

Whole School Theme: FARMING						
SUMMER 2021	LW	YR	Y1-2	Y3-4	Y4-5	Y6
	EYFS Framework					
Farming Focus	Farming around the school		Local farming (UK farming)	Ancient Egypt	Shang Dynasty	Ancient civilisations
Literacy	To be decided		To be decided	Charlotte's Webb EB White Egypt Magnified <i>Secrets of a Sun King</i> Emma Carroll	Sky Hawk Gill Lewis	The Garbage King Elizabeth Laird The boy at the back of the class
Maths	Development Matters		NCETM including DfE Readiness programme			
What does this mean to me? Why does this matter?						
Geography Being a geographer, I'm learning to..	Understanding the World		UK –areas – what is farmed where and why? Compare with a contrasting non-European Use – earth from Space videos...	Rivers – particular focus on the physical features of the River Nile	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	Volcanoes and earthquakes Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts Explore the location of farming and explain why these areas are used for farming – make links to climate, vegetation belts, biomes, fertile soil around volcanoes; rivers Types of farming in each civilisation and why that farming has been developed

<p>History Being a historian, I'm learning to..</p>	<p>People and communities</p>	<p>Significant events , people and places with in locality Changes in living memory - sources</p> <p>Past and present farming photographic / physical Farming – field to food Farming in Wrenbury/ Nantwich Jethro Tull</p>	<p>Ancient Egyptians – civilisation Farming along the River Nile</p>	<p>Shang Dynasty Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer (Mesopotamia); The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – making links between the 4 ancient civilisations and identifying farming within each civilisations <i>Ethiopia – TKG - Subsistence farming</i></p>
<p>Science Being a scientist, I'm learning to..</p>	<p>Understanding the World</p>	<p>Plants <i>Identify the basic structure of a variety of common flowering plants, including trees</i> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow to stay healthy.</p>	<p>Materials – changes in state Rocks and soils</p>	<p>Plants and animals Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Describe how animals obtain their food from plants and other animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Evolution and inheritance</p>

		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain , and identify and name different sources of food.			
Art/D&T Being an artist / designer, I'm learning to..	Being creative/being imaginative	Colour mixing – farming landscapes Collage To develop a wide range of art & design techniques including colour, pattern, texture, line	Drawing/painting Egyptian farming scenes ink on papyrus –	Silk Painting Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Chinese silk paintings	Malleable materials Clay – taking meaning from symbols (ancient civilisation) Create own in clay
Music Being a musician, I'm learning to...		Listen with concentration and understanding to a range of high-quality live and recorded music Vivaldi – The Four Seasons	Folk music https://folkcloud.com/folk-music-by-country/egypt appreciate & understand a wide range of high-quality live & recorded music drawn from different traditions & from great composers & musicians	Express an opinion/judgement about a piece of music and justify it in a basic way. Use an extended musical vocabulary to express personal taste. Compose and play a melody with at least 5 different notes. Using five note scales to compose and perform melodies. <i>Lark Ascending</i> - Vaughan Williams https://www.youtube.com/watch?v=ZR2JIDnT2I8	Music from around the world – explore the music used during each of the ancient civilizations Explore instruments (including instruments of an orchestra)

RE		Ch- God's love in creation. J- Objects that remind Jews of faith-symbols, badges: tallit, tefillin & kippah	J - What are the important events in a Jewish person's life? I-What do Muslims say God is like?	Ch-Why do Christians want to share the world's resources? H-Introduction to Hinduism. How do Hindus describe God?	H-How and why do Hindus show respect for all living things? Ch-Why do Christians want to share the world's resources?
Computing		Common uses of IT beyond school. Google earth and IT used in spaceships	Combining more than 1 source of info within presentation eg power point;	Understand that algorithms can help the user to solve problems.	Use sequence, selection, & repetition in programs; work with variables & various forms of input & output. Use logical reasoning to explain how some simple algorithms work & to detect and correct errors in algorithms & programs Barefoot computing & film making
	<i>Digital literacy – how to use technology safely and respectfully</i>				
PE		Developing jumping and running through athletics; Striking & Fielding.	Developing the skills of control and balance and running through Athletics Striking & Fielding.	Developing the skills of control and balance and running through Athletics Striking & Fielding.	Developing the skills of control and balance and running through Athletics Striking & Fielding.
RSE		Y1: Growing and caring for ourselves - families and care Y2: Differences - naming body parts	Y3: Valuing difference and Keeping safe -help and support Y4: Growing up - healthy relationships	Y4: Growing up - healthy relationships	Y6: Puberty help & support - Communication and relationships
Health and safety	Sun safety Online safety				
Wellbeing Lunch Clubs	Action for Happiness – GREAT DREAM				

Enrichment Enhancement			The World Museum – Egypt Gallery		Imran Kowtal - Islam
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