSIC: Charanga                      COMPUTING: Coding                      RE: How do people express a commitment to religion?                      GERMAN: Friends, family, pets, Easter                      CLASS NOVEL:</p>	<p><b>Egypt</b></p> <p>SCIENCE: Animals including humans                      ART: Papyrus art                      DT: Design and make- alarm to protect Pharaoh's tomb                      MUSIC: Charanga                      COMPUTING: 'Hurrah for Hollywood' - filmmaking                      RE: How do people make moral decisions?                      GERMAN: days, months, seasons, The Hungry Caterpillar                      CLASS NOVEL:                      TRIPS/EXPERIENCES: Residential - Aylmerton</p>
	Autumn term	Spring Term	Summer Term
<b>Year 5/6</b>	<p><b>Ww2</b></p> <p>SCIENCE: Light, Forces-Air resistance                      HISTORY: WW2                      ART: WW2 art - pastels                      DT: Make do and mend: upcycled bauble                      MUSIC: Vera Lynn -Songwriting                      COMPUTING: 'Enigma machine'                      RE: How do beliefs shape identity for Jews?                      GERMAN: alphabet, friends, dates, Christmas                      CLASS NOVEL: Letters from the Lighthouse Emma Carroll                      TRIPS/EXPERIENCES: Poppy Line evacuees</p>	<p><b>Darwin and Evolution</b></p> <p>SCIENCE: Living things and their habitats, Evolution                      GEOGRAPHY: Climate zones, biomes, earthquakes                      ART: Observational drawing, portraits                      DT: Paper technology, pop-up books                      MUSIC: Sea shanties-rounds, call and response                      COMPUTING: Kodu-coding                      RE: Creation and science- conflicting or complementary?                      GERMAN: Places, directions, transport, time                      CLASS NOVEL: Just so stories – Rudyard Kipling                      TRIPS/EXPERIENCES: Zoological Museum Cambridge, Spirit of the Wild, animal encounter</p>	<p><b>Ancient Greece</b></p> <p>SCIENCE: Animals including Humans                      HISTORY: Ancient Greece                      ART: Greek vases – Clay, mask making                      MUSIC: Soundscape compositions                      COMPUTING: 'Young authors' -publishing                      RE: What can we learn from the great philosophers?                      GERMAN: homes, The Rainbow Fish                      CLASS NOVEL: Exodus – Julia Bertanga                      TRIPS/EXPERIENCES: Residential - York</p>

Year 5/6 Yearly overview (odd year start)						
	Autumn term		Spring Term		Summer Term	
	World War 2		Darwin and Evolution		Ancient Greece	
Enquiry questions	How did the Blitz change Norwich?	Why was a blackout necessary?	Where did Humans come from? How was the world created?	Where did Humans come from? How was the world created?	What can the Olympic games tell us about the Ancient Greeks?	How healthy/well-educated were the Ancient Greeks? How did ancient Greek beliefs affect daily life? What was so special about Greek thinkers?
Subject lead	History/ Geography	History/ Science	Science	Science/ Geography	Science/History	Science/History
Starter	Classroom air raid	Quasar?!!!	Finding of a Dodo		Ancient Greek visitor!	Heartstart/ first aid training.
Finisher		VE day celebration with parents.		Exhibition of work		Performance of Greek myth
Trips/experiences	Poppy line ww2 experience	Quasar?!!!	Castle museum – natural history section – observational drawing.	Natural history museum Cambridge. Spirit of the Wild – animal encounter visit		Sportspark: Cluster athletics York Residential First Aid
Fiction text	Friend or Foe by Michael Morpurgo		How the whale became – Ted Hughes Just So Stories – Rudyard Kipling		Who let the Gods out? – Maz Evans BBC schools radio – Greek myths.	
Homework project		WW2 menu of a selection of activities to choose from	Written task about an explorer of their choice			
Science	<b>FORCES (Year 5)</b> Pupils should be taught to: 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	<b>LIGHT (Year 6)</b> Pupils should be taught to: recognize that light appears to travel in straight lines; use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes	<b>LIVING THINGS AND THEIR HABITATS (Year 5)</b> 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 processes of reproduction in some plants and animals. <b>LIVING THINGS AND THEIR HABITATS (Year 6)</b> Pupils should be taught to: describe how living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how	<b>EVOLUTION AND INHERITANCE (Year 6)</b> Pupils should be taught to: recognize that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; identify how	<b>ANIMALS INCLUDING HUMANS (Year 5)</b> Pupils should be taught to: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; describe the ways in which nutrients and water are transported within	<b>ANIMALS INCLUDING HUMANS (Year 6)</b> Pupils should be taught to: describe the changes as humans develop to old age <b>ANIMALS INCLUDING HUMANS (Year 6)</b> Pupils should be taught to: recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function

History	Local history study: a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; eg. a significant turning point in British history, for example, the first railways or the Battle of Britain			Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (Darwin – South America), and the water cycle	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (Darwin – South America), and the water cycle		
Art	Spitfire artwork. Tones and shades palette. Spitfire recycled bottle project!	make do and mend – design and make a toy from a sock. TEXTILES	observational drawing – animals and plants WATERCOLOUR S PENCIL SHADING	Portraits. WATERCOLOUR S PENCIL SHADING 3D modelling – plaster of paris fossils, wire animals.	Greek vases, 3D CLAY	Greek masks – to tell Greek myth
DT		Food technology: research and collect information about foods available during WW2, record findings, design a dish using rationed foods, select tools to make the dish, measure ingredients, evaluate dish and suggest ways to adapt the design, present design as a sequence of actions, follow basic food safety and hygiene rules.	Paper technology – lift the flap style book to show life cycle.	Pneumatics – a moving animal		
Music	Music and songs of Vera Lynn and their influence on morale.		Sea shanties, rounds, call and response,		Composition – soundscapes to accompany myth.	
Languages						
IT	Back to the Future – Enigma machine	Back to the Future – Enigma machine	Kodu – Coding – design a game	Kodu – Coding – design a game	Young Authors – Greek myths	Young Authors – Greek myths
RE	Judaism: What is the Torah and why is it important to Jews?	Christianity: God – what does it mean if God is holy and		Christianity: Creation and Fall - Creation and Science: conflict or	Christianity: Gospel: What would Jesus do?	

Each year is broken down to highlight the aspects of the National Curriculum that are covered in more detail across the termly topics or themes. This is an example from Blue Class (Years 5 and 6).



This topic will kick off our year-long topic of 'The Island'. This term will focus on the essential knowledge of river formation – how it shapes the surrounding landscape and of basic coastal processes. Children will gain an understanding of the water cycle. Through the class novel, children will learn about Maya society and key features of how they created communities.

Enjoy, Achieve, Believe

## The Island: The Explorer

### Rivers, Mountains, Maya

Class novel: The Explorer by Katherine Rundell

Other recommended reads: There are many non-fiction books about Rivers and coastal processes. The children's newspaper First News (available in Supermarkets and WHSmiths) is highly recommended.

Literacy: Non-fiction writing will include a survival guide and Newspaper articles and journalistic writing, including the use of facts and opinions, quotes and bias. Opportunities to write for pleasure will be frequently provided.

Starting Point: Children will investigate the image from the start of the explorer novel and use google earth to follow the Amazon River

Geography: Initially children will investigate the water cycle before looking at the course of a river, from source to sea and learning about the processes and features seen within each stage of a river's course.

Computing: 'Newsroom' – the class will use IT to work as journalists, researching and reporting a fictional event linked to The Explorer story

German: Children will learn about food and meals in Germany and associated vocab and phrases.

Finishing Point: There will be an opportunity to share work within the classroom with parents and celebrate art, literacy, DT and IT achievements.

