



## **WOW Moment:**

### **Body mapping game**

#### **Science\*** (Biology)

Discover the simple functions and the parts of the digestive system – experiment by make class pool!

- *describe the simple functions of the basic parts of the digestive system in humans*

#### **Science\***(Biology)

Look at the use of teeth to help us eat...

- *identify the different types of teeth in humans and their simple functions*

#### **DT\***

Discover and understand what makes a healthy and balanced diet.

- *understand and apply the principles of a health and varied diet*

#### **Science\*** (Chemistry)

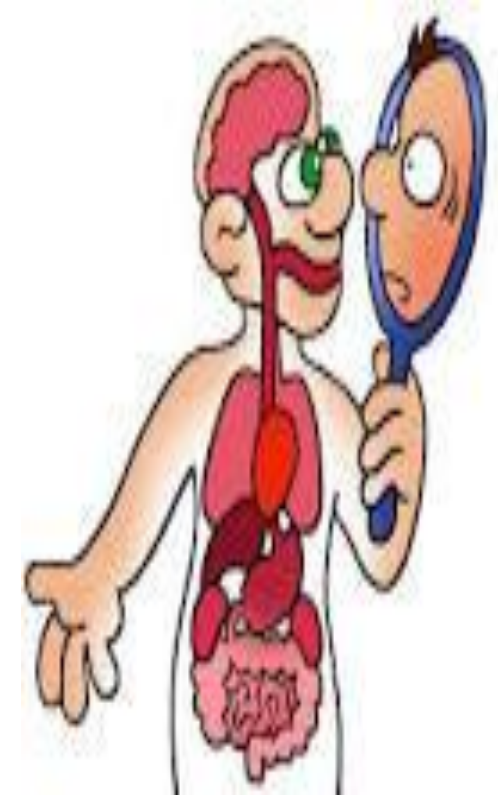
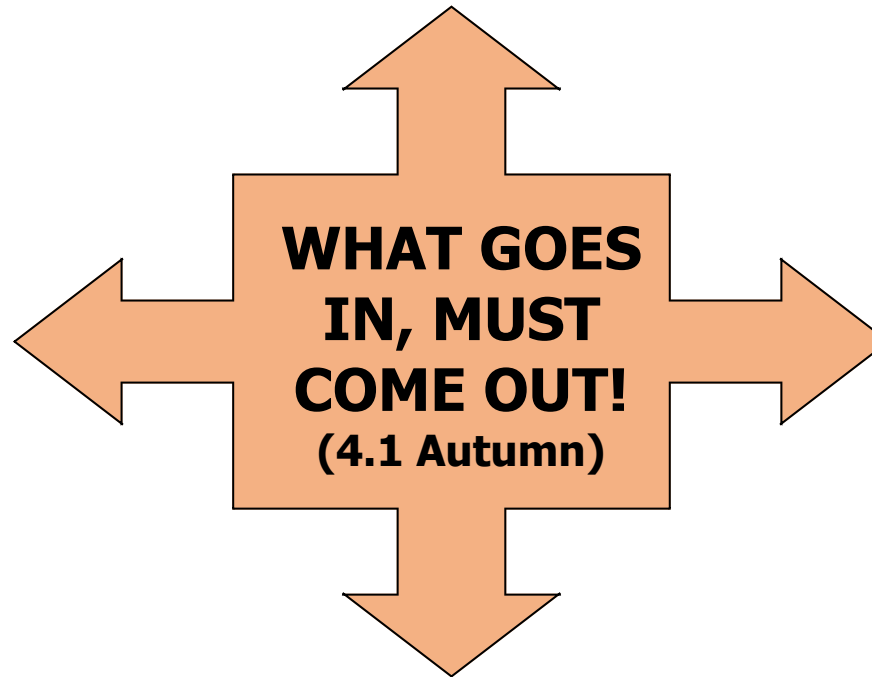
Linked to cooking

- *compare and group materials together, according to whether they are solids, liquids or gases*
- *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)*

#### **DT\***

To know how our diets change through the seasons depending upon what foods can be grown and why this is important.

- *understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*





# 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: Visit to Style Mill.

### History\*

Learn about mining and mill working in our local area. What was life like as a miner/mill worker?

- continue to develop a chronological secure knowledge and understanding of British local and world history
- establish clear narratives within and across the periods the study
- note connections contrasts and trends over time
- develop the appropriate use of historical terms
- 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.

### Geography\*

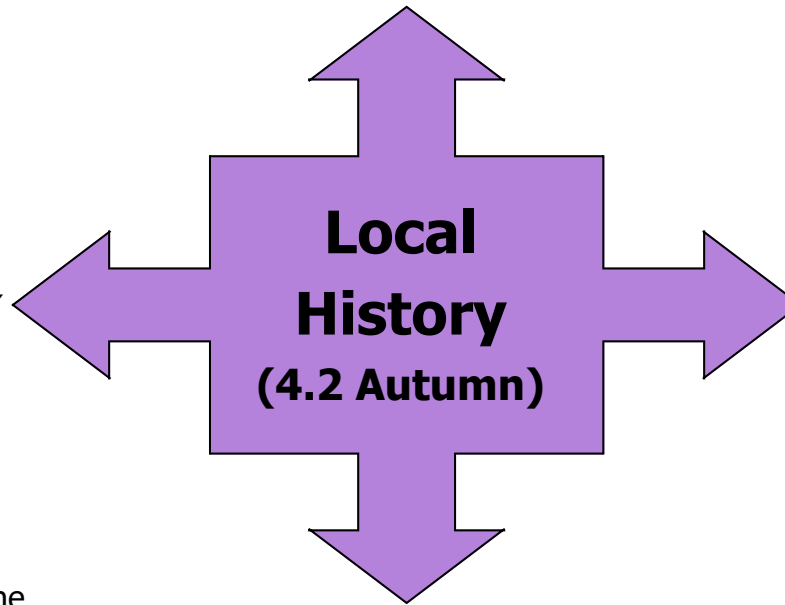
Use maps and other sources to notice changes in the local area.

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

### History\*

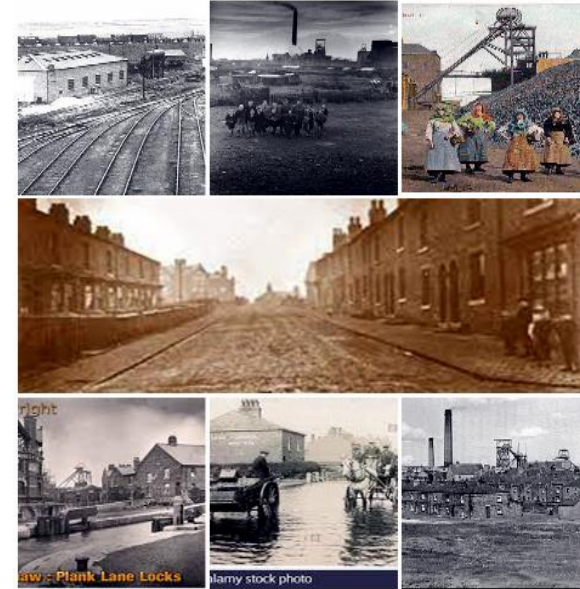
Explore how different people might have different views about life in the past – linked to life as a miner/mill worker.

- a **local history study** - a depth study linked to one of the British area of study listed above, a study over time tracing how several aspects of national history are reflected in the locality, a study of an aspect or site dating from the period beyond 1066 that is significant in the locality.



### Geography\*

- describe and understand key aspects of human geography, including: economic activity including trade links



### Art\*

Weaving:

- 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
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example pencil charcoal paint clay]



# 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:**

Bending water with Electricity demonstration

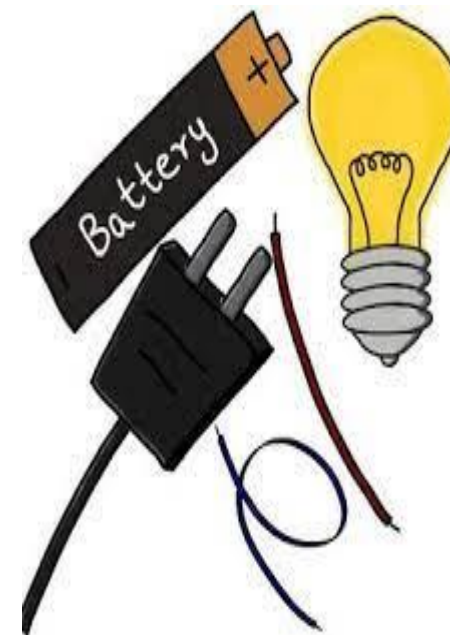
## **Environmental Science**

COP26

Net Zero

Look at ways to provide electricity without adding extra CO2 eg wind power, solar Hinkley Point.

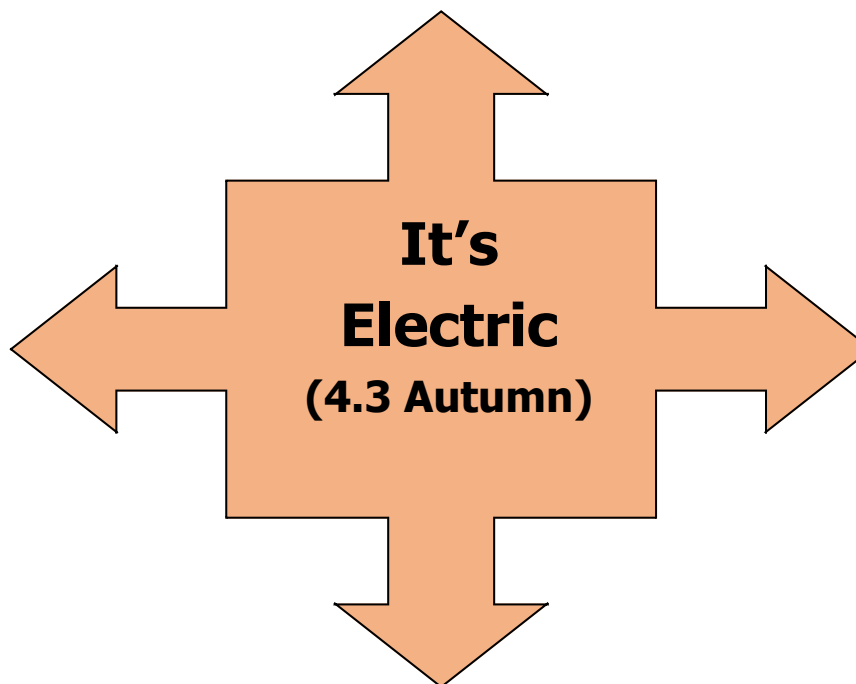
<https://www.edfenergy.com/energy/nuclear-new-build-projects/hinkley-point-c/for-teachers-students-and-educators/inspire>



## **Science\*** (Physics)

- *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers*
- *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery*
- *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit*

(Link to Dragon Den topic)



## **Science\*** (Physics)

- *identify common appliances that run on electricity*

## **Science\*** (Physics)

- *recognise some common conductors and insulators, and associate metals with being good conductors*



# 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:**

### **Teacher/Pupil Dragons Den opener!**

#### **D&T\* (Design)**

Pupils to investigate what pupils in younger classes need support with learning.

- *use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at articular individuals or groups*
- *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams prototypes pattern pieces and computer-aided design.*

#### **D&T\* (Make)**

- *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing accurately*
- *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.*

#### **D&T\* (Evaluate)**

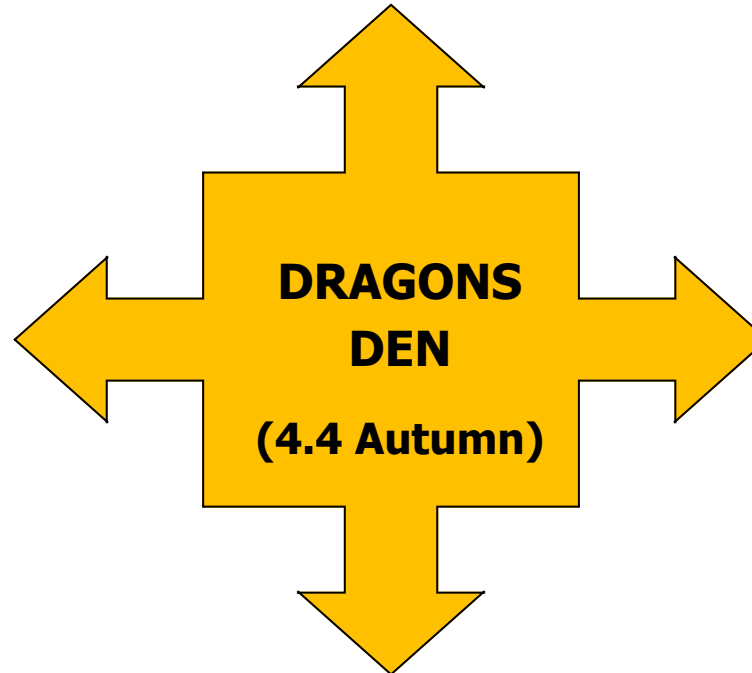
Research ways to make the product look appealing to younger children. Use this knowledge to improve their product.

- *Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work*

#### **D&T\***

Explore the different ways we can use electrical systems to make games to encourage pupils to learn the skills identified.

- *understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]*
- *Apply their understanding of how to strengthen, stiffen and reinforce more complex structures*



#### **Science\*** (Physics - Linked to Unit 4.3)

- *construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers*
- *identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery*
- *recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit*