Autumn Term 2019 Curriculum Plan Southmere Academy

HEALTH AND WELL-BEING

Whole school theme: questions generated about health e.g. 'Is good health important?'

Link to theme	1	2	3	4	5	6
Science: Biology **Chapter 15 Health and Well-being 'Teaching Primary Science'**	**Animals incl. humans:** Identify and name common animals. Identify and name common animals that are carnivores, herbivores, omnivores. **Delta Powerpoint Science Lessons**:	**Animals incl. humans**: Notice animals have offspring + grow to adults. Basic needs for survival Importance of exercise, food and hygiene. **Delta Powerpoint Science Lessons**:	**Animals incl. humans** : Nutrition from food Functions of skeletons and muscles – support, protection, movement **Delta Powerpoint Science Lessons**:	**Animals incl. humans:** Function of human digestive system. Types of teeth in humans + their functions. Food chains –producers, predators and prey. **Delta Powerpoint Science Lessons**:	**Animals incl. humans:** Changes in humans: birth to old age. Timeline –stages of human growth. Changes in puberty. Gestation periods of other animals compared to humans. **Delta Powerpoint Science Lessons**:	**Animals incl. humans:** Identify main parts of human circulatory system – function of heart, blood vessels + blood. Impact of diet, exercise + drugs. How nutrients and water are transported in animals, incl. humans. **Delta Powerpoint Science Lessons**:
	Working scientifically KS1: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions		**Working scientifically LKS2:** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements • using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		**Working scientifically UKS2:** • 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	

			• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.			
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
Oracy **Health and Well-being**	**Discussion + Debate Topics – examples below linked to whole school curriculum theme of 'Health and Well-being'** You should eat anything you want! You are what you eat. Sweets should only be eaten on birthdays and other celebrations. We should all be vegetarian. Cooking with fresh ingredients takes up too much time. A vegan diet is best. Enjoy your food, don't be obsessed with dieting. Everything in moderation – including moderation!					
	Year group discussions					
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
Art	Use drawing to develop and share ideas, experiences and imagination **Observational art** – '**The art of noticing'** animals, human portraits **Drawing techniques** - straight line/hatching/cross hatching/stippling/blending/back and forth/use of rubber to create lines. Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.		Create sketchbooks to record their observation and use them to review and revisit ideas. **Observational art** – '**The art of noticing'** animals, human portraits, observational drawings of part of skeletons and skulls with teeth. Improve mastery of art and design techniques **Drawing techniques**: straight line/hatching/cross hatching/stippling/blending/back and forth/use of rubber to create lines. Learn about great artists, architects and designers in history.			
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
RE **Whole school celebrations**	**Bradford Agreed Syllabus for RE 2016-20– Primary** In order to deepen pupils' knowledge, skills and understanding of religious belief and the way that it is lived by believers today, pupils will be taught Christianity, Islam, Buddhism, Hinduism, Judaism and Sikhism, as well as other religious and nonreligious worldviews, in order to develop the conceptual understanding to enable them to answer the deep questions of the syllabus. Christianity and Islam will be studied in greater depth by all primary schools. Effective RE teaching embraces the personal experience of the pupils and the intake of each school will therefore to some extent determine the emphasis placed on particular religions and worldviews.					
	Autumn term talk topic: Religious festivals and celebrations Key questions: What is Harvest Festival? What is Sukkot? What is …… Who celebrates it? Why is it important? Similarities across religions – food, dress, families come together Harvest 22nd September and Christmas- December Christianity – Judaism similarities					

	Sukkot – 14th October Hanukah- Judaism Diwali 27th – 31st October – Hindu Birthday of guru Nanak – 12th November Sikh Assemblies, visits, oracy topics, visitors, artwork, geography and history, food					
RE content by year group	**Sandra J HLTA is the RE lead at Southmere and will provide guidance for year group content**					
YR GP	**1**	**2**	**4**	**6**	**5**	**3**
History	**Changes within living memory –** where appropriate these should reveal changes in national life.	The lives of **significant individuals i**n the past who have contributed to national and international achievements.	**Changes in Britain from the Stone Age to the Iron Age** **Examples:** Late Neolithic hunter-gatherers and early farmers e.g Skara Brae. Bronze Age religion, technology and travel, for travel e.g. Stonehenge. Iron age hill forts: tribal kingdoms, farming, art and culture. A local history study – coal mining.	**Roman Empire** and its impact on Britain. **Examples:** Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early early Christianity.	Early civilizations - the achievements of the earliest civilisations - **an overview of when the earliest civilisations appeared** and in-depth study of **Ancient Greece** – a study of Greek life and achievements and their influence on the western world.	Early civilizations - the achievements of the earliest civilisations - **an overview of when the earliest civilisations appeared** and an in-depth study of **Ancient Egypt.**
	Overarching aims of History for KS1 Use common words and phrases relating to the passing of time. Know where people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocab. everyday historical terms, use stories and other sources to understand key features of events. Understand ways in which we find out about past and identify different ways it is represented.		**Overarching aims of History for KS2** Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms e.g. **empire, civilisation, parliament, peasantry**. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.			

YR GP	1	2	3	4	5	6
Geography	**Locational knowledge - Globally significant places** Name and locate 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 countries and capital cities of United kingdom and its surrounding seas. **Animals in these locations**		**Locational knowledge - Globally significant places** Locate the world's countries, using maps to focus on Europe incl. Russia and North and South America – their key characteristics and major cities. Name and locate counties and cities of the UK, features incl. hills, mountains, coasts and rivers and how features land use have changed over time. Identify position and significance of latitude, longitude, Equator, North + South Hemisphere, Tropics of Cancer and Capricorn, Greenwich Meridian and times zones (include. day and night). **Animals in these locations**			
	Overarching Geographical skills and fieldwork KS1 Use world maps, atlases and globes to identify the United Kingdom and its countries and 5 oceans and 7 continents. Use simple compass directions (**North, South, East, West**) and locational and directional language (**near and far, left and right**) to describe location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; use and construct basic symbols on a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		**Overarching Geographical skills and fieldwork KS2** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, foyr 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 fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
DT Design and make	Through a variety of creative and practical activities, pupils engage in designing, making and evaluating their products for relevant contexts e.g. home, school, leisure, culture, enterprise, industry and the wider environment – teachers free to choose their own DT project - add yr gp content.					
						Design and make lidless wooden boxes for pastels for art room
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
DT Cooking and nutrition Health and Well-being	**Make vegetable soup** Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		**Make vegetable soup** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.			
	KS1 and KS2 As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.					

YR GP	1	2	3	4	5	6
Music	Use voices expressively – in songs, chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Pupils sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. ***Possibly employ musicians to deliver whole class music tuition e.g. drums, ukelele***			
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
Languages	**Non- statutory**		Focus on practical communication in **Spanish** – see knowledge organiser for content to be taught. Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language. Engage in simple conversations, ask and answer questions. Develop accurate pronunciation and intonation so that others understand when they are reading using familiar words and phrases			
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
PE **Health and Well-being**	Football Multi-skills Cross country Gymnastics • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns		Football Multi-skills Cross country Gymnastics • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best		Netball Multi-skills Cross country Gymnastics • Use running, jumping, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best	
YR GP	**1**	**2**	**3**	**4**	**5**	**6**
Computing **Health and Well-being**	Pupils taught to: Be responsible, competent, confident and creative users of information and communication technology. 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. ***Possibly employ an IT company who specialise in Primary IT to do an exciting project***					

YR GP	1	2	3	4	5	6
PSHE **Health and Well-being**	**PSHE Autumn whole school focus is on the 3 B's:** • **Be Safe** • **Be Respectful** • **Be Responsible** Assemblies and circle time, oracy discussions and pupil voice will focus on exploring these values in all classes. We will celebrate role models who exemplify our values in school and beyond. Keeping safe outside school including online will also be addressed.					
RSE	Relationships and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Oracy sessions, including oracy assemblies, will provide opportunities to address the areas of RSE below.. Relationship education focuses on the fundamental building blocks and characteristics of positive relationships including: **Families and people who care for children** **Caring friendships** **Respectful relationships** **Online relationships** **Being safe**					

Visit and Visitors enhancement of Autumn Term Curriculum						
	1	2	3	4	5	6
Science						
Art						
RE						
History						
Geography						
Music						
PE						