Science: Pupils will Learn about the materials and their properties. They will also experiment with forces that are at work, particularly in water and on moving objects.

Music: Children will have an opportunity to explore the topic through drama, music and dance.

DT: Children will have the opportunity to design and make a Cam toy.

Learning Outside the Classroom: Parents are encouraged to take the opportunity to visit local rivers with their children, including the mouth of the Yare at Yarmouth!

Art: Tints and shades- using paint to create a modern monotone landscape. They will also have opportunity within their geography topic to use clay to show their learning about rivers. They will also design a Christmas card to be professionally printed.

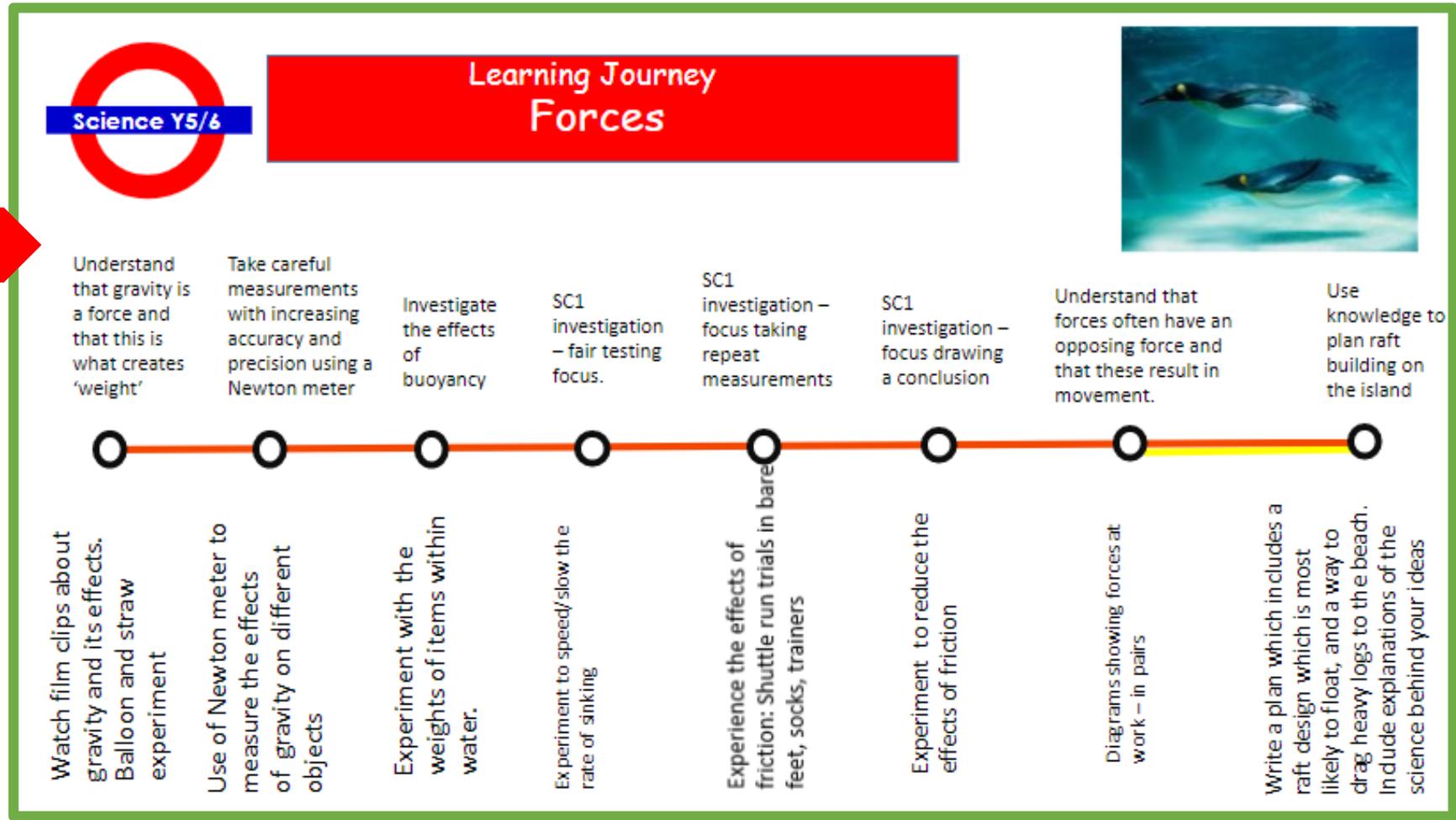
History: Ancient Maya – Children will consider where they fit in history and will particularly study their cities and architecture.

RE: Philosophy – children will consider whether being happy is the most important thing.

Each termly topic or theme is then detailed further and shared with parents, giving them opportunities to discuss/support/follow up learning at home.

Each term's learning is broken down into a series of subject based mini-projects or journeys that integrate into the whole overarching topic or theme. Each journey is broken down into progressive key learning steps that are covered in sequence to promote success and achievement for all learners when they arrive at the end of journey project or task. The steps are presented as a tube map and are shared with children at the start of their learning journey – each stop acts like a 'pathway indicator'.

start of the novel and use with to follow on River	classroom with parents and celebrate art, literacy, DT and IT achievements.	opportunity to visit rivers with their c including the mou Yare at Yarmouth
Initially will investigate cycle before the course of from source to learning about sses and een within e of a river's	<b>Science:</b> Pupils will Learn about the materials and their properties. They will also experiment with forces that are at work, particularly in water and on moving objects.	<b>Art:</b> Tints and shade paint to create a mo monotone landscape.
g: n' - the class to work as s, researching ting a	<b>Music:</b> Children will have an opportunity to explore the topic through drama, music and dance.	<b>History:</b> Ancient M Children will consi where they fit in l and will particular their cities and





Children who already have required knowledge and skills for this journey

Ideas to extend learning..... Could identify balanced and unbalanced forces, explain how to minimize the effects of water resistance, make generalisations about the properties of materials that create the most friction, use scientific language to explain their findings

Type names from pre assessment here



Understand that gravity is a force and that this is what creates 'weight'

Take careful measurements with increasing accuracy and precision using a Newtonmeter

Investigate the effects of buoyancy

SC1 investigation – fair testing focus.

SC1 investigation – focus taking repeat measurements

SC1 investigation – focus drawing a conclusion

Understand that forces often have an opposing force and that these result in movement.

Use knowledge to plan raft building on the island

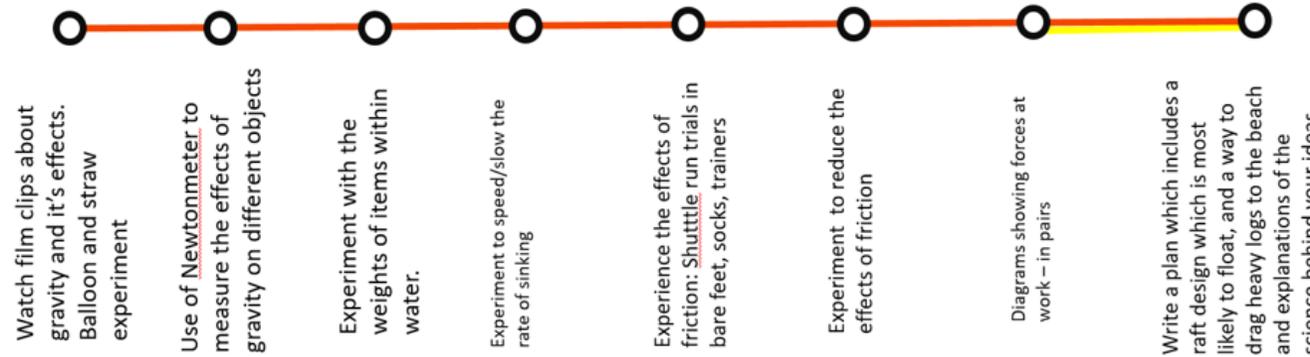
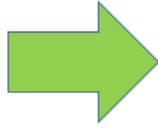


Children who are not yet ready to commence this journey

Ideas to adapt learning.....Pre-teach vocab, Ensure vocab is always discussed and available as prompts. Display necessary vocab with images.

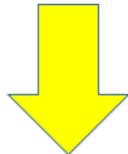
Consider needs of individual children from pre-assessment – refer back to previous linked tube journeys. Consider EAL needs where relevant.

Teachers consider the needs of the children in their class with regard to the subject matter being taught at the beginning of a learning journey. Sometimes this can be through a pre-assessment task, records of previous learning or a child's self assessment of what they already know.



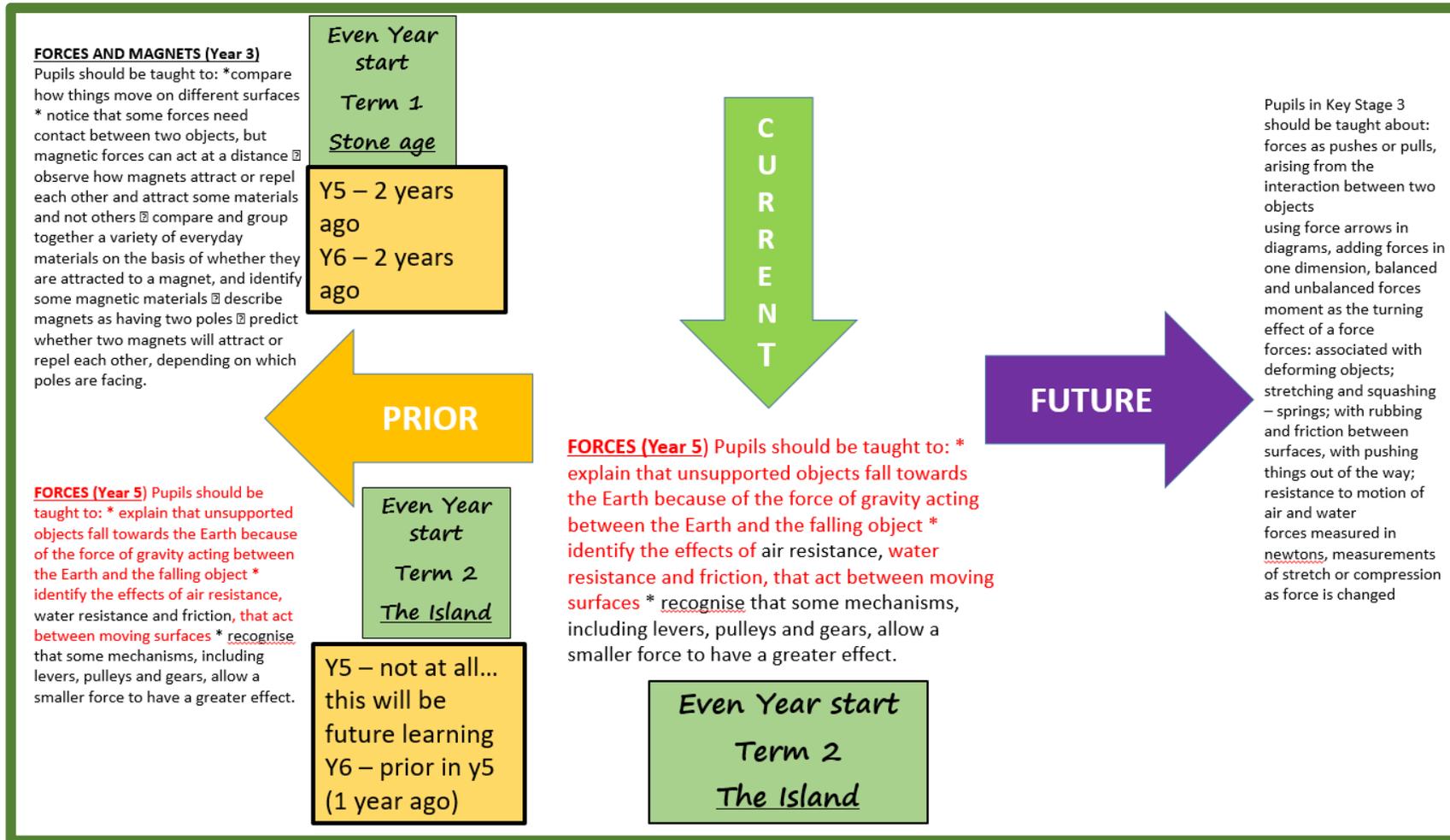
## SEN requirements

## How can these be met through this topic?



- Consider taking photos of each item being hung on the Newtonmeter. You can then zoom in on the scale and **annotate the scale** to support in reading the measurements. Pre-select items to 'weigh' so that a limited number of different Newtonmeters and scales need to be interpreted.
- Support with using **stopwatches and interpreting the time** recorded. Reinforce how many seconds in a minute. Encourage to understand that on this occasion the lowest amount is preferable. Support in reading and ordering two digit decimal numbers.
- Explore ways that learning can be demonstrated for final task. Use **talk tins to support working memory** to get sentences of thoughts recorded. Support can be given to scaffold content of writing. Sentence starters could be provided. If typing is used, ensure that the speech facility is enabled. **Mind mapping** could be used 1:1 to support planning initially – this would provide structure and key spelling.
- **Front teach vocabulary**

Teachers also consider ways to meet the needs of children with additional needs or Special Educational needs in order to support or scaffold learning further to enable them to access the learning within a subject.



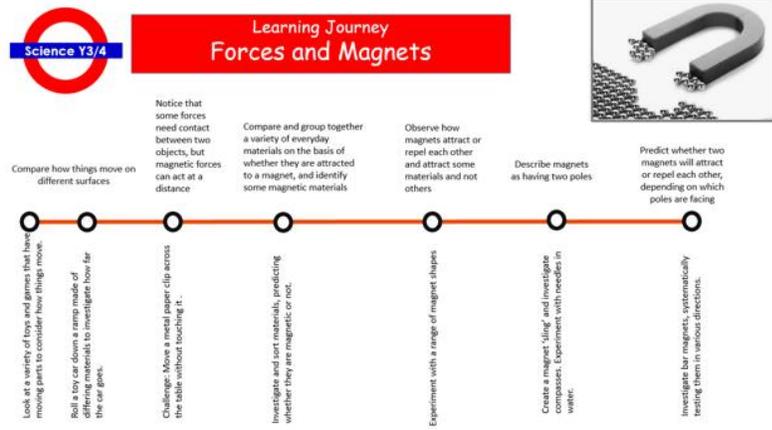
Teachers will also consider the prior learning that children will have experienced and are aware of how their teaching will feed into learning in the future. For example, as children move through Thurton CE Primary school or as they progress on into Key Stage 3.

All – 2 years ago

Even Year start  
Term 1  
Stone age

Odd Year start  
Term 1  
WW2

Y5 – not at all  
Y6 – prior in y5  
1 year ago



With the knowledge of previous learning, teachers are able to revisit learning with the children and build on what they will have already experienced. This should ensure that all learning is progressive as children move through the school.

magnetic force

gravity

push/pull

Earth

air resistance

water resistance

friction

The teaching of vocabulary is a crucial part of acquiring new knowledge, retaining it and putting it to good use. In many subject areas, especially science, the teaching of relevant vocabulary at the start of a new journey is imperative. Teachers find many creative ways to do this.

Each subject has its own overview of the topics that are being taught across the school. This enables subject leaders to keep abreast of what is happening within classrooms each term.

Science units Whole school overview

	Autumn Term	Spring Term	Summer Term
Odd year start	Animals (y1) EXCITING EXPLORERS	Plants (y1 and y2) Living things and their habitats (Y2) STEP OUTSIDE	Humans (y1 and y2) SUPERHEROES
Even year start	Everyday materials (Y1) LONDON NOW AND THEN	Uses of everyday materials (Y2) SHIPWRECKED	Living things and their habitats (y2) Changing seasons (summer) (y1) AMAZING AFRICA
Odd year start	Living things in their habitats Animals <u>inc</u> humans (food chains) BRAZIL RAINFOREST	Light Electricity ANTARTICA	States of matter Animals <u>inc</u> humans (digestion) EGYPT
Even year start	Rocks Forces and Magnets STONEAGE	Sound ROMANS	Plants VIKINGS
Odd year start	Light Forces- <u>air resistance</u> WW2	Living things and their habitats (y5 and 6) Evolution and inheritance DARWIN	Animals <u>inc</u> humans (y5 and 6) GREEKS
Even year start	Earth and Space THE ISLAND	Forces (friction, gravity, water resistance) Properties and changes of materials	Electricity THE ISLAND

Each subject has a 'progression of skills' that accompanies the knowledge element of the curriculum. At Thurton CE Primary School we believe that the development of these skills is of equal importance as the subject matter itself. We encourage our children to be creative and inquisitive learners who are able to transfer the skills they have acquired into all areas of their learning.

A section of the 'art skills' document.

'Working as an artist' skills Year 1 & 2		'Working as an artist' skills Year 3 & 4		'Working as an artist' skills Year 5 & 6	
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Y1 Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Y2 Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Y1 Begin to explore the use of line, shape and colour</li> <li>Y2 Experiment with the visual elements; line, shape, pattern and colour.</li> <li>Draw for a sustained period of time from real objects, including single and grouped objects.</li> </ul>	<b>Drawing</b>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements and make informed choices regarding their use.</li> <li>Plan, refine and alter their drawings as necessary describing changes using art vocabulary.</li> <li>Use their sketchbook to collect and record visual information from different sources with increasing independence.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern and explore relationships between these</li> <li>Draw for a sustained period of time at their own level.</li> </ul>	<b>Drawing</b>	<ul style="list-style-type: none"> <li>Use a variety of source material for their work and identify artists who have worked in a similar way to their own work.</li> <li>Use a sketchbook to develop ideas using different or mixed media.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> </ul>

A section of the 'art skills' document.

Working scientifically skills Year 1 & 2		Working scientifically skills Year 3 & 4		Working scientifically skills Year 5 & 6	
<b>Observing closely, using simple equipment</b>	<ul style="list-style-type: none"> <li>Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</li> <li>They begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul>	<b>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</b>	<ul style="list-style-type: none"> <li>The children make systematic and careful observations.</li> <li>They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</li> </ul>	<b>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</b>	<ul style="list-style-type: none"> <li>The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.</li> <li>During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</li> </ul>

Subject leaders ensure that there is a full coverage of the required skills within their subjects and are aware of where the opportunities occur to practise and apply each skill within the planned learning journeys for each year group.



