

Regis Manor Primary School Overview 2016-2017: Year 1

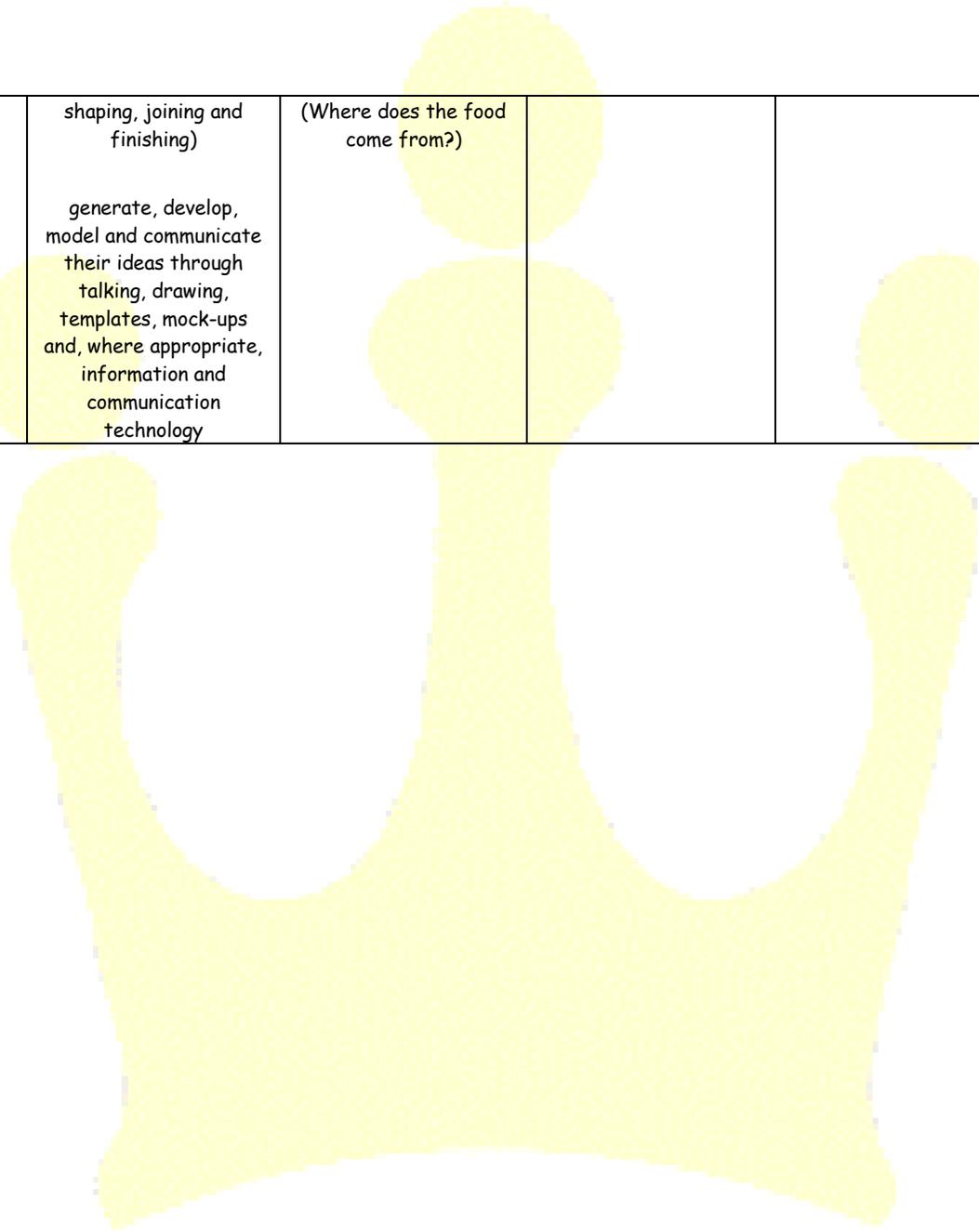
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic						
Literacy Text:						
History		significant historical events, people and places in their own locality		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
Geography		Use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	key human features on a map, including: city, town, village, factory, farm, house, office, port, harbour and shop	key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	
Art	Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences between different practices and disciplines, and making links to their own work				to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
Design and Technology / Food & Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes. (Where does the food come from?)	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	explore and evaluate a range of existing products	design purposeful, functional, appealing products for themselves and other users based on design criteria		Explore and use mechanisms (eg levers, sliders, wheels and axels) in their products

