

# VIEWLEY HILL ACADEMY LONG TERM CURRICULUM COVERAGE DOCUMENT

	Year 1/2		Year 3/4		Year 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>History</b>	<p><b>Was Captain Cook a Pirate?</b> Significant historical events and people in their own locality – lives of significant individuals who contributed to national and international achievements – events beyond living memory that are significant nationally and globally</p> <p><b>Who was the Father of Railways?</b> Events beyond living memory that are significant nationally or globally – George Stephenson/ Nana Shankarsheth (Indian Railways)</p>	<p><b>Who lives in a castle like this?</b> Events beyond living memory; significant nationally- Henry V111 and Church Of England; lives of significant individuals</p> <p><b>Where shall one go?</b> Changes within living memory – study on the royal family, the monarchy; impact on national life; contrast to Tudor monarchy</p>	<p><b>How did the Romans change Britain?</b> Study of life: Stone, Bronze and Iron Age; farming and technology leading to Claudius' invasion and conquest of Britain in AD 43</p> <p><b>What happened to Britain when the Romans left?</b> Anglo-Saxon &amp; Viking invasions, settlements and kingdoms; place names and village life. Viking and Anglo-Saxon struggle for England; resistance by Alfred the Great and Athlestan, first king of England.</p>	<p><b>How did the Romans change Britain?</b> Study of Iron age; hill forts and tribal kingdoms leading to Romanisation of Britain, British resistance and Boudicca</p> <p><b>Where can we see Ancient Greece today?</b> Study of Greek life and achievements and their influence on the western world</p>	<p><b>Why did the Egyptians build the pyramids?</b> Study of Egyptian life, beliefs and achievements</p> <p><b>What was learning like for Maya?</b> A contrast study with British history looking at how Maya lived and learned e.g. writing, numbers, time, pastimes</p>	<p><b>Could you keep calm and carry on?</b> Study of Britain beyond 1066: How well does a fictional story tell us what it was like to be an evacuee and how significant was The Blitz? Local history study of Middlesbrough (first industrial target to be bombed).</p> <p><b>What if I could go back in time?</b> Thematic study of Education: how it has changed; how much would you have enjoyed going to schools in the past and whether education helped everyone.</p>
<b>Geography</b>	<p><b>Was Captain Cook a Pirate?</b> Locational Knowledge: continents and oceans Skills: maps and atlases to locate Key human &amp; physical features Use simple fieldwork and observational skills</p> <p><b>Who was the Father of Railways?</b> Geographical similarities and differences through studying a</p>	<p><b>Who lives in a castle like this?</b> Locational knowledge – London as capital city Human and physical features of London Skills - Use compass directions to describe location and locational and directional language – routes around London</p>	<p><b>What happened to Britain when the Romans left?</b> Locational knowledge – where did the invaders come from? Key human and physical characteristics; human geography – settlement and land use; geographical skills – fieldwork to observe, record and present human and physical features</p>	<p><b>How did the Romans change Britain?</b> Locational knowledge – where did the invaders come from? Key human and physical characteristics; human geography – settlement and land use; geographical skills – fieldwork to observe, record and present human and physical features</p>	<p><b>What was learning like for Maya?</b> Locational knowledge – South America (Mexico) and cities; similarities and differences with the UK; key aspects of human and physical geography <b>What makes a super Stadium?</b> Name and locate the counties and cities of the UK;</p>	<p><b>Could you keep calm and carry on?</b> Locational knowledge: key countries and cities involved in WW2; understand topographical features and land use patterns and why these were targeted in the War. Changes over time – post war impact; human geography aspects of trade and resources</p>

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	<p>small area of the UK (Stockton) and a small area of a contrasting non-European Country – Roorkee, India,</p> <p><b>Is there room on the broom for me?</b> Locational Knowledge: countries and capitals of UK Skills: maps and atlases to locate, directional language Key human &amp; physical features</p>	<p>Use simple fieldwork and observational skills to study local area in contrast to London</p> <p><b>Where shall one go?</b> Locational Knowledge – continents, oceans, countries; London as capital; contrast to Iceland Human and physical features – hot and cold locations in relation to equator and north/south poles</p>	<p><b>Who can fix the fair?</b> Locate the world’s European countries using maps – European theme parks; identify key human and physical characteristics (inc hills, mountains, coasts, rivers)</p>	<p><b>Where can we see Ancient Greece today?</b> Locational knowledge: countries of Europe; key physical and human characteristics; similarities and differences with the UK</p>	<p>topographical features of the north east</p> <p><b>What’s happening to the climate? (Y5 Theme – Hot)</b> Study of climate zones, human impact on physical geography, locational knowledge and significance of global zones e.g. hemisphere, tropics, latitude and longitude</p>	<p><b>Where can we see Ancient Egypt today?</b> Locational knowledge: countries of Europe; key physical and human characteristics; similarities and differences with the UK</p> <p><b>What’s happening to the climate? (Y5 Theme - Cold)</b> Study of climate zones, human impact on physical geography, locational knowledge and significance of global zones e.g. hemisphere, tropics, latitude and longitude</p>
<p><b>Science</b></p>	<p><u>Everyday materials (Yr1 obs)</u> <b>Working Scientifically:</b> <b>Asking simple questions and recognising that they can be answered in different ways. Observing closely. Identifying and classifying. Using their observations to suggest answers to questions. Gathering and recording data to answer questions</b> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, plastic, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes.</p> <p><u>Uses of every day materials (yr 2 obs)</u></p>	<p><u>Everyday materials (Yr1 obs)</u> <b>Working Scientifically:</b> <b>Asking simple questions and recognising that they can be answered in different ways. Observing closely. Identifying and classifying. Using their observations to suggest answers to questions. Gathering and recording data to answer questions</b> EM 1-Distinguish between an object and the material from which it is made. EM2-Identify and name everyday materials inc. Wood, glass, metal, water and rock. EM3-Describe simple physical properties of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical processes.</p>	<p><u>Plants</u> <b>Working Scientifically:</b> <b>Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Record findings using simple scientific language, drawings, labelled diagrams and tables. Report on findings inc. Oral and written explanations, make predictions for new values, suggest improvements and raise further questions. Use straight forward scientific evidence to answer questions.</b> P1-Identify and describe functions of different flowering plants: roots, stem/trunk leaves and flowers.</p>	<p><u>Animals, inc. Humans</u> <b>Working Scientifically:</b> <b>Asking relevant questions and using different types of scientific enquiries to answer them. Record findings using simple scientific language, drawings, labelled diagrams and tables. Report on findings inc. Oral and written explanations. Identify differences, similarities and changes between simple ideas. Gathering, recording, classifying and presenting data in a variety of ways. Setting up simple practical enquiries. A1-Describe the simple functions of the basic parts of the digestive systems in humans.</b></p>	<p><u>Forces</u> <b>Working Scientifically:</b> <b>Plan different types of scientific enquiries to answer questions, inc controlling variables. Taking measurements using a range of scientific equipment, repeat readings where appropriate. Record data using tables and graphs. Using test results to make predictions to set up further comparative and fair tests. Report and present findings including conclusions, casual relationships and explanations in oral and written forms. F1-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</b></p>	<p><u>Animals inc. Humans</u> <b>Working Scientifically:</b> <b>Plan different types of scientific enquiries to answer questions, inc controlling variables. Taking measurements using a range of scientific equipment, repeat readings where appropriate. Recording data and result of increasing complexity using scientific diagrams and line graphs. Using test results to make predictions to set up further comparative and fait tests. A1-Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood A2-Recognise the impact of diet, exercise, drugs and</b></p>

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	<p><b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Identifying and classifying. Using their observations to suggest answers to questions. Gathering and recording data to answer questions. Performing simple tests. EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Animals inc Humans(year 1 ob)</u> <b>Working Scientifically:</b> Observing closely using simple equipment. Identify and classifying Using their observations and ideas to suggest answers to questions A1-Identify and name a variety of common animals inc fish, amphibians, reptiles, birds and mammals. A2-Identify a range of animals that are carnivore/herbivore/omnivores A3-Describe and compare the structure of common animals ic fish, amphibians, reptiles, birds and mammals inc pets. A4-Identify name draw and label parts of human body and say</p>	<p><u>Uses of every day materials (yr 2 obs)</u> <b>Working Scientifically:</b> Asking simple questions and recognising that they can be answered in different ways. Observing closely using simple equipment. Identifying and classifying. Using their observations to suggest answers to questions. Gathering and recording data to answer questions. Performing simple tests. EM1-Identify and compare the suitability of a variety of everyday materials inc wood, metal, plastic EM2-Find out how the shapes of solids objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>Animals inc Humans(year 1 ob)</u> <b>Working Scientifically:</b> Observing closely using simple equipment. 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A1-Identify that animals inc humans need the right amounts of nutrition, they cannot make food: they get nutrition from what they eat. A2-Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><u>Rocks</u> <b>Working Scientifically:</b> Asking relevant questions and using different types of scientific enquiries to answer them.</p>	<p><b>A2-Identify the different types of teeth in humans and their functions.</b> <b>A3-Construct and interpret a variety of food chains, identifying producers, predators and prey.</b></p> <p><u>Electricity</u> <b>Working Scientifically:</b> Record findings using simple scientific language, drawings, labelled diagrams and tables. Make systematic and careful observations and where appropriate take accurate measurements using standard units and a range of equipment. Using results to draw simple conclusions. Make systematic and careful observations</p> <p>Setting up simple practical enquiries. E1-Identify common appliances that run on electricity E2-construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers E3-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. E4-Recognise that a switch opens and closes a circuit</p>	<p><b>F2-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</b> <b>F3-Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</b></p> <p><u>Living things and their habitats</u> <b>Working Scientifically:</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results in oral and written forms. Use scientific diagrams, labels and classification keys</p> <p><u>Properties and changing materials</u> <b>Working Scientifically:</b></p>	<p>lifestyle on the way their bodies function <b>A3-Describe the ways in which nutrients and water are transported within animals, including humans</b></p> <p><u>Living things and their habitats</u> <b>Working Scientifically:</b> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results in oral and written forms. Use scientific diagrams, labels and classification keys</p> <p>LT1-Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.LT2- Describe the life processes of reproduction in some plants. (Year 5)</p> <p>LT1-Describe how living things are classified into broad groups according to common observable characteristics and based on</p>
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<p>which part is associated with each sense.</p> <p><u>Animals including Humans (yr2 obs)</u> <b>Working Scientifically:</b> <b>Observing closely using simple equipment.</b> <b>Identify and classifying</b> <b>Using their observations and ideas to suggest answers to questions</b> A1-Know that animal's inc humans have offspring which grow to adults. A2-Basic needs of animal's inc human for survival. A3-Importance of human exercised, eating, food types and hygiene.</p> <p><u>Living Things and their habitats (yr 2 obs)</u> <b>Working Scientifically:</b> <b>Observing closely, using simple equipment</b> <b>Identifying and classifying.</b> <b>Make links and understand relationships</b> LT1- explore and compare the differences between things that are living, dead and never been alive. LT2-Identify most living things live in habitats +how habitats provide basic needs and dependencies LT3-Identify and name a variety of plants and animals in their habitats.</p> <p><u>Plants (Yr 1obs)</u> <b>Working Scientifically:</b></p>	<p>A4-Identify name draw and label parts of human body and say which part is associated with each sense.</p> <p><u>Animals including Humans (yr2 obs)</u> <b>Working Scientifically:</b> <b>Observing closely using simple equipment.</b> <b>Identify and classifying</b> <b>Using their observations and ideas to suggest answers to questions</b> A1-Know that animal's inc humans have offspring which grow to adults. A2-Basic needs of animal's inc human for survival. 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R3-Recognise that soils are made from rocks and organic matter. <u>Forces and magnets</u> <b>Working Scientifically:</b> <b>Make systematic and careful observations and where appropriate take accurate measurements using standard units and a range of equipment.</b> <b>Use straight forward scientific evidence to answer questions.</b> <b>Gathering, recording, classifying and presenting data in a variety of ways</b> <b>Using results to draw simple conclusions.</b> FM1-Compare how things move on different surfaces. FM2- Notice that some forces need contact between two objects, but magnetic forces can act at a distance. FM3-Observe how magnets attract and repel some materials not others.</p>	<p><b>and associate this with whether or not a lamp lights in a simple series circuit</b> E5-Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Sound</u> <b>Working Scientifically:</b> <b>Record findings using simple scientific language, drawings, labelled diagrams and tables.</b> <b>Make systematic and careful observations and where appropriate take accurate measurements using standard units and a range of equipment.</b> <b>Using results to draw simple conclusions.</b> S1-Identify how sounds are made, associating some of them with something vibrating S2-Recognise that vibrations from sounds travel through a medium to the ear S3-Find patterns between the pitch of a sound and features of the object that produced it S4-Find patterns between the volume of a sound and the strength of the vibrations that produced it S5-Recognise that sounds get fainter as the distance</p>	<p><b>Plan different types of scientific enquiries to answer questions, inc controlling variables.</b> <b>Taking measurements using a range of scientific equipment, repeat readings where appropriate.</b> <b>Report and present findings including conclusions, casual relationships and explanations in oral and written forms.</b> <b>Record data using tables.</b> CM1-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets CM2-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution CM3- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating CM4-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic CM5-Demonstrate that dissolving, mixing and changes of state are reversible changes</p>	<p>similarities and differences, including micro-organisms, plants and animals LT2-Give reasons for classifying plants and animals based on specific characteristics (year 6)</p> <p><u>Evolution and inheritance</u> <b>Working Scientifically:</b> <b>Identify scientific evidence that has been used to support or refute ideas or arguments.</b> <b>Plan different types of scientific enquiries to answer questions,</b> <b>Use scientific diagrams and labels</b> EI1-Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago EI2-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents EI3-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p><u>Light</u> <b>Working Scientifically:</b> <b>Plan and Set up reliable and accurate investigations, recognising and controlling variables where necessary.</b></p>
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	<p><b>Observing closely, using simple equipment</b>  <b>Identifying and classifying.</b>  <b>Performing simple tests</b>  <b>Using their observations and ideas to suggest answers to questions.</b>          Describe the simple physical properties of a variety of plants.          P1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          P2-Identify and describe the basic structure of a variety of common flowering plants inc. Trees. WS WS5  <u>Plants (Year 2 obs)</u>          P1-Observe and describe how seeds and bulbs grow into mature plants          P2-Find out and describe how plants need water, light and suitable temp to grow and be healthy.</p>	<p><u>Plants (Yr 1obs)</u>  <b>Working Scientifically:</b>  <b>Observing closely, using simple equipment</b>  <b>Identifying and classifying.</b>  <b>Performing simple tests</b>  <b>Using their observations and ideas to suggest answers to questions.</b>          Describe the simple physical properties of a variety of plants.          P1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees          P2-Identify and describe the basic structure of a variety of common flowering plants inc. Trees. WS WS5  <u>Plants (Year 2 obs)</u>          P1-Observe and describe how seeds and bulbs grow into mature plants          P2-Find out and describe how plants need water, light and suitable temp to grow and be healthy.</p>	<p>FM4-Compare and group together materials based on whether they are attracted to a magnet.          FM5-Describe magnets as having two poles.          FM6-Predict whether 2 magnets will attract or repel depending on which poles are facing.  <u>Light</u>  <b>Working Scientifically:</b>  <b>Set up simple practical enquiries, comparative and fair tests.</b>  <b>Make systematic and careful observations.</b>  <b>Record findings using simple scientific language, drawings, labelled diagrams and tables.</b>  <b>Gathering, recording, classifying and presenting data in a variety of ways</b>  <b>Using results to draw simple conclusions.</b>          L1-Recognise they need light in order to see and that dark is the absence of light.          L2-Notice that light is reflected from surfaces          L3-Recognise that light from the sun can be dangerous and there are ways to protect eyes.          L4-Recognise that shadows are formed when the light from a light source is blocked by a solid object.L5- Find patterns in the way that the size of shadows change.</p>	<p><b>from the sound source increases.</b>  <u>Living Things and their Habitats</u>  <b>Working Scientifically:</b>  <b>Identifying differences, similarities, or changes</b>  <b>Gathering, recording, classifying or presenting data in a variety of ways.</b>  <b>Report on findings from enquiries including oral and written explanations and presentations.</b>  <b>H1-Recognise that living things can be grouped in a variety of ways</b>  <b>H2-Explore and use classification keys to group, identify and name living things in local and wider environment.</b>  <b>H3-Recognise that environment can change and this can pose danger to living things.</b>  <u>States of Matter</u>  <b>Working Scientifically:</b>  <b>Setting up simple practical enquiries, comparative and fair tests.</b>  <b>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</b>  <b>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results.</b></p>	<p><b>CM6-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</b>  <u>Earth and Space</u>  <b>Working Scientifically:</b>  <b>I can identify scientific evidence that has been used to support or refute ideas or arguments.</b>  <b>Use scientific diagrams and labels.</b>          ES1-Describe the movement of the Earth and other planets relative to the sun in the solar system          ES2-Describe the movement of the moon relative to the Earth          ES3-Describe the sun, Earth and moon as approximately spherical bodies          ES4-Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.  <u>Animals inc. humans</u>A1- Describe the changes as humans develop to old age( Taught through RSE).</p>	<p><b>Make and explain predictions – use results to predict and set up further comparative and fair tests.</b>  <b>Make and record accurate observations inc. conclusions</b>  <b>Take measurements, repeat readings where appropriate.</b>  <b>Use scientific language to explain their findings including conclusions, casual relationships and a degree of trust in results.</b>  <b>Record data</b>  <b>Be able to ask and answer questions based on their learning using scientific language.</b>          L1-Recognise that light appears to travel in straight lines          L2- 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          L3- 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          L4- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  <u>Electricity</u>  <b>Working Scientifically:</b>  <b>Plan different types of scientific enquiries to</b></p>
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				<p>Make systematic and careful observations, taking accurate measurements using standard units using a range of equipment including thermometers. Using results to draw simple conclusions, make predictions for new values and suggest improvements.</p> <p>SM1-Compare and group materials together according to whether they are solids, liquids and gases</p> <p>SM2-Observe that some materials change state when they are heated and cooled and measure or research the temp at which this happens.</p> <p>SM3-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>		<p>answer questions, including controlling variables. Taking measurements using a range of scientific equipment, repeat readings where appropriate. Recording data and results of increasing complexity using scientific labels and diagrams and tables. Using test results to make predictions to set up further comparative and fair tests. Report and present findings including conclusions, causal relationships and explanations in oral and written forms.</p> <p>E1-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>E2-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</p> <p>E3-Use recognised symbols when representing a simple circuit in a diagram.</p>
Art	<p><b>Can you make a story come to life?</b> Use <b>sculpture</b> to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques using pattern, texture and form. Learn about artists and craft makers, comparing similarities</p>	<p><b>Can you make a story come to life?</b> Use <b>painting</b> to develop and share ideas, experiences and imagination. Develop a wide range of art and design techniques using colour, pattern, texture and form.</p>	<p><b>What is the music of the riverbank?</b> (Wind in the Willows) Improve mastery of art and design techniques – <b>drawing</b> – pencil &amp; charcoal. Learn about great artists in history. Artist: Da Vinci</p>	<p><b>Could you survive on a desert island?</b> (Kensuke’s Kingdom) Improve mastery of art and design techniques – <b>painting</b> – impressionist skills, colour mixing, highlighting and texture. Learn about great artists in history.</p>	<p><b>What are the secrets of the forest?</b> (Midsummer Night’s Dream) Improve mastery of art and design techniques – <b>painting</b> - highlighting, tone, detail and composition. Learn about great artists in history. Artist: Hockney</p>	<p><b>To be or not to be – is that the question?</b> (Hamlet) Improve mastery of art and design techniques – <b>drawing</b> – pencil, portraits, highlighting, tone and form. Artist: Holbein/Alice Neel</p>

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	<p>and differences making links to their own work. Artist: Giacometti</p> <p><b>Who was the Father of Railways?</b> Use <b>drawing</b> to develop and share ideas, experiences and imagination using line, shape and form.</p>	<p>Learn about artists and craft makers, comparing similarities and differences making links to their own work. Artist: Scheffler/Van Gogh</p> <p><b>Who lives in a castle like this?</b> Use <b>drawing</b> to develop and share ideas, experiences and imagination using line, shape and form.</p>	<p><b>How did the Romans change Britain?</b> Improve mastery of art and design techniques – <b>sculpture</b> (helmet, shield, clasp, jewellery) – papier mache.</p>	<p>Artists: Comparison of Hokusai and Monet</p> <p><b>Where can we see Ancient Greece today?</b> Improve mastery of art and design techniques – <b>sculpture</b> (pot) – malleable material.</p>	<p><b>What's happening to the climate? (Y5 Theme - Hot)</b> Improve mastery of art and design techniques – <b>sculpture</b> – wire, sticks. Learn about great artists in history. Artist: Barbara Licha</p>	<p><b>What's happening to the climate? (Y5 Theme - Cold)</b> Improve mastery of art and design techniques – <b>sculpture</b> – malleable material, polar animals. Learn about great artists in history. Artist: animators</p>
<b>Music</b>	<p><b>Can you make a story come to life?</b> Play tuned and untuned instruments musically; experiment with, create, select, combine sounds using their inter-related dimensions</p>	<p><b>Question tbc</b> Play tuned and untuned instruments musically; experiment with, create, select, combine sounds using their inter-related dimensions</p>	<p><b>What is the sound of the river bank?</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music; use voices and musical instruments with increasing accuracy and control</p>	<p><b>Question tbc</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music; use voices and musical instruments with increasing accuracy and control</p>	<p><b>What are the secrets of the forest?</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations; use voices and musical instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Question tbc</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations; use voices and musical instruments with increasing accuracy, fluency, control and expression</p>
<b>Design Technology</b>	<p><b>Is there room on the broom for me?</b> Design , make, evaluate a product; explore and use mechanisms - <b>sliders</b> – make a moving broom for the witch</p>	<p><b>Question tbc</b> Design , make, evaluate a product; explore and use mechanisms - <b>wheels and axles</b></p>	<p><b>Who can fix the fair?</b> Design , make, evaluate a product; explore and use mechanisms - <b>pulleys</b> – make a moving part for a ride</p> <p><b>Lego We Do</b> Apply their understanding of computing to program, monitor and control their products</p>	<p><b>Question tbc</b> Design , make, evaluate a product; explore and use mechanisms - <b>levers and linkages</b></p> <p><b>Lego We Do</b> Apply their understanding of computing to program, monitor and control their products</p>	<p><b>What makes a super Stadium?</b> Design , make, evaluate a product; explore and use mechanisms - <b>cams and pulleys</b> – make a moving part for a stadium fixture</p>	<p><b>Question tbc</b> Design , make, evaluate a product; understand and use electrical systems in their products – <b>Diorama</b> – selecting materials to reinforce more complex structures (link to prior theme on WW2)</p>
<b>Computing</b>						
<b>MFL</b>			<p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including</p>	<p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including</p>	<p><b>Y5-6:</b> Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including</p>	<p><b>Y5:</b> Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including</p>

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		<p>through discussion and asking questions: greetings, numbers 1-10; colours; days of the week; items of clothing; classroom objects; likes and dislikes</p> <p>Understand and respond to spoken and written language from a variety of authentic sources: Listen to, copy and perform songs and stories; follow and give instructions; understand the use of different verbs; recognise question forms</p> <p>Continually improve the accuracy of their pronunciation and intonation: i (six), on (mouton) ou (bouche), ch (chaperon) oi (bois); follow and give instructions</p> <p>Discover and develop an appreciation of a range of writing in the language studied: Watch videos and listen to authentic stories</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt: write invitations to a party</p>	<p>through discussion and asking questions: greetings, numbers 1-10, <b>1-20</b>; colours; days of the week; items of clothing; classroom objects; likes and dislikes</p> <p>Understand and respond to spoken and written language from a variety of authentic sources: Listen to, copy and perform songs and stories, <b>tell simple stories</b>; follow and give instructions; understand the use of different verbs; recognise question forms</p> <p>Continually improve the accuracy of their pronunciation and intonation: i (six), on (mouton) ou (bouche), ch (chaperon) oi (bois); follow and give instructions</p> <p>Discover and develop an appreciation of a range of writing in the language studied: Watch videos and listen to/ <b>read</b> authentic stories</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt: write invitations to a party; <b>write a thank you letter</b></p>	<p>through discussion and asking questions: greetings, numbers 1-10, <b>1-20</b>; colours; days of the week; items of clothing; classroom objects; likes and dislikes; <b>place names in a town; weather</b></p> <p>Understand and respond to spoken and written language from a variety of authentic sources: Listen to, copy and perform songs and stories, <b>tell simple stories</b>; follow and give instructions; understand the use of different verbs; recognise question forms</p> <p>Continually improve the accuracy of their pronunciation and intonation: i (six), on (mouton) ou (bouche), ch (chaperon) oi (bois) an (boulangerie), e (ecole); follow and give instructions; <b>listen to and learn poems by heart</b></p> <p>Discover and develop an appreciation of a range of writing in the language studied: Watch videos and listen to/ <b>read</b> authentic stories; <b>understand masculine and feminine nouns</b></p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt: write invitations to a party; <b>write a thank you letter; write a</b></p>	<p>through discussion and asking questions: greetings, numbers 1-10, <b>1-20</b>; colours; days of the week; items of clothing; classroom objects; likes and dislikes</p> <p>Understand and respond to spoken and written language from a variety of authentic sources: Listen to, copy and perform songs and stories, <b>tell simple stories</b>; follow and give instructions; understand the use of different verbs; recognise question forms</p> <p>Continually improve the accuracy of their pronunciation and intonation: i (six), on (mouton) ou (bouche), ch (chaperon) oi (bois); follow and give instructions</p> <p>Discover and develop an appreciation of a range of writing in the language studied: Watch videos and listen to/ <b>read</b> authentic stories</p> <p>Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt: write invitations to a party; <b>write a thank you letter</b></p>
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				description of where they live
<b>RE</b> <b>Middlesbrough</b> <b>Locally Agreed</b> <b>Syllabus</b>	<p>Who is a Christian and what do they believe?            Who is a Muslim and what do they believe?            What does it mean to belong to a faith community?            What can we learn from sacred books?            What makes some places sacred?            How and why do we celebrate special and sacred times?            How should we care for others and the world around us and why does it matter?</p>	<p>What do different people believe about God?            Why do people pray?            Why are festivals important to religious communities?            What does it mean to be a Christian in Britain today?            Why is the Bible so important for Christians today?            Why is Jesus inspiring to some people?            Why do some people think life is a journey and what significant experiences mark this?            What does it mean to be a Hindu in Britain today?            What can we learn from religions about deciding what is right and wrong?</p>		<p>Why do some people believe God exists?            What does it mean to be a Muslim in Britain today?            What do religions say to us when life gets hard?            Can we live by the values of Jesus in the 21st century?            If God is everywhere, why go to a place of worship?            Is it better to express your beliefs in arts and architecture or in charity and generosity?            What matters most to Christians and Humanists?            What difference does it make to believe in ahimsa (harmlessness), grace and Ummah (community)?</p>
<b>PE</b>	<p><b>Balance, Agility &amp; Coordination</b>            Master basic movements (running, etc) as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.            Perform dances using simple movement patterns.</p> <p><b>Dance &amp; Movement Patterns</b>            Master basic movements (running, etc) as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.            Perform dances using simple movement patterns.</p> <p><b>Throwing &amp; Catching</b>            Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.            Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Running &amp; Jumping</b>            Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.            Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Games – Attacking &amp; Defending</b>            Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p><b>Balance, Agility &amp; Coordination</b>            Develop flexibility, strength, technique, control and balance (athletics).            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Dance &amp; Movement Patterns</b>            Develop flexibility, strength, technique, control and balance.            Perform dances using a range of movement patterns.            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Throwing &amp; Catching</b>            Use throwing and catching in isolation and combination.            Develop technique, control and balance.            Play competitive games, modified where appropriate.</p> <p><b>Running &amp; Jumping</b>            Use running and jumping in isolation and in combination.            Develop flexibility, strength, technique, control and balance (athletics).            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Games – Attacking &amp; Defending</b>            Use running, jumping, throwing and catching in isolation and combination.            Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>		<p><b>Balance, Agility &amp; Coordination</b>            Develop flexibility, strength, technique, control and balance (gymnastics).            Perform dances using a range of movement patterns (longer sequence to music chosen by pupils).            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Dance &amp; Movement Patterns</b>            Develop flexibility, strength, technique, control and balance.            Perform dances using a range of movement patterns (longer sequence to music chosen by pupils).            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Throwing &amp; Catching</b>            Use throwing and catching in isolation and in combination.            Develop technique, control and balance.            Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.            Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Running &amp; Jumping</b>            Use running, jumping, throwing and catching in isolation and combination.            Develop flexibility, strength, technique, control and balance (athletics).</p>

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	<p>Participate in team games, developing simple tactics for attacking and defending (football, basketball, rounders, and cricket).</p> <p><b>Health &amp; Fitness</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>			<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Health &amp; Fitness</b> Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges individually. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>OAA</b> Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Swimming – beginning Y3 and extending to Y6</b> Swim competently, confidently and proficiently over a distance of at least 25m; Use a range of strokes e.g. front crawl, back crawl and breaststroke; Perform safe self-rescue in different water based situations;</p>			<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Games – Attacking, Defending, Striking &amp; Fielding</b> Use running, jumping, throwing and catching in isolation and combination, Play competitive games, modified where appropriate (rounders, tennis, cricket, etc), and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Health &amp; Fitness</b> Develop flexibility, strength, technique, control and balance (eg. Bleep Test, circuits, fitness drills, Zumba, etc). Use running, jumping, throwing and catching in isolation and combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>OAA</b> Use running, jumping, throwing and catching in isolation and combination. Develop flexibility, strength, technique, control and balance. Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>		
	<b>PSHE</b>	<p><b>Emotional Literacy</b></p> <p><b>Y1</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: recap EY;</p>	<p><b>Health</b></p> <p>How Do Medicines get Into The Body? How Do We Use medicines To Keep Us Healthy? How Can Medicines and Other substances Harm me?</p>	<p><b>Relationships</b></p> <p>Gender differences (use of images) To question gender stereotypes (eg pink is a girl’s colour) To recognise positive images of different family groupings</p>	<p><b>Emotional Literacy</b></p> <p><b>Y3</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: recap on KS1;</p>	<p><b>Health</b></p> <p>How Do People Keep Healthy? How Does Smoking Affect The Body? How Can I Make Healthy Choices?</p>	<p><b>Relationships</b></p> <p>How relationships can change and how to talk about the emotions associated with this (eg falling out with friends and asking for help)</p>	<p><b>Emotional Literacy</b></p> <p><b>Y5</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: embed previous;</p>	<p><b>Health</b></p> <p>Why Do People Use Drugs And Solvents? Resisting Peer Pressure What To Do In A Emergency</p>

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	Building team cohesion and identity.		To discuss different family situations in positive terms To understand how relationships with different people are different  eg Teacher and parent/ friend and sibling)	Building team cohesion and identity.		The importance of 'personal space' and its relevance in keeping themselves safe How managing feelings is linked with behaviour (using How Big Is My Problem? scale)	pupil leadership of RP; Building team cohesion and identity.		(clothes; religion etc) To recognise and value difference in themselves and others What happens during puberty and why this is important
	<b>Y2</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: left out, clam, silly, embarrassed; Building team cohesion and identity.	How Do Medicines And Alcohol Affect The Body? How Can Medicines And Alcohol Harm Me? Making Safe Choices	To challenge stereotypes of what a family is To use appropriate terminology, including 'penis' and 'vagina' To consider Trust (Who do you trust; Is all trust the same?)	<b>Y4</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: furious, frustrated, injustice; Building team cohesion and identity.	Legal Drugs In Society The Safe Use Of Legal Substances And Medicines Friendships, Relationships And Influences	How relationships change over time (friendships alter; families can change) How to manage feelings about changing relationships To recognise diversity in families and positive images of this <b>How to Talk Pants</b> (NSPCC Campaign)* How to maintain good personal hygiene	<b>Y6</b> The importance of relationships – Restorative Practice principles; Understanding, recognising and naming emotions: extend pupil's vocabulary and understanding; Building team cohesion and identity.	Facts About Illegal Drugs Influences On Behaviour And Stereotyping Resisting Peer Pressure And Accessing Sources Of Support	About human reproduction (including the choice to have / not have children) To recognise transgender issues (everyone has the right to be who they are) To positively use the correct terminology for Gay, Lesbian, Bisexual and Transgender To recognise positive role models in the transgender community (eg: Laverne Cox; Marci Bowers; Caitlyn Jenner)