



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:

Mad Science to visit (teacher)—look at change of state as wow moment!

Make egg white and icing sugar—children to predict change—bake in microwave look at change!

<https://www.youtube.com/watch?v=31OotGD6Xbg>

Science

Sorting material with criteria—carousel

- *Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.*

Make salt crystals or sugar crystals

- *know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution*
- *Demonstrate that dissolving, mixing and changes of state are reversible changes.*

Science

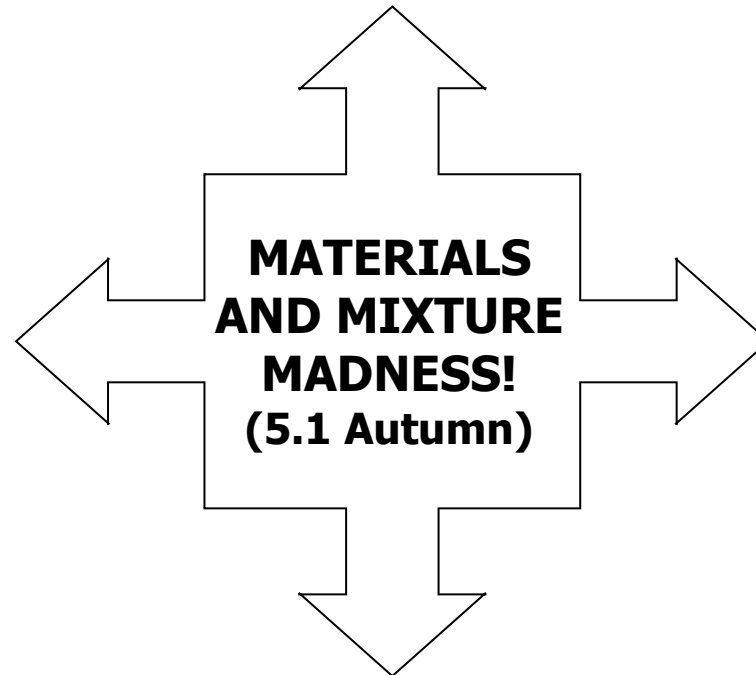
Investigate F,S & E—with known material—become a chemist!

- *Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.*
- *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic*

Science *

Baking—bread or cakes—irreversible change—do to change in state—follow a recipe

- *Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.*



Cross Curricular Links:

Literacy:

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

An odd afternoon/comic books—look at selection and documentary

<https://www.youtube.com/watch?v=6jowA-pH-Y8>

Art*

Look in-depth at the life and work of Lichtenstein. Draw sculpture or face—bold colours black outline—clean futuristic images.

- *Explore his art and learn about his style and techniques.*

<https://www.youtube.com/watch?v=r1Jit6UuxT0>

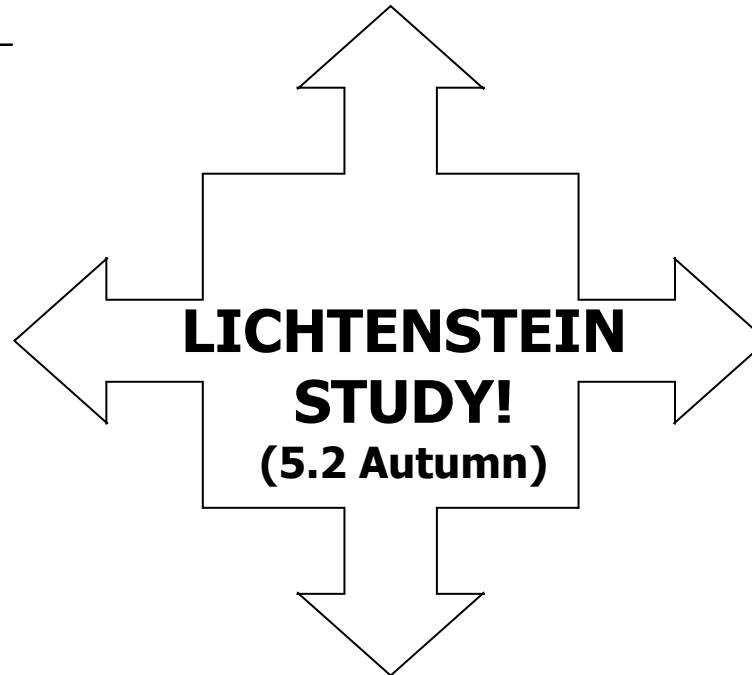
Art

Create short stories and retell them through the style of Lichtenstein's artwork.—in a carton/storyboard format
Modpodge onto canvas for display

