

RE:

How Does a Christian
follow Jesus?

Computing:

E-Safety
Network & WWW

Skills:

Research
Integrity
Resourcefulness

Vocabulary:

Tudors monarchy
Battle of Bosworth
King Henry VII
King Henry VIII
Edward VI monarch
Doublet realm
Ruff dynasty
Wattle and daub
Timbered

PSHE:

Being me in my world

PE:

Basketball & Netball

Music:

Classroom Jazz 2
Turntablism

Booklist:

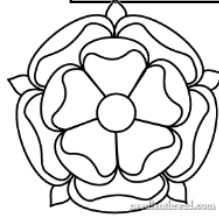
Terrible Tudors
Executioner's Daughter

Geography: Tudor England & Modern England

Land-use patterns; and understand how some of these
aspects have changed over time

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
use the eight points of a compass, four and six-figure grid
references, symbols and key (including the use of Ordnance
Survey maps) to build their knowledge of the United
Kingdom and the wider world

The Tudors



Enrichment:

KRIII Centre
Tudor Day

British Values:

Art: Morris & Guiseppe

Explore and discuss roles and purposes of artist Morris
and Guiseppe.

Be confident with block printing onto fabric and paper,
build up layers of colours and textures

Create an accurate pattern, showing fine detail.

Organise work in terms of pattern, symmetry or random
printing styles.

Create a colour palette based upon colours observed in
the natural or built world

Carefully select materials based on qualities to enhance
work

D&T: Tudor Houses & Banquets

Describe in detail, the purpose of their products. Indicate design features of
their products

Develop a simple design specification to guide their thinking.

Use annotated sketches and CAD packages, to develop and communicate
ideas and share and clarify ideas confidently, through discussion.

Select materials and components suitable to the task. Produce appropriate
lists of tools, equipment and materials that they will need. Order the stages
of the making process, in logical steps. Use an extensive range of materials
and components

Make strong, stiff shell structures for a purpose recognising materials have
functional and aesthetic qualities.

Know that food is farmed, reared, grown elsewhere (e.g. home, allotments),
exported, imported or caught. - know that seasons and weather affect food
availability.

Prepare and cook a variety of savoury and some sweet dishes safely and
hygienically, including the use of a heat source. Know how to use a wide
range of techniques such as peeling, chopping, slicing, grating, mixing,
spreading, kneading and baking.

History: Local past

Understand how our knowledge of the past is constructed
from a range of sources.

Describe a chronologically secure knowledge and
understanding of British and local history, establishing clear
narratives within and across periods.

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



Beaumont Lodge
PRIMARY SCHOOL

RE:

Can a person of Faith be a scientist?

PSHE:

Dreams & Goals (PSHE day)

Vocabulary:

Blood	blood vessels	Pumps	oxygen
carbon dioxide	lungs	Nutrients	water
Diet	exercise	Drugs	lifestyle
Evolution	suited/ suitable	adapted/ adaptation	
Offspring	characteristics	fossils	
Inherit	inheritance	vary	variation

Computing:

Create websites
Use Search Engines

PE:

Table tennis &
Invasion games

Darwin: Greatest scientist of the Victorian Era?



History: Victorian Era

Describe a study of an aspect or theme in British history beyond 1066.

I can make confident use of a variety of sources for independent research.

I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

I can use evidence to support arguments.

I can describe a local history study.

Geography:

describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

Skills:

Research
Integrity
Resourcefulness

Music:

Happy
Turntablism

Booklist:

Pig Heart Boy (GR?), On The Origin of Species, Amazing Evolution: The Journey of Life, Moth, Oliver! A Christmas carol

D&T: Sashes & Gruel!

Indicate design features of their products that will appeal to the intended users (inc. needs and wants of the user).

Use annotated sketches and exploded diagrams to develop and communicate ideas

Join fabric in different ways – using a range of stitching techniques
Combine visual and tactile qualities: different textures, colours and techniques when combining and making pieces of work

Measure, mark out, cut and shape materials and components with accuracy. Accurately assemble, join and combine most materials.

Be expressive and analytical to adapt, extend and justify work

Confidently select tools and equipment suitable to the task

Evaluate their ideas and products against their original design specification

Know that recipes can be adapted to change the taste, texture, aroma and appearance (could gruel taste nice?!)

Follow procedures for safety and hygiene

Art: Lowry

Describe and explore the techniques Lowry used to create his works, and his placement within the artistic world at the time of the painting and beyond.

Create a colour palette based upon colours observed the work of Lowry

Use sketchbooks to inform, plan and develop ideas

Controlling and experimenting with types of paints, qualities of colours (inc. warm and cold), tones and tints to create mood and express feeling

Science: Evolution & Living things and their habitats

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

evolution

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

give reasons for classifying plants and animals based on specific characteristics



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D&T: Perfume!

Plan and design my own perfume: Select materials and components suitable to the task.
Produce appropriate lists of tools, equipment and materials that they will need. Order the stages of the making process, in logical steps.
Describe how to make perfume using traditional distillery methods.

History:

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
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.
Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.
Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

PSHE:

Celebrating Difference

RE:

Interfaith dialogue - What will make my city a more respectful place?

Enrichment:

Golden Mile

PE:

Gymnastics
Hockey

Booklist:

Aladdin

Music:

A New Year Carol
Turntablism

Ancient Civilisations: Early Islamic & Benin



Geography:

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how the early Islamic civilisation established itself as a major power, helped by its geographical position along the East to West trade route and the quality of its trading goods.

Art:

Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques
Explore and discuss roles and purposes of artists, craftspeople and designers working in different times and cultures

Benin's sculptures- Shape, form, model and join with confidence
Combine, visual and tactile qualities
Benin – ceramic- animal tile to be used as a gift to the gods at one of the Oba's ceremonies: Take into account the properties of media being used
Shape, form, model and join with confidence
Create original pieces that show a range of influences and styles
Benin Bronzes = sketching - Use sketchbooks to inform, plan and develop ideas
Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them

Computing:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems – geometric art

Vocabulary:

House of Wisdom, Bayt-Al-Hikma, scholars, Caliph Harun Al-Rashid, Al-Khwarizmi, algebra, engineer, astronomical observatory, Banu Musa brothers, Ibn Al-Haytham, Muhammah Al-Idrisi, siege, Mongol, legacy, Renaissance
Ancient Egypt, Benin Kingdom, The Maya, Oba, policeman, King, pearl, coral, bronze, River Niger, River Trent, River Nile, rituals, ceremony, creator, Osanobua, civilization, priest, ohen, human sacrifices, archaeologists, reincarnated, Spirit World, souls, spirits, warriors, symbolized, guilds, astrologers.



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Art: Moore

Identify key aspects such as complementary colours, colour as tone, warm and cold colours.
Use brush techniques and the quality of paint to create texture
Explore and discuss roles and purposes of artists (H.Moore, Lowry), craftspeople and designers working in different times

Booklist:

Goodnight Mr Tom
The Arrival
The Journey (F Sanna)

Music:

You've Got A Friend
Ukulele

Science: Light & Electricity

recognise that light appears to travel in straight lines
use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
use recognised symbols when representing a simple circuit in a diagram

Geography:

Locate the world's countries, using maps to focus on Europe
Develop knowledge of the United Kingdom and the wider world
I can use maps, charts etc. to support decision making about the location of places e.g. new bypass.

PE:

Swimming &
Tennis

RE:

Justice /
poverty



World at war: Is war ever justified?

British Values: tolerance,
democracy, liberty

Vocabulary:

Trenches
rations
Land Army
Seasonality
Shelter

Soldiers
Front line
evacuee
poverty
Treaty

Allies
Artillery
Blitz
Chronology
shellshock

History: World Wars

I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information
I can note connections, contrasts and trends over time and show some use of historical terms
Describe a local history study.
I can understand how our knowledge of the past is constructed from a range of sources.

D&T: Watch out for lighthouses!

Recognise that materials can be combined and mixed to create more useful characteristics. Generate innovative ideas from prior research. Make design decisions based on time, cost and resource constraints
Know that mechanical and electrical systems have an input, process and output. Use an extensive range of materials and components, mechanical, construction kits and electrical
Know how mechanical systems such as levers and linkages create movement.
Know that simple electrical circuits and components can be used to create functional products.
Program a computer to control their products.
Use techniques that involve a number of steps. Use resourcefulness when tackling practical problems. Explains next steps in learning, drawing from prior experience.

Computing:

We are Cryptographers

PSHE:

Relationships

Enrichment:

Armistice Day 2019
WW2 Workshop?
Holocaust Memorial Day
Gardening Club (Allotment)



Beaumont Lodge
PRIMARY SCHOOL

Music:

Music And Me
Reflect, Rewind and Replay
Ukulele

British Values:

Law, responsibility

PE:

Swimming
Cricket
Athletics

Art: Klimt

Identify artists who have worked in a similar way to their own (Klimt – The woman in gold)
Sketching and creating texture using gold multimedia
Explore the use of texture in colour (sawdust, glue, shavings, sand on different surfaces).
Explore the texture of paint

History:

Choose reliable sources of information to find out about the past.
Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions
Investigate own lines of enquiry by posing questions to answer.
Use a range of sources to collect evidence about the past.
Communicate ideas about from the past using different mediums
Describe a study of an aspect or theme in British history beyond 1066.

Crime & Punishment



RE: Judaism

PSHE:

Financial responsibility day

Enrichment:

Court visit / court day

Booklist:

Cruel Crime and Painful Punishment (Horrible Histories)
The Highwayman (Noyes)
Clockwork or All Wound Up (Pullman)

Vocabulary:

Aspiration	inspiration
Career	finance
Debt	reliable
Role model	peace Well-being circulatory system
	heart
Blood	blood vessels Pumps
Oxygen	carbon dioxide lungs
Nutrients	water Diet
exercise	Drugs lifestyle

Computing:

Spreadsheets & Charts
Film

D&T:

Model ideas using prototypes and patterns pieces.
Confidently identify the strengths and areas for development in their ideas and products. Consider the views of others including intended users, to improve their work.
Refer to their design criteria as they design and make. Use their design criteria to evaluate and improve their completed products.
Critically evaluate the quality of the design, manufacture and fitness for purpose of their products.
Consider the impact and innovative qualities of their products.

Music:

Music And Me
Reflect, Rewind and Replay
Ukulele

Skills:

Science: Animals inc. Humans

identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
describe the ways in which nutrients and water are transported within animals, including humans

British Values:

Liberty, Respect, tolerance

PSHE:

Changing me
Healthy Me

Reach for the stars



Enrichment:

Careers Day 2020
KS2 production

Computing:

Spreadsheets & Charts
Film

PE:

Cricket
Athletics
Sports Day

Booklist:

Cruel)

Vocabulary:

Aspiration	inspiration
Career	finance
Debt	reliable
Role model	peace Well-being circulatory
system	heart
Blood	blood vessels Pumps
Oxygen	carbon dioxide lungs
Nutrients	water Diet
exercise	Drugs lifestyle