

## Horton Park Primary School Whole School Long Term Plan 2016-2017

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Science</b>	<ul style="list-style-type: none"> <li>Animals with Humans</li> <li>Plants</li> <li>Seasonal Changes</li> <li>Everyday Materials</li> </ul>	<ul style="list-style-type: none"> <li>Animals including Humans</li> <li>Living things and Habitats</li> <li>Plants</li> <li>Everyday Materials</li> </ul>	<ul style="list-style-type: none"> <li>Animals including Humans</li> <li>Plants</li> <li>Rocks</li> <li>Light and Shadow</li> <li>Forces and Magnets</li> </ul>	<ul style="list-style-type: none"> <li>Animals including Humans</li> <li>Living Things and Habitats</li> <li>States of Matter</li> <li>Sound</li> <li>Electricity</li> </ul>	<ul style="list-style-type: none"> <li>Animals including Humans</li> <li>Living things and Habitats</li> <li>Changes in Materials</li> <li>Earth and Space</li> <li>Forces</li> </ul>	<ul style="list-style-type: none"> <li>Animals including humans</li> <li>All living things</li> <li>Evolution and inheritance</li> <li>Light</li> <li>Electricity</li> </ul>
<b>PSHCE/ SEAL</b>	New Beginnings	Say no to bullying Getting on/falling out	Going for goals	Good to be Me	Relationships	Changes
<b>History</b>	Significant People <b>Pieter Bruegel and Lowry</b>  Significant Events within living memories <b>Malcolm Hanson</b>  Local Area <b>Industrial Revolution</b>	Significant event <b>Great Fire of London</b>  Significant People <b>Henry Ford and Amy Johnson</b>  Local Area <b>Bradford District e.g. Salts Mill</b>	Stone Age to Iron Age  Roman Empire	Invaders and Settlers – <b>Anglo Saxons/ Scots</b> - <b>Vikings</b>  Local History Study Beyond 1066	British History - <b>Tudors</b>  Achievements of Early Civilisation <b>Indus Valley</b>	Early Islamic Civilisation - <b>Baghdad</b>  Ancient Greeks
Chris Quigley Curriculum Links Y3 – Basic & Advanced Y4 – Advancing & Deep Y5 – Basic & Advanced Y6 – Advancing & Deep	Significant People - <b>Cracking Ideas</b> Significant Events – <b>Great and Ghastly Events</b> Local Area/ People Within Living Memory – <b>Let's Remember</b>		Transport and Trade Buildings The Arts Language		Conflict Rich and Poor Achievements and Legacy Beliefs	

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<b>Geography</b>	UK Four countries, capital cities and surrounding seas  Local Environment  Seasonal Change/ Weather Patterns	<u><b>Locational Knowledge</b></u> Seven Continents and Five Oceans  <u><b>Human and Physical Features</b></u> UK (Nell Bank) and Non-European Locality  North and South Poles in relation to the Equator	<u><b>Locational Knowledge</b></u> - Comparison of UK and Europe - Countries, Capitals and Landmarks  <u><b>Human and Physical Features</b></u> - Seas, Lakes and Oceans (Europe)	<u><b>Locational Knowledge</b></u> - Europe (in depth study including location of Russia)  <u><b>Human and Physical Features</b></u> - Mountains and Volcanoes	<u><b>Locational Knowledge</b></u> - UK and North America  <u><b>Human and Physical Features</b></u> - Trade - Topographical Features (hills, mountains, rivers and coasts -Whitby) - land use patterns	<u><b>Locational Knowledge</b></u> - UK and South America  <u><b>Human and Physical Features</b></u> - Trade - Settlement - land use patterns (Ancient Greeks)
<b>Maps and Fieldwork – Ongoing</b>						
Chris Quigley Curriculum Links Y3 – Basic & Advanced Y4 – Advancing & Deep Y5 – Basic & Advanced Y6 – Advancing & Deep	Seasons and Weather - Extreme Weather Amazing Places and Spaces Y2 - Australian Adventure (Africa)	Eurovision The Land of Hope and Glory		The Land of the Free Earthquakes, Zones and Volcanoes		
<b>DT</b>	<b>Food – Cooking and Nutrition</b>					
	<b>Materials Textiles Electricals and electronics</b>	<b>Textiles Electricals and electronics Construction</b>		<b>Construction Mechanics Computing</b>		
<b>Art</b>	<u><b>KS1 Essential Opportunities (CQ)</b></u> <ul style="list-style-type: none"> <li>• Use experiences and ideas as the inspiration for artwork</li> <li>• Share ideas using drawing, painting and sculpture</li> <li>• Explore a variety of techniques</li> <li>• Learn about the work of a range of artists, artisans and designers</li> </ul>	<u><b>KS2 Essential Opportunities (CQ)</b></u> <ul style="list-style-type: none"> <li>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork</li> <li>• Develop and share ideas in a sketchbook and in finished products</li> <li>• Improve mastery of techniques</li> <li>• Learn about great artists, architects and designers in history</li> </ul>				
	<b>Drawing Painting</b>	<b>Collage Sculpture</b>		<b>Print Textiles</b>		

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	Collage		Print		Digital Media	
<b>Music</b>	<ul style="list-style-type: none"> <li>Hey You!</li> <li>Little Angel</li> <li>In The Groove</li> <li>Rhythm in the way we walk and Banana rap</li> <li>Round and Round</li> <li>Reflect, Review and Rewind</li> </ul>	<ul style="list-style-type: none"> <li>Hands, feet, Heart</li> <li>Little Angel Gets Hear Wings by Nick Perrin</li> <li>Glockenspiel Stage 1</li> <li>I Wanna Play In A Band</li> <li>Zootime</li> <li>Reflect, Rewind and Rewind</li> </ul>	<ul style="list-style-type: none"> <li>Three Little Birds</li> <li>Ho, ho,ho!</li> <li>Glockenspiel Stage 2</li> <li>Benjamin Britten – There was a monkey</li> <li>Let your spirit fly</li> <li>Reflect, Rewind and Rewind</li> </ul>	<ul style="list-style-type: none"> <li>Mamma Mia</li> <li>Five Gold Rings</li> <li>Glockenspiel Stage 3</li> <li>Benjamin Birtten – Cuckoo!</li> <li>Lean On Me</li> <li>Reflect, Rewind and Rewind</li> </ul>	<ul style="list-style-type: none"> <li>Don't Stop Believin'</li> <li>Five Gold Rings</li> <li>Glockenspiel Stage 3</li> <li>Benjamin Britten – A True Story</li> <li>Stop!</li> <li>Reflect, Rewind and Rewind</li> </ul>	<ul style="list-style-type: none"> <li>Livin' On a Prayer</li> <li>Benjamin Britten – A New Year Carol</li> <li>Classroom Jazz 2</li> <li>Fresh Prince of Bel Air</li> <li>Make you Feel My Love</li> <li>Reflect, Rewind and Rewind</li> </ul>
	<b>KS1 Essential Opportunities (CQ)</b> <ul style="list-style-type: none"> <li>Use their voices expressively by singing songs, chants and rhymes</li> <li>Play tuned and untuned instruments musically</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Make and combine sounds using inter related dimensions of music</li> </ul>		<b>KS2 Essential Opportunities (CQ)</b> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression</p> <p>Improvise and compose music using the inter related dimensions of music separately and in combination</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand the basics of the stave and other musical notations</p> <p>Appreciate and understand a wide range of high quality and live recorded music from different traditions and from great musicians and composers</p> <p>Develop</p>			
<b>Computing</b>	<b>E-safety</b>					
	<ul style="list-style-type: none"> <li>Music and sound</li> <li>Multimedia</li> <li>Programming</li> <li>Visual Media</li> <li>Data Handling</li> <li>Research</li> <li>Modelling</li> </ul>	<ul style="list-style-type: none"> <li>Programming</li> <li>Visual Media</li> <li>Multimedia</li> <li>Modelling</li> <li>Data Handling</li> <li>Sound and Music</li> </ul>	<ul style="list-style-type: none"> <li>Programming</li> <li>Music and Sound</li> <li>Data Handling</li> <li>Multimedia</li> <li>Simulations</li> </ul>	<ul style="list-style-type: none"> <li>Data Handling</li> <li>Music and Sound</li> <li>Visual Media</li> <li>Programming</li> <li>Modelling</li> <li>Multi media</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Media</li> <li>Modelling</li> <li>Programming</li> <li>Music and Sound</li> <li>Visual Media</li> <li>Data Handling</li> </ul>	<ul style="list-style-type: none"> <li>Programming</li> <li>Modelling</li> <li>Visual Media</li> <li>Multimedia</li> <li>Sound and Music</li> <li>Data Handling</li> </ul>

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<b>PE</b>	Dance Gymnastic Competitive Games Orienteering Outdoor and adventurous games					
<b>RE</b>	<b>Key Religions</b>	<b>Key Religions</b>	<b>Key Religions</b>	<b>Key Religions</b>	<b>Key Religions</b>	<b>Key Religions</b>
<u>Collective Worship</u>  <b>Term 1:</b> Diversity – Creation, New Beginnings  <b>Term 2:</b> Special People  <b>Term 3</b> Our World and the environment	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> </ul> <b>Visit:</b> Church	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Hinduism</li> </ul> <b>Visit:</b> Mosque, Mandir	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Judaism</li> <li>• Sikhism</li> </ul> (Islam as appropriate) <b>Visit:</b> Gurdwara	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Judaism</li> <li>• Sikhism</li> </ul> (Islam as appropriate) <b>Visit/or:</b> Synagogue/ Tamar (Bfd interfaith)	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Buddhism</li> </ul> (Sikhism – Initiation) <b>Visit:</b> Mosque	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Buddhism</li> </ul> <b>Visit:</b> Buddhist Centre - Keighley
	<ul style="list-style-type: none"> <li>• Myself</li> </ul> <b>Church Visit</b> <ul style="list-style-type: none"> <li>• Special People</li> <li>• Precious Things</li> </ul>	<ul style="list-style-type: none"> <li>• Special Days</li> <li>• Special Places</li> </ul> <b>Mandir, Mosque Visit</b> <ul style="list-style-type: none"> <li>• Our World</li> </ul>	<ul style="list-style-type: none"> <li>• Beginnings</li> </ul> <b>Welcoming New Babies</b> <ul style="list-style-type: none"> <li>• Places of worship</li> </ul> <b>Gurdwara Visit</b> <ul style="list-style-type: none"> <li>• Journeys</li> </ul>	<ul style="list-style-type: none"> <li>• Right and wrong</li> <li>• Special books</li> </ul> <b>Synagogue Visit</b> <ul style="list-style-type: none"> <li>• Creation and the environment</li> </ul> <b>Creation Stories, Sikhism and Stewardship</b>	<ul style="list-style-type: none"> <li>• Initiation</li> <li>• Special People</li> </ul> <b>Mosque Visit (differences)</b> <ul style="list-style-type: none"> <li>• Pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and Symbolism</li> </ul> <b>Buddhist Centre Visit (Buddhism in depth)</b> <ul style="list-style-type: none"> <li>• Sacred Writing</li> <li>• Sacred Places</li> </ul> Question: What is sacred?