

## Contexts for Learning.

## Whole school 2018/2019

| Teaching group  |                              | Term 1   | Term2  | Term 3   |
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| <b>EYFS</b><br><br><b>All themes cover all 7 areas of learning.</b> | 1 <sup>st</sup> half of term | All About Me, Body Parts (ourselves)<br>Me and My family. Special Things to me, my home.<br>Three Little Pigs<br><b>RE Christianity</b> - Special things, The Bible.   | <i>Following the children's interests.</i><br><i>Possibly: Chinese New Year / Arctic Winter / Bears / Superheros</i><br><br><b>RE Christianity</b><br>The Church.  | <i>Following the children's interests.</i><br><i>Possibly: Gingerbread man , Animals (zoo, farm etc)/Under the sea</i><br><br><b>RE Christianity</b><br>God.<br>Jesus.<br>Christian beliefs.   |
|   | 2 <sup>nd</sup> half of term | Bonfire Night<br>Remembrance<br>Autumn Time<br>People Who Help Us<br><b>RE</b> Nativity /Christmas story.<br>Trip to Reaseheath – Visit Santa, Winter Woodland Walk to find hidden presents, Christmas crafts  | <i>Following the children's interests.</i><br><i>Possibly: Space /Dinosaurs/Science Week</i><br>Easter<br><br>Easter story.<br>Other bible stories   | <i>Following the children's interests.</i><br><i>Possibly:) insects, mini beasts and plants, flowers / Holidays (seasons), transition to year 1/Growing and changing.</i>  |
| <b>Year 1</b>   | 1 <sup>st</sup> half of term | <b>Who am I? Who are you?</b><br>My family, all about me, My healthy body, my 5 senses, my feelings. (history – changes in our living history)<br><b>AFRICA-</b> comparing our homes/schools/towns to those in Africa. (geography, pshe- human and physical features, changes in builings around school)<br>Fairtrade (pshe)<br>WW1 – our family stories from the war (history)<br>D&T- models of our houses and African houses.<br>Art- African jewellery, masks, printing patterns.<br>Computing- painting on the computer. Making a digital Christmas card.<br>Science – Y1 Scheme of work 'Holiday' 'Who am I?'<br>Signs of Autumn<br>PE – African Dancing / gum boot dancing. | <b>Arctic Explorers.</b><br>Investigating climate and weather conditions in the different polar regions<br>Arctic and Antarctic animals<br>History: Captain R Falcon Scott and his expedition.<br>DT-Making an energy snack.<br>Ice balloon/blubber for warmth experiments.<br>ART – collage<br>Geography – identify 4 countries and capital cities of UK, seas. North and South pole, equator.<br>RE-Judaism, The Torah/Jewish beliefs.<br>Science – Y1 Scheme of work 'Polar Adventures'<br>Seasonal changes of winter-observe and record weather. | <b>How does your garden grow?</b><br>Seasonal changes of Spring-observe and record weather.<br>Science – Y1 Scheme of work 'Young gardeners' planting & growing seeds<br>Van Gogh – sunflower art<br>Cress experiment, labelling a plant, life-cycle of a sun flower –food from plants<br>Art- Van Gogh sunflowers |
|   | 2 <sup>nd</sup> half of term | Harvest time: British fruit and vegetables.<br>Our local community-Educational visit to the library<br><b>RE Christianity (1 term)</b><br>The Bible. Worship and church leaders. Jesus. Christmas  | <b>Into The Woods:</b><br><br>Seasonal changes of Spring-observe and record weather.   | <b>Under the Sea</b><br>Science - Seasonal changes of summer-observe and record weather.<br>My world-Exploring different habitats, animal  |

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|               |       | story, Old Testament and Creation  | Educational visit to Reaseheath: British wildlife and animal homes and environments.<br>RE- Easter Story<br>Computing – Beebots<br>D&T- making puppets<br>Science – Y1 Scheme of work ‘Treasure Islands’  | groups<br>Computing - finding images using the web<br>Educational visit to sea life centre<br>RE Christianity<br>Art- drawing, painting   |
