

OLA Summer Term Topic Curriculum Outline

Year 1 – Summer Term – Beside the Seaside

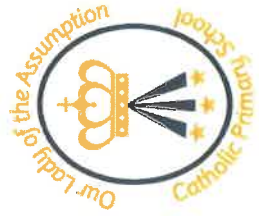
Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Changes within living memory – from 1920s/now – comparison 	<ul style="list-style-type: none"> • Chronology - I can recount changes in the lives of others – now/then • Historical enquiry - I can use sources of evidence – books, websites and photographs. - I can ask and answer questions about the past – 5 ws
Geography	<ul style="list-style-type: none"> • Name and locate the four countries and its surrounding seas. • Understand geographical similarities and differences, through studying the human and physical geography of a small area of the United Kingdom – Weston –Super –Mare. • Use basic geographical vocabulary to refer to key physical features and key human features. • Use maps atlases and globes to identify the UK, its countries and seas . • Describe the location and features on a map of Western-Super-Mare and aerial photographs, map of UK finding Coventry and Western-Super-Mare • Use aerial photographs to recognise basic human and physical features. 	<ul style="list-style-type: none"> • Investigate places - I can name the features in a location - I know some features are natural and some are man-made - I can say what a place is like (busy, noisy) - I can say where somewhere is (near, far away) - I can compare and contrast this place with where I live • Geographical skills and fieldwork - I use sources of information to help me find out about a location e.g. Google Earth - I use aerial images and photographs to find out about locations - I use books, stories and other information to find out about places
Art and Design	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> • Collage - I understand what collage is



	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern and texture. <p>Making seaside mages using a variety of collage and different textures e.g. sand mixed with glue etc.</p>	<ul style="list-style-type: none"> I explore and experiment with lots of collage materials I use: paste, glue and other adhesives I mix paper and other materials with different textures and appearances Evaluating I describe what I think about my own and others' work
<p>Design and Technology</p>	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including textiles <p>Puppets – Punch and Judy show – make puppets – performance for Reception Sock puppets, googly eyes, pipe cleaners, felt shapes</p>	<ul style="list-style-type: none"> Designing I know what a design is and its purpose I use pictures and words to describe what I want to do Textiles I know how textiles can be used to make products I can describe textiles by the way they feel I can join fabrics using glue I have made a product from textiles Evaluating I know what a product is I can say what a product is for I can describe a product (who it is for, what it is made from, how it is made, how it works

<p>Launch ideas</p>	<p>Ideas for visits/visitors</p>	<p>Celebration ideas</p>
<p>Pack a bag for a day trip to the seaside Have you been to seaside? Why do we go to the seaside?</p>	<p>Visit Weteren-Super-Mare – early on in topic RNLI – visit school – How do we keep safe at the seaside – Stormy Sam website</p>	<p>Beach party – sand pits, paddling pool, ice cream School Fete</p>

<p>Possible enquiry</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p>
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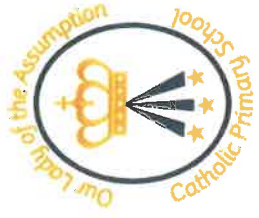
<p>Where is the seaside? Can you locate the seas and coasts on a map? What is at the seaside? What is man-made and what is physical? Where is Western-Super-Mare? What is it like? – maps and aerial photos, trip What is the same and what is different to Coventry? What were seaside towns like in the past? What is the same and what is different?</p>		<p>Now, yesterday, last week, a long time ago Past, present, old, new, history, source photograph Country, region, man-made, natural, landscape, location, plan, map, aerial view, birdseye view, tourist attractions, transport, place, city, town, viallage, coastal, inland, coastline, seaside, geography, surroundings, seas, lands, seasons, weather, land use, beach, cliff, coast</p>
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Year 2 – Summer term – Flying high

Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally and globally (Firts aeroplane flight) • The lives of significant individuals in the past who have contributed to national/international achievements (Wright brothers and Frank Whittle) • Significant historical people in their own locality (Frank Whittle) 	<ul style="list-style-type: none"> • Chronology - I understand the passing of time - I can recount events and changes in the lives of others - I use historical words and phrases to describe the passing of time, including dates and decades. <ul style="list-style-type: none"> • Historical enquiry - I understand how to use evidence to find out about the past - I have used more than one type of source to find out about an event or a person from the past - I ask questions about the past - I start to answer questions about the past using evidence to help me - I can use stories/books and other information to find out about significant people from the past.
Geography	<ul style="list-style-type: none"> • Name, locate and the seven continents and five oceans. • Identify daily weather patterns in the UK and hot and cold areas of the world in relation to the equator and the North and South poles • Use world maps, atlases and globes to identify countries, continents and oceans 	<ul style="list-style-type: none"> • Investigate places - I can name and locate the continents and five oceans - I can identify where the equator is and the North and South Poles • Geographical skills and fieldwork - I have used a globe to find the Equator and the North and South Poles. -
Art and Design	Pupils should be taught about: <ul style="list-style-type: none"> • The work of different artists, craft makers and designers, 	<ul style="list-style-type: none"> • Sculpture - I make shapes from rolled up paper, straws, paper and

	<p>describing the differences and similarities between different practices and disciplines and making links to their own work</p> <ul style="list-style-type: none"> To use drawing and sculpture to develop and share their ideas, experiences and imagination. <p>Statues – Frank Whittle – Arches</p> <p>What aeroplanes look like through the ages</p> <p>Aeroplane designers? Wright brothers and Sir Frank Whittle</p>	<p>card</p> <ul style="list-style-type: none"> I cut materials I roll materials Evaluating I comment on differences in others' work and I suggest ways of improving my own work Exploring and developing ideas I explore ideas from my imagination or from real starting points (past aeroplane designs?) I compare and contrast work by different artists/designers
<p>Design and Technology</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Explore and use mechanisms (wheels and axles) in their products Generate, develop, model and communicate their ideas through talking, drawing, templates and mock ups Design purposeful, functional, appealing products for themselves and other users based on design criteria Select from and use a wide range of materials and components, including construction materials. Explore and evaluate a range of existing products <p>Mechanisms (wheels and axles)</p> <p>How vehicles with wheels move – link to aeroplanes – compare designs</p>	<ul style="list-style-type: none"> Knowledge of designers I know what a designer does I know the names and products of some British designers I can say what I like and dislike about the product and the designer Mechanics I have made a product that moves using a turning mechanism (e.g. wheels winding) I have explored how moving objects work I have looked at wheels and axels. I describe the properties of the materials I have used. Evaluating I can talk about my own and others' work I can explain why I chose certain materials I describe how my product works



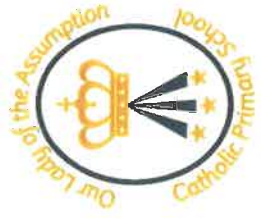
	<p>Joint Art + DT project – design and make own aeroplane that moves using wheels and axles, choosing own materials and researching past designs. What might an aeroplane of the future look like?</p>	
<p>Launch ideas Airport experience in the hall Topsy and Tim go on an aeroplane</p>	<p>Ideas for visits/visitors Air Museum - Ryton Transport museum</p>	<p>Celebration ideas Airport experiences – seeing take/off landing – get train and monorail Assembly – female pilot/male steward</p>
<p>Possible enquiry Where in the world can you fly to? What is the weather like in some of these places (Hot/cold and why) When was the first flight? Who made it? How have planes changed/developed over time? (Trip) Why is Sir Frank Whittle famous/important? (locally and internationally) Who were famous female pilots? (Amelia Earhart/Betty Coleman) (Look for female pilots to visit)</p>	<p>Child-led enquiry</p>	<p>Vocabulary A very long time ago, when my parents/carers/family members were young, before, after, during, modern, old, new, next, then, history, evidence, source, decade, chronological, event, sequence, account, recount, museum, famous, people, change Continent, country, equator, oceans, North Pole, South Pole</p>

Design	<p>Drawing and colour use, colour mixing, shading?</p> <p>Andy Warhol – famous artist – imitate his style using fruits and vegetables?</p>	<ul style="list-style-type: none"> - I use pencil, charcoal and dry pastels in my drawings - I sketch lightly (so I do not need to use a rubber) - I experiment using different grades of pencil to show different tones - I use hatching and cross to show tone and texture in my drawing • Evaluation - I comment on similarities and differences between my own and others' work - I adapt and improve my own work
Design and Technology	<p>Make pasta and sauce from veg they have grown</p>	<ul style="list-style-type: none"> • Cooking and Nutrition - I can select different ingredients for my product - I understand what is healthy and unhealthy - I can explain why I have chosen specific ingredients - I know where different crops can be found around the world - I know different cultures have different diets - I know about local produce - I understand seasonality and this effects food

<p>Launch ideas</p> <p>Food tasting in the hall – traditional dishes from around the world</p>	<p>Ideas for visits/visitors</p> <p>Malt Kiln Farm Grow veg and make own soup/salad Coventry market Sue (school cook) where do they get our school dinners from?</p>	<p>Celebration ideas</p> <p>Food festival range of cultures – involve parents/Sue in the kitchen Food bank collection – ticket price to come to festival</p>
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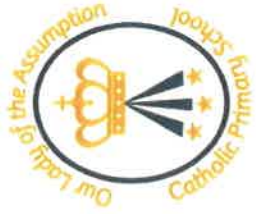
Possible enquiry	Child-led enquiry	Vocabulary
<p>Where does our food come from? Part A – British grown – Where in Britain are these foods grown? compare the counties, apples somerset, vines – kent . Where does our food come from part B – Food from around the world – look at maps What food cultures do we find in our local area? What is typical Spanish food? Which region does it come from? What is the climate and physical geography like in Spain? How is it different to Britain? What are the traditional foods from x? Link to celebration and cultures within the class</p>		<p>Amenities Arable farming Conservation Fertile/infertile Income Industry Isolated Less developed Mediterranean climate Natural resources Poverty Prosperous</p>



Year 4 – Summer Term – Splash – a study of water



Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Chronology Historical enquiry and interpretation
Geography	<ul style="list-style-type: none"> Name and locate geographical regions in the United Kingdom, identifying human and physical characteristics, key topography features, coasts and rivers and understand how some of these aspects have changed over time. Describe and understand key aspects of rivers and the water cycle. Describe and understand key aspects of human geography including distribution of natural resources including water. Use fieldwork to observe human and physical features in the local area (Coombe Abbey/Park) using a range of methods, including sketch maps. 	<ul style="list-style-type: none"> Investigating places <ul style="list-style-type: none"> I can name and locate rivers in Europe I can investigate human and physical features of a region in the UK. I can use the terms physical and human accurately to describe features giving reasons for their location. Investigating patterns <ul style="list-style-type: none"> I can start to give geographical reasons for the weather in different countries I can use technical language for the weather I can identify the parts of a river and identify how land use is different along a river's course (source, meander, mouth) and areas around flood plains I can identify the parts of a coastline, river, mouth, cliffs I can explain the process of erosion and deposition I know how erosions, deposition and flooding can affect people Geographical skills and fieldwork <ul style="list-style-type: none"> I draw maps and plans of localities I have studied that include keys, grid references and four figure grid references
Art and Design	<ul style="list-style-type: none"> To create and use sketch books to record their observations and use them to review and revisit ideas (Coombe Abbey/Park – Capability Brown) 	<ul style="list-style-type: none"> Exploring and developing ideas Evaluating <ul style="list-style-type: none"> -I make comments on the ideas and methods and



	<ul style="list-style-type: none"> - To improve their mastery of art and design techniques, including drawing and painting with a range of materials (collage) - About great designers in History 	<p>approaches used in my own work.</p> <ul style="list-style-type: none"> • Drawing - I can select the most suitable materials for my design - I make a number of sketches to help me with ideas • Painting - I can create colours by mixing to represent images I have observed in the natural and man made world • Collage - My collage combines both visual and tactile qualities - My collage is based on observational drawings
Design and Technology	Use the basic principles of a healthy and varied diet (How do we make water more appealing to drink? water cocktails)	<ul style="list-style-type: none"> • Evaluating - Research and evaluate existing products - I understand that products are designed for a purpose - Identify what is working well and what can be improved (this is during the make as well as at the end • Cooking and nutrition - I can select different ingredients for my product - I work in a safe and hygienic way - I understand what is healthy and unhealthy - I understand why we need a healthy diet

Launch ideas	Ideas for visits/visitors	Celebration ideas
Visit to Coombe Abbey/Park Waterway sorting activity	Severn Trent Water Aid	Water cocktail event – with vote for best flavoured water cocktail

Possible enquiry	Child-led enquiry	Vocabulary
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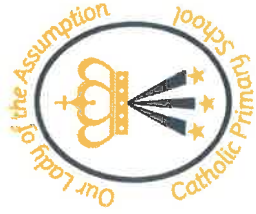


<p>Where does water come from? (water cycle) What is water used for? What type of waterways are there? What effect does water have on the landscape? What is the difference between a human and physical waterway? E.g. canals, dams, rivers, lakes, ponds, sea, ocean, stream, brook, tributaries, sources, waterfalls, moat, puddle. (sorting activity) What are the major rivers in Europe? Which countries do they flow through? What are the major waterways in the UK?</p>		Flood plain Natural harbour Reservoir Silt Source Tributary Natural resources Pollution Soil erosion Arctic Antarctic
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Year 5 – Summer Term – Ancient Greece – What did the Ancient Greeks do for us?



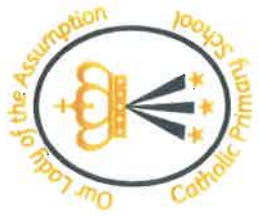
Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • Ancient Greece – A study of Greek life and achievements and their influence on the Western world. 	<ul style="list-style-type: none"> • Chronology <ul style="list-style-type: none"> - I can develop a timeline using an appropriate scale - I can place historical events and time periods accurately on a timeline - I can use previous learning to inform my timeline scale • Historical enquiry and interpretation <ul style="list-style-type: none"> - I know that people in the past represent ideas in a way that persuades others - I can give clear reasons why there may be different accounts of history - I choose reliable sources of evidence to help me answer questions
Geography	<ul style="list-style-type: none"> • Locate the world's countries using maps to focus on Europe concentrating on key physical characteristics, countries and major cities • Understand geographical similarities and differences through the study of physical geography within a European country • Use maps, atlases, and globes and digital/computer to locate countries and describe features studied 	<ul style="list-style-type: none"> • Investigate places <ul style="list-style-type: none"> - I can name and locate the country of Greece within Europe - I can collect other information about locations - weather • Geographical skills <ul style="list-style-type: none"> - I can use index pages of an atlas to find places quickly - I can locate countries using a map/globe/digital computer mapping
Art and Design	<p>Sculpture – soap? – range of materials – sketch books</p> <ul style="list-style-type: none"> • Improve mastery of art and design techniques including sculpture with a range of materials. <p>Greek Architecture www.duckstars.com/</p>	<ul style="list-style-type: none"> • Sculpture <ul style="list-style-type: none"> - I use a variety of tools and techniques for sculpting in mouldable materials. - My work has a life like quality gained by choosing and applying the most appropriate techniques. - My models communicate my observations from the real



		<p>or natural world.</p> <ul style="list-style-type: none"> • Evaluation - I analyse and comment on ideas, methods and approaches used in my own and others' work - I adapt and refine my work and make suggestions to others about their work • Cooking and Nutrition - I can explain why I have chosen specific elements in a dish. - I know where different crops can be found around the world. - I know about local produce - I can suggest ways to improve my food products - I know different cultures have different diets
Design and Technology	<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality and know where and how a variety of ingredients are grown</p> <p>Food – vine leaves, tzaziki, greek salad</p>	

Launch ideas	<p>Debate – where did the concept of voting/debating come from – Greece – debate topic - should they go on holiday during term time? Parent requested to take a child to Greece during term time – should they be allowed – link law on attendance links to Greece.</p>	<p>Ideas for visits/visitors</p> <p>Birmingham museum</p> <p>Portal to the past – ancient greek workshop</p> <p>Zorbas – ancient greek workshop</p>	<p>Celebration ideas</p> <p>Year 5 olympics</p> <p>Greek festival – food, exhibition</p>
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Possible enquiry	<p>Where is Greece? What is it like there?</p> <p>Why do people visit Greece? Weather and History!</p> <p>Where does Ancient Greece fit into our timeline?</p>	<p>Child-led enquiry</p>	<p>Vocabulary</p> <p>Century</p> <p>timeline</p> <p>BC/AD/CE</p> <p>Civilisation</p> <p>legacy</p> <p>political</p>
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<p>What was daily life like in Ancient Greece? What was it like to be a child in Ancient Greece? How have the Ancient Greeks influenced life today, for example:</p> <ul style="list-style-type: none"> - Democracy - Maths - Theatre - Literature - Olympics - Philosophy 		<p>In the ... century</p> <p>Era</p> <p>Date</p> <p>Time period</p> <p>Chronology</p> <p>Chronologically</p> <p>Change</p> <p>Democracy</p> <p>Evidence</p> <p>Source</p> <p>Dig</p> <p>Excavate</p> <p>Archaeology</p> <p>Primary source/secondary source/reliable source</p>
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Subject	National Curriculum Programme of Study	Progression of Skills
History	<ul style="list-style-type: none"> • A non-European society that provides contrast with British History (Mayan Civilisations c. AD 900) • A brief study of Francisco de Orellana and his exploration of the Amazon river (first navigator of the length of the river) 	<ul style="list-style-type: none"> • Chronology - I can use previous learning to inform my timeline scale - I can place historical events and time periods accurately on a timeline • Historical enquiry and interpretation - I use a variety of sources to answer questions about the past - I can use sources of information to form hypotheses about the past - I choose reliable sources of evidence to help me answer questions - I know and understand that it is important to know that some evidence is opinion or misinformation, and that this affects interpretations of History. (Ball courts)
Geography	<ul style="list-style-type: none"> • Locate the worlds countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (contrast with North America Y5) • Identify the position and significance of latitude, longitude, equator, Northern/Southern Hemisphere and topics of cancer and Capricorn • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of South America (Compare Snowdon to Amazon). • Describe and understand key aspects of: Physical Geography, including: climate zones, vegetation belts, rivers and mountains 	<ul style="list-style-type: none"> • Investigate places - I can name and locate the continent of South America (equator, North and South hemisphere, climate zones, tropics of cancer and Capricorn, latitude and longitude) - I can find out how a country uses and distributes its natural resources (food, minerals an water) - I ask 'What this country might be like in the future? And give evidence - I can identify reasons for change in land use in locations around the world • Investigate patterns - I can identify an environmental issue and suggest possible causes and solutions



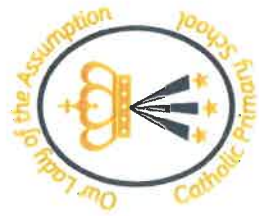
	<ul style="list-style-type: none"> Describe and understand key aspects of: Human geography, including: types of land use, economic activity including trade links (fair-trade) and distribution of natural resources including food and minerals. Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> I can summarise that people are trying to manage an environment <ul style="list-style-type: none"> Geographical skills and fieldwork I know that globes are divided into lines of latitude and longitude I identify land use by using aerial photographs and digital/computer mapping I use aerial photographs to help describe a location in more detail
<p>Art and Design</p>	<p>Pointillism (artwork using dots) artists who have use this technique: George Seurat, Van Gogh, Paul Signac</p> <p>Use cotton buds to create own rainforest images?</p>	<ul style="list-style-type: none"> Painting My paintings include texture gained through paint mix or brush technique and add to the overall effect of the painting My sense of style is developed using my knowledge of art, techniques and colour Evaluation Analyse and comment on ideas, methods and approaches used in my own and others' work. I comment on how ideas are conveyed in my own and others' work
<p>Design and Technology</p>	<p>Combining different fabric shapes Making their own hat/travel bag/tent for exploring the rainforest? Joining materials and researching the properties the materials might have to have e.g. waterproof. Experiment with joining these – Product-User-Purpose in mind</p>	<ul style="list-style-type: none"> Designing I use my knowledge of design, designers and further research to help influence my own design e.g. different styles of hat, they may look good, but are they functional? Textiles I experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job



		<ul style="list-style-type: none"> - I join textiles using art skills of stitching, embroidering and plaiting to make a durable and desirable product • Evaluating - I can research and evaluate existing products giving reasons for the decisions of the designers (materials, design, tools, techniques) - I can use the ideas from current designers to help me with my own - I reflect on my designs and develop them bearing in mind the way they will be used (during the process)
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<p>Launch ideas</p> <ul style="list-style-type: none"> Pass the parcel – facts Word search Treasure hunt/spotlight search Explorers den 	<p>Ideas for visits/visitors</p> <p>CAFOD website – possible info and facts – charity focus of this year</p>	<p>Celebration ideas</p> <ul style="list-style-type: none"> Exhibition DT project?
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<p>Possible enquiry</p> <ul style="list-style-type: none"> What are the seven continents of the world? Where is South America? What are the countries and capital cities of South America? What are the physical and human features of South America (Rivers, rainforest, waterfalls, site of historical importance etc) What is a rainforest? Why is the rainforest important? 	<p>Child-led enquiry</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Equator Northern and southern hemispheres Tropics of cancer and Capricorn Non-renewable resources Import/export Topological maps Vegetation belts Equatorial Rainforest
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<p>What does impact does human geography have on the rainforest? What impact does the human geography have on the physical geography? (link back CAFOD Lenten work) Who was the forest person to navigate the Amazon river? Have any other humans inhabited the rainforest? (Mayan civilisation) What was life like in the Mayan civilisation? How do we know this? Why do the Mayans no longer exist ? (link to hypothesis) Who lives there now?</p>		<p>Economy Settlement Natural resources Environmental region Century NC/AC/CE Civilisation In the...century Chronology Ancient Excavate Archaeology Primary source/Secondary source reliability Interpretation Analyse</p>
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