

New Hall Primary School Long Term Basic Overview

Subject	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Writing – T4W Teaching Cycle: Autumn: Skills, Poetry, Fiction, Free Writing, Non-Fiction and Free Writing Spring: Fiction, Free Writing, Non-Fiction and Free Writing Summer: Poetry, Fiction, Free Writing, Non-Fiction and consolidation						
	Reading Echo reading sessions, In the Moment active reading think aloud clouds, explicit teaching of reading skills and comprehension through VIPERS						
Maths	White Rose Maths						
Science	UW -The Natural World	Treasure Island - Chemistry Celebrations - Working Scientifically (link to geog flight) Who am I? - Biology Polar Adventures - Biology On Safari – Biology Holiday – Biology Forest School – Seasons (Physics)	Materials Monsters & Move It (Chemistry) Healthy Me Little Masterchefs Mini Worlds Young Gardeners (Mixture of Biology and Chemistry)	How does your garden grow? (Biology) Mirror Mirror-light and shadow(Physics) Opposite attract-magnets (physics) Earth rocks (Chemistry) Food and our bodies (Biology) We are astronauts-space (Physics)	Teeth and eating (Biology – Human Body) What’s that sound? (Physics – Sound) Power It Up (Physics – Electricity) States of matter (Chemistry – solids, liquids and gases) Brilliant Bubbles (Working Scientifically) Living Things (Biology – Humans and Animals)	-Let’s get moving (Physics –forces) -Out of this world (Physics - space) -Material world (Chemistry – Materials and changes) -Circle of life (Biology Animal – life cycles) -Growing up and growing old (Biology Human life cycles and puberty).	Staying Alive (Biology) Electrifying (Physics) Let it shine (Physics) We’re Evolving (Biology) We are Dinosaur Hunters (Biology) Classifying Critters (Biology)
History - Enquiry focus	UW- People, Culture and Communities	<u>Aut - (Get out of my swamp) Where are castles in The United Kingdom?:</u> <u>Spr -(Poles apart) Why are poles so important?</u> <u>Sum - (Flight) How has flight changed throughout history?</u>	<u>Aut - (London’s Burning) What was Great about the Great Fire of London?</u> <u>Spr- (Indian Spice) What is it like to live in India?</u> <u>Sum- (Home Front) What as life like during WWII?</u>	<u>Aut -(Egyptians) What was it like to live in Ancient Egypt?</u> <u>Spr - (Transport) Is transport important</u> <u>Sum - (Stone Age) What impact did the Stone Age period have on our lives today?</u>	<u>Aut - (Around the World) How have different countries made use of their environment? (Ancient Greek Day)</u> <u>Spr- (Crime and Punishment) Does the punishment always fit the crime?</u>	<u>Aut- (Invaders) Has Britain ever been invaded? – Anglo Saxons</u> <u>Spr- (Walls & Barricades) Why are walls built?</u> <u>Sum - (Mexico & The Maya)</u>	Aut - What was the impact of WWI? (The Great War WW1) Spr - (Areas studied throughout primary history & locate places using digital maps) What changes has our world seen?