| <b>Year 2</b> |       | <p><b><u>Ahoy Pirates!/Victorians</u></b><br/>Focus Text: The story of Pirate Tom (T4W)<br/>Magic Porridge Pot (T4W)<br/>Science: Move it (properties)<br/>Treasure Island<br/>Materials (squashing and bending)<br/>Computing: Unit 2.2 We are game testers<br/>Unit 2.4 We are researchers<br/>History: Victorians<br/>The lives of significant individuals – Queen Victoria</p> <p>Geography: Direction – Field Work<br/>7 continents<br/>DT: Pirate Ships<br/>Peg dolls – stay and make<br/>ART: Patterns using different media.<br/>Observational drawing.<br/>Christmas Cards<br/>William Morris – Clay Tiles<br/>PSHE: British Values<br/>RE <b>Buddhism</b><br/>Christmas story.</p> | <p><b><u>China/Castles</u></b><br/>The Magic Brush/ Paper Bag Princess (T4W)<br/>Science- Celebrations<br/>Light and Sound<br/>Materials (forces)<br/>Computing: 2.3 We are photographers<br/>2.1 We are astronauts<br/>History: Mediaeval (Castles)<br/>Significant person: The Wright Brothers<br/>Geography: Non EU country comparison<br/>Art: Explore photography Andy Warhol, David Hockney<br/>Relief Images – foil texture Ercan Tepedeldiren<br/>DT: Lanterns/Kites<br/>Shields, coats of arms<br/>RE: Church<br/>Baptism RE day<br/>Easter Story<br/>Modern Customs<br/>Symbols of Easter</p> | <p><b><u>Buddhism/ Minibeasts</u></b><br/>Focus Text: Rama and Sita/ Bog Baby (T4W)<br/>Science: On Safari (Mini Worlds)<br/>ICT: 2.5 We are detectives<br/>2.6 We are zoologists<br/>History: Events beyond living memory – festivals<br/>Changes within living memory<br/>Geography: Aerial photographs<br/>O.S. Map<br/>Crewe compared to Bickley Hall Farm<br/>DT: Mandala patterns<br/>Line Making<br/>Eric Carle inspired minibeasts<br/>RE: Buddhism</p> |
| <b>Year 3</b> | Terms | <p><i>Ancient Egyptians: (History/Geography)</i><br/>How periods in history have shaped modern life, civilisation and cultural awareness – focus on Ancient Egypt.<br/>SMSC links ‘our treasures’<br/>Maths:3D shape; chronology, time ,<br/>Lit.:T4W non fiction text; mummification, afterlife and Gods.</p>   | <p><i>Terrific Tudors (History/Geography)</i><br/><i>Who influential Tudors were; Henry vii and Henry viii</i><br/><i>Family trees</i><br/><i>Life in tudor times; food, houses, clothing, jobs etc</i><br/><i>Local tudor properties; little Morton Hall</i><br/><i>Visit Bramhall Hall- Tudor experience day</i><br/>Tudor day; children to dress up<br/>Experience sports (x curric PE and maths) tennis and javelin<br/>Tudor dancing</p>   | <p><i>Ancient Greece: (History/Geography)</i><br/>Geography of Greece<br/>Art/D&amp;T – Greek mythological creature design and make (mod rock)<br/>English – T4W - story writing, myths, play scripts, non-fiction, letter writing, Olympics diary; life of a Spartan.</p> <p><i>science- rocks and soils</i><br/><i>Science - plants</i></p>   |

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|   |              | <p>D&amp;T and Art: design and make own Egyptian death mask<br/> D&amp;T and Maths Egyptian water clocks<br/> Making canopic jars designing and making death masks<br/> Music:<br/> Computing- Scratch; designing and animating sprite.<br/> Science – Forces and magnets<br/> Science – Food and our bodies<br/> Trip to Egyptian Worlds; Manchester museum</p> <p><b>RE Christianity</b><br/> Parables and how these link to life.<br/> Easter story and Jesus the ‘saviour’</p> | <p><i>Geography; local geography</i><br/> <i>Map reading basic skills</i><br/> <i>Treasure hunt – following clues.</i><br/> <i>Comparing crewe from the past with today</i><br/> <i>Science - plants and animals</i><br/> <i>Science - light</i><br/> English – T4W - Non fiction writing – Henry VIII<br/> Private investigators; gather evidence on Henry viii x<br/> curricu computing – ipads create case file<br/> virtual museum labels - x curric computing ipad QR<br/> codes<br/> Shakespeare; play scripts.</p> <p>Art and D&amp;T<br/> Stain glassed windows – York minster window<br/> Also x curric link RE<br/> Design and make bow and arrow<br/> Design a stained glass window.<br/> Artist focus; Hans Holbein.<br/> Portraits of Henry VIII – to learn sketching and portrait<br/> skills Self portrait –applying skills</p> <p><b>RE Christianity</b><br/> Features of a church.<br/> Church visit.<br/> Religion through creative arts.</p> <p>RE visit to the church; Revd Goggins sharing how<br/> church works in community. Key features in church.<br/> Events in church<br/> Christening Wedding Sacrament<br/> X curric English – recording of visit booklet</p> | <p>light and dark<br/> Greek Myths;<br/> Writing own myth<br/> Maths; designing and making labyrinths plus<br/> instructions to get in and out</p> <p><b>RE Judaism</b><br/> Torah and respect towards it.<br/> Celebrations.<br/> Key events in the life of a Jew.</p> |
| <p><b>Year 4</b><br/> <b>(Whole class</b><br/> <b>musical</b><br/> <b>instrument.)</b><br/> <b>(All go</b><br/> <b>swimming.)</b></p> | <p>Terms</p> | <p><i>Let’s investigate</i><br/> Science - Animals including humans , Food and our bodies<br/> (skeleton and muscles)<br/> Science: Sound<br/> Science : States of matter<br/> Maths: White rosehub scheme, Quantities of fats,</p>  | <p><i>Living in one world- Brazil:</i><br/> Geography – location and characteristics of Brazil and<br/> significant human and physical features comparing<br/> climate and the effects on humans and animals,<br/> comparing culture; world events.<br/> BEESTON RESIDENTIAL</p>  | <p><i>Romans in Britain</i><br/> History - The Roman Empire and its impact on<br/> Britain.<br/> Significant Local history Event –The Great Fire of<br/> Nantwich .<br/> Maths: White rose hub scheme</p>   |

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| <p><b>Bike ability Level 1</b></p> <p><b>RESIDENTIAL TRIP</b></p>   |              | <p>carbohydrates, calories in food etc link to science.</p> <p>English – Talk for writing</p> <p>Computing - programming</p> <p>Music – Learning a musical instrument.</p> <p>SMSC – British values, Kiva assemblies.</p> <p>RE – Christianity</p> <p>Helping others/values</p> <p>The Bible and its message.</p> <p>PE - Swimming</p> <p>Gymnastics</p>   | <p>Music - samba drums through music.</p> <p>English –Talk for writing</p> <p>ICT and maths - Brazil rainfall compared to Cheshire represented through tables and graphs.</p> <p>Art/D&amp;T - Brazilian carnival time (masks, jewellery etc)</p> <p>Smsc – British values, Kiva assemblies</p> <p>RE – Islam</p> <p>Allah.</p> <p>Muhammad.</p> <p>Religious texts used by Muslims.</p>  | <p>English – Talk for writing</p> <p>Art: Impressionists’, Monet’s garden.</p> <p>SMSC links – British values, Kiva assemblies.</p> <p>RE – <b>Islam (0.5 terms)</b></p> <p>Religious artefacts.</p> <p>Festivals.</p> <p>RE - Sikhism (0.5 terms)</p> <p>Guru Nanak</p> <p>The Gurdwara</p> <p>Symbols</p> <p>5k’s</p> <p>Ceremonies</p> <p>Sex Education</p>  |
| <p><b>Year 5</b></p> <p><b>Bike ability Level 2</b></p> <p><b>Term 1: Dovedale and United Utilities</b></p> <p><b>Term 2: Anglo-Saxons and Vikings – Repeating History Workshop.</b></p> <p><b>Term 3: Chester Zoo</b></p> <p><b>Y5 attend x3</b></p> | <p>Terms</p> | <p><b><u>Exploring Mountains and Rivers</u></b></p> <p><b>Geography</b></p> <p><b><u>Physical Geography</u></b></p> <p>Describing and understanding key aspects of physical geography, particularly mountains and rivers including the water cycle.</p> <p><b><u>Geographical skills and Fieldwork</u></b></p> <p>We -</p> <ul style="list-style-type: none"> <li>• Use maps, atlases and interactive software to locate mountain ranges and rivers across the world.</li> <li>• Develop our understanding of how mountains and rivers are formed and grow in size</li> <li>•</li> </ul> <p><b><u>Human Geography</u></b></p> <p>We use this topic to look at tourism and its impact.</p> <p><b>SMSC</b> links to this because we consider the impact of man on the environment; population, pollution and sustainability.</p> <p><b>British Values:</b> Appreciation of our British landscape (Peak</p> | <p><b><u>Invaders and Settlers:</u></b></p> <p><b>History - Saxons</b></p> <p><i>Britain’s settlement by Anglo Saxons and Scots</i></p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in C AD 410</li> <li>• Anglo Saxon invasions, settlements, kingdoms: place names and village life</li> <li>• Anglo Saxon art and culture</li> </ul> <hr/> <p><b>History- Vikings</b></p> <p><i>Viking and Anglo Saxon struggle for Kingdom of England to the time of Edward the Confessor</i></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Anglo Saxon laws and justice</li> <li>• Resistance by Alfred the Great and Athelstan, first King of England.</li> <li>• Edward the Confessor and his death in 1066.</li> </ul> <p>We also compare and contrast Viking and Saxon lifestyles, homes, food and religion.