

Whole School Long Term Plan

		Autumn		Spring		Summer	
EYFS		Once Upon a Time!	Walking around the Zoo!	Travel through London	Are we there yet?	How does your garden grow?	We could be heroes!
Years 1 and 2	Route A	My Family <i>History</i> <i>What was life like when our grandparents were children?</i>	Journey: Food <i>Geography</i> <i>Where does our food come from?</i>	Our Local Heroes <i>History</i> <i>Who are our local heroes?</i>	Our Wonderful World <i>Geography</i> <i>What are the seven wonders of our world?</i>	Great Explorers <i>History</i> <i>Who were the greatest explorers?</i>	Seasons <i>Geography</i> <i>What are seasons?</i>
	Art/DT	<i>Digital Media</i> Artist Study- Paul Klee, Children can use IPAD/laptop to produce an image. Use key language of colours.	<i>Food</i> Explore which foods come from farms and which come from animals <i>Make butter</i>	<i>Sewing</i> Use a running stitch to join textiles in the finished product. <i>Create a coat of arms for the local heroes</i>	<i>Printing</i> Use maps of the local area and a range of materials to produce a print – exploring new techniques. Use roller and card.	<i>Structures</i> Build a structure/boat by selecting from and using a range of tools and equipment to perform practical tasks <i>Create a boat for an explorer</i>	<i>Drawing</i> Artist Study - Henri Rousseau, focus use of pencil when drawing nature. Review work and likes/dislikes.
	Route B	Our Local Area <i>Geography</i> <i>What's it like where we live?</i>	Bonfire Night and the Great Fire of London <i>History</i> <i>Did the Great Fire make London a better or worse place?</i>	Animals and their Habitats <i>Geography</i> <i>Where do our favourite animals live?</i>	Great Inventions: Transport <i>History</i> <i>How did the first flight change the world?</i>	People and their Communities <i>Geography</i> <i>Where in the world do these people live?</i>	Holidays <i>History</i> <i>How have holidays changed over time?</i>
	Art/DT	<i>Mixed Media</i> Artist study- discuss Peter Mondrian – use masking tape to create lines (like maps) and paint over colours.	<i>Vehicles</i> Design a purposeful, functional, appealing products for themselves or other users based on design criteria <i>Make a pull along vehicle with Wheels</i>	<i>Food</i> Research/investigate/ review prior learning – what makes a healthy diet/ balanced meal? Understand where food comes from. <i>Design and create a healthy meal</i>	<i>Sculpture and Colour</i> Artist study – investigate Jill Townsley – use a variety of materials to create sculptures of modes of transport	<i>Art from another culture</i> Mehndi Patterns_Children will explore creating texture and different lines. Use key vocab of texture.	<i>Puppets</i> Design a purposeful, functional, appealing seaside puppet to a given criteria. <i>Create a seaside puppet using a lever or slider mechanism.</i>
Years 3 and 4	Route A	The Stone Age <i>History</i> <i>What was new about the New Stone Age?</i>	Earthquakes and Volcanoes <i>Geography</i> <i>How does the Earth shake, rattle and roll?</i>	Bronze Age/Iron Age <i>History</i> <i>Which was more impressive – the Bronze Age or Iron Age?</i>	Coasts <i>Geography</i> <i>Do we like to be beside the seaside?</i>	Roman Britain <i>History</i> <i>What happened when the Romans came to Britain?</i>	Our World <i>Geography</i> <i>Where on Earth are we?</i>
	Art/DT	<i>Invention</i> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose and aimed at particular individuals <i>Invent something new that would help in the Palaeolithic era</i>	<i>Sculpture</i> Artist Study – Barbra Hepworth, investigate her work and use of natural materials to create their own sculptures	<i>Drawing</i> Location Study - The Magoura Cave Cave paintings – children explore natural colours and making natural paints. Discuss colours.	<i>Food</i> 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 how and where a variety of ingredients are grown, reared, caught and processed. <i>Create a seaside picnic</i>	<i>Mechanical</i> Look at a range of exploded diagrams of roman catapults to understand how they work. Make a roman catapult (select tools and materials to perform practical tasks and select from and use a wider range of materials. Understand and use mechanical systems in their products (levers) <i>Create your own Roman Catapult</i>	<i>Digital World</i> Investigate the traditional form of art and recreate using coloured card or natural objects then produce a piece using iPad or computer. Using shapes and blocks of colour. Use key vocabulary.

	Route B	<p>Egyptians History <i>How much did the Ancient Egyptians achieve?</i></p>	<p>Rivers and the Water Cycle Geography <i>How does the water go round and round?</i></p>	<p>Crime and Punishment History <i>How has Crime and Punishment changed over time?</i></p>	<p>The Americas Geography <i>Can you come on a Great American Road Trip?</i></p>	<p>Local History History <i>Why should we preserve our locality?</i></p>	<p>Climate and Weather Geography <i>Why is climate important?</i></p>
	Art/DT	<p>Sewing Investigate the use of hieroglyphics and their purpose – practice different sewing techniques and how to attach different pieces of material Create a banner using images and hieroglyphics</p>	<p>Painting Artist Study - Claude Monet. investigate colour and colour mixing to produce different shades of paint, and mixing primary and secondary colours.</p>	<p>Electrical System Investigate the use of alarms – what would it need to include? Evaluate everyone’s ideas through class discussion and decide on common areas. Consider the views of each other to adapt and improve existing designs. Understand and use electrical systems in their products (lights) Create an alarm to protect an important item</p>	<p>Printing/Collage Artist Study – Georgia O’Keeffe, investigate her life and create a piece of artwork using printing/landscapes</p>	<p>Structures Research Beeston castle. Using information found, design own castle by annotated sketching or CAD. Select materials and components according to their functional and aesthetic qualities. Apply their understanding of how to stiffen and reinforce more complex structures. Create own castle</p>	<p>Drawing/Shadow Using your shadow outside could you create a drawing by creating shadows in the light? (Use charcoal to add detail).</p>
Years 5 and 6	Route A	<p>Anglo – Saxons History <i>Was the Anglo – Saxon period really a dark age?</i></p>	<p>South America: The Amazon Geography <i>What is life like in the Amazon?</i></p>	<p>The Vikings History <i>Would the Vikings do anything for money?</i></p>	<p>Journey: Trade Geography <i>Where does all of our stuff come from?</i></p>	<p>Journeys History <i>What makes people go on a journey?</i></p>	<p>Our World in the Future Geography <i>How will our world look in the future?</i></p>
	Art/DT	<p>Structure – Long Boats Research Anglo Saxon longboats – what did they look like, what were they used for? Investigate pulleys – understand how pulleys work. Design own longboat using annotated sketches and cross-sectional diagrams. Include a sail that is controlled by a pulley. Create an Anglo – Saxon Long Boat</p>	<p>Sculpture – Jewellery Artist Study – Sinu People Use clay or card to reproduce in this style. Think about metallic colours to use to paint and discuss why they were a certain way.</p>	<p>Sewing – Broach Research Viking broaches. Design your own Viking broach using Vector drawing (CAD) Rehearse using a pattern piece. Evaluate their product Create own Viking broach using textiles and cross-stitch patterns.</p>	<p>Colour Investigate the opposite colour spectrum of warm and cold colours. Mix colours and create a colour wheel.</p>	<p>Food Evaluate and investigate a range of existing products. Understand and apply the principles of a healthy and varied diet. Become competent in a range of cooking techniques. Understand the source, seasonality and characteristics of a broad range of ingredients. Cook a repertoire of predominantly savoury dishes</p>	<p>Painting/Printing Artist study: Banksy style art – investigate the impact of ‘graffiti’ and create own. What does it represent – review.</p>
	Route B	<p>Mayans History <i>Why should we remember the Maya?</i></p>	<p>Study of the Alpine Region Geography <i>Where should we go on holiday?</i></p>	<p>Ancient Greeks History <i>What did the Greeks do for us?</i></p>	<p>Changes in our Local Environment Geography <i>How is our county changing?</i></p>	<p>The Impact of War History <i>Did WWI or WWII have the biggest impact on our locality?</i></p>	<p>Protecting the Environment Geography <i>Are we damaging our world?</i></p>
	Art/DT	<p>Weaving Research and design how Mayan’s used weavings and textiles. Learn how to weave on a loom. Return to the weaving over time so skills are practised and developed. Apply skills and learning to create a weaving using recyclable materials. (Bike wheels, baskets, colanders) Create own Mayan weaving selecting from a wide range of textiles.</p>	<p>Photography Artist Study - David Hockney Investigate Hockney and his work, create a piece of artwork using photograph in his style of the local area</p>	<p>Foods Evaluate and investigate a range of existing products. Understand and apply the principles of a healthy and varied diet. Understand the source, seasonality and characteristics of a broad range of ingredients. Cook a repertoire of savoury Greek food</p>	<p>Drawing Artist Study – Giacometti - Self-portrait’s children can use charcoal and more detail. Discuss effect.</p>	<p>Printing Create posters to promote rationing and the war effort</p>	<p>Electrical System – Invention Research a range of different lamps, including ones with levers. Investigate how they work. Design your own reading lamp, using a lever and a switch and bulb. Apply their understanding of computing to programme, monitor and control their products. Create your own reading lamp, using a lever and a switch and bulb</p>

