



Beaumont Lodge
PRIMARY SCHOOL

Computing:

We are programmers Use sequence, selection and repetition in programs; Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by breaking them down into smaller parts.

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- We are communicators work with variables and various forms of input and output.

History:

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.

Ask questions and find answers about the past.

Use a timeline to place historical events in chronological order.

Describe dates of and order significant events from the period studied.

Explore the idea that there are different accounts of history

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Geography:

Locate places in the world - Mountains

Communicate in different ways

Draw diagrams, produce writing and use the correct vocabulary

Ask and answer geographical questions about the physical and human characteristics of a location

Use maps, atlases, globes to locate countries of Europe including Poland and describe features

Locate Arctic and Antarctic Circle

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how these have changed over time

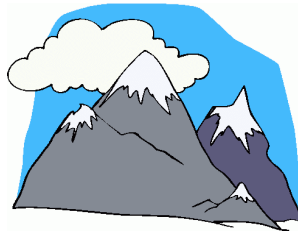
Communicate in different ways: Draw diagrams, produce writing and use the correct vocabulary

Describe the characteristics of some of: Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle [including rainforests]

Ask and answer geographical questions about the physical and human characteristics of a location

Use a range of resources to identify the key physical and human features of Leicester – Inc. ordnance

Mountain Expeditions



Science:

Animals including humans
Forces & magnets

PE: throwing and catching

PSHE: Being me in my world
Healthy Me

Music: Let your spirit fly.

Booklist:

Shackleton's Journey

DT:

(Torches) Know that simple electrical circuits and components can be used to create functional products

Art:

Use sketchbooks to collect and record observations, and to develop their own ideas

Annotate sketches to explain and elaborate ideas

Plan, refine and alter sketches as necessary

Use different grades of pencils to show line, tone and texture

Colour mixing and matching: tint, tone, shade (match using colour charts)

Introduce different types of brushes for specific purposes

Mix colours effectively, knowing which primary colours make secondary

Experiment with different effects and textures washes, thickened paint).

British Values:

Vocabulary:

Ernest Shackleton, The Endurance, Weddell Sea, explorer, mountain, mountaineer, ascend, highest, climb, piste, summit, avalanche, blizzard, Antarctic, weather, base camp, disaster, perish, prevail, sheer, impassable, inaccessible.

RE: Who is my neighbour?



Beaumont Lodge
PRIMARY SCHOOL

Geography (across all ages)

Understand how locations have changed over time

Communicate in different ways : draw diagrams, produce writing and use the correct vocabulary

Ask and answer geographical questions about the physical and human characteristics of a location (Iron Age settlements)

Use a range of resources to identify the key physical and human features of Leicester

Explain own views about locations, giving reasons – compare Skara Brae

PE:

PSHE: Dreams and Goals

Art:

(Trousers) Use basic cross stitch and back stitch
Replicate patterns observed in natural or built environments

Discuss roles and purposes of artists, craftspeople and designers in different times and cultures

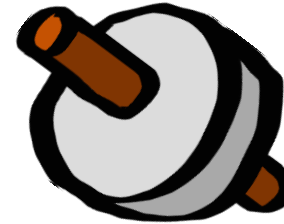
Science:

Rocks

RE: What do Christians believe and how do they worship?

Computing:
We are pollsters

Stone Age



Enrichment:

Bradgate Park (Stone Age experience)

History:

Describe changes in periods & civilisations that existed
Changes in Britain from the Stone Age to the Iron Age

Use evidence to describe the:

culture and leisure activities from the past

the clothes

way of life

actions of people in the past

buildings and their uses

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.

Ask questions and find answers about the past.

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Use a timeline to place historical events in chronological order.

Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Vocabulary: Hunter, farmer, stone tools, iron, bronze, hill fort, Britons, invasion, religion, tunics, gods, artefacts, metal-working, BCE, AD, ceremony, ritual, burial mounds, cairns, wells, springs, landscape, Horton House, Beaker people, henge, quern stones, The Amesbury Archer, shipwreck, trade, Neolithic, Roundhouses, flint, Flag Fen, Grimes Graves, Maiden Castle, weaving, spinning and grinding (corn).

Music: Glockenspiel Stage 1

D&T:

(Trousers) Describe the purpose of their products. Indicate design features of their products. Gather information about the needs and wants of individuals or groups. Develop their own criteria.

Selects tools and equipment suitable to the task.

Explain their choices. Selects some materials and components suitable to the task.

Order the main stages of making.

Follow procedures for safety and hygiene. Use wider materials and components e.g. textiles,

Measures, marks out, cuts and shapes materials and components with some accuracy. Assembles, joins and combines many materials with some accuracy. Applies some finishing touches.

They understand that materials have functional and aesthetic qualities (cuddly toy).

Geography (across all ages)

Understand how locations have changed over time

Communicate in different ways : draw diagrams, produce writing and use the correct vocabulary

Ask and answer geographical questions about the physical and human characteristics of a location (Iron Age settlements)

Use a range of resources to identify the key physical and human features of Leicester

Explain own views about locations, giving reasons – compare Skara Brae

PE:

PSHE: Healthy Me

Science:
Light

History:

Describe changes in periods & civilisations that existed
Changes in Britain from the Stone Age to the Iron Age

Use evidence to describe the:
culture and leisure activities from the past
the clothes
way of life

actions of people in the past
buildings and their uses

Use documents, printed sources (e.g. archive materials)
the Internet, databases, pictures, photographs, music,
artefacts, historic buildings, visits to museums and
galleries and visits to sites as evidence about the past.

Ask questions and find answers about the past.

Understand that a timeline can be divided into BC
(Before Christ) and AD (Anno Domini)

Use a timeline to place historical events in chronological
order.

Communicate ideas about the past using different
genres of writing, drawing, diagrams, data-handling,
drama role-play, storytelling and using ICT.

Art:

Develop shading to show

light and shadow

Use hatching and cross to show tone and
texture

Annotate sketches to explain and
elaborate ideas

Plan, refine and alter sketches as
necessary

Continue to observe and develop the
drawing of landscapes



RE: Light and Dark.

Bronze Age

Computing:

We are presenters

Select, use and combine a variety of software (including internet services)
on a range of devices to design and create a range of programs and
content that accomplish given goals including analysing evaluating and
presenting

Develop their independence and confidence in using different digital
devices.

Make sensible choices about the technology they use to help them work
and to justify their choices

- Use search engines effectively and appreciate how results are selected
and ranked and be specific when evaluating digital content.

Music: Three Little Birds

Vocabulary: Hunter, farmer, stone tools,
iron, bronze, hill fort, Britons, invasion, religion,
tunics, gods, artefacts, metal-working, BCE, AD,
ceremony, ritual, burial mounds, cairns, wells,
springs, landscape, Horton House, Beaker people,
henge, quern stones, The Amesbury Archer,
shipwreck, trade, Neolithic, Roundhouses, flint, Flag
Fen, Grimes Graves, Maiden Castle, weaving,
spinning and grinding (corn).



Beaumont Lodge
PRIMARY SCHOOL

Art: Annotate sketches to explain and elaborate ideas
Collect visual information from a variety of sources, describing the visual and tactile elements (mood board of jewelry)

Geography (across all ages)

Understand how locations have changed over time
Communicate in different ways : draw diagrams, produce writing and use the correct vocabulary
Ask and answer geographical questions about the physical and human characteristics of a location (Iron Age settlements)
Use a range of resources to identify the key physical and human features of Leicester
Explain own views about locations, giving reasons – compare Skara Brae

PE:

RE: Life Journey – birth and early life ceremonies

Iron Age



PSHE: Relationships

Computing:

We are presenters
Select, use and combine a variety of software (including internet services) on a range of devices to design and create a range of programs and content that accomplish given goals including analysing evaluating and presenting
Develop their independence and confidence in using different digital devices.
Make sensible choices about the technology they use to help them work and to justify their choices
- Use search engines effectively and appreciate how results are selected and ranked and be specific when evaluating digital content.

Music: The Dragon Song

History:

Describe changes in periods & civilisations that existed
Changes in Britain from the Stone Age to the Iron Age
Use evidence to describe the:
culture and leisure activities from the past
the clothes
way of life
actions of people in the past
buildings and their uses
Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
Ask questions and find answers about the past.
Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
Use a timeline to place historical events in chronological order.
Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

D&T:

Share and clarify ideas through discussion.
Model ideas using prototypes (nets / plastic stuff/ Polyhedra)
Use annotated diagrams and some computer aided design packages to develop and communicate ideas (Minecraft).
Generate realistic ideas, focusing on the needs of the user.
Begin to take account of the availability of resources.
Recognise that materials can be combined and mixed to create more useful characteristics.
Identify the strengths and areas for development in their ideas and products. Consider the view of others. Refer to their design criteria as they design and make. Use their design criteria to evaluate their completed products.
Investigate and analyse (current homes): how well products have been designed and made; which materials and methods were used and which were successful; how well the products worked; whether they achieved their purpose and the needs/wants of the users.

Vocabulary: Hunter, farmer, stone tools, iron, bronze, hill fort, Britons, invasion, religion, tunics, gods, artefacts, metal-working, BCE, AD, ceremony, ritual, burial mounds, cairns, wells, springs, landscape, Horton House, Beaker people, henge, quern stones, The Amesbury Archer, shipwreck, trade, Neolithic, Roundhouses, flint, Flag Fen, Grimes Graves, Maiden Castle, weaving, spinning and grinding (corn).



Beaumont Lodge
PRIMARY SCHOOL

Geography:

Understand how locations have changed over time
Locate places in the world - Egypt
Communicate in different ways
Draw diagrams, produce writing and use the correct vocabulary
Ask and answer geographical questions about the physical and human characteristics of a location
Use a range of resources to identify the key physical and human features of Leicester
Explain own views about locations, giving reasons – compare and contrast Egypt with home

PE:

PSHE: Celebrating
difference Changing me

Enrichment:
Library Service – Egyptian
Day

Vocabulary: Gods, goddesses, pyramids, Howard Carter, archaeology, civilisation, after-life, hieroglyphs, various gods/ goddesses names, ancient, BCE, remains, mummification, beliefs, tombs, sarcophagus, Akhet, amulet, Book of the Dead, Canopic jars, cedar, delta, dynasty, Giza, inundation, obelisk, Osiris, papyrus, Rosetta Stone, scribe, Senet, Sphinx, Thebes, Tutankhamun

Art: Experiment with resist printing including marbling, silkscreen and cold-water paste
Use different media to achieve variations in line, texture, tone, colour
Plan, refine and alter sketches as necessary
Use different grades of pencils to show line, tone and texture

Science:
Plants

Egyptians



RE: What do Muslims believe
and how do they worship?

Music: Bringing Us Together
Reflect, Rewind and Replay

D&T:

Shaduf: Know how mechanical systems such as levers and linkages create movement..
Program a computer to control their products. Make strong, stiff shell structures.
Describe the purpose of their products. Indicate design features of their products.
Selects tools and equipment suitable to the task
Measures, marks out, cuts and shapes materials and components with some accuracy.
Assembles, joins and combines many materials with some accuracy.
Egyptian food feast:
Know that food is farmed, reared, grown elsewhere (e.g. home), imported or caught locally, regionally or internationally. Know how to prepare and cook a variety of predominantly savory dishes safely and hygienically, including the use of a heat source.
Know how to use a range of techniques such as peeling, chopping, and slicing, grating, mixing, spreading, kneading and baking. Recognise that a healthy diet is made up of a variety and balance of food and drinks, as depicted on the 'Eatwell Plate.'
Pupils know how to use learning from science and mathematics to help design and make products that work (weighing, times)

History:

An in depth study of Ancient Egypt
Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
Ask questions and find answers about the past.
Use evidence to describe the: culture and leisure activities from the past, the clothes, way of life, actions of people in the past, buildings and their uses
Describe dates of and order significant events from the period studied.
Explore the idea that there are different accounts of history
Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Computing:

We are network engineers
Begin to use online tools to collaborate together e.g. adding to a word bank or writing a shared story.
Understand computer networks including the internet and how they can provide multiple services such as the World Wide Web and the opportunities they offer for collaboration and communication.
Use technology safely, respectfully and responsibly, recognise acceptable and unacceptable behaviour, identify a range of ways to report concerns about content and contact.