</p> <p>Investigate the impact that the settlement of the</p> | <p><b><u>Circle of Life:</u></b></p> <p>Science</p> <p><b><u>Living Things: (Y4 unit)</u></b></p> <ul style="list-style-type: none"> <li>• Recognising that living things can be grouped in a variety of ways</li> <li>• Exploring and using classification keys to help group living things.</li> <li>• Habitats – recognising that environments can change and that this sometimes poses dangers to living things.</li> </ul> <p>We use the Rising Stars Science scheme of work to teach the science objectives.</p> <p><b>Animals:</b></p> <ul style="list-style-type: none"> <li>• I can describe the changes as humans develop to old age.</li> </ul> <p><b>Living things: (Y5)</b></p> <ul style="list-style-type: none"> <li>• I can describe the differences in the life</li> </ul> |

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| <p><b>Activity days at the local high schools.</b></p> |              | <p>District National Park)<br/> <b>English</b> -Focus texts include:</p> <ul style="list-style-type: none"> <li>• <b>Around the World in 80 Days by Jules Verne</b> to develop children’s awareness of the vast size of the world and the difference in continent size</li> <li>• <b>Adventures on a Mountain by Enid Blyton</b> – highlight the dangers of mountain climbing</li> </ul> <p><b>Maths</b> - We look at the <b>lengths</b> of rivers and <b>heights</b> of mountains and compare these –linked to <b>reasoning and problem solving</b>.<br/> Our work on the 4 operations will challenge children to apply their skills and solve problems based around the topic.</p> <p><b>Art</b> - To complement our trip to Dovedale, we look at the work of <b>Andy Goldsworthy</b> who creates pieces of art work using the natural environment. We also create collages using different mediums and focus on sketching when creating river art in the style of <b>Monet</b></p> <p><b>ICT</b> – we focus on learning how to program and develop code (using <b>Scratch!</b>) to create our own mountain or river based computer games</p> <p><b>Science</b><br/> We teach <b>materials: their changing state</b> and <b>light and sight</b> this term. Linking it to the suitability of materials for a mountaineer’s equipment and the role a light source plays in creating shadows in Art pieces</p> <p><b>PE - Circuit training</b>; link towards the cardiovascular fitness required to climb at high altitude<br/> Amaven</p> <p><b>Music</b>: Singing – learning the water cycle through song and how popular artists have used the theme of mountains and rivers in their music (Ain’t No Mountain High Enough and Hold Back the River)<br/> <b>RE Christianity</b>.<br/> Holy Trinity,<br/> Christian stories. The Kingdom of God</p> | <p>Anglo-Saxons and Vikings had on Britain today – spellings, place names etc...<br/> Learn about historic events – Attack on Lindisfarne and Battle of Hastings 1066 to end the reign</p> <p><b>Geography</b><br/> Learn where these groups came from and the reasons why?<br/> <b>SMSC</b> look at the moral issues related to invading countries and war; the impact on the people who already lived there. Was this right?<br/> <b>British Values</b>: History of our country– place names and their origins.</p> <p><b>English</b><br/> -Focus texts include: How to train your dragon and Beowulf.<br/> <b>Art</b>: Weaving, using different colours, thicknesses and colours of yarns and wools.<br/> <b>DT</b>: Making Viking long boats and Viking bread.<br/> <b>Maths</b>: Links to making Viking bread – weighing, measuring and reading scales all focusing on reasoning and problem solving skills</p> <p><b>RE Christianity</b><br/> Prayer and worship,<br/> Easter story (sacrifice and reconciliation)<br/> Resurrection</p> | <p>cycles of a mammal, an amphibian, an insect and a bird.</p> <ul style="list-style-type: none"> <li>• I can describe the life process of reproduction in some plants and animals.</li> </ul> <p>We use the Rising Stars Science scheme of work to teach this topic.</p> <p><b>English</b> – Persuasive writing linking to the habitats topic. Look at threats to habitats and write to PM or Minister persuading them to consider the cause.<br/> Non-Chronological report linked to the science work on life cycles.<br/> Poetry – 7 stages of man – Linked to Science (Life Cycles).<br/> <b>SMSC</b> – look at impact of man on different habitats around the world and ways we can reduce the threat that we pose.<br/> <b>DT</b> – Making habitat dioramas using shoe boxes.<br/> <b>PSHE/SRE</b>- Science Life Cycles – We use this as the driver to teach the three SRE lessons (Sir Christopher Winters Project)<br/> <b>RE Islam</b><br/> Qur’an and key beliefs.<br/> Prophets.<br/> 5 pillars<br/> Devotion to Allah (at home and in the mosque).</p> |
| <p><b>Year 6 ‘Top – Up’ swimmers</b></p>               | <p>Terms</p> | <p><i>Power Of Nature (Weather/climates and Evolution)</i><br/> <b>Science &amp; Geography topic</b></p> <p><b>Science</b>- study of evolution/adaption and Darwin</p>   | <p><i>Railway Revolution – social and economic impact (History)</i></p> <p><b>English</b>- HS2 research study - posters, speeches,</p>   | <p><b>Transition/Enterprise:</b></p> <p>SATs<br/> Transition to high school</p>  |

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| <p><b>RESIDENTIAL TRIP</b><br/><b>Lake District</b></p> <p><b>Christmas Church Visit</b></p> <p><b>Museum of Science And Industry Trip</b></p> <p><b>National Space Centre Trip</b></p> <p><b>Junior Tax Facts (plus visit VAT tax specialist A Guildford)</b></p> | <p>Study of Galapagos Isles (finches/ turtles). Habitats and their influence on adaptation. Inheritance, food chains,</p> <p><b>Geography</b> - locating countries around the world, map work, weather patterns- monsoon, jungle, illness (malaria, ebola) SMSC. Seasons and hazards connected with weather . Climate Zones - Flooding - effects on tourism, work and community (<i>Heather Askew - Keswick Flood Recovery presentation during Lakes residential</i>). Continue geography general knowledge, physical geog., changing landscapes – particularly in relation to Lake District</p> <p><b>History</b> – time lines - what can we place on a time line? Revise all history landmarks taught so far.</p> <p><b>English- Class Reader – Survivors (David Long)</b> discussion, persuasion, explanation, narrative.</p> <p><b>British Values</b></p> <p><b>D&amp;T-</b> making Christmas decorations for Community Grotto at Tesco</p> <p><b>RE Christianity</b><br/>Caring for the world.<br/>Charity<br/>Pilgrimage<br/>Global faith.</p> | <p>campaign ,materials.Newspaper reports, diary, narrative, instructional writing, glossary.</p> <p><b>Maths</b>-GMT and international time zones.</p> <p><b>D&amp;T-</b> pop up Paris scene</p> <p><b>Computing-</b> Scratch programming. research cultural changes brought on by impact of railways.</p> <p><b>Geography-</b> locating major railway towns in UK. Placing towns in counties. The rise of the postcode.</p> <p><b>History</b> – time lines - what can we place on a time line? Revise all history landmarks taught so far.</p> <p><b>Science</b> - forces</p> <p><i>( Mr. Searle – Freightliner employee (and parent) and train enthusiast) – presentation to Y6.</i></p> <p><i>HS2 Visitor</i></p> <p><b>English- Class Reader- Rooftoppers (Katherine Rundell)</b> Letter writing, narrative, viewpoints</p> <p><b>RE Hinduism</b><br/>Qur’an<br/>Worship<br/>Vishnu, Rama, Sita and their significance<br/>Religious symbols<br/>Festivals<br/>Beliefs</p> | <p>PE/team work- mini tournament (getting on with others-transition work).<br/>-understanding different cultures</p> <p><b>British Values (SMSC).</b><br/>Make A £1 Grow Enterprise week and prep for the week.<br/><b>English</b> - Discussion, narrative and recount.</p> <p><i>Out of This World (Science Space)</i></p> <p><b>Science-</b> study of Earth, Sun and Moon.<br/>Understanding concept of gravity (building on knowledge of forces from Term 1</p> <p><b>Music</b> – researching a composer. Holst - Planets</p> <p><b>Maths</b> – area (circle), circumference, radius, diameter, ratio ,proportion (relative distances)</p> <p><b>History</b> – time lines - what can we place on a time line? Revise all history landmarks taught so far.</p> <p><b>Music</b> – researching a composer. Holst - Planets</p> <p><b>SRE</b><br/><i>Business Plans (local business visitor)</i></p> <p><b>RE Secular world views</b><br/>Humanist and Atheist.<br/>Beliefs and how it affects their lives.<br/>Marking major milestones.</p> |
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