Art*

Abstract impressionist with black with bright colour drawings—compare to stain glass.

- *Mix colours to express mood, divide foreground from background or demonstrate tones.*



Art*

Create a piece of artwork in-keeping with the style of Lichtenstein.

Use digital medium to enhance art work.

Cross Curricular Links:

Literacy:

Instructional Text

Information Leaflet

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Children to discover buried artefacts– Time team digging– pots and burial jewellery

Geography*

Look at how some aspects have changed overtime, Linking this to the settlements by the Anglo-Saxons and the Scots.

- *Know the location of the countries of the British isles and the UK/ capital cities, Surrounding seas and population.*

Children will explore village life, how people survived , what they wore, what they ate and old names .

- ***Know about the wider context of places.***
- ***Know and describe where a variety of places are in relation to their physical features.***

History *

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, identifying period on a timeline.

- *Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*
- *Construct informed responses that involve thoughtful selection and organisation of relevant historical information.*

History *

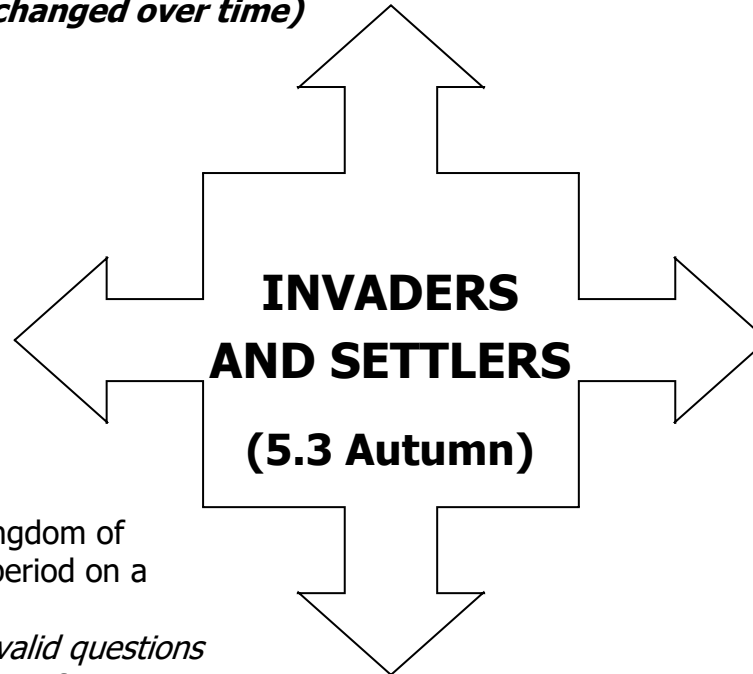
Children will explore village life as an Anglo Saxon child.

- *Britain's settlement by Anglo-Saxons and Scots*

Geography*

Locate population change with now with Anglo Saxon period.

- ***Use fieldwork to observe, measure, record and present the human and physical features - (graph of population of UK and how this has changed over time)***



Cross Curricular Links:

Literacy:

Numeracy:

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Mental Health and Well-being:

History *

Re-visit KWL for impact of learning

Undertake research. Look at using primary and secondary sources of evidence and selecting relevant sections of information.

Use evidence to build up a strong picture of what life was like in this time period— make comparisons.



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WOW Moment: **Space Dome**

Science*

Forces—Explore Gravitational force and how unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Learn about a range of other forces which cause resistance.

Science*

Planetary investigation through planets on solar system

Describe movement of the Moon relative to the Earth

Explain day and night and the apparent movement of the sun across the sky.

Art

Create a piece of artwork using the medium of collage on a painted background. Represent earth/space.

Use collage as a means of extending work from initial ideas.

Use different media, colours and techniques.

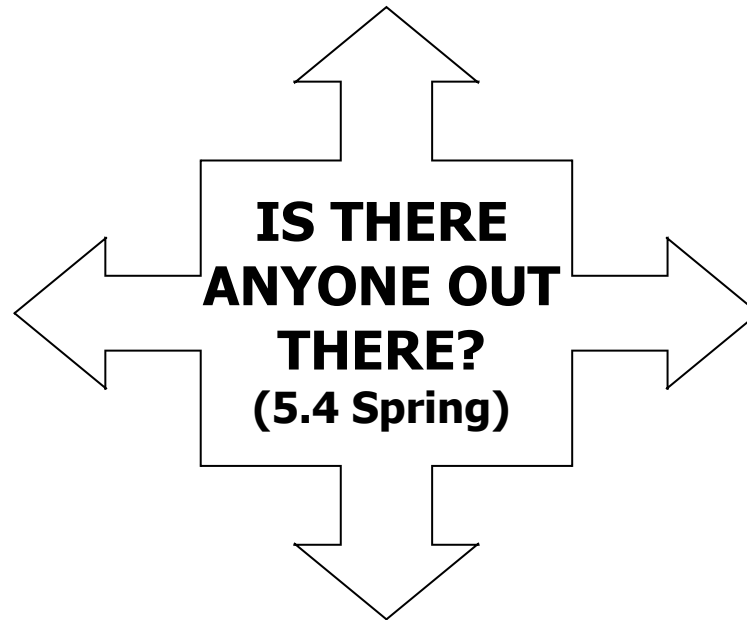
Art

Create a piece of artwork using the Medium of clay to create a 3D sculpture of earth/space.

Science

Learn the Earth, and other planets, relative to the Sun in the solar system

Describe the Sun, Earth and Moon as approximately spherical bodies



Geography

Children will learn about Prime Greenwich, Meridian and time zones. Exploring day and night.

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WOW Moment:

Visit to Style Mill (Need to check dates)

Geography

Trade links from Silk to Liverpool docks to Manchester via Leigh on Canal—transport and weather influenced Silk production in Leigh

Children will explore the countries populations and large areas—largest cities using maps/globes.

Recognise the shapes of continent's and describe where places are in relation to their to physical / human features.

Geography

Weather in Manchester incl. Leigh was damp enough to weave silk—ideal conditions.

Explore the worlds weather in relation to weather patterns around the world and climate zones

Geography*

Look at why there was a need for material and trade—link to work and labour laws.

Children will learn about changes in the world environment. How humans effect the environment and understand why people seek, manage and sustain their environment.

Geography

Understand Liverpool was a trading dock from Eastern continent; which used canal system for trade and transport

Know the physical features of coasts and begin to understand erosion and deposition.

History*

Be a child worker for the day in the mills around your local area in the early 1900s—look at facts/recounts to make a timeline of your day.

Chronological secure knowledge and understanding of British local

Contrasts and trends over time.

Address historically valid questions about change, cause, similarity and difference, and significance.

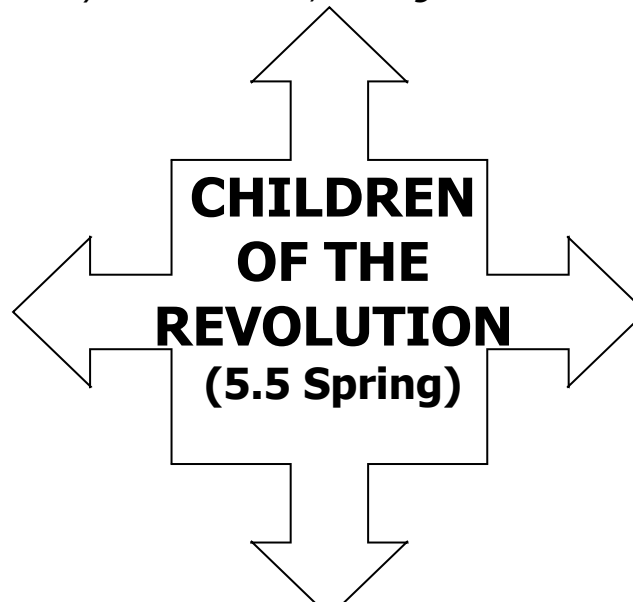


History

Children labour laws changed—research why they changed to protect young children and allow them to have an education 1870-1914
New law 1901 no one under 12 in work.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past