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Geography	UW –People, Culture and Communities	<p><u>(Get out of my swamp) Where are castles in The United Kingdom?:</u> Maps and Direction - Forwards, backwards, left, right</p> <p><u>(Poles apart) Why are poles so important?</u> Continents, hot and cold countries.</p> <p><u>(Flight) How has flight changed throughout history?:</u> Weather - seasonal changes to weather. (Science link light/dark)</p>	<p><u>(London’s Burning) What was Great about the Great Fire of London?</u> (NSEW, UK map work) (Indian Spice) <u>What is it like to live in India?</u> (human and physical geography, countries, continents, oceans)</p> <p><u>(Home Front) What as life like during WWII?</u> (capital cities)</p>	<p><u>(Tomb Raiders) Egyptians- What was it like to live in Ancient Egypt?Compass directions, map as a flat map, locating countries, continents, rivers (Nile, Mississippi and Amazon) and deserts on a map, map to scale.</u></p> <p><u>(Transport) Is transport important?</u> Interpret symbols and marks on an OS map, take photographs to produce a map.</p> <p><u>(Meet the Flintstones) What were the effects of the Stone Age?</u> Settlements and how they’ve changed over time.</p>	<p><u>(Around the World) How have different countries made use of their environment?</u> Continents, countries, mountains, volcanoes, earthquakes, human and physical features.</p> <p><u>(Crime and Punishment) Does the Punishment always fit the crime?</u> – map work, position, coordinates and grid reference.</p> <p><u>(Britain from the air) How and why has my local area changed?</u> – counties, countries, capital cities, local fieldwork</p>	<p><u>(Invaders) Has Britain ever been invaded?</u> Locate the world’s continents Explore deforestation and the use of natural resources</p> <p><u>(Walls and Barricades) Why are walls built?</u> Locate the Tropics of Cancer and Capricorn and the Greenwich Meridian, time zones and how to work out differences, understand topical geographical</p> <p><u>(Mexico and the Mayans) Maya – Why do we know so little about them?</u> Learn names of, and locate, a number of North American countries Explore differences between living in the UK and in Mexico</p>	<p><u>(WW1) What was the impact of WW1?</u> Small scale maps Quickest & alternative routes Scale & contour lines Scale drawing Thematic maps Photos & Measurements to create a map. UK Land use.</p> <p><u>(Angels) What changes has our world seen?</u> Digital mapping to locate places.</p> <p><u>(Disaster) Where there further disasters after 1666?</u> Natural disasters- volcanos Analysing info and making conclusions.</p>
History	UW –People, Culture and Communities	<p><u>Castles - features of a castle, historical role play, asking questions about the past and using historical vocab.</u></p> <p><u>Poles Apart: Explorers – Scott of the Antartica - historical role play, asking</u></p>	<p><u>London’s Burning</u> Chronological order, asking questions about the past, comparing a time in the past to today Mary Seacole</p> <p><u>Indian Spice</u></p>	<p><u>Tomb Raiders</u> (Egyptians- What was it like to live in Ancient Egypt?) Egyptian timeline, using dates and vocabulary relating to time and why, Hieroglyphics.</p>	<p><u>(Around the World) How have different countries made use of their environment?</u> - Ancient Greek day.</p> <p><u>(Crime and Punishment) Does the Punishment always fit</u></p>	<p><u>(Invaders) Has Britain ever been invaded?</u> Create questions about similarities and differences, Analyse sources of information</p>	<p><u>(WW1) What was the impact of WW1?</u> Walter Tull (BH) Use of abstract terms (empire, parliament) Impact of significant historical events</p>

	<p>questions about the past and using historical vocab.</p> <p><u>Flight: The Wright Brothers</u> - Significant people and events, historical vocab.</p> <p><u>BHW – Usain Bolt</u> (Remembrance Day)</p> <p><u>BHW – Handa’s Surprise</u> (Remembrance Day)</p>	<p>Exploring significant people and events in the wider world</p> <p><u>Home Front</u> Chronological order, asking questions about the past, comparing a time in the past to today Discussing significant events of the past</p> <p><u>BHW – Mary Seacole</u> (Remembrance Day)</p>	<p>Martin Luther King- Black History month</p> <p><u>Transport</u> (Is transport important?) Choose sources to answer questions</p> <p><u>Meet the Flintstones</u> (What were the effects of the Stone Age?) Create historically valid questions about similarities and differences and cause and significance.</p> <p><u>BHW – Martin Luther-King</u> (Remembrance Day)</p>	<p><u>the crime?</u> – Explore periods of time, know that history can be represented in different ways, examine and compare artefacts.</p> <p>(Britain from the air) <u>How and why has my local area changed?</u> – the impact Bishop Vesey had on Sutton Coldfield, the impact of the Roman Empire on Birmingham</p> <p><u>BHW – Muhammad Ali</u> (Remembrance Day)</p>	<p>for accuracy and usefulness – BHM Examine artefacts- Anglo-Saxons</p> <p><u>Why are walls built?</u> Make links between events and changes, discuss the impact of historical changes, fall of the Berlin Wall</p> <p>(Mexico and the Mayans) <u>Maya – Why do we know so little about them?</u> Examine periods of World history and influences on British society at the time</p> <p><u>BHW – Rosa Parks</u> (Remembrance Day)</p>	<p>(Angels) <u>What changes has our world seen?</u> Differences between periods of history. Chronological order.</p> <p>(Disaster) <u>Were there further disasters after 1666?</u> Pompei reasons for different historical recounts.</p> <p><u>BHW – Walter Tull</u> (Remembrance Day)</p>	
Art and Design	<p>EAD – Creating with Materials and Being Imaginative and Expressive</p>	<p><u>Get Out of My Swamp - Andy Goldsworthy</u> - wax crayons, pressures, drawing to show imagination/ideas. Sculpture.</p> <p><u>Poles Apart - Barbara Hepworth</u> – Sculpting, produce simple designs.</p> <p><u>Flight - Terrence Gear</u> – Self portraits</p>	<p><u>London’s Burning</u> Claude Monet- explore a range of paintbrush strokes, compare work to that of Monet Exploring pressures, blending and smudging with charcoal</p> <p><u>Indian Spice</u> Ranbir Kaur- Exploring pressures, blending and smudging with pastels for Rangoli designs Compare work to that of Ranbir Kaur</p> <p><u>Home Front</u> Clarice Cliff- sketching, exploring a range of paintbrush sizes and</p>	<p><u>Tomb Raiders</u> Science link: How does your garden grow? - <u>Georgia O’Keefe</u> Wax crayons, using a sketchbook. Select paint brush size and thickness, organise art area.</p> <p><u>Transport</u> Using coloured pencil control depth and block colour <u>Eduardo Paolozzi</u></p> <p><u>Meet the Flintstones</u> - cave paintings, using different pen types. <u>Alma Thomas</u></p>	<p>Around the World - Hokusai Use watercolour to replicate an image by Japanese artist, Hokusai.</p> <p>Crime and Punishment Charcoal and pastel images linked to The Highwayman. Courtroom drawings linked to chosen artist. Jeanette Barnes</p> <p>Britain from the air Looking at architecture of Blackpool Tower and the Eiffel Tower. Making a 3D sculpture of a famous landmark – Angel of the North. Antony Gormley</p>	<p>Space Art – Peter Thorpe Landscapes and building – Bob Ross and Nicholas Roerich Graffiti – Banksy Mayan Art (Etching) – Hannah Hoch</p>	<p><u>WW1-</u> Paul Cummins Clay poppy sculpture Paul Nash Perspective WW1 charcoal drawings.</p> <p><u>Angels</u> Pre- Raphaelite Brotherhood Burne Jones Pastel/ charcoal drawings Pens for detail</p> <p><u>Disaster</u> Roman Art Labelled diagrams for 3D work Add detail to a sculpture 3D joining methods.</p>

