

# CURRICULUM INTENT STATEMENT

The aim at Thameside School is to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We want our curriculum to ensure that children are well prepared for life in modern Britain.

Our 'Beginning with a Book' approach involves the use of carefully chosen, high quality texts as the backbone of the English curriculum. These are used to generate links with the other subjects such as science, history, geography and art. We want all our children to experience a broad, balanced curriculum which is relevant, engaging and inspires a lifelong love of learning.

There is a high emphasis on developing children's learning behaviours through our 'Learning to Learn' strategy. The 5Rs of respect, responsibility, resilience, resourcefulness and reflection are taught alongside curriculum subjects.

Our curriculum carefully considers the circumstances we learn in. The heart of our curriculum is language development and enrichment. Each subject area has specific vocabulary that we want children to learn, know and use in a range of contexts. We see the relationship between a good vocabulary and academic success as essential, so we encourage our children to be active learners during lessons through the use of talk partners and class discussions. Children pose questions and develop the language of debate in regular Philosophy for Children sessions.

Thameside follows the Oxfordshire Agreed Syllabus for Religious Education and this requires pupils to study Christianity and two other religions at both Key Stages. We encourage all children to take part because our teaching is about these religions and helps children meet the British Value of 'mutual respect for and tolerance of those with different faiths and beliefs'. If however, you do not wish your child to take part in RE lessons or assemblies, which are non-denominational, please discuss your concerns with the Headteacher.

## See below:

- **Thameside Curriculum Principles**
- **Core skills/Aspects to be covered in foundation subjects**
- **Curriculum Overview – Year A**
- **Curriculum Overview – Year B**
- **Science Overview – Year A**
- **Science Overview – Year B**

# THAMESIDE CURRICULUM PRINCIPLES

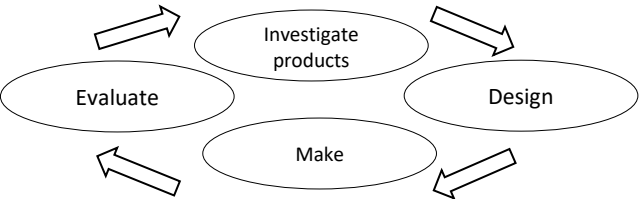
<b>'Beginning with a Book'</b>	<b>'Learning to Learn'</b>	<b>Skills progression in each subject</b>	<b>Knowledge progression in each subject</b>	<b>Links to previous learning</b>	<b>Vocabulary</b>
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**Curriculum Overviews:** set out termly coverage for Yrs 1-6 set out over a two year programme with whole school termly themes (see below).

<p style="text-align: center;"><b>'Beginning with a Book'</b></p> <ul style="list-style-type: none"> <li>- High quality picture books, novels, non-fiction texts and poems are used to engage children with their learning</li> <li>- The books are used to make links between subjects</li> <li>- Whole school termly themes/books enable children of different ages to have shared experiences</li> </ul>	<p style="text-align: center;"><b>'Learning to Learn'</b></p> <p><u>5 Rs</u> – linked to school rules and British Values</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Resilient</li> <li>• Responsible</li> <li>• Resourceful</li> <li>• Reflective</li> </ul> <p><u>12 Learning Strands</u> (covered over 2 years)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">- Collaboration</td> <td style="width: 50%; border: none;">- Planning</td> </tr> <tr> <td style="border: none;">- Making links</td> <td style="border: none;">- Imitation</td> </tr> <tr> <td style="border: none;">- Questioning</td> <td style="border: none;">- Perseverance</td> </tr> <tr> <td style="border: none;">- Reasoning</td> <td style="border: none;">- Empathy &amp; Listening</td> </tr> <tr> <td style="border: none;">- Noticing</td> <td style="border: none;">- Revising</td> </tr> <tr> <td style="border: none;">- Imagining</td> <td style="border: none;">- Managing distractions</td> </tr> </table>	- Collaboration	- Planning	- Making links	- Imitation	- Questioning	- Perseverance	- Reasoning	- Empathy & Listening	- Noticing	- Revising	- Imagining	- Managing distractions	<p style="text-align: center;"><b>Termly timetables</b></p> <ul style="list-style-type: none"> <li>- To ensure all planned areas are covered</li> <li>- Allows for events e.g. remembrance, Christmas, performances, book week</li> <li>- Medium term plans: sequence of lesson objectives; assessment; evidence</li> </ul>
- Collaboration	- Planning													
- Making links	- Imitation													
- Questioning	- Perseverance													
- Reasoning	- Empathy & Listening													
- Noticing	- Revising													
- Imagining	- Managing distractions													

<p style="text-align: center;"><b>Skills and Knowledge progression Links to previous/future learning</b></p> <ul style="list-style-type: none"> <li>- Core skills and knowledge are identified for each subject (see below)</li> <li>- These have been selected to ensure depth of curriculum and to reduce superficial coverage of many areas</li> <li>- Links to previous/future learning are made explicit to ensure skills and knowledge are built upon</li> </ul>	<p style="text-align: center;"><b>Requirements for each subject area/topic</b></p> <ul style="list-style-type: none"> <li>- Identify purpose of the learning</li> <li>- Make links to prior learning/future learning</li> <li>- Clear LOs/SC</li> <li>- Coverage of identified skills</li> <li>- Coverage of identified knowledge</li> <li>- Key texts</li> <li>- Vocabulary</li> <li>- Resources</li> <li>- Trips/visitors to school</li> <li>- Final outcome</li> <li>- Assessment</li> </ul>	<p style="text-align: center;"><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Key vocabulary identified within each subject</li> <li>- Regular vocabulary activities used in all areas of the curriculum.</li> <li>- Key vocabulary and definitions are displayed in classrooms</li> </ul>
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Core skills/Aspects to be covered:

Art	Design Technology	Science – see 2 year overview	
<p>Key media:</p> <ul style="list-style-type: none"> <li>- drawing (pencil, charcoal, pastels, colour pencils)</li> <li>- painting (poster paint, watercolour)</li> <li>- printing</li> <li>- clay</li> </ul> <p>- Artist studies</p> <p>- Key skills:</p> <ul style="list-style-type: none"> <li>• line,</li> <li>• tone,</li> <li>• shape,</li> <li>• colour,</li> <li>• perspective</li> </ul> <p>- Create something new/your own using skills and influences of an artist</p>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>- Resistive materials (woodwork)</li> <li>- Food</li> <li>- Textiles</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- E-safety</li> <li>- Algorithms and programming</li> <li>- Information Technology</li> <li>- Photography (link to art)</li> </ul>	<p><u>Working scientifically:</u></p> <ul style="list-style-type: none"> <li>- observing</li> <li>- questioning</li> <li>- classifying/comparing</li> <li>- predicting</li> <li>- carrying out experiments/fair testing</li> <li>- measuring</li> <li>- recording and analysing data</li> <li>- drawing diagrams</li> <li>- reporting/explaining (Yr5/6)</li> <li>- concluding</li> </ul> <p><u>Biology:</u> Living/non-living; plants; animals; humans; habitats; evolution/inheritance</p> <p><u>Chemistry:</u> materials- rocks/soils; states of matter; properties and changing materials</p> <p><u>Physics:</u> seasons; light; forces &amp; magnets; sound; electricity; earth &amp; space</p>	
Geography	Philosophy For Children (P4C)	Music	
<ul style="list-style-type: none"> <li>- Maps and associated knowledge e.g. place names</li> <li>- Human &amp; physical features</li> <li>- Impact of human and physical features</li> <li>- Comparing places/features</li> <li>- Discovering and presenting</li> </ul>	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Understanding questions; posing questions</li> <li>- Explaining ideas; turn taking; expanding ideas; giving examples; listening and responding; agreeing &amp; disagreeing; giving opinions; debating</li> <li>- Reviewing &amp; reflecting</li> </ul>	<p><u>Listening:</u></p> <ul style="list-style-type: none"> <li>-Follow instructions</li> <li>-Recognise sounds/music</li> <li>-Copy sounds/music</li> <li>-Respond to sounds/music (give an opinion, express preferences, move)</li> </ul>	<p><u>Creating (composition):</u></p> <ul style="list-style-type: none"> <li>-Rhythm</li> <li>-Tempo</li> <li>-Pitch</li> </ul> <p><u>Performing:</u></p> <ul style="list-style-type: none"> <li>-Repeat/practise</li> <li>-Confidence/bravery</li> </ul>
History	RE (Oxfordshire syllabus)	PE	
<ul style="list-style-type: none"> <li>- Chronology</li> <li>- Objects as Evidence</li> <li>- Primary sources</li> <li>- Research and presenting</li> </ul>	<p>Learning about religion: beliefs &amp; teaching; practices &amp; life styles; expression &amp; language</p> <p>Learning from religion: identify &amp; experience; meaning &amp; purpose; values &amp; commitments</p> <p>Religions covered: Christianity; Hinduism; Islam; Judaism; Non-religious world views</p>	<p><u>Skills:</u> follow instructions; copy actions; repeat actions and skills; move with control and care; use equipment safely; collaborate</p> <p><u>Games:</u> Tag Rugby; High 5 Netball; Cricket</p> <p><u>Gymnastics:</u> Val Sabin scheme of work</p> <p><u>Dance:</u> Val Sabin scheme of work</p> <p><u>Athletics:</u> Quad Kids</p> <p><u>Swimming:</u> Years 3, 4, 5</p>	

Year A: 2018-2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Events</b>	Harvest Halloween	Remembrance Christmas		Book Week Easter	SATS Yr6 & Yr2	Phonics Screener Sports Day
<b>Focus</b>	<b>STEM – Technology, Careers</b>		<b>SCIENCE – Healthy Humans</b>		<b>GEOGRAPHY – The World! Maps, Environmental issues</b>	
	<i>LtL: Collaboration</i>	<i>LtL: Planning</i>	<i>LtL: Making Links</i>	<i>LtL: Imitation</i>	<i>LtL: Questioning</i>	<i>LtL: Perseverance</i>
<b>1/2</b>	Eng: Rosie Revere Engineer/ Iggy Peck Architect/Eliot Midnight Superhero Retelling/Character description	Eng: Instructions	Eng: <b>Parts, Oliver's Veg, Ready Steady Mo</b> Retelling/Writing from a character's pov Poetry: Senses (similes and alliteration)	Eng: Recount – Letters/diaries linked to history	Eng: <b>At the Beach – Roland Harvey</b> <b>Whale Song – Dyan Sheldon</b> Retelling/Setting description Poetry: <b>A First book of the sea – Nicola Davies</b> . Weather poems – poems on the same theme	Eng: Reports (weather) Persuasive letter – Beach trip <b>Dear Greenpeace</b> <b>A Whale's Rescue - Robert Burleigh</b>
	Sci: Magic of Science: Materials comparing, grouping, changing	Comp: Programming (Purple Mash)	Sci: Healthy Humans: parts of body, senses, healthy living, food groups	Comp: e-safety	Sci: To Infinity and Beyond: Four seasons, changes, day length <b>Day and Night/Sun Up Sun Down</b> Weather	Comp: PowerPoint - combining photos and text
	Geo: Local Study (Where I live) Window – Jeannie Bake(human/physical features-inc rivers) map drawing, directions. Local issue- improving parks	His: Guy Fawkes (Famous person from Britain)	DT: Resistive materials: Floating boat that moves <b>- The Little Boat</b>	His: Titanic – objects; primary sources Outcome: Titanic Day	Art: Painting landscapes Joseph Turner	Geography: Oceans/Continents; Features of an island ; Coasts; Maps/Aerial photos UK Countries/Weather comparison
	Art: Junk printing	P4C/RE/PSHE: RE- celebrations/ PSHE- relationships	P4C/RE/PSHE: RE- myself/ PSHE- Health & wellbeing		P4C/RE/PSHE: RE- stories of Moses, Mohammed, OT/ PSHE- Living in the wider world	
	Trip: Science Oxford	Outcome: STEM Day Performance: Nativity Play	Trip: Tesco's/Farm??	Outcome: Exhibition – Healthy Humans	Trip: Seaside	Outcome: Presentation about Seaside visit (poem , PowerPoint, Slide show)
<b>3/4</b>	Eng: <b>Operation Gadgetman</b> Adventure stories Poetry: Performance poetry <b>Sound poems (Sound collecto /A Ahlberg poems)</b>	Eng: Persuasion linked Gadgetman/Recount linked to History (letters/diaries/recount)	Eng: <b>Giant or Cool</b> Real life story. Writing from character's pov Action/Desc/Dialogue	Eng: Reports linked to science and/or geog  Eng: Playscripts –	Eng: <b>The Great Kapok Tree</b> <b>Where the river meets the sea</b> Setting description/Creating mood Poetry: Creating mood (similes and alliteration)	Eng: Persuasive writing linked to Geography (Rainforest preservation)/DT advertising
	Sci: Magic of Science: solids, liquids & gas; change of states; temperature change; water cycle WOW- making slime	Comp: Programming (Lego and Scratch)	Sci: Healthy Humans: Teeth/Digestion; Balanced diet; Skeleton and muscles. Poem: <b>I Wish I'd looked after my teeth/Judith Nicholls poem</b>	Comp: e-safety	Sci: To Infinity and Beyond: Light/Dark; Shadows; Reflections; Electricity	Comp:
	DT: Rectangular base →moving vehicles	His: WW2-Evacuation – <b>The Lion and The Unicorn</b> (Primary sources – letters/diaries/gov docs)	Art: Potato Printing (Link to maths – reflective/ rotational symmetry)	Geo: Local issues – traffic, local facilities, physical features changes in Abingdon field work	DT: Peppermint creams (Choc/Sugar linked to rainforests) Packaging	Geo: Rainforests – S.America; distribution of natural resources. Maps/Aerial photos
	P4C/RE/PSHE:RE- Symbols and religious expression(art-architecture-music)/ PSHE-relationships		P4C/RE/PSHE: RE- Jesus & Easter (Inspiration People)/ PSHE- Health & wellbeing	<b>Performance: Angel of Ntshill Rd</b>	P4C/RE/PSHE: PSHE: Living in the Wider World/RE: Worship; pilgrimage and sacred places	
	Trip: Didcot Rail Centre: Evacuation	Outcome: STEM Day	Trip: Sewage Farm (Digestion) School Nurse: Teeth Easter Experience	Outcome: Exhibition – Healthy Humans	Trip: The Living Rainforest/The Botanic Gardens	Outcome: Rainforest Debate
<b>5/6</b>	Eng: <b>Stormbreaker</b> Suspense writing	Eng: Integrated instructions Poetry: Figurative Poetry – Christmas poems Candle + Christmas tree	Eng: <b>Pig Heart Boy</b> Real life story. Writing from character's pov. Action/Desc/Dialogue	Eng: Persuasion (Yr5/6) /Discussion (Yr6) Poetry: Small object poems (different forms of poem)	Eng: <b>Kensuke's Kingdom</b> (Link to WW2 from book) Poetry: Performance poetry	Eng: Report: Flying Fish/Orangutans/Japan  Playscripts: Reading workshop
	Sci: Magic of Science: materials-properties, changes reversible/irreversible, changing state	Comp: Programming (Lego and Scratch)	Sci: Healthy Humans: Circulation; exercise; keeping healthy/safe; growing old	Comp: e-safety	Sci: To infinity & beyond: Earth and Space; light; mirrors	Comp: Programing - Roamers and Logo
	DT: 3D structure →shelters	His: Conflicts (Remem.) Local context: Boer/WW1/WW2. Objects/Primary sources/Research/Chronology Poem: <b>In Flanders Fields</b>	Art: Drawing-Human body proportion (pen, pencil, graphite, charcoal) Art study: Leonardo Da Vinci	His: History of medicine (Pasteur, Jenner, Curie, Barnard) Objects/ Primary sources/Research/Chronology	Art: Japanese Painting (5 hrs)	Geo: Asia – Japan – Seas/coastlines Maps/Aerial photos
	P4C/RE/PSHE: RE- Symbols and religious expression(Remembrance)/PSHE-relationships		P4C/RE/PSHE: RE- Journey of Life & Death/ PSHE- Health & wellbeing		P4C/RE/PSHE: PSHE: Living in the Wider World/RE: Beliefs in action	<b>Performance: Performance poetry</b>
	Trip: Yr 6 - Residential/War mem. Yr 5 – Careers event/Oxford Uni/Harwell	Outcome: STEM Day	Trip: Yr 6 - IMPs Yr 5 – History of science museum	Outcome: Exhibition – Healthy Humans	Trip: Jun Citizens/SATs treat (Yr6) Yr 5 - Orienteering (Hill End?)	Outcome: Japanese Day

Healthy Eating Week BLP: Making Links (Science/DT/PSHE)

Healthy sandwiches

Salad plate (Art: Arcimboldo)

Healthy smoothies

BLP: Perseverance

Event:

Book: One World – Michael Foreman

Term 6 - Environmental Issues

Year B: 2019-2020

	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Events	Harvest	Halloween	Remembrance	Christmas			Book Week	Easter		SATS Yr6 & Yr2	Phonics Screener	Sports Day
Focus	THE ARTS – Express Yourself				HISTORY – What can we learn from the past?				TRADITIONAL TALES – ‘The Circle of Life’			
	Ltl: Noticing		Ltl: Empathy & Listening		Ltl: Managing Distractions		Ltl: Reasoning		Ltl: Imagining		Ltl: Revising	
1/2	Whole school photography linked to Ltl and establishing learning behaviours	Eng: Silly Billy/Voices in the Park – Anthony Browne. The Extraordinary School Day (Stories in familiar settings) Retelling/Character description	Eng: Instructions: What to do in a fire. Making worry dolls.	Eng: Historical fiction Sir Charlie Stinky Socks/The Kiss That Missed/Sir Scallywag and the Golden Underpants	Eng: Recount – linked to history: Visit to Oxford Castle Poetry: Nonsense poems/rhyming Ning Nong Nang	Eng: Fairy Stories. Little Red Riding Hood Poetry: Revolving Rhymes (Reading and responding to poems)	Eng: Reports (wolves)					
		Sci: Rock, Paper, Scissors Man-made/natural materials; Knowing what objects are made of; suitability of materials. Michael Recycle Invest: Getting Gingerbread man across the river	Comp: Photography e-safety	Sci: May the force be with you: Pushes & Pull catapults/ trebuchet/drawbridges	Comp: Programing	Sci: The circle of life: living/non-living, plant lifecycles, survival plants/humans. Animal categories, food chains, habitats.	Comp: Word processing (Clicker?)					
		Geo: Local Study: Houses and building use, local maps and aerial photos, materials, local issues- amenities Use of rivers.	His: Fire of London: Comparing houses now & then; materials of houses. Chronology	Art/DT: Textiles – cross stitch (link to tapestries in castles – Bayeux tapestry)	His: Castles: objects, primary sources, research and presenting findings	Art: Clay Wolves – Shaping and pinching to add details Observational drawings for ‘Bean Diary’	Geo: ‘Where do wolves live?’: Hot/cold places, mountains/forests contrasting locality – Rocky Mts					
		Art: Observational drawing & painting	P4C/RE/PSHE: RE-leaders & Teachers / PSHE-Relationships	P4C/RE/PSHE: RE-Symbols/PSHE- Health & Wellbeing		P4C/RE/PSHE: RE- Believing/ PSHE-Living in the wider world						
		Trip: Abingdon Museum	Outcome: Art Gallery Performance: Nativity Play	Trip: Oxford Castle	Outcome: Presentation?	Trip: Cotswold Wildlife Park	Outcome: Vanity Publishing – Wolf information/recounts					
3/4	Whole school photography linked to Ltl and establishing learning behaviours	Eng: Author Study: Anthony Browne The Tunnel/Into the Forest/Magic Mirror Adventure stories: Portals Narnia/H. Potter	Eng: Writing to inform linked to history: Artefact cards, poster Writing to persuade linked to history: Poster, invite/letter	Eng: Historical Fiction: Terry Deary – The Thief, the Fool and the Big Fat King The Actor, the Rebel and the Wrinkled Queen.	Eng: Recount – Battle of Bosworth Reports – linked to history Playscripts:	Eng: Aesop’s Fables. Just So Stories Features of traditional tales (fables). Retelling. Writing own fable/Just So story.	Eng: Recount (geography) Instructions (DT) Poetry: Poems on the same theme - comparing: Snake poems					
		Poetry: List poems	Comp: Photography e-safety	Sci: explore different surfaces; friction; magnets; sound (vibration, pitch & volume)	Comp: Programing	Sci: Parts of flowering plants; plant life cycle; transport of food/oxygen in plants; use of classification keys	Comp: Word processing					
		Art: Clay artefacts for museum (linked to history) Using hollow shapes/Joining pieces	His: Ancient Egypt – Objects as evidence	Art: Portraits – Painting and drawing	His: Focus on Tudor Dynasty. Research and presenting findings	DT: Puppets (link to characters in English) Writing instructions (extra-curricular Eng)	Geo: Town Mouse & Country Mouse Abingdon v. London – comparing (Link to rivers – R. Thames in Abingdon to London)					
		P4C/RE/PSHE:RE- Belonging (inc KS1 RE) PSHE-Relationships		P4C/RE/PSHE: RE- Beliefs & questions/ PSHE- Health & Wellbeing	Performance: tbc - Tudors?	P4C/RE/PSHE: RE- Religion & The individual/ PSHE- Living in the wider world						
		Trip: Ashmolean Museum Yr3 – Science Quest	Outcome: Egyptian Museum	Trip: Sulgrave Manor Easter Experience	Outcome:	Trip: London	Outcome: Vanity Publishing – Poetry					
5/6	Term 1 Book:	Eng: Flotsam - David Wiesner The Viewer – Gary Crew Journey - Aaron Becker Dilemma & Resolution	Eng: Integrated instructions Poetry: Loop poems	Eng: Street Child – Berlie Doherty Setting description. Historical fictions Narrative poetry: Workhouse poem, Highwayman	Eng: Recount/Diary/Biography (important Victorians e.g. Florence Nightingale)	Eng: Greek Myths: Orchard Book of Greek Myths/Greek Myths – Marcia Williams/Usborne – Greek Myths Features of traditional tales (myths v legends). Retelling. Writing own myth	Eng: Reports (link to history, geography, science) Playscripts: Turn a myth into a playscript					
		Sci: Material Matters – Hamilton Electricity / Investigation: Most suitable material for different purposes	Comp: Photography, e-safety, PowerPoints	Sci: Forces: friction; gravity; air/water resistance. Levers; pulleys; gears. Invest: Ogdan-parachute landing/ Rockets-Blast off . Hugo	Comp: Data presentation (graphs etc linked to science)	Sci: Classification - plants, animals, micro- organisms. Invest: Micro-organisms – yeast in balloons. Life cycles & processes. Evolution & adaptation Flying Fish extract – Kensuke’s Kingdom	Comp: Word processing, Programing					
		Art: Watercolour landscapes	Geo: Rivers – R. Severn (DVD). Local field work. World Rivers (link to Nile and Amazon)	Art: Printing (William Morris) DT: Textiles – Quilting; adding details e.g. buttons, sequins	His: Victorians – objects/primary sources/research/chronology	Art: Clay pots (slab and coil pots) Learning new techniques	Hi: Ancient Greece – objects/research /chronology Geo: Greece – European country. Comparison with UK					
		P4C/RE/PSHE: RE- Religion, family & community/ PSHE-Relationships		P4C/RE/PSHE: RE- Inspirational People/ PSHE- Health & Wellbeing		P4C/RE/PSHE: PSHE: Living in the Wider World/RE: Teaching & Authority	Performance: Laurence Anholt - Humorous Greek Myth poems?					
		Trip: Yr 6 – Residential/War memorial Yr 5 – Art Gallery	Outcome: Art Gallery	Trip: Yr 6 - IMPs Yr 5 – Abingdon Museum/Science Oxford???	Outcome:	Trip: Jun Citizens/SATS treat (Yr6) Yr 5 - Ashmolean Museum	Outcome: Vanity Publishing – Own myths					

## Science Overview – 2018/2019 (YEAR A)

Year	Autumn – ‘Magic of Science’ (materials)	Spring – ‘Healthy Humans’	Summer – ‘To Infinity and Beyond’ (light/space)
		Whole School Event/Activity – Science Oxford	Whole School Event/Activity –
	Scientists:	Scientists: Louis Pasteur, Christiaan Barnard, Marie Curie	Scientists: Stephen Hawking; Tesla
	LtL – Collaboration/Planning	LtL – Making Links/Imitation	LtL – Questioning/Perseverance
1/2	- physical properties of everyday materials - comparing materials - grouping materials due to properties - changing materials e.g. bending	- parts of the human body - senses - healthy living - food groups	- the 4 seasons – changes – day length - weather associated with seasons
	<b>Book: The Bears Winters House, The Queens Knickers</b>	<b>Book: Funny Bones</b>	<b>BOOK: What if rain boots were made of paper, Toys in Space, Way Back home, The owl who is afraid of the dark; Moonbear’s shadow</b>
	WS – 1, 2, 3, 4, 5, 6	WS – 1, 2, 3, 4, 5, 6	WS – 1, 2, 3, 4, 5, 6
	Visits – Abingdon Museum?	Visits –	Visits –
3/4	- grouping materials (solid, liquid, gas) - change of state - measure temp at which materials change - water cycle	- nutritious balanced diet - human skeleton - muscular system - digestive system; - teeth	- light and dark                      - reflection - shadows                              - changing size of shadows - sunlight safety - using electricity                      - series circuits - conductors/insulators - switches
	<b>Book: ‘Splish Splash Splosh’, /Worst Witch, Harry Potter</b>	<b>Book: Judith Nicholls poem/Pam Ayres poem - Teeth</b>	<b>Book:</b>
	WS – 3.12, 3.13	WS – 3.9, 3.10, 3.1	WS –
	Visits –	Visits – Sch Nurse: Teeth	Visits –
5/6	- properties of materials - changes of material; reversible/irreversible – <i>cooking: Toast/Jelly/Chocolate</i> - changing state - cross curricular – Romans and volcanos	- circulation, <i>heart rate investigation</i> - exercise, - Diet, - Lifestyle - keeping healthy/safe - humans growing old	- Earth & Space – solar system <i>Ogden-Orbit &amp; History of solar system</i> - Light: Shadows and travelling light <i>Ogden-Moon phrases</i> - Mirrors & Periscopes (Can I see around corners?)
	<b>Hook: Household products to create foam</b>	<b>Book: ‘Pig Heart Boy’ Hook: Heart dissection</b>	<b>Hook: Moon landing video (P4C)</b>
	WS – 1, 2, 3, 4	WS – 2, 3, 4, 6, 8, 10	WS – 1, 3, 4, 5
	Visit: Science Oxford	Visits – IMPs (Yr 6)	Visits – Sch nurse: Growing up / National Space Centre?

## Science Overview – 2019/2020 (YEAR B)

Year	Autumn – ‘Rock, Paper, Scissors’ (materials)	Spring – ‘May the Force Be With You’ (KS2) – ‘Fantastic Beasts and Where to Find Them’ (KS1)	Summer – ‘The Circle of Life’
	Whole School Event/Activity -	Whole School Event/Activity –	Whole School Event/Activity – Chicks, Tadpoles
	Scientists:	Scientists:	Scientists:
	LtL – Noticing/Empathy & Listening	LtL – Managing Distractions/Reasoning	LtL – Imagining/Revising
1/2	- man-made/natural materials - knowing what objects are made of - suitability of materials Investigation: Getting Gingerbread man across the river	- animal categorising - animal body parts - what animals eat , food chains - habitats	- living/non living - plant identification, basic plant structure - plant lifecycle - survival plants/humans
	Books: ‘Michael Recycle’; ‘The Lorax’; ‘What if?’; Gingerbread Man	Books: Wolf non-fiction books	Book: ‘Tadpole’s Promise’; ‘Oliver’s Vegetables’
	WS – 1, 2, 3, 4, 5, 6	WS – 1, 2, 3, 4, 5, 6	WS – 1, 2, 3, 4, 5, 6
	Visits –	Visits – Cotswold Wildlife Park	Visits – Sutton Courtney nature reserve
3/4	- compare rocks           - physical properties - how fossils formed    - how soil is made - what fossils tell us about the past (Yr6) - how earth & living things have changed (Yr6)	- explore different surfaces - friction                   - magnets - how sound is made - vibration                 - pitch and volume	- different parts of flowering plants - plant life cycle - transport of food & oxygen in plants - use of classification keys
	Book: ‘What’s Under My Bed’?	Book:	Book:
	WS – 3.3, 3.4, 3.5, 3.6	WS –	WS –
	Visits – Science Quest (Yr3)	Visits – Science Quest (Yr3)	Visits – Science Quest (Yr3); Hill End (Yr3/4)?
5/6	- <i>Material Matters (Hamilton)</i> - Electricity - Investigate: Most suitable materials for diff purposes	- Forces: friction, gravity, air & water resistance - levers, pulleys, gears - Investigate: Egg parachute/cars <i>Ogden-parachute landing</i> - Rockets <i>Ogden- Blast off</i>	- Classification of plants, animals, micro-organisms <i>micro-organisms- yeast in balloons</i> - Life cycles & processes - Evolution and adaption
	Hook: Back to the future clip (P4C)	Book: Hugo	Book: ‘Kensuke’s Kingdom’: Flying Fish extract
	WS – 1, 2, 3, 4, 10	WS – 1, 2, 3, 5, 6, 7, 8, 9, 10	WS – 1, 2, 3, 4, 5, 6, 7, 8
	Visits –	Visits – IMPs (6), Science Oxford (5/6)	Visits – Sch nurse: Growing up