



EYFS

Castles: This term always begins with a Panto, which we use as the basis for sentences writing and a drawing/ painting of our favourite character. We learn about the parts of a castle and all of the ways that the inhabitants were able to defend themselves from an attack. We discuss how life in a castle was different to how we live now. We look at coats of arms and think about which images would show the things that are special about us. The children find out which House Group they are in and we celebrate this with a jousting competition in our House Groups wearing their coats of arms. In maths the children make castle shape pictures with 2D paper shapes but also use construction to build castles with 3D shapes. After reading Cinderella the children make their own carriage and send them to the castle. We compare the distances that carriages travel. We also compare and measure shoe sizes to help problem solve to find Cinderella's missing shoe.

Space: During our Space project we learn about planet Earth and we begin to think about our place in the solar system through this space topic. We explore the different planets and their position relative to the sun. We learn about how the Earth orbits the sun to give us night and day and the seasons. Our planetarium visit enriches our understanding of space through the night sky. Looking at videos from the International Space Station the children learn about how astronauts cope with life with little gravity. The second half of our project focuses more around fiction relating to aliens. The children discover that an Alien spaceship has crash landed at school, leaving behind a trail of alien slime and a strange creature. The children are challenged to design a rocket or space ship to send it back to space. They follow instructions to draw aliens and, inspired by Holst's Planet Suite, draw space images on black sugar paper.

Infant Theme Week

Superheros: This is a really creative topic and we encourage the children to use their imagination to think about what superhero powers they would have if they were a superhero. We kick start the project with a superhero day where the children dress up as a well-known superhero or a superhero of their own creation. They listen to superhero theme tunes, do a parade, practise our poses and use our superpowers to enjoy a superhero obstacle course.. If Earth Day falls within this project we reflect again on how to look after our world by once again being 'Planet protectors'. There is a strong focus on learning about being healthy, we discuss what is important for healthy lifestyles, considering not just food, water and sleep but also friendship, love and not too much screen-time! The children learn what constitutes healthy food and the importance of eating a balanced diet. In maths we learn about doubling, by doubling up a plate of food so it is fit for a superhero. The children use their literacy skills to write about their superpowers, make comic books and write speech bubbles. They use watercolours to create a sun-set sky scrape wash and add themselves in a superhero pose flying through the city. They have the opportunity to design capes, make masks and power bands along with dens for superheroes and traps for baddies.

New Life: As we head into Spring time our topic is all about new life. On welly walks we look for the changes that take place in Spring. The children examine and carefully draw spring flowers. We plant seeds to grow flowers and vegetables. In class we find out about life cycles, watching frog spawn hatch, how caterpillars change into butterflies and hatch chicks and ducklings from eggs in our incubator. The children make posters to display around school to share the good news when the chicks hatch. We make mother's day cards and celebrate with songs in our mother's day Church service. We learn about the school value of 'Charity' raising money on our school 'Charity Day'. The children learn about how Christians celebrate Easter. They listen to the bible story and create an Easter garden.

Key Stage 1

	Science	History	Geography	Computing	DT	Music	PSHE	RE	PE	Art
Year 1	<p>We will be looking at different animals and grouping them and look at facts such as whether they are herbivores, carnivores or omnivores. We will also explore the five senses - Sight, Taste, Touch, Hearing and Smell. The children will study the importance of the senses in their everyday lives.</p>	<p>We are learning about lives of both present and past famous people who had to adapt to life without one of their senses</p>	<p>Longitudinal Study/Fieldwork Seasonal welly walk continued, identifying seasonal and daily weather patterns.</p> <p>Africa A comparison of a small area of the UK (Swanmore) and comparative region within Africa, exploring similarities and differences within both human and physical geography. This includes collaboration with our global neighbour in Ghana (school).</p>	<p>Exploring online graphing tools/software to assist them in their understanding that information they collect can be used to create graphs</p>	<p>The children will experiment with cooking video cameras and use them to record a short film. Through these fun sessions basic food hygiene will be taught. They will also be researching the tastes, colours and texture of different fruit then creating and evaluating our own fruit desserts.</p>	<p><u>Rhythm in the way we walk & Banana Rap</u> We will be learning to sing a song in the reggae style, starting to work together as part of an ensemble or band. We will remember how important it is to start and end together and try to follow the conductor or leader.</p> <p><u>In the Groove</u> Through various genres of music, including jazz, funk and folksong, we will learn to be in the groove. We will show a feeling for the pulse and the style of the music through dance and music. We will create rhythms from words keeping to a steady beat.</p>	<p>Roles of different people; families; feeling cared for. Recognising privacy; staying safe; seeking permission. How behaviour affects others; being polite and respectful.</p>	<p>This term the children will be thinking about places that are special to themselves and others. We will visit the Church and think about how and why it is 'special' to Christians. During this term we will also be having a Key stage one themed week. The focus will be Chinese New Year.</p>	<p>Ball Skills Demonstrate increased control in travelling with and ball. Use a range of ball sizes, Develop hand/eye co-ordination circle. Describe to others what they are doing during activities. Develop coordination to use a tennis racket and small tennis ball accurately Participate in team games Discuss method of scoring and share tips with others on how they could improve.</p> <p>Gymnastics Develop balance Link and repeat basic actions. Develop coordination with body parts and apply balances and movements to basic routine. Watch performances and describe their actions using technical language</p>	<p>This term your child will be at natural objects and practising their observational drawing skills.</p>

<p>Year 2</p>	<p>We will be investigating the animals of the Antarctic, describing and comparing them, looking at their habitats and habits. The children will work scientifically to explore ice and it's properties. We will be investigating insulation - keeping warm things cold! These investigations will link to our History, Geography and Art units of work.</p>	<p>In History we will be finding out about and comparing explorers - Scott of the Antarctic and Neil Armstrong. We will research and explore evidence about their expeditions.</p>	<p>Pole to Pole A study of Antarctica, discovering the landscapes and geography within the South Pole. Consolidation of naming and locating world continents and oceans is included within this unit.</p>		<p>Mechanisms – wheels and axles After learning about Lunar buggies the children will explore different wheels and axles, before designing and building their all-terrain vehicles which can carry a teddy & travel across a range of surfaces.</p>	<p>Vivaldi four Seasons Classical We will be Investigating the relationship between the steady beat and simple rhythm patterns through listening and movement . We will understand that this is a piece of classical music designed to create a picture in the mind of the listener that depicts winter.</p> <p>To link with our Neil Armstrong project we will be exploring how sounds are made (timbre) and how to recognise and respond to different layers of sounds in music. (texture)</p>	<p>Making friends; feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p>We will be learning about 'Remembering' through the Jewish festival of Passover. As Easter approaches we will be focussing on the theme of 'Welcoming' as Jesus rode in on Palm Sunday.</p>	<p>Dance Copies and explores basic movements and body patterns: Pathways and contrasting levels, using all the space Zigzag patterns. Counts groups of 8 beats, exploring spiky frozen shapes at contrasting levels. Contrasting heights, different shaped pathways. Remembers simple movements and dance steps: Growing movements with arms and hands. Travelling and jumping sequences. Links movements to sounds and music. Exploring controlled movements and shapes.</p>	<p>We will be weaving and exploring textiles through colour and texture. This will lead to exploration of natural sculptures and the work of Andrew Goldsworthy.</p>
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Key Stage 2

	Science	History	Geography	Computing	DT	Music	PSHE	RE	PE	Art	French
Year 3	<p>Through scientific enquiry we study the structure and function of human and animal skeletons. We will also investigate how muscles work.</p> <p>During a study of rocks and soils we will compare the appearance and physical properties of rocks.</p>	<p>consider how soils are formed. An exciting topic later in the term is all about the Ancient Egyptians! We don't want to give too much away so wait to find out more!</p>	<p>From Source to Sea.</p> <p>Through first-hand experience (visit to Hartford Stream, Beaulieu), the journey of a river is explored, using technical vocabulary to describe features.</p> <p>Children explore the processes within the water cycle and research the ways man uses and manages rivers (Meon Springs).</p>	<p>Our new skills will be learning how to create an opinion poll using online software, as well as creating charts and analysing data. We will also be learning basic programming using "Scratch"</p>	<p>Having studied different types of puppets from around the world, the children will design and make their own puppet, taking their 2D shape into a 3D product. These puppets will then be used in story telling as part of their Myths & Legends theme.</p>	<p>In our Music lessons we will be learning a class instrument through the Hampshire 'Listen to Me' scheme. We look forward to sharing our new skills with you in our end of term concert</p>	<p>What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour. Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p>Our topic this term encourages us to consider how water is used in Christian rituals. We will also be thinking about the Easter story, with a focus on temptation.</p>	<p>Dance</p> <p>Copies and explores basic movements with some control. Show different levels and speeds during a sequence. Can vary the size of their body shapes. Add change of direction to a sequence. Show flow and smooth movements.</p> <p>Tennis</p> <p>Develop technique for using a tennis racket and small tennis ball. Accurately hit and receive the ball, working with a partner. Use method of scoring accurately and assess others</p> <p>Self-assess own tennis skills.</p>	<p>As part of our project on Legends we will be planning , designing and making 3D puppets using a range of different skills. We will also be exploring printing techniques during our work on the Egyptians.</p>	<p>We will learn some French numbers, revise colours and learn how to say our name and ask someone's name. We will learn some verbs and the adverbs quickly and slowly.</p>

<p>Year 4</p>	<p>Materials. We explore that some materials change state when heated or cooled, and the processes of condensation and evaporation. We move on to use our knowledge of solids, liquids and gases to explore Separating mixtures, including filtering, sieving and evaporating. We also consider which changes of state are reversible.</p>	<p>Stone Age — Iron Age We will be exploring life in Britain during the period from the Stone Age to the Iron Age. To bring this Project to life, we are looking forward to a hands-on visit to Butser Ancient Farm.</p>	<p>Nature's Power Children learn about the power of nature, investigating how mountains are formed, moving onto learning about how volcanoes, earthquakes and tsunamis occur. They will begin to explore the positive and negative impact of nature's power upon places and their communities.</p>	<p>We will be developing our computing skills using 'Movie Maker' to advertise our production. In the second half term, we will explore digital music.</p>	<p>Nutrition Having studied nutritional challenges in WW2, the children will then consider the modern day and the role of local/home grown produce. Using this brief they will learn simple food preparation skills (such as peeling and chopping) and create a recipe to make their own vegetable patties.</p>	<p>Stop! We will be developing our rapping skills and showing how we can move confidently to the pulse. We will create musical rhythms and melodies as answers as part of a group and as a soloist. We will present a musical performance designed to capture an audience. We will try hard to communicate the meaning of the words with clear articulation.</p>	<p>Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting differences and similarities; discussing difference sensitively.</p>	<p>Devotion Though this concept, we will be learning about the Hindu festival 'Holi'. Darkness to Light This concept explores the Paschal Candle and its symbolism in the Christian Church.</p>	<p>Hockey Hold a hockey stick with the correct grip and demonstrate a push pass correctly. Strike a hockey/air flow ball accurately. Work effectively as part of a team during a small, competitive game of hockey by using basic principles of attacking and defending. Dance Copies and explores more complex movements with clear control. Varies levels and speed in a sequence. Can vary the size of their body shapes. Add more than one change of direction to a sequence.</p>	<p>We will be busy designing scenery, costumes, tickets and programmes for 'Shakespeare Rocks'</p>	<p>We will be learning more numbers, days of the week and plural nouns.</p>
<p>Year 5</p>	<p>Forces that oppose motion we explore the effects of different forces including air</p>	<p>Invaders are the subject of our work in history. In the first 1/2 term , we will explore</p>	<p><i>Both Geography units occur in the Summer Term due to links with</i></p>	<p>After learning about the history of animation children will be using the</p>	<p>Cam Toys. The Children will learn about cam mechanisms in toys. They will</p>	<p><u>Make you feel my love</u> Songwriters We will be developing our understanding</p>	<p>Managing friendships and peer influence. Physical contact and feeling safe.</p>	<p>In the first half of term we will learn about 'Ritual' thinking about the Eucharist for</p>	<p>Dance - Haka Begin to exaggerate dance movements and motifs</p>	<p>Our learning in Art will be linked to the Anglo-Saxons' intricate jewellery and</p>	<p>We will learn the verb to be, the adjectives big and small, positive and negative</p>

	<p>and water resistance, gravity and friction. Through practical enquiry we learn the importance of repeated measurements and how error can affect our results.</p> <p>Sound We identify how sounds are made and travel. Also patterns between the volume of a sound and the strength of the vibrations that produced it. Finally we explore how sounds get fainter as the distance from the sound source increases.</p>	<p>the lives of the Anglo-Saxons. This will include a visit to Winchester Cathedral.</p> <p>Later in the term we will discover more about the Vikings. We consider if they were raiders, traders or explorers.</p>	<p><i>Swanage residential.</i></p>	<p>app <i>Stop-motion</i> to plan and create a film of their own.</p> <p>We will also be using Scratch 2 as part of control technology learning.</p>	<p>develop their design after exploring working cam toys to understand how cam mechanisms are used to produce movement. They will build on their making skills by developing techniques in cutting, shaping and joining materials when producing their own products.</p>	<p>of the relationship between melody and words. We will learn how to interpret a song musically using phrasing and expression.</p> <p><u>The Fresh Prince of Bel Air</u> Through the study of hip-hop, we will improve our ability to feel the pulse confidently and innately.</p> <p>We will play musical rhythms and melodies as part of a group and as a soloist.</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>Christians and Wudu for Muslims.</p> <p>In the lead-up to Easter we will focus on the theme of 'Sacrifice'.</p>	<p>(using expression when moving). Demonstrate a variety of movements including unison, canon and repetition, linking patterns to create a haka-inspired narrative dance sequence.</p> <p>Tennis Begin to read the ball and react by turning to forehand and backhand sides and watching bounces. Make contact with the ball with a controlled racket face, showing some control of speed and direction. Contact and control the ball in an underarm service action. Develop a cooperative rally. Practice playing points and scoring, experiencing competition.</p>	<p>the illuminated letters of the Lindisfarne gospels. They design, and draw their own illuminated letter.</p>	<p>statements, je suis and je ne suis pas. We will learn to ask the question 'Where is ...?' and be able to say where something is.</p>
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<p>Year 6</p>	<p>Earth, Sun and Moon Children will describe the movement of the Earth, moon and other planets, relative to the Sun in the solar system. They will 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>Evolution and inheritance Exploring how living things have changed over time. Recognising variation in the offspring of living things and Identifying different ways that adaptation may lead to evolution.</p>		<p>Marvellous Mountains and Maya Beginning with a residential trip to the Brecon Beacons in Wales, children learn where the mountain ranges are in the world, considering the similarities and differences between the mountains of Central America and the Brecon Beacons.</p>	<p>Control technology - FLOWOL. We Are Explorers: Trail in Google Earth annotated with text, photos, audio, or hyperlinks.</p>	<p>The children will work in pairs to make a design and build a fairground ride mostly constructed in wood and using pulleys and/or gears. These will be controlled using the computer. The children will then take their rides to The Winchester Science Museum</p>	<p><u>You've got a Friend</u> Through the study of songwriters, we will sing with greater confidence, often in two parts. We will sing increasingly difficult melodies and words whilst maintaining good diction.</p> <p><u>Music and Me</u> In this unit, we will be working to produce our own compositions shaped by the different dimensions. We will record it in any way that recognises the connection between sound and symbols.</p>	<p>Attraction to others; romantic relationships; civil partnership and marriage. Recognising and managing pressure; consent in different Situations. Expressing opinions and respecting other points of view, including discussing topical issues.</p>	<p>Children will explore reasons why Christians read the Gospel by asking in various scenarios: 'What would Jesus do?' They</p> <p>We will be learning about Islam including the Five Pillars, Ramadan and Eid-ul-Fitr.</p>	<p>Swimming Know the order of rescue – shout, reach, throw, go! Know, be of aware of and begin to use a range of safety devices and techniques to support others.</p> <p>Dance In PE, the children will exaggerate dance movements and motifs (using expression when moving). Demonstrate a strong imagination when creating own dance sequences and motifs.</p> <p>Gymnastics In gymnastics , they will experiment with a variety of rolls and movements using vaults</p> <p>Hockey In Hockey the children will use the correct technique to strike and stop the ball in a small-sided game.</p>	<p>Moon pictures inspired by poetry using chalk on black paper. Clay work.</p> <p>Developing printing skills to make prints of the planets</p>	<p>We will be learning parts of the body, revising colours and numbers, writing a physical description based on the book 'Va t'en Grand Monstre Vert!'</p> <p>We will make a mini book Moi et toi to describe ourselves in a mini-book of information.</p>
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