			strokes, compare work to that of Cliff				
Design Technology	EAD – Creating with Materials and Being Imaginative and Expressive	<p><u>Get Out of My Swamp - Geography link – Slider</u> Fictions and Real-life map that uses a slider.</p> <p><u>Poles Apart –</u> Joining materials</p> <p><u>Flight - Simple circuits</u></p>	<p><u>London’s Burning</u> - Food technology and Building Houses for freestanding stable structures</p> <p><u>Indian Spice</u> - Sari design and rangoli design to join and decorate textiles</p> <p><u>Home Front</u> - Food technology and sewing for Make do and Mend sock puppet</p>	<p><u>Tomb Raiders</u> – Design a product fit for purpose, cut slots and evaluate strengths and weaknesses.</p> <p><u>Transport</u> – Discuss inventors and generate ideas,create a product that includes joining wood and a simple circuit. Evaluate work based on a criteria.</p> <p>Meet the Flintstones – eatwell plate, design a meal, make and evaluate plate Evaluate work based on a criteria.</p>	<p>Around the World - African shirts (sewing)</p> <p>Crime and Punishment - guillotine (woodwork)</p> <p>Britain from the air - clay models of landmarks</p>	<p>Viking Shields (invaders)</p> <p>Lego Wedo (Computing Link)</p> <p>Build a bridge (walls and barricades)</p> <p>Mayan masks (Mexico and the Mayans)</p>	<p><u>WW1</u> Food technology -Trench Stew</p> <p>Calendar: Seasonal Foods & designing a printing block.</p> <p><u>Spring:</u></p> <p><u>Summer</u> Maths link – Design a fairground and create a fully working model. Use a circuit Joining materials</p>
PE	PD – Moving & Handling Gross Motor Skills Fundamental movement Gymnastics Dance Ball Skills Fundamentals: Unit 2 Games	Fundamentals Gymnastics Dance Ball Skills Invasion Games Athletics	Invasion Gymnastics Dance Sending and Receiving Net and Wall Athletics	Handball Gymnastics Dance Tennis Outdoor Adventurous Activities Athletics Swimming	Football Gymnastics Dance Tennis Outdoor Adventurous Activities Athletics	Basketball Gymnastics Dance Tennis Outdoor Adventurous Activities Athletics	Tag Rugby Gymnastics Dance Tennis Outdoor Adventurous Activities Athletics
Music	EAD – Creating with Materials and Being Imaginative and Expressive	<p><i>Charanga: Sing in unison, sing in tune, making patterns, identifying beats, making and changing sound with voice and instruments.</i></p> <p><u>Singing Assemblies -</u> Sing in unison, sing in tune</p>	<p>Charanga: perform as group, recognise high and low sounds, use symbols to create short and long notes, recognising the mood of music, using body to create a range of topical sounds</p> <p><u>Performing and critiquing</u> – assembly performances, WWII songs</p>	<p>Charanga: Compose 3 note patterns, compare mood and tempo. <u>Assembly:</u> sing in time to beat and rhythm, perform songs from memory</p> <p>Purpose of music, compare pitch and rhythm, copy a given scale.</p>	External organisation Carol concert	<p>Charanga</p> <ul style="list-style-type: none"> • Living on a Prayer • Feel my love • Fresh Prince <p>Easter Assembly Brass and Guitars</p>	<p>War time songs Compare pieces thinking about tempo rhythm and structure Explain how music of the past reflected society.</p> <p>Charanga 'Happy'</p> <p>Composition Workshop</p>

