

# Creative Curriculum - Whole School Long Term Plan

Year A (2022-2023)						
Term	Subject area	Theme	Topic name	EYFS	KS1 National Curriculum links	KS2 National Curriculum links
Autumn 1	Geography	Great Britain	Where on Earth are we?	<p><u>Understanding the world</u>            Draw information from a simple map. (world map and the map of the UK)            Name and locate the 4 countries of the UK ;            Identify characteristics of the immediate environment, introducing and modelling new vocabulary;            Become familiar with the name of the road and village/ town we live in and where the school is located.            Look at aerial views of the school setting, recognising buildings, open spaces, roads and other simple features.            Draw simple maps of the local area.</p> <p>Understand the effect of changing seasons on the natural world.</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.            Name and locate the world's 7 continents and 5 oceans.            Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.            Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], 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.</p>	<p>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.            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.            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).            Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.            Use the 8 points of a compass, 4- and 6-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.</p>
Autumn 2	Science	Materials	It's all material!	<p><u>Understanding the world</u>            Explore the natural world using our senses            Discuss ways of looking after the natural world around us.            Observe and interact with natural processes (e.g. ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water)            Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Distinguish between an object and the material from which it is made.            Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.            Describe the simple physical properties of a variety of everyday materials.            Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.            Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.            Describe in simple terms how fossils are formed when things that have lived are trapped within rock.            Recognise that soils are made from rocks and organic matter.            Compare and group materials together, according to whether they are solids, liquids or gases.            Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).            Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.            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.            Know that some materials will dissolve in liquid to form</p>

				Recognise that people have different beliefs and celebrate special times in different ways (e.g. Harvest, Halloween, Diwali, Hanukkah, Christmas, New Year)		a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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.
Spring 1	History	History of Britain before 1066	Terrific Transport Savage Stone Age Smashing Saxons	<p><u>Understanding the world</u> Comment on images of familiar situations in the past. Explore pictures, stories, artefacts and accounts from the past, discussing similarities and differences. Identify and visit a local area of historical importance. Identify similarities and differences between past and present toys and modes of transport Organise events using basic chronology, recognising that some things happened in the past.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain. 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. The achievements of the earliest civilizations.</p>

					Significant historical events, people and places in their own locality.	
Spring 2	Science	Plants	Roots, shoots and fruits	<u>Understanding the world</u> Understand the effect of changing seasons on the natural world (spring) Identify and describe the weather and some of the seasonal features. Observe the natural world and all the changes that come with spring ( flowering plants, trees, baby animals and birds); Identify and name some of the most common garden plants. Find out and describe how plants need water, light and a suitable temperature to grow.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 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 and stay healthy.	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Summer 1	History	History of Britain after 1066		<u>Understanding the world</u> Identify, name and describe familiar people Identify the people who hold a particular importance in our community ( e.g. doctors and nurses, teachers, the police, the fire service). Identify and discuss significant local historical events, people and places. Understand that some places are special to members of the community (e.g. places of worship , places of local importance)	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Summer 2	Science	Living things and their habitats	Home sweet home	<p><u>Understanding of the world</u>  Identify and name some of the features of the environment we live in;  Learn the vocabulary needed to name specific features of the world, both natural and made by people;  Identify and name a variety of plants and animals in their habitats, including microhabitats.  Identify similarities and differences between animals and plants we find in the UK and other countries.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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.</p>	<p>Recognise that living things can be grouped in a variety of ways.  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.  Recognise that environments can change and that this can sometimes pose dangers to living things.  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.  Describe the life process of reproduction in some plants and animals.  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.  Give reasons for classifying plants and animals based on specific characteristics.</p>
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## Year B (2023-2024)

Term	Subject area	Theme	Topic name	EYFS	KS1 National Curriculum links	KS2 National Curriculum links
Autumn 1	Geography	Similarities and differences between Oxford, Bonn and Leon	Home and away.	<p><u>Understanding the world</u> Recognise some similarities and differences between life in this country and life in other countries. Use relevant, specific vocabulary to describe contrasting locations. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents Look at how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat and where they live. Recognise that some environments are different from the one in which we live. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], 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.</p>	<p>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 in North or South America. 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. 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). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-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.</p>
Autumn 2	Science	Electricity and forces	May the force be with you!	<p><u>Understanding the world</u> Observe and interact with natural processes (e.g. ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water)  Recognise that people have different beliefs and celebrate special times in different ways (e.g. Harvest, Halloween, Diwali, Hanukkah, Christmas, New Year)</p>		<p>Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>

						<p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p>
						<p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>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>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. Use recognised symbols when representing a simple circuit in a diagram.</p>
Spring 1	Geography	Weather and climate	Come rain or shine.	<p><u>Understanding the world</u></p> <p>Understand the effect of changing seasons in the natural world.</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Use the appropriate vocabulary to describe the weather.</p>	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>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.</p>

Spring 2	Science	Space, light and sound	To infinity and beyond!	<p><u>Understanding the world</u>  Name the planet we live , name some of the planets within the Solar System;  Observe and interact with natural processes ( e.g.light travelling through transparent material, an object casting a shadow)  Observe how the size of shadows changes throughout the day.  Explore how sounds are made; look at a variety of musical instruments and how the sounds are produced.</p>		<p>Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  Recognise that shadows are formed when the light from a light source is blocked by an opaque object.  Find patterns in the way that the size of shadows change.  Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.  Find patterns between the pitch of a sound and features of the object that produced it.  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  Describe the movement of the Moon relative to the Earth.  Describe the Sun, Earth and Moon as approximately spherical bodies.  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.  Recognise that light appears to travel in straight lines.  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.  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.  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
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Summer 1	Science	Animals including humans	My family and other animals.	<p><u>Understanding the world</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food and talk about hygiene.</p> <p>Discuss ways of looking after and respecting the natural world, animals and their habitats.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the changes as humans develop to old age.</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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Summer 2	History	Rulers	If I ruled the world	<p><u>Understanding the world</u></p> <p>Discuss about events that have global significance. Talk about different past and present events that reveal aspects of change in the national life.</p> <p>Comment on images of familiar situations in the past, looking at pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Identify and explore a local area that has historical importance.</p> <p>Explore images of familiar situations in the past (e.g. homes, schools) and talk about familiar experiences and how these may have differed in the past.</p> <p>Organise events using basic chronology, recognising that some things happened before they were born.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies.</p> <p>Connections, contrasts and trends over time.</p> <p>Addressing historical questions about change, cause, similarity and difference, and significance.</p>