



EYFS

Dinosaurs: This project begins with an exciting discovery on a welly walk... we find some mysterious eggs in a large nest of twigs on the school grounds. After a discussion around what could have laid them and whether we should leave them or look after them, the children usually come up with the idea of taking them back to class and putting them in the incubator (the children refer to their previous learning about egg hatching in new life topic). Following on from this the children write to Sir David Attenborough (the font of all natural history knowledge) to find out if he can help us identify which creature may have laid the eggs. Over the next few days the eggs crack open to reveal tiny baby dinosaurs, which dramatically escape overnight! The children make warning/ danger posters to display around the school. We arrange for the zoo keepers at Marwell to catch the dinosaurs and send them to the Natural History Museum, who request that we make fact files to display next to their enclosures, We watch Andy's Dinosaurs and Story Bots and read non-fiction books to find out information about different types of dinosaurs. The children learn about fossils and how archaeologists carefully dig for bones. We learn about volcanoes and meteorites and how dinosaurs became extinct. We take turns to create our own dinosaur dance stories and make music to accompany these. As a class we draw Prehistoric landscapes inspired by our newly gained knowledge and to the music of 'Hall of the mountain king'. In maths we work on length and measuring, comparing the different sizes of the dinosaurs. We also practice our sharing skills to feed the small world dinosaurs fairly.

Fairies: After the noisy, raucous dinosaur topic, this is a lovely gentle project to do as the Summer approaches and the flowers bloom in the outside area. The children discover a magical trail leading to a tiny door with a miniature letter from our resident fairy called Bumble. Throughout the topic Bumble and the children write letters to each other and she even leaves little gifts for them. Bumble tells us all about her fairy friends and the children draw and write about what sort of fairy they would be and their magical powers. Once again we encourage the children to imagine how they can look after our world with their magic. The children weave wool onto twigs to make wands, mix up magic potions in the mud kitchen and water tray using flower petals, powder paints and colouring. They crush chalk and mix it with water to paint with and write recipes for fairy spells and potions. On our Welly walks we look for fairy homes, the children then make their own fairy dens and gardens with natural objects. The children decorate mini fairy cakes and paint pictures to leave for fairy Bumble. The role play area is a performance space with musical instruments, dancing scarves and ribbons. All the children take turns to make up a fairy story dance in groups and play the music to accompany another group's dance.

Planet Protectors: During this topic we help the children become more aware of how human activity is impacting our world and thinking of ways we can help to protect the earth as 'planet protectors'. We want to develop global citizens; children who are environmentally aware and have respect not only for the planet but also the variety of cultures of the people who inhabit it. We look at three very different parts of the world; Brazil and the Amazon rainforest, Kenya and the Masai Mara Savanna and Alaska and the Arctic circle. We compare these places and the people who live there to Swanmore, thinking about the similarities and differences. To explore the different cultures we look at books and videos, such as the Rio Carnival and traditional African dancing, we have a go at recreating these, including the use of instruments. During this topic we develop our understanding of our school value of Respect, by thinking about how we can respect our planet and all of the people who live on it.

Farms: We begin this topic after May half term with our school trip to Long Down Farm. The children are reminded to use their manners and listen carefully to the information and instructions that the farmer tells us. The children experience a range of activities, from feeling suckling calves with milk, to a bumpy tractor ride. There is a strong emphasis on personal hygiene at the farm and the children use a 'Germinator' (a special light) to find out how well they have been washing their hands. We learn the correct names for adult and baby animals and think about what produce we get from the different farm animals. Linking to this and as part of our global learning we read 'The world came to my place today and honey biscuits'. The children find out where all of the different ingredients come from to make the honey biscuits. We make honey biscuits in school and ask the children to bring in cakes and cookies from home to sell to the rest of the school as part of our enterprise scheme to raise money for charity. The children advertise this event by making posters to put up around the school. They decorate and price up the items ready for them to sell at the cake sale. The role play area becomes a farm shop and the children create farms with small world and construction. If available a John Deer tractor will come to school and the children take turns to climb in the cab. In maths we do addition and subtraction, sharing and problem solving as well as using balancing scales and money in the role play area. In PE we begin to practise for our sports day races and are also mindful of our preschool visitors and the next year's cohort begin their transition sessions.

Water: As the end of the year approaches, and hopefully the weather is warm and sunny, the children enjoy our water topic. In RE we learn about how water is valuable but how it can also be damaging. We think about how we use water and compare this to other cultures around the world, referring back to our 'Around the world topic'. We consider ease of access for different cultures and how it is a precious commodity that we should value. The children consider ways to reduce their use of water. The children listen to the story of Mr Seahorse and make camouflage sea screens to hide their tissue paper sea horses. We find out about different types of sea creatures, including looking at the mysterious fish that live in the deep sea. The children choose a creature to research and write facts about as their final piece of published writing for their new year 1 teacher. We listen to aquarium from carnival of the animals and in pairs the children draw sea inspired pictures. IN maths we work on capacity and the children compare different containers and count how many cupfuls in take to fill them. The role play area becomes a role play cave and we have wet and dry small world scenes. Transition to year 1 is a key feature at this time of year. The children will visit their new rooms and meet their new teachers.

Key Stage 1

	Science	History	Geography	Computing	DT	Music	PSHE	RE	PE	Art
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<p>Year 1</p>	<p>Plants : Children will name and label different parts of a plant. They will be growing their own plants and begin to appreciate the conditions necessary for healthy plant growth.</p>	<p>Victorians : The children will be able to experience first-hand life on a Victorian farm through our visit to Manor Farm. They will also learn about what life was like for Victorian children in school.</p>	<p>Fairies Children continue to explore their local area, visiting Swanmore’s recreational ground, using geographical skills to compare it to other recreational grounds both nationally and globally.</p>	<p>The children will also have a go at producing a programme for the Beebots to move around different tracks accurately.</p>	<p>Playground Equipment: The children will investigate play equipment at the local park considering the best shapes to use for strength and stability. They will make their own play equipment suitable for a small (fairy) toy</p>	<p><u>Round and Round</u> Through this jazz unit the children will be building their rhythmic memory by singing and playing back short word based phrases.</p> <p><u>Your Imagination</u> In this pop unit, the children will begin to work as part of a group by helping to compose a class melody of up to 3 notes.</p>	<p>What rules are; caring for others’ needs; looking after the environment. Using the internet and digital devices; communicating. Online Strengths and interests; jobs in the community.</p>	<p>Christian and Jewish stories and discussing their importance. The concept of ‘Belonging’ to a religion will be introduced. We will think about how Christians and Jews celebrate belonging to a religion.</p>	<p>tennis. They will focus on sending and receiving a ball. Gym: the children will be exploring: wide, narrow and curled shapes both on and off the apparatus. In dance we will continue to the develop expression through creative movements .</p>	<p>The children will be given a chance to look at different genres of Art such as surrealism, cubism, still life and pop art.</p>
<p>Year 2</p>	<p>Through a study of Minibeasts children will explore things which are living/not living. They will also observe and classifying Plants: describing how seeds and bulbs grow into mature plants and finding out what plants need to stay healthy</p>	<p>Victorian Seaside - holidays now and then Grace Darling - a story of Victorian heroism</p>	<p>Victorians Following fieldwork whilst visiting The Spinnaker Tower (Portsmouth), children locate and explore Portsea Island, (Portsmouth), comparing it with a non-European island. (Galapagos Islands).</p>	<p>This term our units will focus on non fiction writing We are time travellers’ Focus on a significant event in history</p>	<p>The children will research sandwich fillings and different breads then learn to make sandwiches using their own combination. Using simple pulleys they will send their sandwiches along the line, just like in the Lighthouse keeper’s Lunch!</p>	<p><u>Friendship Song</u> Through learning this pop song the children will explore the themes of friendship. They will also develop their skills of improvisation using 2 or 3 notes.</p> <p>The Charanga unit for glockenspiels will focus on the children’s technical ability</p>	<p>Belonging to a group; roles and responsibilities; being the same and different in the community. The internet in everyday life; online content and information. What money is; needs and wants; looking after money.</p>	<p>Special Places’ Thinking about places where we feel safe and secure. Where is your special place?</p>	<p>Games - summer athletics Sports day</p>	<p>We will be using our knowledge of snails to improve our clay work skills to produce a snail sculpture We will also study the French artist Matisse and try our own torn snail masterpieces</p>

and improve technique.

Key Stage 2

	Science	History	Geography	Computing	DT	Music	PSHE	RE	PE	Art	French
Year 3	<p>We will identify and describe the functions of different parts of flowering plants,</p> <p>explore the requirements of plants for life and growth, and investigate how water is transported within plants. We also explore the role that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Light and shadows, We explore reflection and shadows, encouraging the children to plan their own investigations to find patterns in the way that the size of</p>	<p>We will be continuing our study of ships through time, looking at the development of the first ships through to the passenger liners of today, ordering major developments on a time line. Exploration in Tudor times will also be studied. To consolidate our learning about the Tudors we will be visiting the Mary Rose and the Education Centre in the museum for a day of exciting science and history based activities .</p>	<p>Egypt Ch. continue their river studies, revisiting Africa, but locating Egypt and the River Nile. They trace the Nile from its source to the sea, noticing the land use, features, and settlements in order to create a fact file.</p> <p>Captain Phillimore's Woods (Fieldwork) Children consolidate fieldwork skills, using the four points of the compass from KS1 before moving on to practising 2 and 4 figure grid referencing, using OS maps and symbols.</p>	<p>We are Presenters' - creating a video in small groups. We will also be developing our word processing and internet research skills to support our learning.</p>	<p>Having planted and grown their own salad vegetables, the children will decide which tastes and textures combine well before washing and preparing a healthy salad plates to eat and enjoy.</p>	<p><u>The Dragon Song</u> Through singing this pop song the children will consider that lyrics have meaning and will project the meaning of the song into their singing using expression and dynamics.</p> <p><u>Bringing us Together</u> Through this disco song the children will learn to play differentiated parts on a tuned instrument from memory or using notation.</p>	<p>The value of rules and laws; rights, freedoms and responsibilities. How the internet is used; assessing information online. Different jobs and skills; job stereotypes; setting personal goals.</p>	<p>Making the right choices in our daily lives will be the first 'Big Idea' we shall consider this term. Followed by being part of the church and the wider Community.</p>	<p>This term, in Games sessions, Year 3 will be learning how to throw, catch and strike a ball in field games . They will also participate in a range of athletic activities, trying to improve personal bests throughout the term.</p>	<p>The art topic this term looks closely at the human form and we will be developing skills in sketching using a pencil, particularly shading techniques. We will also look at blending colours to create eye, hair and skin colours. We will end by painting portraits in a Tudor style.</p>	<p>We will be learning verbs in the first and second person, numbers, please and thank you and vocabulary for pencil case items.</p>

	shadows change.										
Year 4	<p>Digestion What is the digestive system? How does it work? How does it help us to stay healthy?</p> <p>We also continue to explore the habitat of the school pond for our longitudinal study.</p>	<p>A field study of our locality Using aerial photographs and maps of the local area to identify features. To explore land use and change over time. To consider what Swanmore and the local area may be like in the future.</p>	<p>Swanmore Past & Present Children locate southern counties in the UK, leading onto locating and naming cities and towns within Hampshire. Land use, natural resources and economic activities within the county are explored, supported by a customer survey within their local area. Using OS maps, children look at land use in Swanmore and how it has changed over time.</p>	<p>We are musicians We will learn how to use a programme to create music. We are programmers We will use Scratch to programme and develop games.</p>	<p>Following from their electricity unit in Science (Autumn term), the children will be applying their knowledge to make a simple electrical product using simple circuits which includes programming and control.</p>	<p><u>Mamma Mia</u> Through this well-known pop song the children will learn to accurately maintain a differentiated part on a tuned instrument from memory or using notation. They will use their sense of internal pulse to keep in time.</p> <p><u>Lean on Me</u> Through this gospel song the children will experience singing the backing vocals and appreciate how this contributes to the balance of the sound.</p> <p>They will learn about the long history of gospel music and it's links with R & B.</p>	<p>What makes a community; shared responsibilities. How data is shared and used. Making decisions about money; using and keeping money safe.</p>	<p>Jesus, his teaching and messages We will be identifying and describing some of the main teachings and messages given by Jesus. Good and Evil We will be discussing and exploring the concepts of good</p>	<p>Outdoor games will focus on practising our athletic skills in order to improve on our personal bests and in preparation for sports day. (Fingers crossed for sunshine!) Indoor gym sessions will focus on creating a dance routine linked to WWII</p>	<p>Supporting our work on Swanmore Past and present, we will be exploring the art of patchwork and designing a patchwork panel.</p>	<p>We will be learning positive and negative statements C'est and ce n'est pas, how to ask what something is, more colours and parts of the body.</p>
Year 5	<p>We will be thinking about Life cycles,</p>		<p>Changing Coastlines Children explore Ordnance Survey maps using the</p>	<p>We will analyse blogs and then design</p>	<p>Following on from the residential trip to Swanage,</p>	<p><u>Dancing in the Street</u> During the learning of this</p>	<p>Protecting the environment; compassion towards others.</p>	<p>In the first half of term we will learn about 'Christian and</p>	<p>We will be spinning and turning in gym and outside in</p>	<p>In Art we will be looking at 'landscapes'. We will sketch</p>	<p>We will be learning French verbs, pet and family</p>

	<p>describing the differences between a mammal, an amphibian, an insect and a bird. This will compliment work completed throughout the year during our longitudinal study.</p> <p>We move on to describe the life process of reproduction in some plants and animals.</p>		<p>eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of Swanage and the surrounding areas. They learn how they are shaped, interconnected and change over time.</p> <p>Holiday Hotspots Ch. continue their research in order to design a new seaside resort, choosing types of settlement, possible land uses and economic activities created by tourism. Children will use their chosen audience to inform scale.</p>	<p>our own. We will also be creating a persuasive advert to link with our Business and Enterprise work.</p>	<p>the children will be designing and making prototype light up search and rescue devices using fabric and textiles</p>	<p>Mow town number the children will create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p><u>Blackbird</u> The children will ideas to the performance of this song and the story it tells. They will understand the relevance of the lyrics and place this song within the context of the Black Power movement of the 1960's and their fight for civil rights.</p>	<p>How information online is targeted; different media types, their role and impact. Identifying job interests and aspirations; what influences career choices; workplace stereotypes.</p>	<p>Muslim Communities'. We will also be studying the term 'Symbol' and it's importance in religion.</p>	<p>games we will play summer team games and improve our athletic skills.</p>	<p>landscapes so that they have the correct perspective.</p>	<p>vocabulary, third person statements, positive and negative statements j'ai/je n'ai pas and how to express likes.</p>
Year 6	<p>Controlling electrical circuits. Through building and investigating circuits children will learn to associate the brightness of a lamp or the</p>	<p>In history, the children will learn about Shackleton's famous attempt to cross Antarctica from 1914-1916. Using Shackleton's Journey, by William Grill, as a</p>	<p>The Unknown In Geography, the children will be learning about the polar regions of the Arctic and Antarctic. After initially being introduced to Antarctica through the story of Shackleton's</p>	<p>Preparing their section for the Year 6 year book. Information and articles for the production programme.</p>	<p>With seasonality and global impact in mind , the children will be planning recipes and learning the skills involved in making a healthy pizza</p>	<p><u>Music and Me</u> Through this jazz unit the children will deepen their understanding of musical improvisation. They will know that Blues is a style of music originating in</p>	<p>Valuing diversity; challenging discrimination and stereo types. Evaluating media sources; sharing things online. Influences and attitudes to</p>	<p>Rites of passage including the Christian tradition of confirmation.</p>	<p>Athletics: including running, jumping and throwing events. Cricket and rounders: throwing, catching, bowling and batting skills leading to</p>	<p>Volcano models made from Mod Rock. Volcano pictures inspired by the art work of Margaret Godfrey.</p>	<p>We will be learning the vocabulary of habitats, revising animals and parts of the body, colours and prepositions. We will write a story based on Ours Brun.</p>

	<p>volume of a buzzer with the number and voltage of cells used in the circuit. They will compare and give reasons for variations in how components function and use recognised symbols when representing a simple circuit in a diagram.</p> <p>Living things Exploring how they are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p>	<p>basis, they will be immersed in the story, spending a day following in Shackleton's footsteps.</p>	<p>Journey, they will explore the location of both the Arctic and Antarctic using Google Earth. Following this, they will consider the climate in both regions as well as their biomes, drawing comparisons between each area. The children will then explore the animals that live in these extreme regions and consider the adaptations that enable them to survive.</p> <p>Extreme Earth Children revisit how plate tectonics affect our world. They revisit how volcanoes and earthquakes occur, using maps to locate the parts of the world affected. They explore the impact these natural phenomena have on the world and communities, applying their knowledge to explore the risks and benefits of building a hotel in a volcanic region or earthquake zone.</p>		<p>including the topping and the base</p>	<p>the deep south of America and is considered an ancestor of Jazz.</p>	<p>money; money and financial risks.</p>		<p>competitive matches.</p>		
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