



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment

Super Sonic Sense afternoon!
Touch, taste, smell hear

Science*(Biology)

Human Body Parts:

- *Explore the human body, label and learn body parts and their main functions (face, neck, arms including elbow, legs including knee, feet and ankle, head and chest).*

History*

Look at the ways we have grown over time.

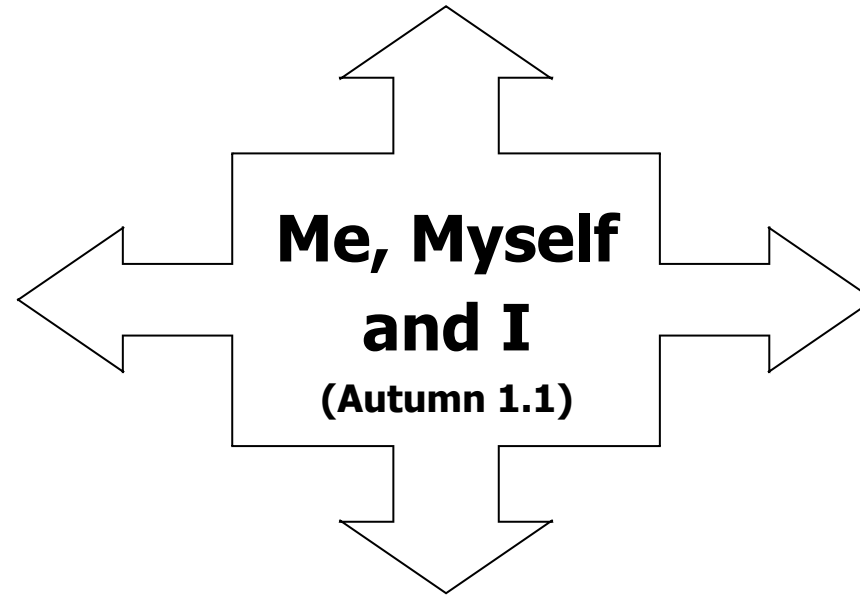
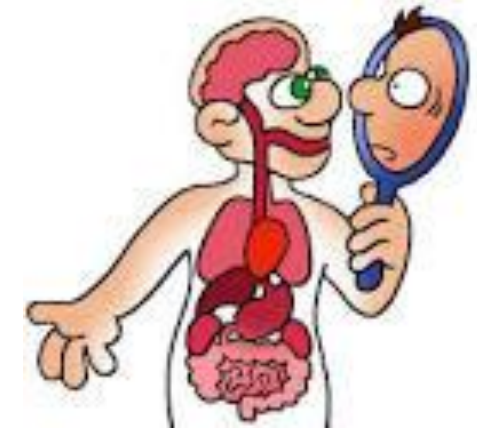
Sequence events and recount changes within living memory. Eg; birth, birthdays, starting school etc...

- *develop an awareness of the past*
- *using common words and phrases relating to the passing of time*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*

Science* (Biology)

Identify and explore the senses and their uses:

- *Children will be able to identify which part of the body is associated with each sense.*



Art

Children to sketch a self portrait and take portraits. Look in depth at self-portraits from a range of artists including Hughie Lee Smith and Barbara Walker.

- *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (Digital Photography)*
- *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*

Cross Curricular Links:

Literacy:

Writing Poetry
Using Labels

Numeracy:

Sequencing ordering size/shape

British Values:

Understanding that people are different – disabilities

Mental Health and Well-being:



WOW Moment

Dress up as your favourite superhero!

D+T*

Create simple designs for a product (Superhero Badge)

- explore and evaluate a range of existing products
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- 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 [for example, cutting, shaping, joining and finishing]
- evaluate their ideas and products against design criteria

Science*

Physical Properties:

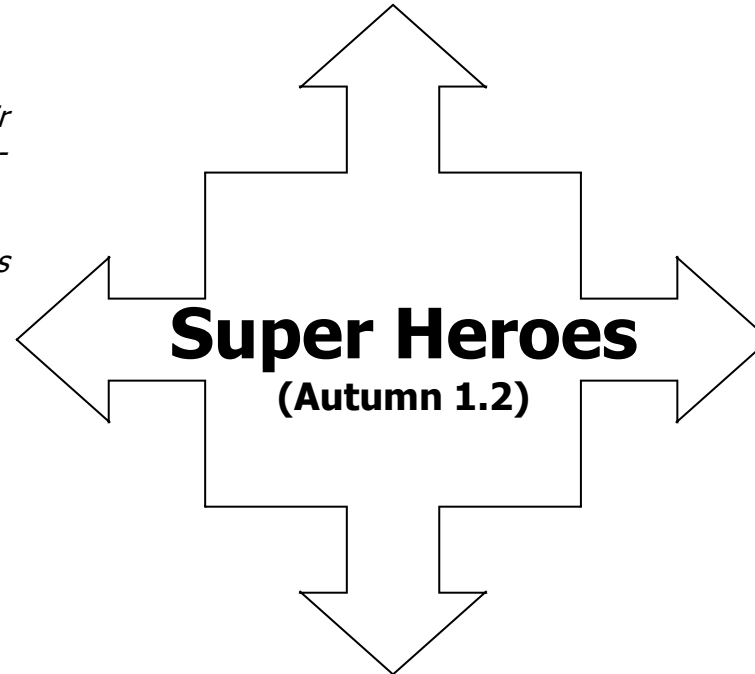
Children will compare and group together a variety of everyday materials on the basis of their simple properties.

- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Science*

Everyday Materials:

- Children will distinguish between an object and what it is made from.
- They will identify and name everyday materials.
- compare and group together a variety of everyday materials on the basis of their simple properties.
- They will describe the simple physical properties of a variety of everyday materials.



Science*

Children will plan and carry out an investigation to test different materials and discover which materials are waterproof.

- Ask simple questions and recognise they can be answered in different ways.
- observing closely, using simple equipment
- performing simple tests

Cross Curricular Links:

Literacy:

Numeracy:

Estimating and Measuring
Sorting and classifying

British Values:

Cultural: Discuss how different countries use different materials for constructions/ clothing to meet the needs of their culture and environment.

Moral: Discuss the impact of plastic on the world.

Mental Health and Well-being:



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NEED TO CHECK THIS

WOW Moment

Nature walk looking for the signs of Autumn and Winter.

Geography*

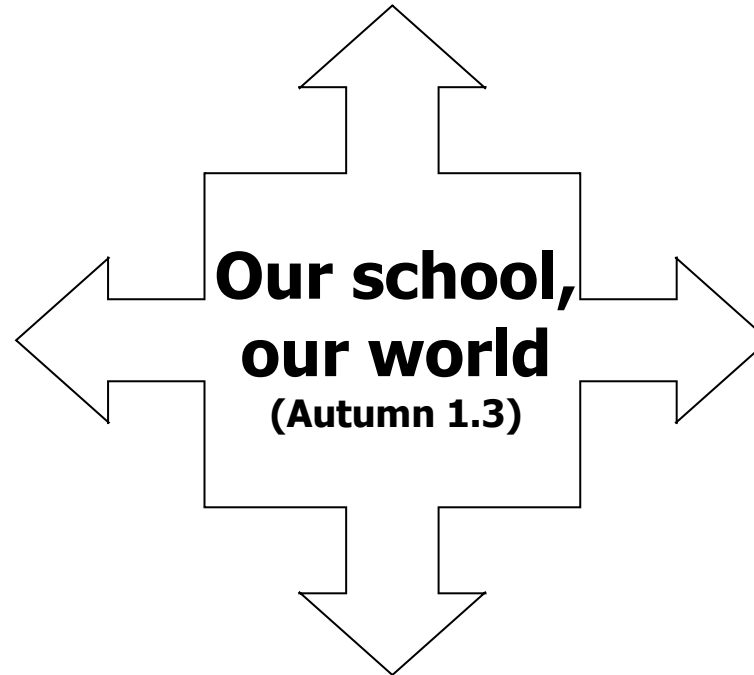
Children will identify and describe seasonal weather changes in the UK and around the world linked to the following.

- *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*

Geography*

Look around at the local area, explore what natural changes can occur due to the seasons changing?

- *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.*
- *understand geographical similarities and differences through studying the human and physical geography of the local area.*



Science*

- *observe changes across the four seasons*
- *Observe and describe weather associated with the seasons and how the day length varies.*

Cross Curricular Links:

Literacy:

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment

Visit from a Fire Fighter

Visit from an architect

Visit from a safety officer

History*

Draw, talk or write about aspects of the past— Explore the Great Fire of London and the impact it has on us today.

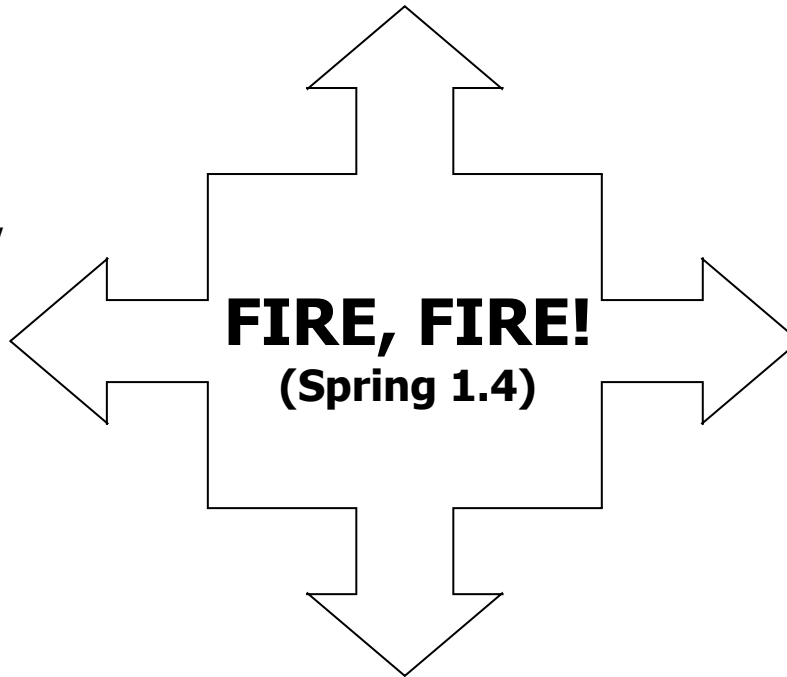
- *events beyond living memory that are significant nationally or globally*
- *Use common words and phrases relating to the passing of time.*



History*

Place events and objects about the great fire of London in chronological order and identify similarities and differences between ways of life in different periods.

- *ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*
- *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*



PSHE

Learn about fire safety

Art*

- *Use drawing and painting to develop and share ideas, experiences and imagination.*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

Cross Curricular Links:

Literacy:

Fire Poetry

Numeracy:

Order heights of different animals

British Values:

Mental Health and Well-being:



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WOW Moment Toy workshop

History*

Explore toys from the past and compare them to the present, within memory up to grandparents

- *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*
- *ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*

D&T*

Explore a variety of toys, examining their materials, make up, mechanisms and detail. Explore what makes them attractive, what makes them move etc...

- *explore and evaluate a range of existing products*
- *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*

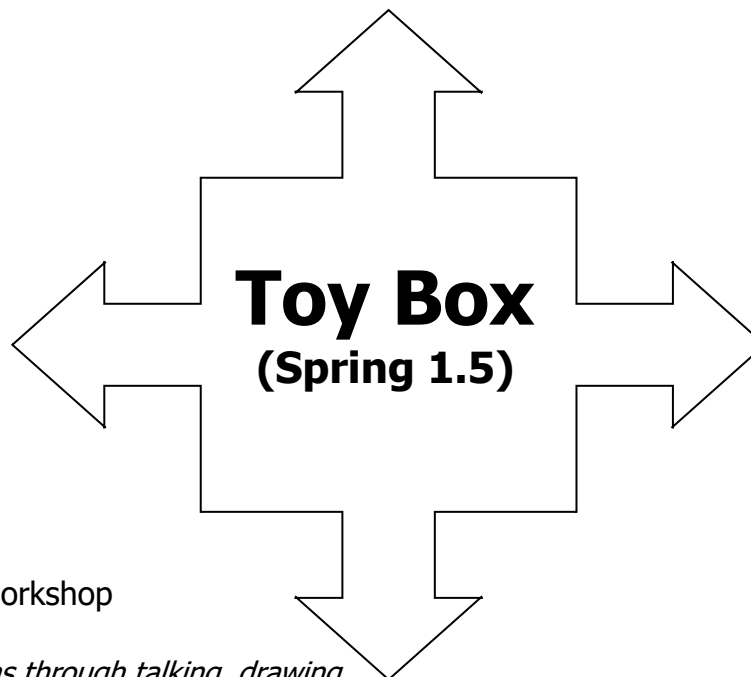
D&T*

Design, make and evaluate in-depth a toy for the Toy Workshop using wheels and axels.

- *generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology*
- *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 [for example, cutting, shaping, joining and finishing]*
- *evaluate their ideas and products against design criteria*



gg63324875 GoGraph.com



Cross Curricular Links:

Literacy:

Non-Fiction information toy page

Numeracy:

Toy shop—identifying coins, adding coins to make totals.

British Values:

Mental Health and Well-being:



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WOW Moment

Visit to the zoo or animal day at school!

Science*

Look at the animal kingdom. Learn about a range of common animals including amphibians, reptiles, birds and mammals.

- *identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals*
- *identify and name a variety of common animals that are carnivores, herbivores and omnivores*

Art*

Explore the similarities and differences of a range of artists that use fine art to abstract art:

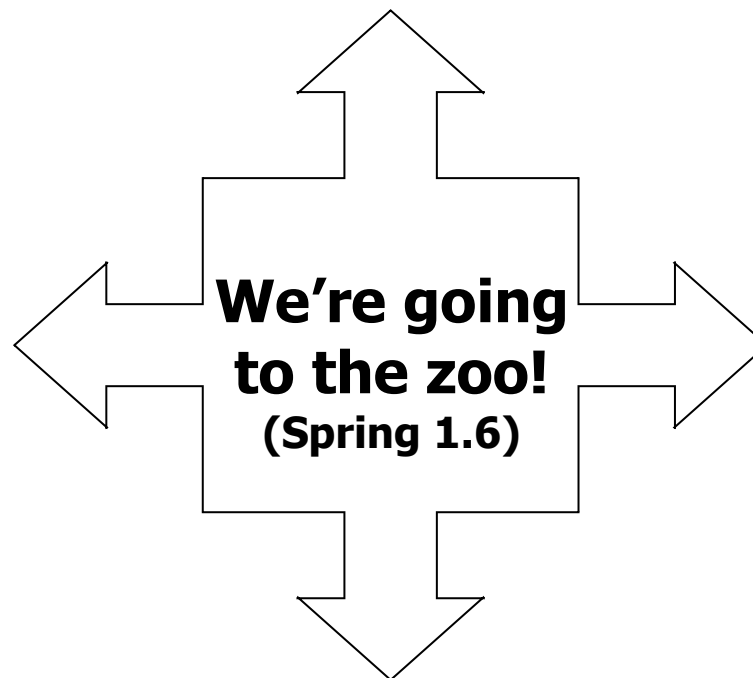
<https://www.forestgallery.com/top-5-animal-artists/>

- *learn 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*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

Science*

Look a range of animals and sort using different criteria.

- *describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)*



Cross Curricular Links:

Literacy:

Animal Stories

Numeracy:

Order heights of different animals

British Values:

Mental Health and Well-being:



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WOW Moment

Art therapy! Create a piece of ocean art inspired by the sounds of the ocean!

Art*

Create sea coral / clam models and from salt dough.
Decorate using ocean colours and glitter.

- *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*



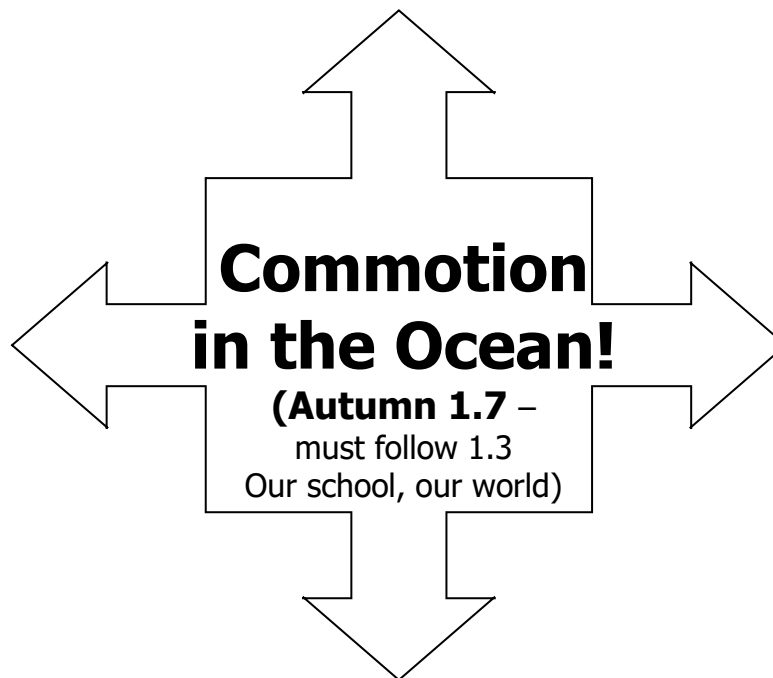
Art*

Compare a range of art and crafts linked to the sea (Including illustrations of the books)

- *to 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*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

Geography*

- *name and locate the world's seven continents and five oceans – (link from previous unit).*



Citizenship (optional)

How do we keep our oceans safe?
Explore how we can protect our oceans and preserve our sea life.

Cross Curricular Links:

Literacy:

Book: Commotion in the Ocean

Numeracy:

British Values:

Mental Health and Well-being:

Children understand the importance of blue spaces for good mental health.



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WOW Moment

Be an explorer....

Geography*

Look at maps of where the explorers have visited and aerial photos of

- 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 (Linked to places the explorers have visited)
- 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 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

History*

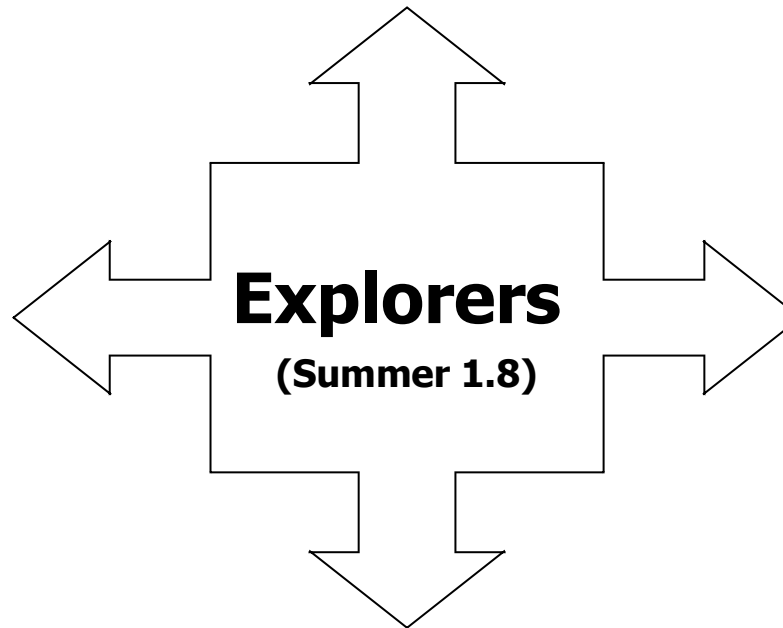
World explorers: Christopher Columbus 1451-1506, Matthew Henson 1866-1955, Felicity Aston 1977- ; Space: Neil Armstrong 1930 -2012)

- Explore the lives of significant individuals from the past who contributed to national and international achievements. Some should be to compare aspects of life in different periods:
- Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods.

History*

Use a range of information sources to find information out about the key explorers.

- understand some of the ways in which we find out about the past and identify different ways in which it is represented
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events



Cross Curricular Links:

Literacy:

Instructions

Numeracy:

British Values:

Achievements on different faiths and ethnicity

Mental Health and Well-being:



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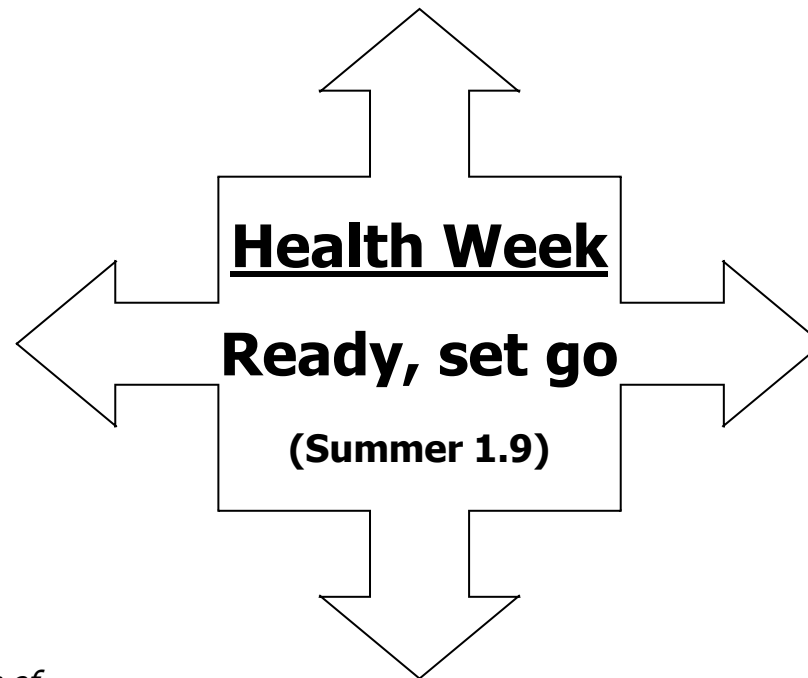
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RESILIENCE

WOW Moment

Beep test – beginning of the week and end.



Science *

Look at the importance of exercise to humans.

- *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene*

Cross Curricular Links:

Literacy:

Instructions

Numeracy:

British Values:

Achievements on different faiths and ethnicity

Mental Health and Well-being:



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RESILIENCE

WOW Moment

Kenyon Hall Farm trip

ART*

Observational drawings of plants and flowers.

- *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*



Science *

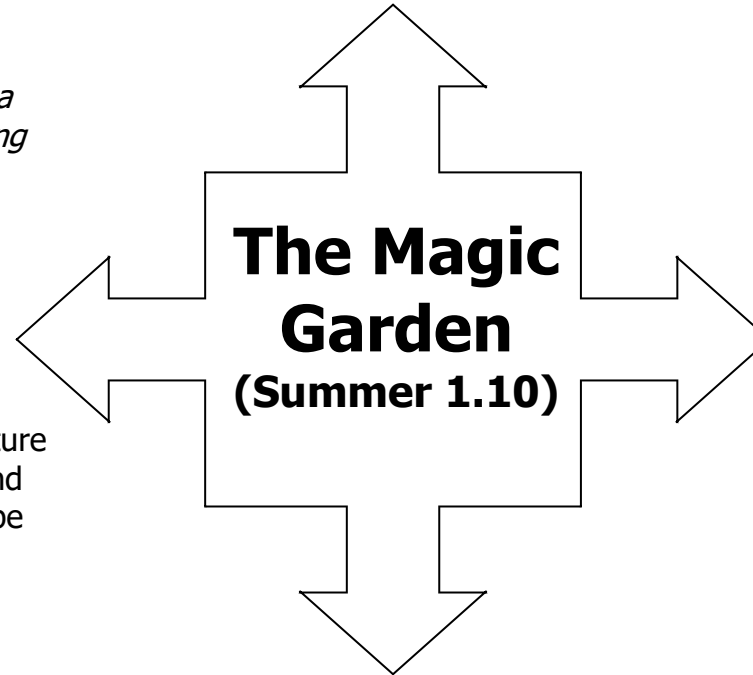
Plant some fruit/veg and watch it grow.

- *identify and describe the basic structure of a variety of common flowering plants, including trees.*

Science *

Through an outdoor walk look at the basic structure of plants and trees. Look at a range of plants and trees including wild plants and those that could be found in a garden.

- *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees*
- *identify and describe the basic structure of a variety of common flowering plants, including trees.*



D+T*

Discover where some food comes from and know that some foods are grown. (links to trip).

- *understand where food comes from.*

Cross Curricular Links:

Literacy:

Recount

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment

Make a campsite and role play going camping.

Art*

Collect twigs and natural produce from our local park and create a picture inspired by Andy Goldsworthy.

- *to use a range of materials creatively to design and make products*
- *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*

Geography*

Explore a different place to camp (XX)– in a contrasting location. Look at the similarities and differences between the places.

- *Use simple compass directions (N,S,E,W) and locational and directional language (near, far, left right) to describe the location of features and routes.*
- *use basic geographical vocabulary to refer to key physical and human features*

Geography*

Discuss our local area. Ask simple geographical questions. What is it like to camp in this place?

- *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.*



D&T (optional)

Talk about what foods you can eat when camping.



Geography*

Create a simple map of surrounding area using basic symbols and develop directional

- *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*

Cross Curricular Links:

Literacy:

Recount

Numeracy:

British Values:

Mental Health and Well-being: