



2015-2016	I LIVE IN THE UK		FLY ME TO THE MOON		THE OLYMPICS	
	KS2	KS1	KS2	KS1	KS2	KS1
Literacy	We follow the EVA scheme of work for sentence, punctuation and grammar work according to the year groups and abilities of the children. Text work is linked to the topic and varies term on term, see medium term planning held in school. For Phonics and Spelling we use a scheme called Read Write Inc. across the school. Our predominant reading scheme is Oxford Reading Tree.					
Maths	In Egton CE VA Primary School we follow the Abacus Evolve Maths Scheme. This is an online maths toolkit for the primary maths curriculum.					
Science	<p>Rocks Y3 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.</p> <p>Evolution and Inheritance Y6</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Y4 Pupils should be taught to:</p>	<p>Living things in their habitats Y2 Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Earth and Space Y5</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Forces and Magnets Y3 Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together</p>	<p>Materials Y1</p> <p>Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Y2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>	<p>Electricity Y3</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Y6</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>	<p>Plants Y1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Y2 Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Seasonal changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies</p>



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	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Y5</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	
History	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p>Non statutory</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain</p>	<p>Changes within living memory.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Non statutory</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Ancient Greece</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus</p>	<p><i>Significant historical events, people and places in their own locality</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>



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	(now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	and international achievements.	king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066		Valley; Ancient Egypt ; The Shang Dynasty of Ancient China	
Geography	<p>The human and physical features of an area of the UK.</p> <p>Name and locate cities and geographical regions of the UK and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these have changed over time.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork.</p> <p>Use maps, atlases, globes</p>	<p>Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and Physical Geography</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>I</p> <p>Geographical skills and</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North</p>	<p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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</p>



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	<p>and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p> <p>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.</p>	<p>fieldwork</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Identify seasonal and daily weather patterns in the UK</p>	<p>use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>	<p>and South Poles</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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.</p>	<p>environment.</p>
Art	<p>Drawing Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal, about great artists, architects and designers in history.</p>	<p>Drawing Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of</p>	<p>Painting Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including painting with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Painting Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use painting to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of</p>	<p>Sculpture Pupils should be taught:</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>about great artists, architects and designers in history.</p>	<p>Sculpture Pupils should be taught:</p> <p>to use a range of materials creatively to design and make products</p> <p>to use sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of</p>



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		artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
CDT	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Build structures, exploring how they can be made stronger, stiffer and more stable	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.	Build structures, exploring how they can be made stronger, stiffer and more stable
Computing	Understand computer networks including the internet. Opportunities for communication and collaboration. Use search technologies effectively Select, use and combine a variety of software on a range of digital devices. Use technology safely, respectfully and responsibly	Recognise common uses of information technology beyond the school. Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology safely and respectfully.	Sequence, selection and repetition in programs. Variables and forms of input and output. Logical reasoning to explain and correct algorithms Use search technologies effectively Select, use and combine a variety of software on a range of digital devices. Use technology safely, respectfully and responsibly	Create and debug simple programs Logical reasoning to predict behavior of simple programs. Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology safely and respectfully.	Design, write and debug programs, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts. Use search technologies effectively Select, use and combine a variety of software on a range of digital devices. Use technology safely, respectfully and responsibly	Understand what algorithms are and how they work. Use technology purposefully to create, organize, store, manipulate and retrieve digital content. Use technology safely and respectfully.
MFL						
Music	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes (<i>songs for</i>	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants



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	<p>increasing accuracy, fluency, control and expression <i>(songs for Harvest and Christmas)</i></p> <p>use and understand staff and other musical notations <i>(through ongoing WOPs, class recorder or other instrumental teaching)</i></p> <p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-develop an understanding of the history of music</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><i>(through ongoing listening including topic related listening where appropriate)</i></p>	<p><i>Harvest and Christmas)</i></p> <p>listen with concentration and understanding to a range of recorded music</p> <p><i>(making response using movement/joining in with chosen percussion instruments/ visual or emotional expression)</i></p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music <i>(dynamics, tempo, timbre, pitch, duration, texture and silence.)</i></p> <p>including use of technology – Purple Mash 2 sequence</p>	<p>increasing accuracy, fluency, control and expression <i>(Eskdale Festival or other performance opportunities)</i></p> <p>use and understand staff and other musical notations <i>(through ongoing WOPs, class recorder or other instrumental teaching)</i></p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music <i>(dynamics, tempo timbre, pitch, duration, texture and silence.)</i></p> <p>including use of technology – Purple Mash 2 sequence</p>	<p>and rhymes</p> <p>listen with concentration and understanding to a range of recorded music</p> <p><i>(making response using movement/joining in with chosen percussion instruments/ visual or emotional expression)</i></p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music <i>(dynamics, tempo timbre, pitch, duration, texture and silence.)</i></p> <p>including use of technology – Purple Mash 2 sequence</p>	<p>increasing accuracy, fluency, control and expression</p> <p>use and understand staff and other musical notations <i>(through ongoing WOPs, class recorder or other instrumental teaching)</i></p> <p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-develop an understanding of the history of music</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><i>(through ongoing listening including topic related listening where appropriate)</i></p>	<p>and rhymes</p> <p>play tuned and untuned instruments musically <i>(perform in Summer concert, assembly or topic related presentation)</i></p> <p>listen with concentration and understanding to a range of high-quality live and recorded music.</p>
PE						
PSE	SEAL: New Beginnings Anti Bullying Taking responsibility	SEAL: New Beginnings Anti Bullying	SEAL: Getting on and Falling out Healthy lifestyles	SEAL: Getting on and Falling out	SEAL: Going for Goals Keeping safe	SEAL: Going for Goals
RE	Please note that for Egton CE VA Primary School we follow the Diocese of York Syllabus - Please see our separate RE Long Term Planning document.					