Working as an Artist Skills Year 5 & 6		
Drawing		
<ul style="list-style-type: none"> <li>Use a variety of source material for their work and identify artists who have worked in a similar way to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to develop ideas using different or mixed media.</li> </ul>	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, and shape.
<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way from observation, experience and imagination.</li> </ul>	
Odd year start		
Term 1	Term 2	Term 3
WW2	Darwin	Ancient Greece
<p><b>Blitz Picture</b></p> <ul style="list-style-type: none"> <li>Children will use images of the Blitz to collect ideas for their skyline. They will carry out chalk pastel trials in their sketchbook – <u>Dry media</u>. In designing their skylines, children will experiment with line and space. In their use with chalk pastels they will consider the effective use of colour in creating an impression. Children will work in and independent and sustained manner on their final piece based on their research and imagination.</li> </ul>	<p><b>Botanical art</b></p> <ul style="list-style-type: none"> <li>Children will take inspiration of <u>range</u> of Victorian botanical prints searched for through the internet. They will look at the way botanical patterns are incorporated into interior design today. They will carry out trials using the watercolour pencils within their sketchbooks – <u>Dry/wet media</u>. Children will have opportunity to consider ways that texture can be included within the detail of their shading, their use of space within the elements presented on the page and of accurate use of colour within their observations. Children will work independently and in a sustained manner on their final piece based on their research and observation.</li> </ul> <p><b>Portraiture</b></p> <ul style="list-style-type: none"> <li>Children will share examples of hand-drawn portraits from home. They will look at digital portraiture and caricature and collect examples. They will use different grades of pencil to experiment when collecting ideas - <u>Dry media</u>. Children will experiment with the build-up of tone within pencil shading to gain depth and shape in their work. Children will work independently and in a sustained manner on their final piece based on their observation.</li> </ul>	<p><b>Greek vase</b></p> <p>Children will take inspiration of <u>range</u> of Greek artefacts searched for through the internet. They will curate patterns and ideas within their sketchbook for later use - <u>Dry/wet media</u>. In their research children will consider and annotate the use of pattern within these designs and comment on their preferences. They will look for similarities within the designs. They will consider shape and form in designing the shape of their final vase/container.</p> <p><b>Greek Masks</b></p> <p>Children will take inspiration form commercially available masks, masks they bring in from home and images of theatrical masks. They will collect images and their own drawn experiments which merge elements of these within their sketchbooks. In designing their own masks, children will consider the use of colour in communicating character/mood. They will plan for the use of different textures on the final product and consider how shape can create impact.</p>

## Working scientifically skills Year 5 & 6

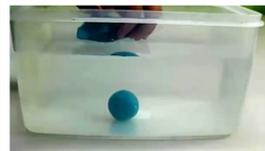
### Slowing sinking experiment

Asking questions and enquiring	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.	
		Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work. The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.	Children will design an investigation into the rate of sinking. Children will propose own line of enquiry - this will most likely be the shape of the piece of plasticine.  From range of resources children decide how to gather evidence. Guidance given on proposed experiments before allowing them to go ahead to ensure fair testing. Children will need to consider how many and which measurements to take and evaluate the accuracy of their measurements.
Observing and measuring	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.	
		During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).	Children will need to make repeat readings and therefore be aware of fair testing principles in doing so.
Gathering and recording data	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.	Results will be initially collected in a table and then presented in a bar graph.
		Children present the same data in different ways in order to help with answering the question.	Children will discuss results with other groups who may have conducted slightly different expt. Consider is this supports/extends their findings. Have their ideas changed due to the evidence they have gathered?



## Working scientifically skills Year 5 & 6

### Slowing sinking experiment



Using results/evidence to support findings	Identifying scientific evidence that has been used to support or refute ideas or arguments	Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.	Children discuss whether results from other groups supports or refutes their findings – can they draw further conclusions/ask further questions?  Children will consider how their findings could inform their planning for their fictitious raft that they are going to build on the island.
		They talk about how their scientific ideas change due to new evidence that they have gathered. They talk about how new discoveries change scientific understanding.	They consider whether their conclusions have changed in the light of evidence shared from other groups.
Using results to predict/ask further questions	Using test results to make predictions to set up further comparative and fair tests	Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests	
Presenting findings and drawing conclusions	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	In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. They identify any limitations that reduce the trust they have in their data. They communicate their findings to an audience using relevant scientific language and illustrations.	Children will have opportunity to identify limitations that affect results eg. difficulties timing, depth of water.

The range of skills which are relevant to a particular journey or lesson are then highlighted through a 'skills by lesson' document to aid teachers in ensuring that these essential skills are interwoven through their teaching and are explicitly practiced during a learning journey.