



Palace Fields Primary School
Whole School Curriculum Spring 2018 - 2019

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	What are the differences between Runcorn and the rainforests?	What was it like when the Queen came to the throne in 1953?	Who first lived in Britain?	Why were the Romans so powerful and what did we learn from them?	How can we rediscover the wonder of Ancient Egypt?	Who were the Mayans and what have we learnt from them?
SMSC	Developing pupils' SMSC attributes so they become thoughtful, caring and active citizens - both in school and in the wider society.					
SMSC	Interest in others' ways of doing things	Respect for your own culture	Respect for your own culture	Respect for the culture of others	Respect for the culture of others	Cultural traditions
British Values	<u>Tolerance</u> <ul style="list-style-type: none"> • Cutting down the rainforest <u>Respect</u> <ul style="list-style-type: none"> • Respecting animal habitats • Property 	<u>Democracy</u> <ul style="list-style-type: none"> • Coronation • Voting for favourite football team • Reflecting and ordering of significance of the jobs the queen does. 	<u>Individual liberty:</u> <ul style="list-style-type: none"> • Choose which country you would prefer to live in and why • Different religions 	<u>Rule of law</u> <ul style="list-style-type: none"> • Romans laws <u>Individual liberty</u> <ul style="list-style-type: none"> • Slavery • Human rights 	<u>Democracy</u> <ul style="list-style-type: none"> • People's rights • Hierarchy <u>Individual liberty</u> <ul style="list-style-type: none"> • Slavery 	<u>Rule of law</u> <ul style="list-style-type: none"> • Mayan laws
Topic Key Skills	<p>I can explain where I live and tell someone my address.</p> <p>I can name the four countries and locate them on a map.</p> <p>I can keep a weather chart and answer questions about the weather.</p> <p>I can explain some of the main things that are in hot and cold places.</p> <p>I can name some towns and cities in the UK.</p> <p>I can explain the clothes that I would wear in hot and cold places.</p> <p>I can explain the weather changes throughout the year and explain the changes.</p>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <p>I can answer questions using books and internet.</p> <p>I can give examples of things that were different when my grandparents were children.</p>	<p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can research a specific event from the past.</p> <p>I can use my 'information finding' skills in writing to help me write about historical information.</p>	<p>I can plot events using a timeline</p> <p>I can use 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 in the past.</p> <p>I can explain how an event from the past has shaped our life today.</p> <p>I can research two versions of an event and explain how they differ.</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 changed and things which stayed the same.</p>	<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can summarise what Britain may have learnt from other countries and civilisation through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods I have studied.</p> <p>I can identify and explain my understanding of propaganda.</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p>

Science	Which birds and plants will little red riding hood find in our park?	How do the season impact on what we do?	How will 5 a day help me to be healthy?	How could you be the next Usain Bolt/ Jade Jones?	What do rocks tell us about the way the Earth was formed?	Which wild animals and plants thrive in your locality?	How would we survive without water?	Could you be the next CSI investigator?	How can you light up your life?
Science Key Skills	I can name a variety of common, wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the root, trunk, branches of a tree.	I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each.	I can describe why exercise, a balanced diet and good hygiene are important for humans	I can describe why exercise, a balanced diet and good hygiene are important for humans	I can compare and group together different rocks on the basis of their appearance and simple physical properties? I can describe and explain how different rocks can be useful to us? I can describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed? I can describe in simple terms how fossils are formed when things that have lived are trapped within rock? I can recognise that soils are made from rocks and organic matter	I can group living things in different ways. I can use classification keys to group, identify and name living things. I can create classification keys to group, identify and name living things (for others to use). I can describe how changes to an environment could endanger living things.	I can group materials based on their state of matter. I can describe how some materials can change state. I can explore how materials change state. I can measure the temperature at which materials change state. I can describe the water cycle I can describe the part played by evaporation and condensation in the water cycle.	I can compare and group materials. I can describe how a material dissolves to form a solution, explaining the process of dissolving. I can describe and show how to recover a substance from a solution. I can describe how some materials can be separated. I can demonstrate how materials can be separated through filtering, sieving and evaporating. I know I can demonstrate that some changes are reversible and some are not. I can explain how some changes result in the formation of a new material and this is usually irreversible. I can discuss reversible and irreversible changes I can give evidenced reasons why materials should be used for specific purposes.	I can explain how light travels I can explain how the human eye sees objects I can explain how different colours of light can be created I can use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) I can explain changes linked to light

Trips	Botanical garden/ rainforest experience.		Castle visit		Macclesfield Forest		Chester Roman Trip Kingswood Residential		Liverpool World Museum		Cadbury's World	
Key Texts	The rainforest grew all around Monkey Puzzle Day monkey night monkey The mixed up chameleon Leaf man		The Queen's knickers Handa's Surprise The Queen's hat Princess Smartie pants The Queen (NF)		Stone Age Boy Little Nose One Small Blue Bead First Painter		The Window - Jennie Baker (Linked to science) Avoid being a Roman Solider Romans on the Rampage		The time travelling cat and the Egyptian Goddess The Egyptian Cinderella The Red Pyramid Flat Stanley: The Egyptian Grave Robbery Tomb raiders Antony and Cleopatra There's a pharaoh in our bath		The Mayan Civilisation Mayan Civilisation Moments in History The Hero Twins	
D & T	What could be in our fruit salad? (nutrition)		How can we put on a finger puppet show for the queen? (textiles)		Can you design and make a shelter for the Early Britons (Stiff and flexible sheet material)		Can you create a Roman banquet? (Nutrition)		How will we make a shaduf? (mechanisms)		Can you design and make pyramids in the style of the Mayan (Mouldable materials)	
D & T Key Skills	I can use my own ideas to make something. I can cut food safely. I can explain to someone else how I want to make my product. I can choose appropriate resources and tools.		I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways. I can explain what went well with my work. I can explain why I have chosen specific textiles.		I can put together a step by step plan which shows the order and also what equipment and tools I need I can use equipment and tools accurately I can join materials I can work accurately to make cuts and holes		I can produce a plan and explain it. I can evaluate and suggest improvements for my design. I can measure accurately. I know how to be both hygienic and safe when using food.		I can follow and refine my plans. I can justify my plans in a convincing way. I show that I can test and evaluate my products. I can evaluate my product against a clear criteria.		I can use a range of inform to inform my design I can consider culture and society in my design I can change the way I work if I need to I can explain how I can improve my product	
R.E	Was is always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Does praying at regular intervals every day help a Muslim in his/her everyday life?	How important is it to Christians that Jesus came back to life after his crucifixion?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about Good Friday	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible for Christians?	How can Brahman be everywhere and in everything?	Did God intend Jesus to be crucified and if so was Jesus aware of this?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?
Art	Henri Matisse		Picasso		Cave Paintings		Mosaics & Clay pots		Hieroglyphic Art		Mayan Art	

Art Skills	I can create a repeated pattern and print. Ask questions about a piece of art 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 use three different grades of pencil when drawing. I can mix paint to create secondary colours. I can create tints paints by adding white. I can create tones with paint by adding black.		I can use different grades of pencil shades, to show different tones and textures I can use a range of brushes to create different effects I can make notes in my sketch books about techniques used by artists I can suggest improvements to my work by keeping notes in my sketch book		I can sculpt clay and other mouldable materials. I can integrate my digital images into my art. I can explain some of the features of art from historical periods		I can use images which I have created, scanned and found altering them when necessary to create art. I can create an accurate print design following criteria.		I can explain why I have combined different tools to create my drawings. I can use a wide range of techniques in my work I can overprint using different colours	
	P.E	Premier Sports	Premier Sports	Dance	Dance	Dance	Swimming	Swimming	Premier Sports	Premier Sports	Premier Sports	Dance
Computing	What is a computer?	Mini Beasts	Code a story	Storyland	Dancing Robots	Rainforest	Hour of code	Dinosaurs	Girls v Boys: STEM challenges	Making AR games	VR worlds	Board Game Designs
Music	What's the Score?	Sounds and Patterns	Duple and triple	Carnival of the animals	Weather	Texture and Timber	All about the Rhythm Taiko Tastic	The Planets	Ancient Egypt		Super Salsa and Syncopation!	G.R.O.T.S
MfL												
PHCSE	Going for goals: Looking forward (BV: Liberty)	Relationships: My friends and family (BV: tolerance)	Going for goals: Looking forward (BV - Liberty)	Relationships: My friends and family (BV: tolerance)	Going for goals: Looking forward (BV - Liberty)	Relationships: My friends and family (BV: tolerance)	Going for goals: Looking forward (BV - Liberty)	Relationships: My friends and family (BV: tolerance)	Going for goals: Looking forward (BV - Liberty)	Relationships: My friends and family (BV: tolerance)	Going for goals: Looking forward (BV - Liberty)	Relationships: My friends and family (BV: tolerance)
Homework Quest	Children to create a presentation of what they have learnt		Children to create a presentation on our monarchy		Children to make a presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating.		Children to complete a research file about the Romans.		Research the Pharaohs or an individual pharaohs and how they were regarded. Present your findings to the class.		Create a television documentary to explain to everyone about the life of the Mayans, focusing on traditions, culture, sport and their knowledge.	

