



Palace Fields Primary School
Whole School Curriculum Autumn 2018 - 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Why can't a meerkat live in the North Pole?	Where would you prefer to live England / Africa?	What makes the earth angry?	How did the Victorian people help to shape the Runcorn we know today?	Why should gunpowder, treason and plot never be forgotten?	Were the Anglo - Saxons really smashing and the Vikings viscous and victorious?
SMSC	Developing pupils' SMSC attributes so they become thoughtful, caring and active citizens - both in school and in the wider society.					
	Local Community Responsibilities and rights	National Community Responsibilities and rights	Global Community Responsibilities and rights	Local Community Responsibilities and rights	National Community Responsibilities and rights	Global Community Responsibilities and rights
British Values	<p>Democracy</p> <ul style="list-style-type: none"> Vote - which climate would you prefer to live in? <p>Individual Liberty</p> <ul style="list-style-type: none"> Choose the clothes you would prefer to wear What types of holidays do people tend to choose? Why? 	<p>Individual liberty:</p> <ul style="list-style-type: none"> Choose which country you would prefer to live in and why Different religions 	<p>Individual liberty:</p> <p>How do volcanoes impact on people's lives?</p>	<p>Rule of law</p> <ul style="list-style-type: none"> How has the law changed from the past to now? <p>Democracy</p> <ul style="list-style-type: none"> Did people in the Victorian times have the same rights as now? What has changed? 	<p>Rule of Law</p> <ul style="list-style-type: none"> Look at out the government is run and how laws have changed over the years. <p>Tolerance of different faiths</p> <ul style="list-style-type: none"> Catholic and Protestants <p>Individual Liberty</p> <ul style="list-style-type: none"> Debates 	<p>Rule of Law</p> <ul style="list-style-type: none"> Look at how the government is run and how laws have changed over the years. <p>Individual liberty:</p> <p>Is it right that people can invade and take over your village?</p>
Topic Key Skills	<p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain some of the main things that are in hot and cold places.</p>	<p>I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, and valley.</p> <p>I can say what I like and do not like about the place I live in.</p> <p>I can say what I like and do not like about a different place.</p> <p>I can describe a place outside Europe using geographical words.</p>	<p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p> <p>I can describe how volcanoes have an impact on people's lives.</p>	<p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historical items and artefacts can be used to help build up a picture of life today.</p> <p>I can explain how an event from the past has shaped our life today.</p>	<p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which have changed and things which stayed the same.</p> <p>I can explain how parliament affects decision making in England.</p> <p>I can describe how crime and punishment has changed over a period of time.</p>	<p>I can draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.?</p> <p>I can describe features of historical events and people from past societies and periods that they have studied</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources</p>

Science	Why are humans not like tigers?	Why does it get darker in the winter?	Why would a dinosaur not make a good pet?	Which materials did they use to build St Marys Church?	Are you attractive enough?	How far can you throw your shadow?	How can we cope without electricity?	How different will you be when you are as old as your grandparent?	Can you feel the force?	Could Spiderman really exist?	What would a journey through your body be like?
Science Key Skills	<p>I can name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. I can classify and name animals by what they eat. I can sort animals into categories</p>	<p>I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each.</p>	<p>I can identify things that are living, dead and things that have never lived. I can describe how a specific habitats provides for the basic needs of things living there. I can identify and name plants and animals in a range of habitats. I can match things to their habitat. I can describe how an animal finds their food. I can name some different sources of food for animals. I can explain a simple food chain</p>	<p>I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p>	<p>I can use different ideas and suggest how to find something out. I can make and record a prediction before testing. I can plan a fair test and explain why it is a fair test. I can explain why I need to collect information to answer a question. I can observe that magnetic forces can be transmitted without direct contact. I can talk about how some magnets attract or repel each other. I can classify which materials are attracted to magnets</p>	<p>I can recognise that they need light in order to see things. I can recognise that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by a solid object. I can find patterns in the way that the size of shadows change</p>	<p>I can identify and name appliances that require electricity to function. I can construct a series circuit. I can identify and name the components in a series circuit. I can draw a circuit diagram. I can predict and test whether a lamp will light within a circuit. I can describe the function of a switch on a circuit. I can describe the difference between a conductor and insulators; giving examples of each.</p>	<p>I can create a timeline to indicate stages of growth in humans.</p>	<p>I can explain what gravity is and its impact on our lives. I can identify and explain the effects of air resistance. I can identify and explain the effects water resistance. I can identify and explain the effects of friction. I can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>I can describe and compare the life cycles of a range of animals, including humans, amphibians, insects and birds. I can talk with knowledge about birth, reproduction and death of familiar animals or plants. I can take measurements using a range of scientific equipment with increasing accuracy and precision. I can record more complex data and results using scientific diagrams, classification keys, labels, scattergraphs, tables, bar and line graphs</p>	<p>I can plan and carry out an investigation by controlling variables fairly and accurately. I can make a prediction with reasons. I can use test results to make further predictions and set up further comparative tests. I can identify and explain the function of the organs of the human circulatory system. I can name the major organs in the human body. I can locate the major human organs. I can make a diagram that outlines the main parts of a body</p>

Trips / Outdoor learning	Chill Factor (snow play)		Chester Zoo Residential - Delamere		Catalyst Museum		Norton Priory (Victorian Christmas)		Court/ town hall/ police station (Altru drama company)		Tatton Park	
Key Texts	Meerkat Mail Can't you sleep little bear? Lost and Found Snow Queen Bog Baby The winter king and the summer queen		Leopards Drum Bringing the rain to Kapiti plain Lila and the secret of the rain Dinosaur drip Harry's Dinosaurs		Journey to the centre of the Earth		Street child The Railway Children Oliver Twist Queen Victoria's Bathing Machine		The Black Madonna The Pied Piper Gunpowder Guy Avoid being in the great fire of London		How to Train your Dragon The saga of Eric the Viking Beowulf The Lantern Bearers	
D & T	Design a hat for a Meerkat for any weather (textiles)		Why might our dinosaur bite you? (mechanisms)		Can you design your own volcano and work out how to make it erupt. (Use of materials)		How can we catch a thief? (mechanisms)		Who will win the Great Year 5 Bake off? (nutrition)		Can you design and make a Viking longboat (Construction)	
D & T Key Skills	I can use my own ideas to make something. I can describe how something works. I can make a simple plan before making		I can think of an idea and plan what to do next. I can choose materials and tools and explain why I have chosen them. I can explain what went well with my work. I can measure materials to use in a mechanism.		I can describe my design using an accurately labelled sketch and words I can use equipment and tools accurately I can select the most appropriate materials I can use a range of techniques to shape and mould I can use finishing techniques		I can use ideas from other people when I am designing. I can plan and explain it. I can evaluate and suggest improvements from my designs. I can evaluate products for both purpose and appearance. I can measure accurately.		I can come up with a range of ideas after collecting information from different sources. I can produce a detailed step-by-step plan. I show that I can be both hygienic and safe in the kitchen.		I can use a range of information to inform my design I can use tools and materials precisely I can change the way I am working, if needed I can test and evaluate my final product I can discuss how to improve my product	
R.E	Does God want Christians to look after the world?	What gift would I have given Jesus if he had been born in my town and not in Bethlehem?	Is it possible to be kind to everyone all the time?	Why did God give Jesus to the world?	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu Child	Has Christmas lost its true meaning?	How special is the relationship Jews have with God?	What is the most significant part of the Nativity Story for Christians today?	How far would a Sikh go for his/her religion?	Is the Christmas story true?	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
Art	Piet Mondrian		Martin Bulinya (African artist)		Andy Warhol (volcano art)		LS Lowry		Skyline artist		Norse Art	

Art Skills	I can ask questions about a piece of art I can name the primary and secondary colours I can describe what I can see and give an opinion about the work of an Artist I can create moods in artwork.		I can use charcoal, pencil and pastel to create art. I can suggest how artists use colour patterns and shape. I can create a piece of Art in response to the work of another artist. I can create a printed piece of art by pressing, rolling, rubbing and stamping.		I can predict with accuracy the colours that I mix I know where each of the primary and secondary colours sits on the colour wheel? I can create a background using a wash? I can use a range of brushes to create different effects?		I can experiments with styles by other artists I can explain some of the features of art from historical periods. I can use line, tone, shape and colour to represent figure and forms in movement.		I can use line, tone, shape and colour to represent figure and forms in movement. I can research the work of an artist and use their work to replicate a style. I can explain the style of my work and how it has been influenced by a famous artist. I can use feedback to make amendments and improvements to my art.		I can produce detailed sketches I can adapt and refine my work reflecting its meaning and purpose I can use a wide range of techniques in my work	
P.E	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Premier Sports	Dance	Dance	Dance	Dance	Swimming	Swimming	Premier Sports
Computing	My online life	Modern tales	My online life	On line buddies	My online life	On line detectives	My online life	Fake or real	My online life	You tuber	My online life	On line safety dilemmas
Music	Building Bricks		Sounds interesting	Let's get ready for Christmas	Rhythm and Layers	Let's get ready for Christmas	Feel the beat	Let's get ready for Christmas	Music and Fire	Let's get ready for Christmas	With one Achord	Let's get ready for Christmas
MfL												
PHCSE	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)	New Beginnings: Our happy school (BV: Rule of law & Respect and tolerance)	Getting on & Falling out: Out and about (BV: Respect and Individual Liberty)
Homework Quest	Make a model of the North Pole		Make a model connected with Africa		Create a landscape for the centre of the Earth		Present information to the rest of the class on Runcorn today and its features		Create a piece of art work based on the Houses of Parliament		Research the influence that the Romans still have on Britain today.	

