



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 superhero.

History *

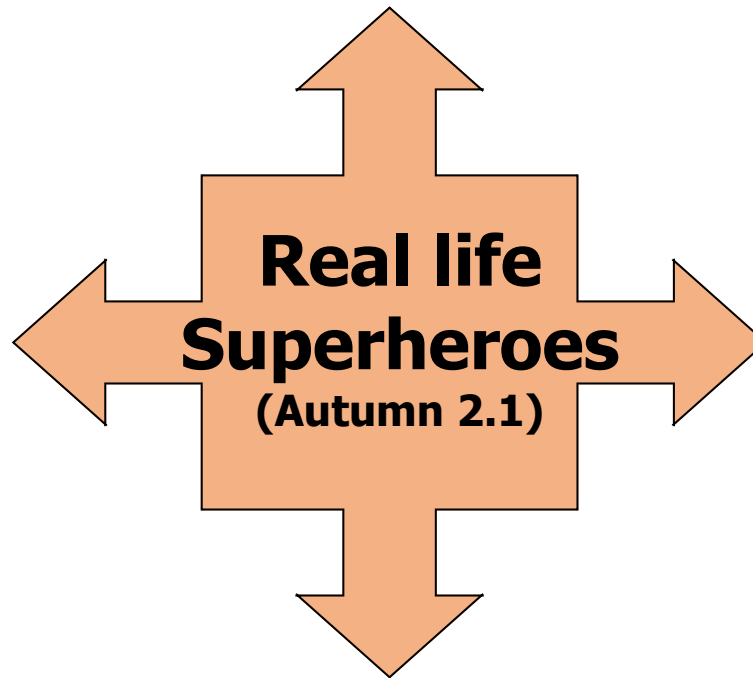
An in-depth look at Mary Seacole (1805-1881)

- *the lives of significant individuals in the past who have contributed to national and international achievements*
- *develop an awareness of the past*
- *using common words and phrases relating to the passing of time*
- *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.*
- *understand some of the ways in which we find out about the past and identify different ways in which it is represented*
- *use a wide vocabulary of everyday historical terms*

Science *

Investigate the use of materials for different purposes within the roles.

- *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*

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*



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Visit to Knowsley Safari Park

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*
- *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*

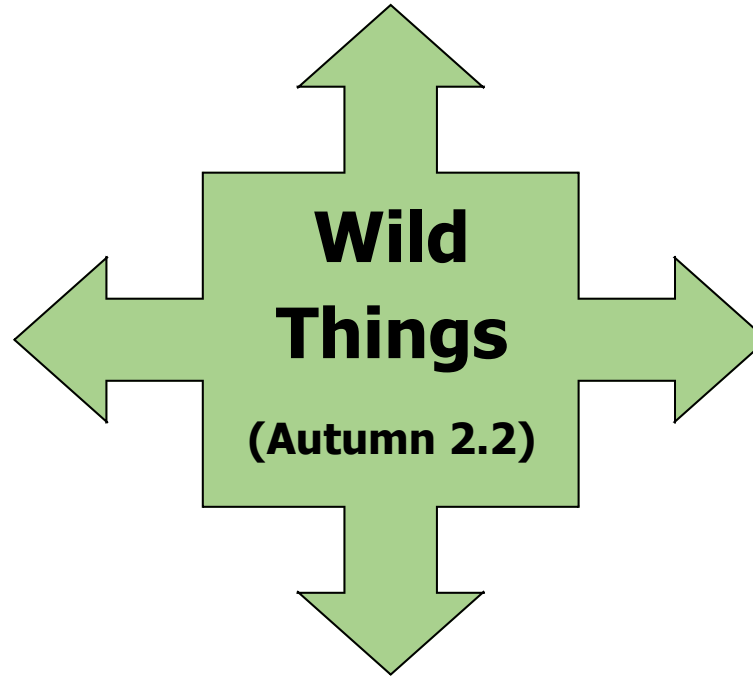
Art*

- *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*
- *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*

Learn about Kenya 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*



Science*

Investigate the type of animals that live in Kenya.

- *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.*



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Dress up as Kings and Queens

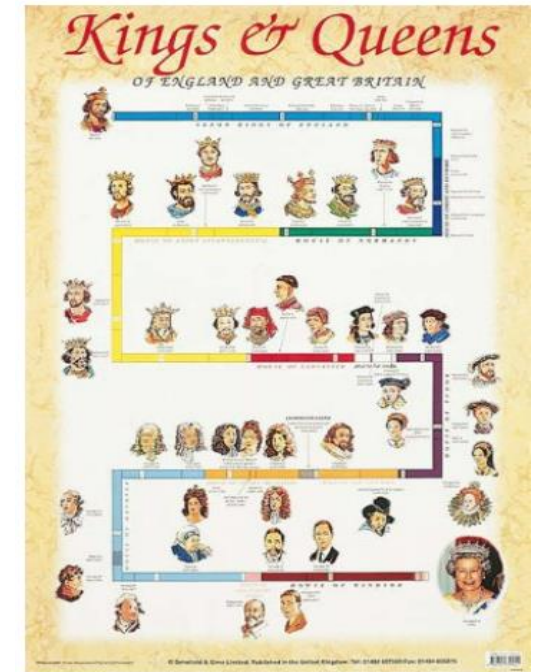
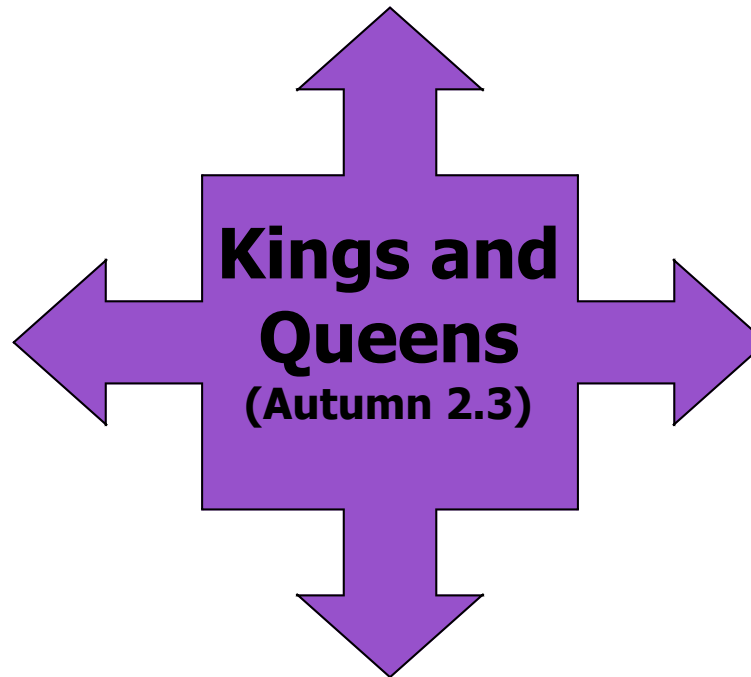
History*

- *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*

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*