Geography/History

Liverpool to Manchester trade/transport rout in early 1900—Silk and material production in Leigh area—used child labour in Mills around Leigh

The human physical characteristics and topographical features and land use patterns. Compare a region within UK to a region within the UK.

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WOW Moment:

Visit from college students studying design/jewellery Maker—local artist Luna Jewellery Design Uk



shutterstock.com · 1176722229

D&T

Design, make and evaluate a piece of clothing or Jewellery and present at the school fashion show.

Create step by step plans, demonstrating that he/she can apply knowledge of materials, tools and techniques and make detailed evaluations about existing products, considering the views of his/her work.

ICT

Research fashion and the changes within fashion over time. Look briefly at a designer (local- embellishing Luna designs Mrs Anna Thompson—Etsy/Instagram).

Understand how key events and individuals in design and technology have helped shape the world.

D&T

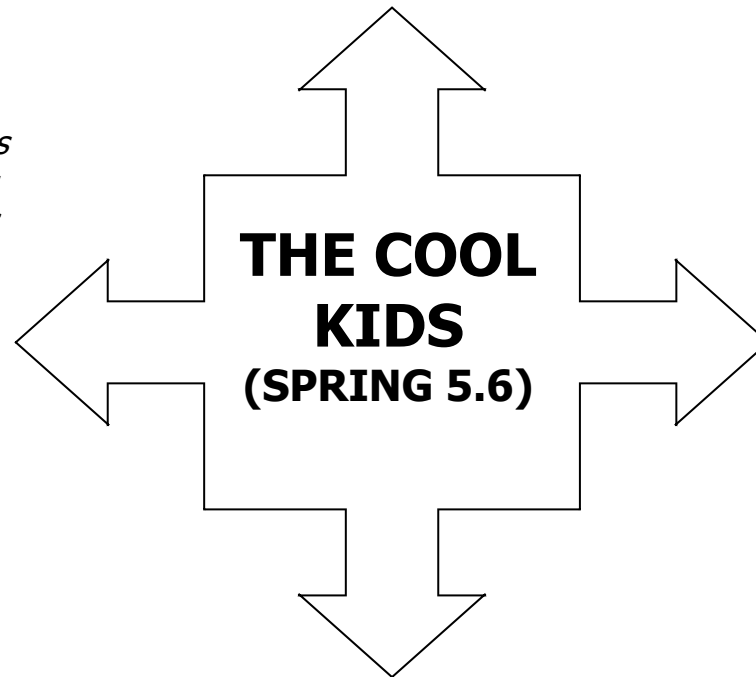
Explore using a range of textiles, materials and components according to their aesthetic properties. Children to create their own T-shirt.

Children will make specific choices between different processes and materials to create the desired effect.

D&T

When making their design of T-shirt or jewellery the children will consider...

Make careful precise measurements so that joins, holes and openings are in the right place.



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WOW Moment:

Who's Baby—Staff pictures—children have to guess who that person is!

Science

Discover varied life cycles of mammal (human), frog, insect and bird—similarities and differences

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals



www.shutterstock.com - 1725680806

Science*

Birth to death—body/physical changes—ability changes over time—look at maturation process.

Explore and describe the changes as humans develop to old age.

Art

Look at the life and work of Modigliani and Van Gogh

Study their artwork and explore their techniques—making comparisons.

Explore texture, and tone through hatching and cross hatching and shadow/reflection through shading.

**LIFE IS FOR LIVING!
(SPRING 5.7)**

Science

Life of a flowering plant, parts and process of a flower.