Regis Manor Primary School Overview 2016-2017: Year 2

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creative Topic	Fairy tales	The Great Fire Of London	Britain	Dinosaurs	Nocturnal Animals	Under the Sea
Literacy Texts						
History		events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Significant historical events in their own locality The lives of significant individuals in the past who have contributed to national/ international achievement. Comparisons between			
Geography			Understand geographical similarities and differences through the study of human and physical geography of: A small area of a contrasting non-European country (St Lucia/India/ Australia) use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	name and locate the world's seven continents and five oceans Weather: identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles

			<p>studied at this key stage</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>			
Art	<p>Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>	<p>Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>		<p>Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>	<p>Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>	<p>Pupils should be taught about the work of a range of great artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>to use a range of materials creatively to design and make products</p>
Design and Technology / Food & Nutrition	<p>build structures, exploring how they can be made stronger,</p>	<p>select from and use a range of tools and equipment to perform practical tasks (for example, cutting,</p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>		<p>evaluate their ideas and products against design criteria</p>	

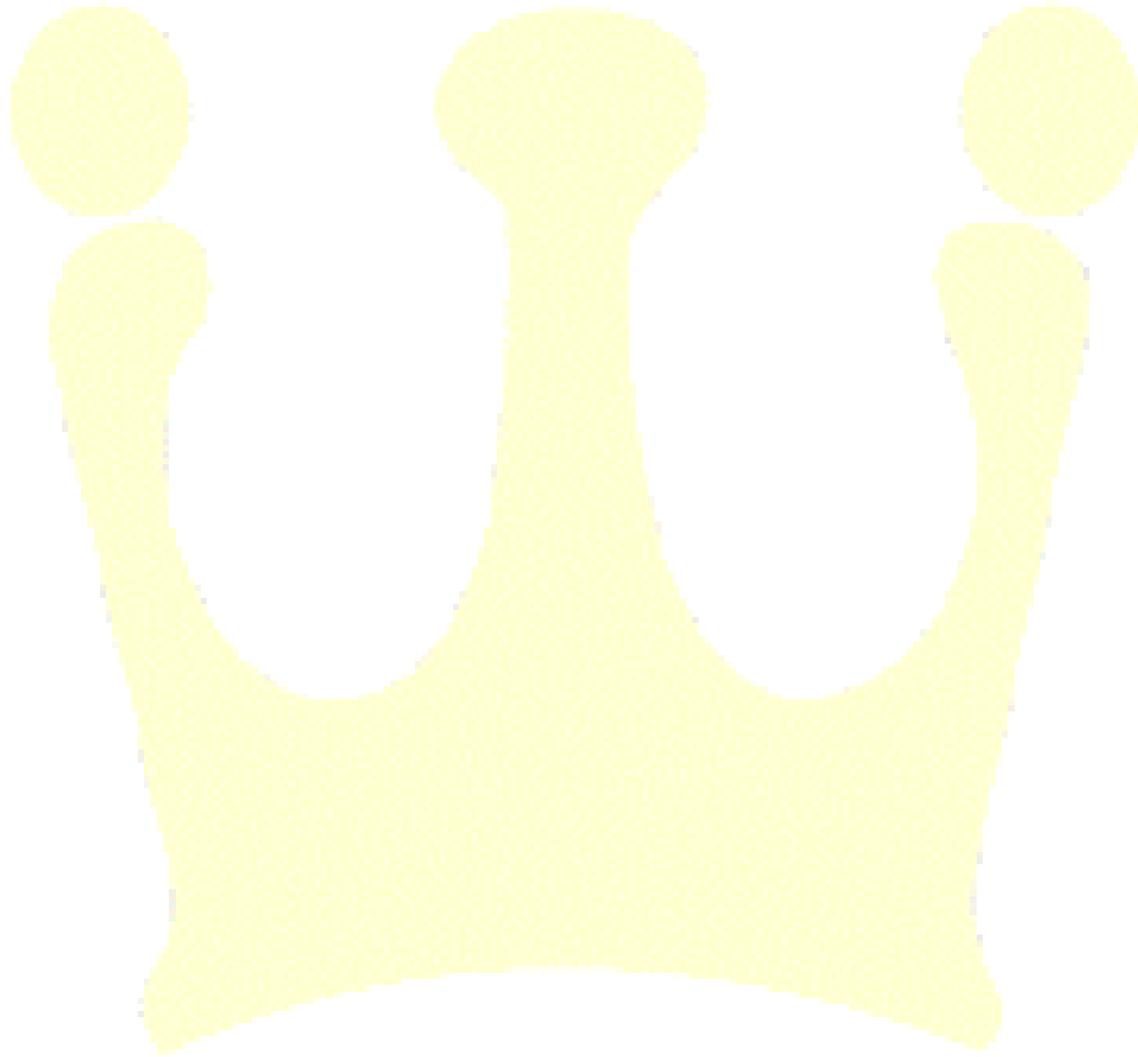
	stiffer and more stable	shaping, joining and finishing) generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	(Where does the food come from?)			
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Regis Manor Primary School Overview 2016-2017: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Creative Topic</u>	Prehistoric Britain	Ancient Egypt	Pirates	Castles	Rainforest	Zoo
<u>Literacy text</u>	Ug, stone Age Boy, Cave baby	Egyptian Cinderella, Non-fiction texts	The Pirates Next Door, Pirate things to make and do	The Paper Bag Princess, The Knight and the Dragon	The Great Kapok Tree, the Rainforest Grew All Around	Zoo - Anthony Browne
<u>History</u>	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		A local history study (Kent) (Dover Castle study)		
<u>Geography</u>	Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time			Locational knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Human and physical geography Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Deforestation)	
<u>Art</u>	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (charcoal cave drawings, clay mammoths, painting)	To create sketch books to record their observations and use them to review and revisit ideas				About great artists, architects and designers in history. John Banovich - artist and conservationist
<u>Design and Technology/ Food & Nutrition</u>	Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at	Food/ Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Egyptian food	Food/ Nutrition Understand and apply the principles of a healthy and varied diet - Stranded on a desert island. Provide with a list of natural resources.	Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing],	Evaluate Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Rainforest masks	Technical knowledge Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

	particular individuals or groups Designing stone age clothes		Children design a healthy 'survival' meal.	accurately - models of castles, throw away fashion		Create an electric zoo pen
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Regis Manor Primary School Overview 2016-2017: Year 4

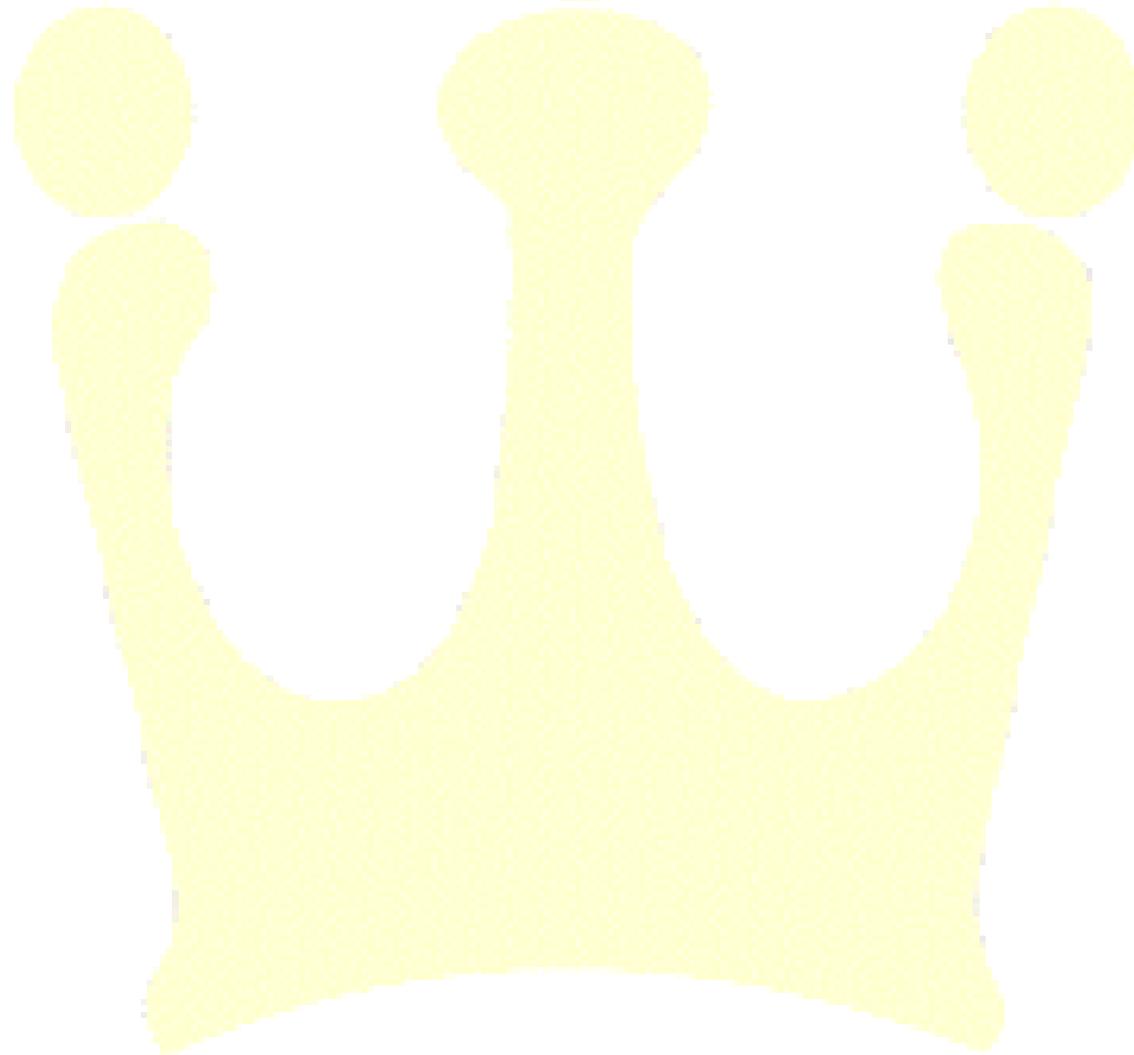
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Creative Topic</u>	Magic (Art/DT)	Around the World in 80 days (Geography)	Tudors (History)	MI5 (Art/DT)	Titanic (History)	Romans (History)
<u>Literacy Text</u>	Harry Potter			Stormbreaker		
<u>History</u>			a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors)		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Titanic)	the Roman Empire and its impact on Britain
<u>Geography</u>		Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
<u>Art</u>	to create sketch books to record their observations and use them to review and revisit ideas		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	about great artists, architects and designers in history.		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
<u>Design and Technology/ Food & Nutrition</u>	Technical knowledge apply their understanding of computing to program, monitor and control their products.	Food/ Nutrition understand and apply the principles of a healthy and varied diet Food/ Nutrition prepare and cook a variety of predominantly savoury		Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at		

		dishes using a range of cooking techniques		particular individuals or groups Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		
<u>French</u>	Presenting Myself	Family	The Tudors	At the Café	The classroom	Goldilocks
<u>PSHE</u>	British values	Year 4 Feelings Social Change	Year 4 Environmental Issues	Year 4 Role Models - Political - Economic	Year 4 Keeping Safe - Health and Well-being	

Regis Manor Primary School Overview 2016-2017: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Creative Topic</u>	The Anglo-Saxons	The Vikings	Victorian England (Dickens)	Author study Tolkien	Environmental issues	Ancient Greece
<u>Literacy Text</u>	Gawain and the Green Knight	Beowulf	Oliver Twist	Non fiction - biography The Hobbit	Non fiction texts	Percy Jackson
<u>History</u>	Britain's settlement by Anglo-Saxons and Scots	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a local history study (Victorians)			Ancient Greece - a study of Greek life and achievements and their influence on the western world
<u>Geography</u>	Human and Physical Geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		Geographical skills and fieldwork 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	Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Geographical skills and fieldwork 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 Human and Physical Geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	
<u>Art</u>	about great artists, architects and designers in history.	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	about great artists, architects and designers in history.	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	to create sketch books to record their observations and use them to review and revisit ideas	about great artists, architects and designers in history.
<u>Design and Technology/ Food & Nutrition</u>	Design generate, develop, model and communicate their ideas through discussion,	Make select from and use a wider range of materials and components, including	Evaluate investigate and analyse a range of existing products	Technical knowledge understand and use mechanical systems in their products [for example,	Food/ Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

	annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Evaluate understand how key events and individuals in design and technology have helped shape the world	gears, pulleys, cams, levers and linkages]	Food/ Nutrition understand and apply the principles of a healthy and varied diet
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Regis Manor Primary School Overview 2016-2017: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Creative Topic</u>	Crime and punishment	Medicine	WW2	School Days	Mysterious Mayans	The Americas
<u>Literacy Text</u>	Macbeth	George's Marvellous Medicine	Goodnight Mister Tom	Please Mrs Butler The Demon Headmaster	Myths & Legends	Kensuke's Kingdom
<u>History</u>	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime & Punishment)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Medicine through the ages)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WWII)	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	a non-European society that provides contrasts with British history - Mayan civilization c. AD 900	
<u>Geography</u>	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Geographical skills and fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
<u>Art</u>		to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	about great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas		about great artists, architects and designers in history.
<u>Design and Technology/ Food & Nutrition</u>	Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Evaluate understand how key events and individuals in design and technology have helped shape the world	Food/ Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Evaluate investigate and analyse a range of existing products	Make select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Food/ Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Food/ Nutrition understand and apply the principles of a healthy and varied diet

