



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

Dress up as a real life super hero.

Science *

Investigate the use of materials for different uniforms: reflective, waterproof (reflection on Y1 work).

Consider why certain materials are used for buildings rather than clothing eg wood, hard plastic, brick, rock.

- *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses*
- *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.*

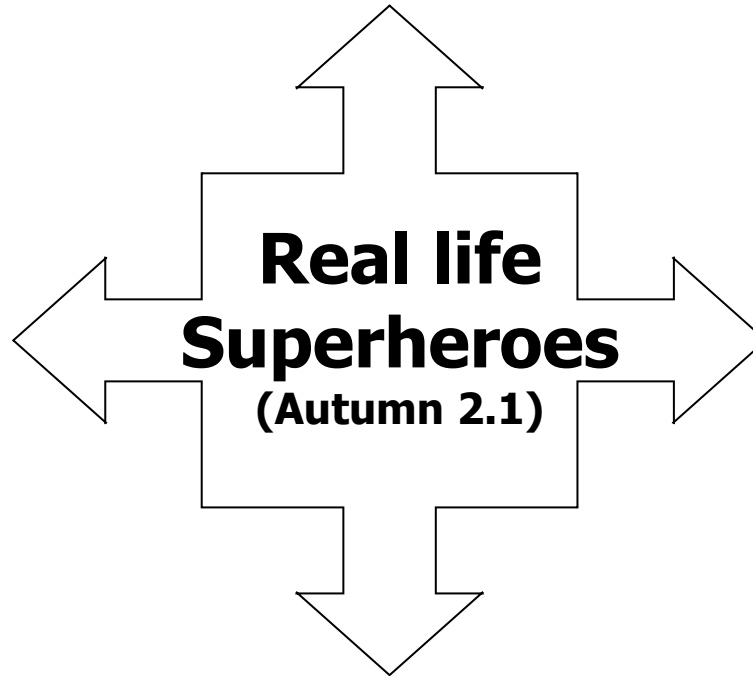
D&T*/Art

Design and make a face mask by choosing appropriate tools and materials, joining fabrics and developing care and control.

- *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*
- *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*
- *explore and evaluate a range of existing products*

History *

An in-depth look at Mary Seacole (1805-1881) and Olive Morris (1952 – 1979) fought for black women's rights.



PSHE (optional)

Learning how we make our environment safe. Look at modern day hero's—police, firemen etc...

Captain Community

Cross Curricular Links:

Literacy:

Stories with familiar endings
Comic strips
Speech bubbles

Numeracy:

British Values:

Mental Health and Well-being:



LEIGH ST PETER'S CE PRIMARY SCHOOL

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

LOVE

RESPECT

TRUST

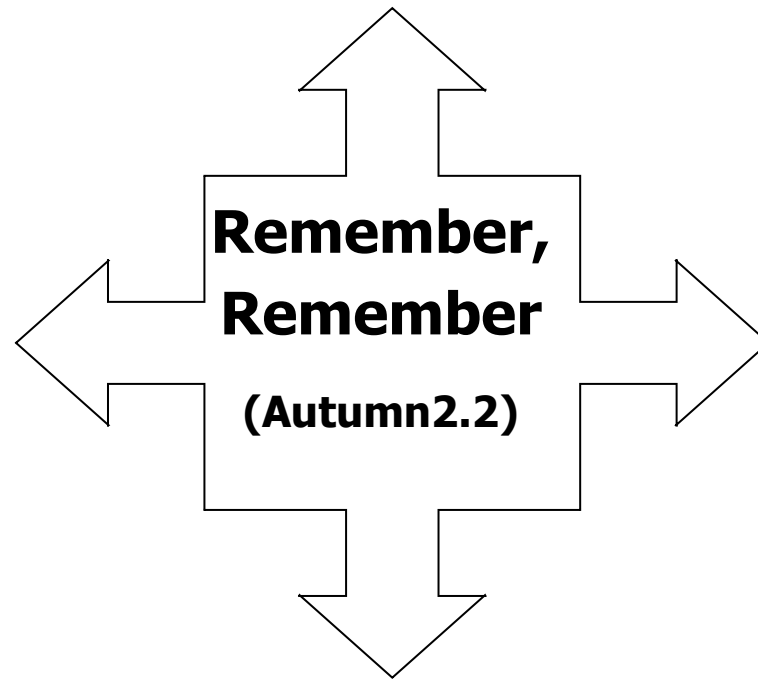
FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

WOW Moment



Cross Curricular Links:

Literacy:

Stories with the same author – Julia Donaldson / Antony Brown

Numeracy:

British Values:

Mental Health and Well-being:



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

Dr Who tent arrives in the classroom!

History*

Look at their own family tree:

- *develop an awareness of the past*
- *using common words and phrases relating to the passing of time*
- *use a wide vocabulary of everyday historical terms*

Art*

Explore the artist, Andy Warhol. Look at his style and use of colour. Use digital as well as colour to create a piece of art.

Create a self-portrait understanding why Royal Family members have portraits. Select different techniques in to create a portrait in keeping with his style.

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

History*

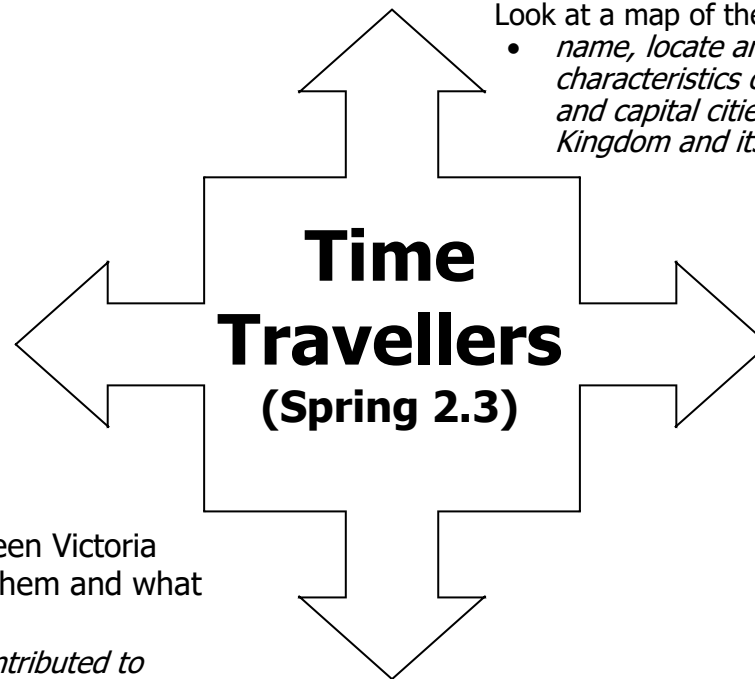
Look back at significant British monarchs: Henry VIII, Queen Victoria and the current Royal Family. How was life different for them and what have they contributed to national life.

- *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*
- *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.*

Geography*

Look at a map of the UK:

- *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*



Cross Curricular

Links:

Literacy:

Persuasive writing / riddles / familiar setting

Numeracy:

British Values:

Mental Health and

Well-being:



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 **Chill factor!** **Deadly 60**

Geography*

Use aerial photographs to recognise land marks and basic human / physical features of the Arctic and describe locations using North/South/East and West.

- *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*

Geography*

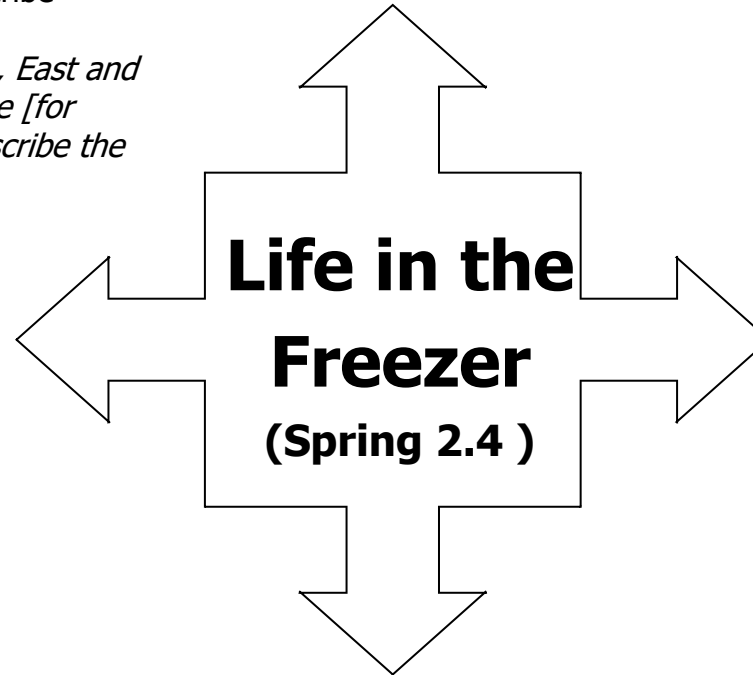
Become snow explorers and plan an adventure by creating maps with simple keys/symbols. and use positional language to follow routes.

- *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*

Geography*

Look at the climate in the Arctic and compare this to the UK. make links to seasonal and daily weather patterns in the UK.

- *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*



Science*

Look at animals in colder regions and how they adapt to their environment.

- *find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*

Cross Curricular

Links:

Literacy:

Non-chronological reports
Speaking and listening

Numeracy:

British Values:

Mental Health and Well-being:



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 **Cadburys Worlds** **Chocolate Tasting!**

Geography (minor link - from previous topics)

Look at where we get chocolate from – where the coco bean is grown in relation to where we live. What the environment is like.

- *name and locate the world's seven continents and five oceans*
- *understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.*



D+T

Design and make sweet wrappers and chocolate bars— design purposeful, functional, appealing products for himself/herself based on a design criteria.

- *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, textiles and ingredients, according to their characteristics*

D+T

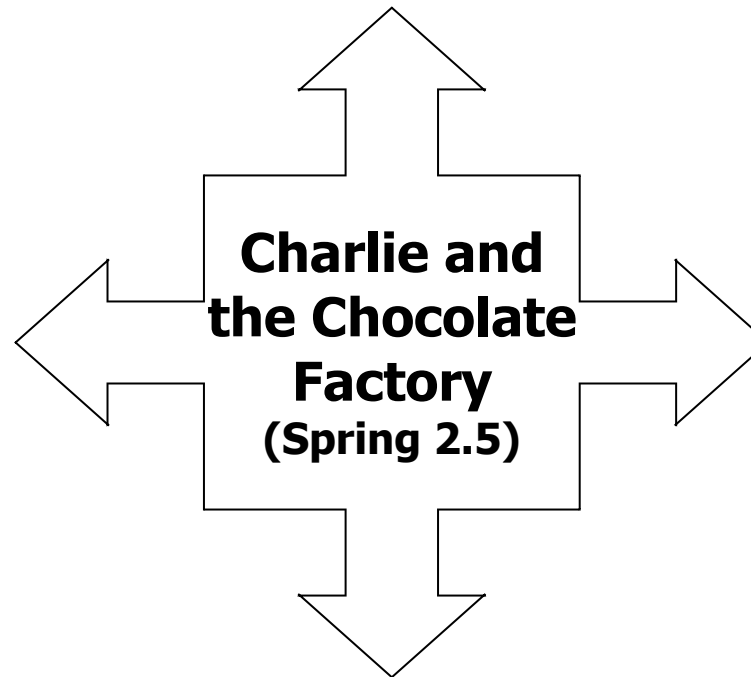
Evaluate and assess existing products and those that he/she has made using a design criteria.

- *explore and evaluate a range of existing products*
- *their ideas and products against design criteria*

Art* (Main Driver)

Explore Aztec art and design. Create own Aztec masks using clay—experiment with basic tools on rigid and flexible materials.

- *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*



Cross Curricular Links:

Literacy:

Persuasive writing / riddles / familiar setting

Numeracy:

British Values:

Link to Fairtrade weeks on 28th February.

Mental Health and Well-being:



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

????

Science*

Explore local environment, mini beasts / plants. Investigate how plants grow and what they need to be healthy.

- *observe and describe how seeds and bulbs grow into mature plants*
- *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.*



Art *

Look in-depth at the work of Van Gogh and the sunflowers painting. Look at techniques and colours used and create own art piece.

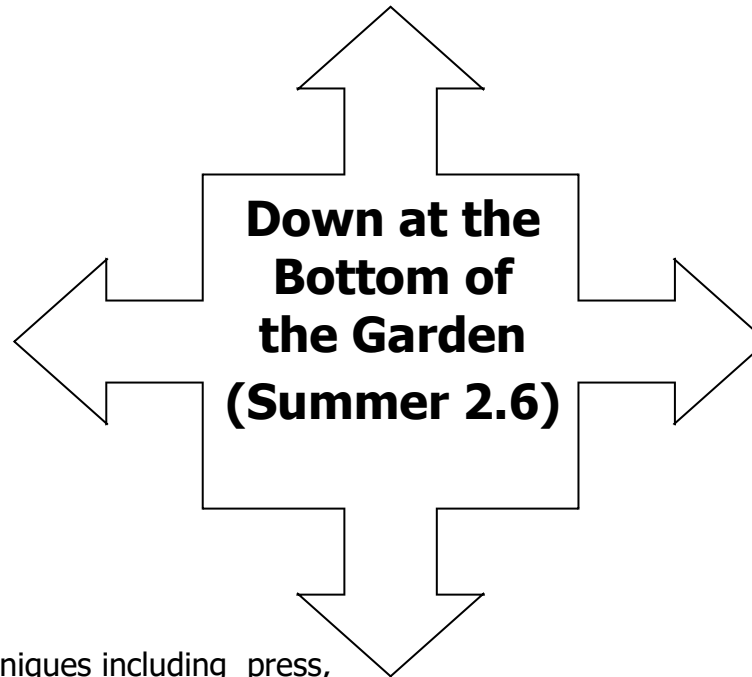
- *Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

Art*

Use a variety of techniques including a range of techniques including press, relief, carbon printing, fabric printing and rubbings, E.g.: Press flowers to create flower art/book marks.

Explore floral designers for inspiration. (Cath Kidston)

- *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*



Cross Curricular Links:

Literacy:

Persuasive writing / riddles / familiar setting

Numeracy:

British Values:

Mental Health and Well-being:



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

Art*

African Art???

Geography*

Learn about Africa and compare this to our local area.

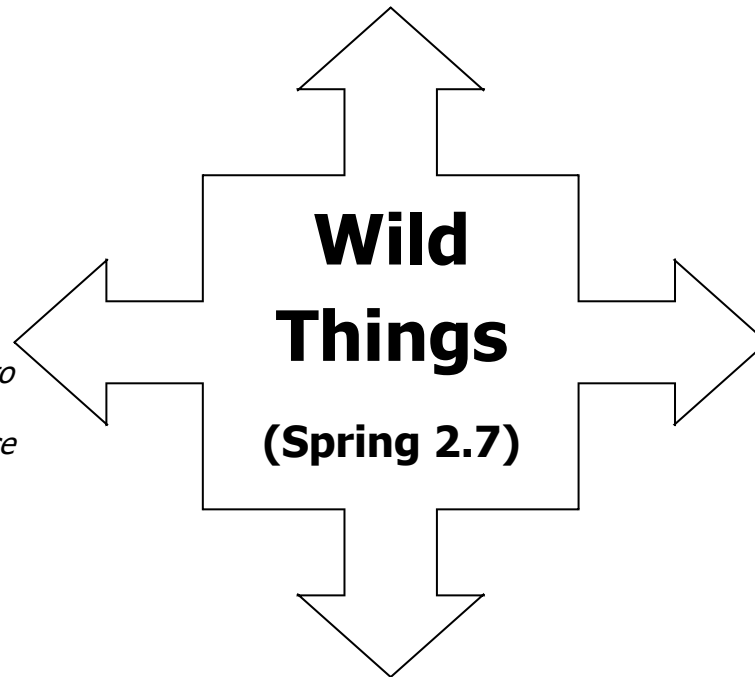
- *understand geographical similarities and differences through studying the human and physical geography of small area in a contrasting non-European country (Africa)*
- *name and locate the world's seven continents and five oceans (link from previous learning – in relation to UK/Europe)*



Geography*

use basic geographical vocabulary to refer to

- *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*
- *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*
- *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*



Science*

Investigate the type of animals that live in Africa.

- *notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*
- *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.*

Cross Curricular Links:

Literacy:

Stories with the same author – Julia Donaldson / Antony Brown

Numeracy:

British Values:

Mental Health and Well-being:



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

Ready, Steady, Cook!

Science *

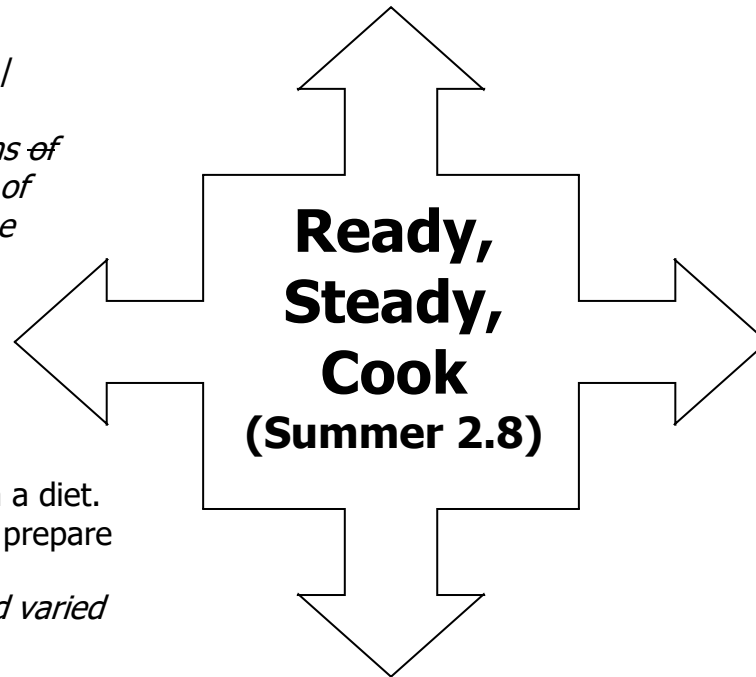
Look at the importance of exercise to humans and eating the right amounts / hygiene etc...

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

D+T *

Understand the need for a variety of food in a diet. Use a wider range of cookery techniques to prepare food safely.

- *use the basic principles of a healthy and varied diet to prepare dishes*



D+T *

Understand that all food has to be farmed, grown or caught.

- *understand where food comes from*



Cross Curricular Links:

Literacy:

Persuasive writing / riddles / familiar setting

Numeracy:

British Values:

Mental Health and Well-being:



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

Bug man visit / Bug Walk

Science*

- *Explore and compare the differences between things that are living, dead and things that have never been alive.*

Science*

Explore a range of habitats

- *identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other*
- *identify and name a variety of plants and animals in their habitats, including microhabitats*
- *describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.*

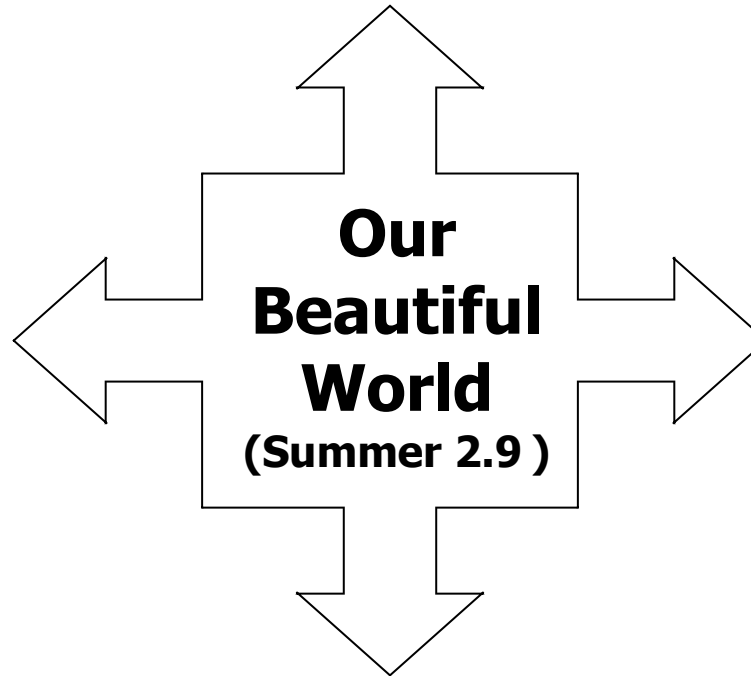
Science

Explore the life cycle of the butterfly

Art

Look at animals that use camouflage for protection and create camouflage collages, by folding, crumpling, and tearing materials.

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



Cross Curricular Links:

Literacy:

Persuasive writing / riddles / familiar setting

Numeracy:

British Values:

Mental Health and Well-being:

* Our Beautiful World must come after Down at the Bottom of the Garden.