

Fountains Earth PRIMARY SCHOOL
Long Term Planning – Two Year Rolling Programme Cycle A

Year A	Science	History Ks2 4 year rolling programme	Geography	D.T.	FL
YEAR 1/2 A 2016-2017 Key Stage 1	<p>North Yorkshire Science scheme (see objectives in Appendix Working Scientifically skills from North Yorkshire Scheme of work to be taught in each of the units</p> <ul style="list-style-type: none"> • Plants • Animals including humans • Everyday Materials • Seasonal Changes • Uses of Everyday Materials • Living Things and their habitats 	<ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/4/5/6 taught as one class with subject content across KS2</p>	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>North Yorkshire Science scheme (see objectives in Appendix) Working Scientifically skills to be taught in each of the units</p> <ul style="list-style-type: none"> • Materials • Light • Sound • Earth & Spcae • Living Things and their habitats 	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Cycle A Yr 1 and Yr 3</p> <ul style="list-style-type: none"> ▪ the Roman Empire and its impact on Britain ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066> Elizabeth 1st / Victoria / Elizabeth 2nd ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a local history study 	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, mountains, volcanoes and earthquakes ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including: climate zones, biomes and 	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Design</p> <ul style="list-style-type: none"> ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products, levers and linkages 	<p>North Yorkshire Scheme of Work</p>

YEARS 3/4/5/6 A 2016-2017	•	▪	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		North Yorkshire Scheme of Work
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Year A	Music	Art	P.E.	P.S.H.C.E. Following school policy Yr A 2015-16	Computing	R.E. N.Yorks Syllabus	
Key Stage 1	YEARS 1/2	North Yorkshire Scheme of Work	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Games :Throwing & Catching, Co-op, Ball skills, Hitting/stopping, Skipping/multi-skills Dance : Body actions, Topic Gym : Leaping/landing, Travelling, Movement/ stillness Athletics : Running & Jumping, Throw	Personal Development my ideas and feelings Staying Safe physical safety and risk taking Keeping Healthy hygiene and disease Relationships family and friends Citizenship my role in school Finance and the Future understanding money	-understand what algorithms are -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology - use technology safely and respectfully	1.3 Special Stories 1.6 Holy Places
	YEARS 3/4	Wider Opportunities Music Scheme play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Games : multi-skills, ball skills, Strike/F Dance : Gym : Travel, Balance Athletics x2 : Run/jump/throw Swimming Games : Ball skills, Invasion, Net, OAA : Orienteering	Personal Development boosting self esteem and valuing others Staying Safe physical safety and risk taking Keeping Healthy hygiene and disease Relationships growing up Citizenship local and national Finance and the Future managing money	-design, write and debug programs that accomplish specific goals -use sequence, selection, and repetition in programs -use logical reasoning to explain how some simple algorithms work - use search technologies effectively -select, use and combine a variety of software -use technology safely, respectfully and responsibly	2.1 What makes Jesus an inspiration? Why are there 50 mosques in Yorkshire? 2.6Why are sacred texts important? What do Christians believe about the resurrection? 2.7 What matters most to Christians, Humanists and me? 2.4 Why do people love their sacred places?
Key Stage 2	YEARS 5/6	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	As Y3/4 plus -understand computer networks including the internet				

Long Term Planning – Two Year Rolling Programme Cycle B 2015-2016

Year B	Science	History	Geography	D.T.	FL
Key Stage 1 YEARS 1/2 B 2015-2016	<p>North Yorkshire Science scheme (see objectives in Appendix) Working Scientifically skills to be taught in each of the units</p> <ul style="list-style-type: none"> • Animals including humans • Everyday Materials • Seasonal Changes • Uses of Everyday Materials • Living Things and their habitats 	<ul style="list-style-type: none"> ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality. 	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<p>Design</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Stage 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">YEAR 3/4/5/6 B 2015-2016</p>	<p>North Yorkshire Science scheme (see objectives in Appendix)</p> <p>Working Scientifically skills from Assessment sheet to be taught in each of the units</p> <p>Humans Evolution & Inheritance Rocks Electricity Forces and magnets Plants</p>	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Cycle B Yr 2 & 4</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Year 3/4/5/6 taught as one class with subject content across ks2</p> <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<p>North Yorkshire Scheme of Work</p>

Year B	Music	Art	P.E.	P.S.H.C.E. Following school policy Yr B 2016-2017	Computing	R.E. N.Yorks Syllabus
KS 1	North Yorkshire Scheme of Work	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Games :Throwing & Catching, Co-op, Ball skills, Hitting/stopping, Skipping/multi-skills Dance : Body actions, Topic Gym : Leaping/landing, Travelling, Movement/ stillness Athletics x2 Running/ Jumping/Throw	Personal Development taking responsibility Staying Safe e-safety Keeping Healthy healthy eating and physical activity Relationships understanding and co-operating with others Citizenship my environment Finance and the Future how is money used?	-understand what algorithms are -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology - use technology safely and respectfully	1.4 How do we show we care music? 1.5 Creation & Thanksgiving
		Key Stage 2	Wider Opportunities Music Scheme play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing an understanding of the history of music.	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	Games : Invasion, Net, Strike/F Dance : Gym : Travel, Leap/land/balance Athleticsx2 :Run/jump/throw Swimming Games : Ball skills, Invasion, Net, Multi-skills, Tag rugby, Strike/Field, OAA : Team challenges	Personal Development self confidence and responsible choices Staying Safe e-safety Keeping Healthy healthy eating and physical activity Relationships building positive relationships Citizenship Global Finance and the Future Thinking about future careers
				to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		

