



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:

(<https://www.greatbritishchefs.com/features/food-rationing-british-diet>)

D+T*

Design and Build an air raid shelter:

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes pattern pieces and computer-aided design.
- 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.



IT:

We are Vloggers - Evacuee

History*

Children to learn about WW11, identify events on a time line and learn about the war, where and why the war began and how it ended.

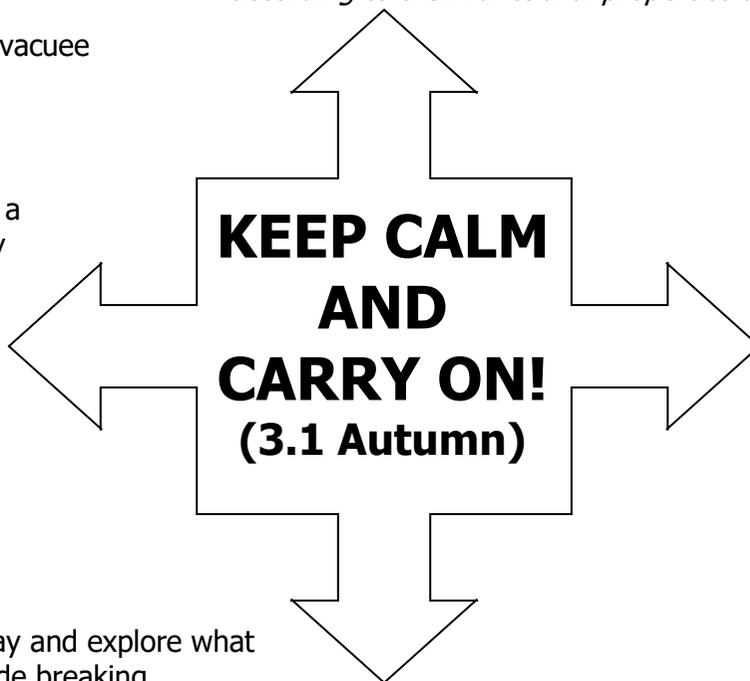
- Continue to develop a chronological secure knowledge and understanding of British local and world history
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.

History*

Children will look at the impact of the war on today and explore what life was like as an evacuee, food rationing and code breaking.

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- understand how our knowledge of the past is constructed from a range of sources
- develop the appropriate use of historical terms.

People to study: Codebreakers including Betty Webb, Elsie Widdowson – Nutritionist addition of vitamins to war time food.



D+T*

Design and Build an air raid shelter:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Cross Curricular Links:

Literacy:

Postcards
Newspapers
Goodnight Mr Tom
Games War

Numeracy:

British Values:

Armistice Day

Mental Health and Well-being:

The lion and the Unicorn

Art: Propaganda Posters / WW2 Posters*

Explore the roles and purpose of designers working in WW2.

- Taught about the processes used to produce a simple print.

<https://tinyurl.com/6e65pmkv>



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WOW Moment:

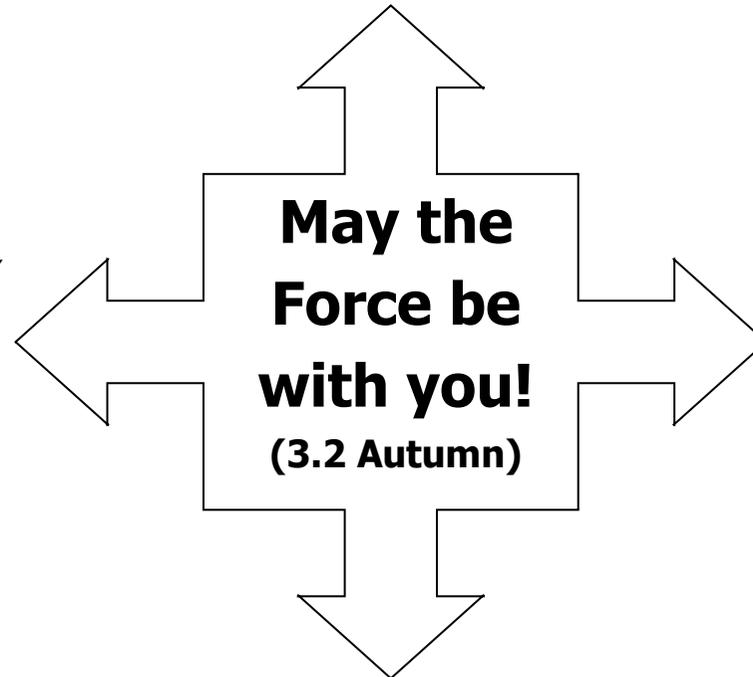
Science*

- *Compare how things move on different surfaces.*
- *Notice that some forces need contact between two objects, but magnetic forces can act at a distance*



Science*

- *Observe how magnets attract or repel each other and attract some materials and not others*
- *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.*



Science*

- *Describe magnets as having two poles*
- *Children will predict whether two magnets will attract or repel each other, depending on which poles are facing.*

Cross Curricular Links:

Literacy:

Information Texts, posters

Numeracy:

Measurement, data handling

British Values:

Mental Health and Well-being:



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WOW Moment: Pirate Day

History

When studying the region of Cornwall look at the reasons why Cornwall was used for Pirates. Link to physical geography of the coast and the cave system. Link to a school in Cornwall to gain information.

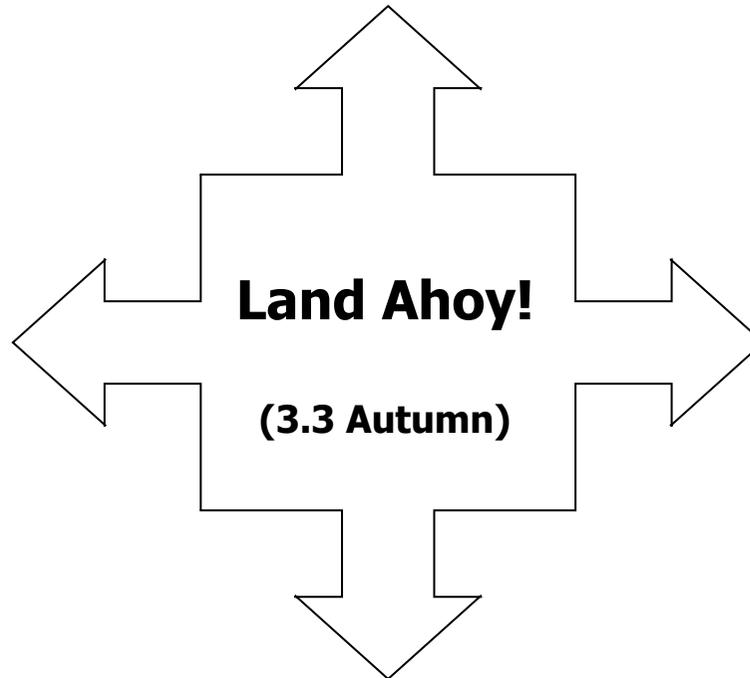
- *understand how our knowledge of the past is constructed from a range of sources.*



Geography*

Learn about the similarities and difference of Cornwall. Look specifically at tin mining and physical geography of the area.

- *understand geographical similarities and differences through the study of human and physical geography of: of a region of the United Kingdom*
- *describe and understand key aspects of physical geography, including – rivers, mountains*
- *describe and understand key aspects of human geography, including: the distribution of natural resources including energy, economic activity including trade links (past), minerals and water*



Geography*

Use maps to locate Cornwall and look at the difference and similarities in the region. Including the coastal areas – including why it's a good place for a holidays.

- *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied:*

Cross Curricular Links:

Literacy:

Numeracy:

Data handling, time

British Values:

Mental Health and Well-being:



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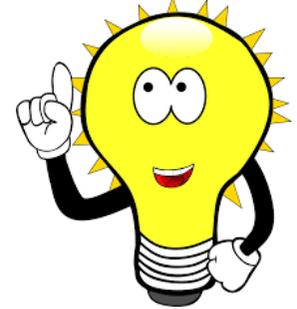
WOW Moment:

Take part in a shadow puppet theatre.

Science*

Children will investigate light, why we need it, how it reflects and the dangers of light. Recognise that they need light in order to see things and that dark is the absence of light.

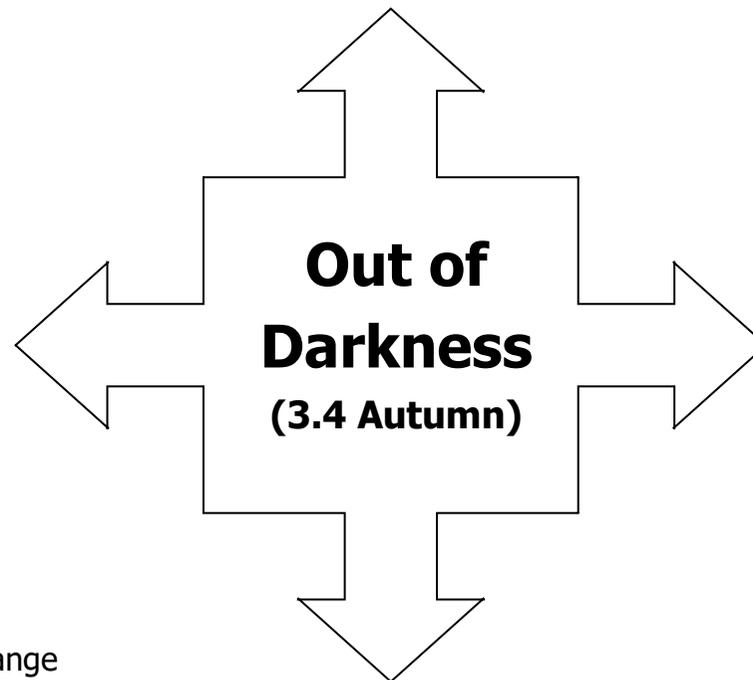
- *Notice that light is reflected from surfaces.*
- *Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.*



History

Children will learn about the festival of lights. Explore its purpose and why it is celebrated.

- *understand how our knowledge of the past is constructed from a range of sources.*



Science*

Children will explore shadows and how they change

- *Recognise that shadows are formed when the light from a light source is blocked by a solid object.*
- *Find patterns in the way that the size of shadows change.*

Cross Curricular Links:

Literacy:

Information Text

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Digging for fossils - what is a palaeontologists?
<https://www.edenproject.com/learn/schools/lesson-plans/great-fossil-hunters>

Science*

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- recognise that soils are made from rocks and organic matter.

Science*

- describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Geography*

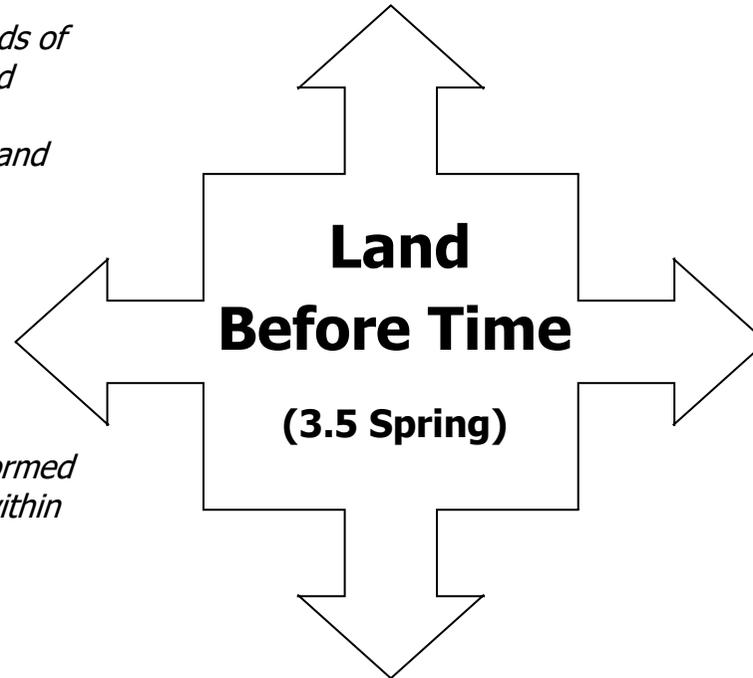
Talk about how volcanoes may have been the cause of the end of dinosaurs. Learn that there are 2 possible reasons.

- describe and understand physical geography, including volcanoes

Art

Make your own fossil jewellery using a range of media.

- Pupils should be taught to develop their techniques, including control and their use of materials, with creativity, experiment and an increasing awareness of different kinds of art craft and design.
 - Construct a simple clay base for extending and modelling other shapes.



Cross Curricular Links:

Literacy:

Stories with theme / poems

Numeracy:

Data handling, time

British Values:

Mental Health and Well-being:



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WOW Moment:

An afternoon of Greek food and Greek Dancing

History*

Learn about the lives of the Ancient Greeks, home life, arts and theatre, growing up in Greece and Athens. Explore what impact the Greeks had on us today.

- *A study of Greek life and achievements and their influences on the Western World.*
- *The legacy of Greek culture on later periods of British History, including the present day.*



History

Explore Myths and Legends—Theseus and the Minotaur.

History

Learn about Greek Gods and Goddesses - Medusa, Hercules and the Chariots of Fire.

Art*

Look at Greek architecture—temples, pillars, Acropolis etc...

- *know about great artists architects and designers in history*



History*

Explore the Olympics and the impact it has had on us today.

- *A study of Greek life and achievements and their influences on the Western World.*

Cross Curricular Links:

Literacy:

Myths and Legends

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Science *

Investigating nutrition and make a healthy smoothies

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Art

Explore shading, using different media through the use of flowers and fruit and veg.

- Experiment with different grades of pencil and other implements.
- Use their sketchbook to collect and record visual information from different sources.

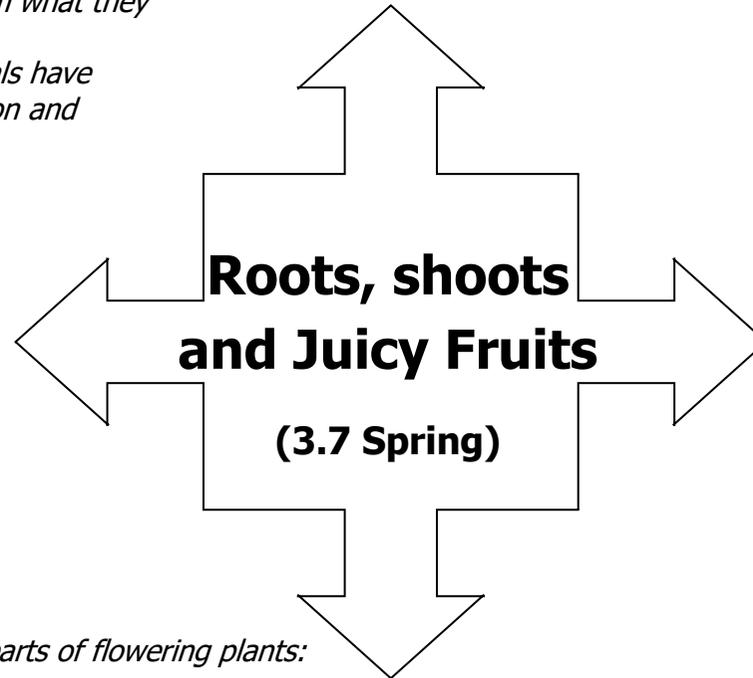
Science *

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

DT

Investigating nutrition and make a healthy smoothies

- understand and apply the principles of a health and varied diet
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



Cross Curricular Links:

Literacy:

Numeracy:

Data handling, time

British Values:

Mental Health and Well-being:



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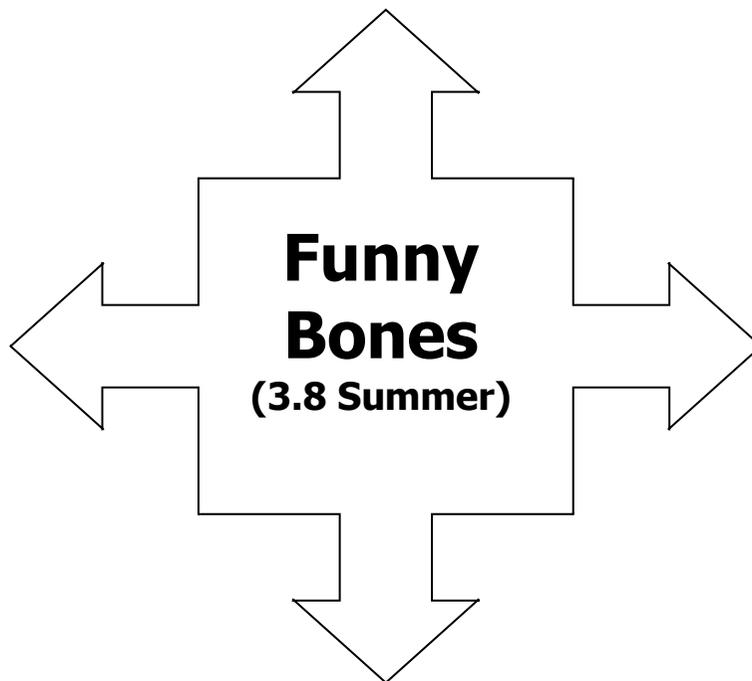
PERSEVERANCE

RESILIENCE

WOW Moment:

Science

- *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.*



Art*



Cross Curricular Links:

Literacy:

Fact sheet
Non-chronological writing

Numeracy:

Capacity and measure

British Values:

Mental Health and Well-being:



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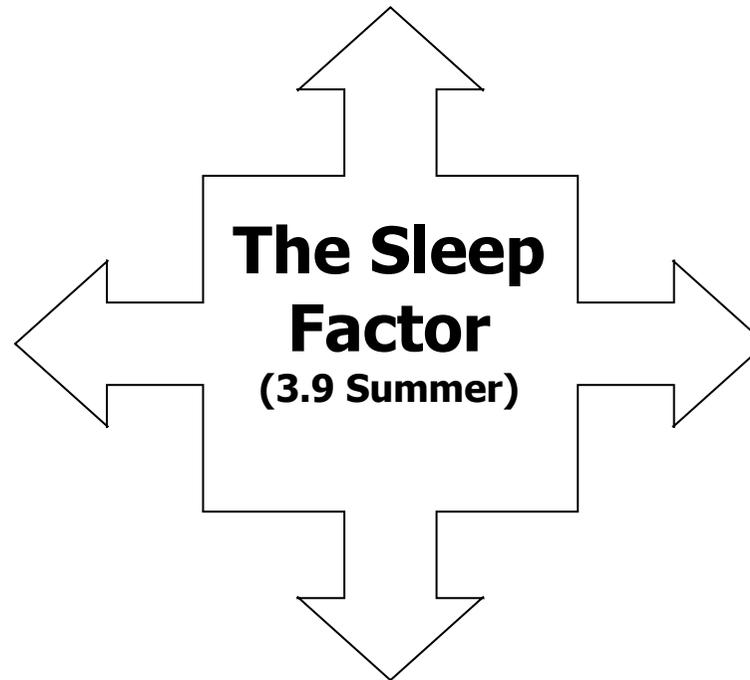
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WOW Moment:



Cross Curricular Links:

Literacy:

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Roman breakfast – I'm a Roman get me out of here.

History

Romulus and Remus

Geography

Locate Rome on a map



History

Roman Houses: look at the use of central heating and mosaics / food/ dress and roman pots.

- *Children should be taught about the Roman Empire and its impact on Britain*

Art/D&T

Using clay create Roman pots.

- *improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil charcoal paint clay]*
- *Pupils should be taught to develop their techniques, including control and their use of materials, with creativity, experiment and an increasing awareness of different kinds of art craft and design.*

**Life as a Roman
(3.10 Summer)**

History

Explore Roman food— have a Roman banquet and play 'I'm a Roman get me out of here!' sampling some gruesome foods the Romans used to eat.

Cross Curricular Links:

Literacy:

Numeracy:

British Values:

Mental Health and Well-being: