

**THREE YEAR ROLLING PROGRAMME: WIDER CURRICULUM OVERVIEW**

	<b>EYFS Nursery/Reception</b>	<b>Owen Class Years 1,2,3</b>	<b>Talbot Class Years 4,5,6</b>
<b>YEAR A - AUTUMN TERM 2019</b>	<p><b>Theme: All about me!</b></p> <p><b>History:</b> What was I like as a baby? Who is in my family tree/ What were my grandparents like when they were little?</p> <p><b>Geography:</b> Where have all the flowers gone? Why does the weather change? What is harvest?</p> <p><b>Art:</b> What do I look like? I can create a self-portrait by colour mixing and painting.</p> <p><b>D&amp;T:</b> I can make puppets to retell stories.</p> <p><b>Science:</b> How does my body work? Where does my food go? What animals come out at night?</p>	<p><b>Theme: The Magical Monarchy</b></p> <p><b>History: The Royal Family</b> - I can talk about changes within living memory and events beyond living memory that are significant nationally. I will study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 through a significant turning point in British history or the changing power of monarchs using case studies.</p> <p><b>Geography: The United Kingdom</b> - I can identify the capital cities of the UK and its countries, kings and queens. I can name geographical regions and their identifying human and physical characteristics and land-use patterns. I understand how some of these aspects have changed over time.</p> <p><b>Science: Harvest</b> - I can identify and name the plants and trees that grow around my school and describe their basic structures (link to harvest? Visit to Fordhall, Holly-farm or visit to Attingham walled garden) I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can explore the requirements of plants for life and growth and how they vary from plant to plant. I can explore the part that flowers play in the life cycle of flowering plants.</p> <p><b>Art: Royal portraits</b> - I can use drawing, painting and sculpture to develop and share my ideas to create portraits and sculptures of The Queen. I am able to colour match accurately and mix a full range of secondary, tertiary colours, tints and tones to create royal portraits. I use my own sketch book to record my observations and use them to review and revisit ideas. I can sketch from first hand observations. I understand how to use light pencil marks, then a wash and then adding layers and detail. I am able to experiment with and explore brush strokes.</p> <p><b>D&amp;T: Fit for a Queen!</b> I can design purposeful, functional, appealing products for the Queen, based on design criteria. I can select from and use a range of tools and equipment to perform practical tasks. I can explore and evaluate a range of existing products. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (The Royals)</p>	<p><b>Theme: Ancient civilisations</b></p> <p><b>History: Ancient Egypt</b> - I know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. I can use evidence to build up a picture of how they lived, <b>what were their beliefs, behaviour and characteristics. I recognise primary and secondary sources, linking sources and working out how conclusions were arrived at.</b></p> <p><b>Geography: The River Nile</b> I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I describe and understand key aspects of physical geography, including rivers, mountains, and the water cycle. <b>I can identify and talk about the different types of settlement and land use around the world I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> <p><b>Science: Liquids</b> - I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled. I use this knowledge to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <b>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</b></p> <p><b>Art: Egyptian gods and goddesses.</b> I use my own sketch book to record my observations and use them to review and revisit ideas I can mix secondary / tertiary colours and tone experiment with and explore brush strokes. I am able to I can sketch from first hand observation. I understand how to use light pencil marks, then a wash and then adding layers and detail. <b>I am able to colour match accurately. Be able to mix a full range of secondary, tertiary colours, tints and tones Be able to use a range of brush strokes to achieve different effects. I use imagination to apply skills by designing and drawing their own imaginary creature</b></p> <p><b>D&amp;T: Fit for a king!</b> I can generate, develop, model and communicate my ideas for products through discussion, annotated sketches, cross-sectional and exploded diagrams, I can use cams to change a rotation into a push/pull movement</p>