Explore and describe the life process of reproduction in some plants and animals.

Science

Describe the differences in the life cycles of—looking at process—need for food and shelter to thrive and grow to reproduce again.

Cross Curricular Links:

Literacy:

Autobiography

Writing notice for birth

Numeracy:

British Values:

Mental Health and Well-being:



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WOW Moment:

Wright brothers first flight, the brothers joined force to make the first aeroplane! Make a paper aeroplane who can travel the furthest?

<https://www.youtube.com/watch?v=-kjRL->

Science*

Design and make an aeroplane for your first flight

Children will identify the effects of air resistance and friction, that act between moving surfaces

Science*

Possible activities in workshop afternoon

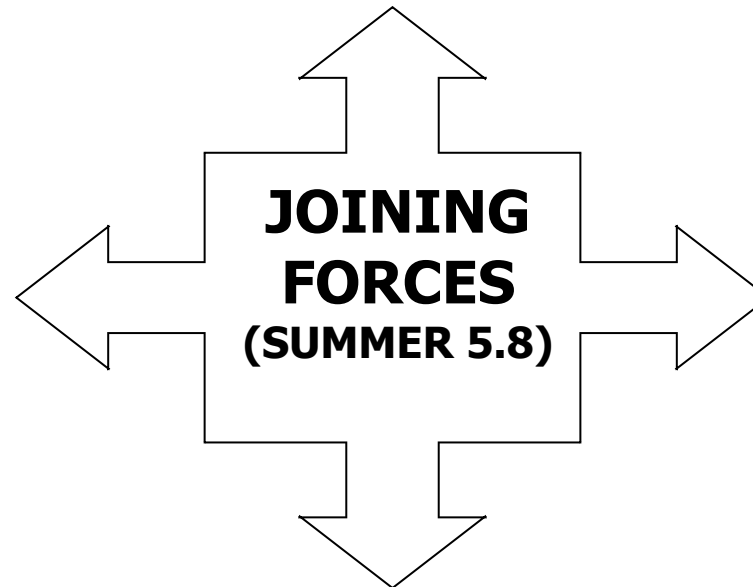
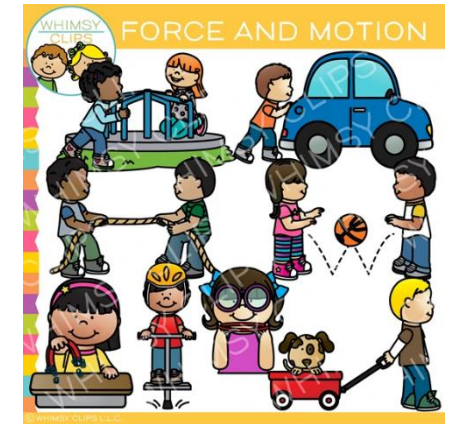
- Can you make a pulley to carry an object between 2 tables?
- Can you make an object that uses 1 gear wheel to spin 5 other gear wheels even faster?
- Can you make a lever to pick something up without using your hands?

Children will recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Science

Design and make a boat for your maiden voyage

Children will identify the effects of, water resistance and friction, that act between moving surfaces



D+T

Add a light with a circuit for your pulley system or lever

Understand how to use more complex mechanical and electrical systems

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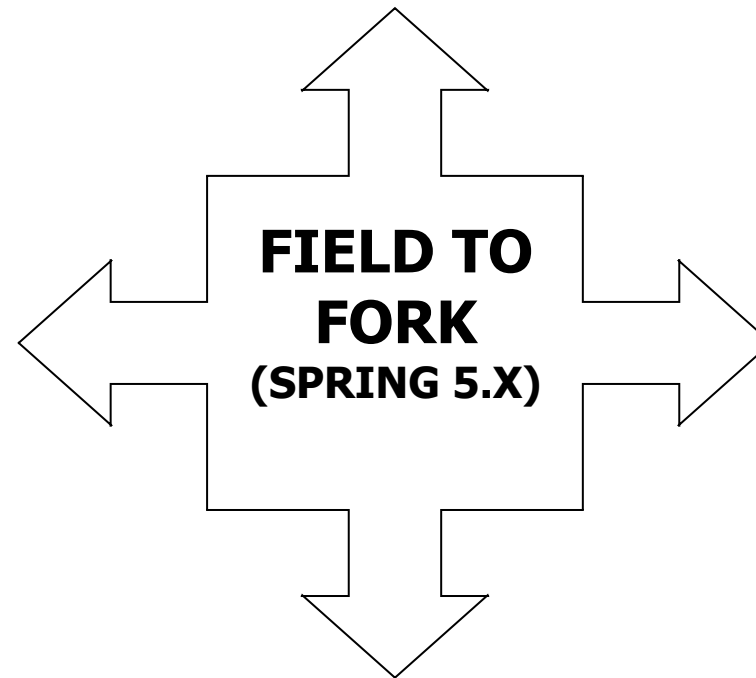
WOW Moment:

Food making!



D+T*

Understand how variety of ingredients are grown, reared, caught and processed to make them safe, palatable and tasty to eat.



D+T*

Select appropriate ingredients and use a wide range of techniques to combine them.

Resources:

www.gosh.nhs.uk-greatormondst.food.gps

Food a fact file of life Y5—serve a salad—nutrition—ingredients



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WOW Moment:

Chariot race in Coliseum

Weapons, theatres, and parties
Gladiators à Chariot racing, feeding
Christians to lions

<https://www.youtube.com/watch?v=KjXP-wstrUY>

History *

Explore how the Romans entertained themselves. Look at amphitheatres, parties and chariot racing. (Activity: racing a chariot)
Learn about the Coliseum

https://www.youtube.com/watch?v=b6zp_zVI238

- *construct informed responses that involve thoughtful selection and organisation of relevant historical information.*
- *understand how our knowledge of the past is constructed from a range of sources.*

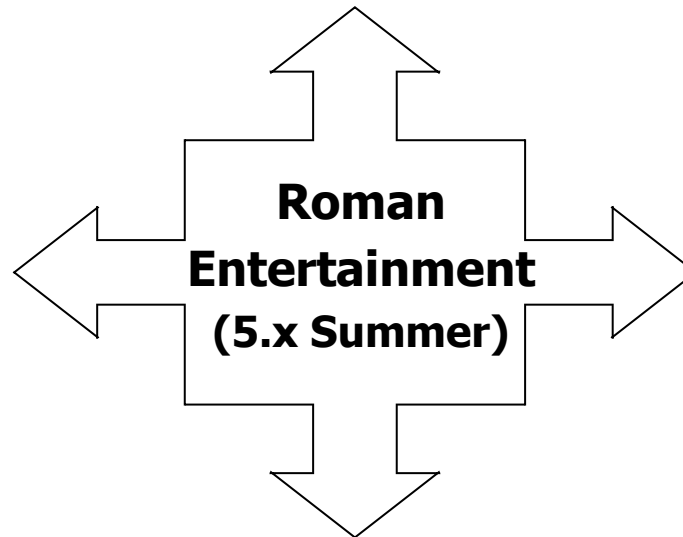


History *

Learn about the Gladiators, the weapons they used and the Gladiator schools. Feeding Christians to lions. Watch re-enactment Youtube

<https://www.youtube.com/watch?v=F2ZakZ6e4sk>
Ed—Spartacus story

- *Develop the appropriate use of historical terms.*
- *Establish clear narratives within and across the periods the study*
- *understand how our knowledge of the past is constructed from a range of sources.*



History*

Learn about the Roman conquest of England and the uprising by Boudicca and her army.

the Roman Empire and its impact on Britain

History *

Learn about famous Romans and the impact they had; Julius Caesar, Augustus, Claudius and Hadrian .

<https://www.youtube.com/watch?v=GXoEpNjgKzg>
National Geographic documentary

- *The Roman Empire and its impact on Britain*

Cross Curricular Links:

Literacy:

Numeracy:

?? Check when roman numerals is in the maths curriculum

British Values:

Mental Health and Well-being: