



Feckenham Church of England Primary School



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Long Term Overview:

Foundation subjects plus Maths/Science/IT/R.E/Maths.

Lower KS2 (Yrs. 3 and 4)

Links between subjects as opportunities to develop schema are linked by **colour**.

Previous learning for retrieval opportunities are **highlighted**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art	Drawing Growing Artists Shape, Tone and Texture in drawings	Paint and mixed media <u>Pre-historic Painting</u> <u>Inspiration from artists, scale drawing, creating natural 'paint' from nature</u>	Sculpture and 3D <u>Abstract Shape and Space</u> Creating 3D structures, formulating 3D designs – link to Maths	Drawing Growing Artists Apply observational drawing skills to create detailed studies/abstract designs	Paint and mixed media <u>Pre-historic Painting</u> <u>Select and apply painting techniques, collaborative artwork</u>	Sculpture and 3D <u>Abstract Shape and Space</u> <u>Apply knowledge of sculpture and evaluate their artwork – link with DT (structure)</u>
	Craft and Design <u>Fabric and Nature</u> <u>Understand starting points in a design process; explore using a textile technique to develop patterns.</u> Enrichment-					



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Design Technology	Cooking and Nutrition <u>Eating Seasonally</u> Fruit and vegetables grown around the world; how colour indicates nutritional value	Mechanisms (Electrical) <u>Electrical Poster</u> Develop ideas into a final design that incorporates a simple circuit	Mechanical systems <u>Pneumatic Toys</u> Design and make pneumatic toy including sketches and exploded diagrams	Digital World <u>Mindful Moments timer</u>	Cooking and Nutrition <u>Eating Seasonally</u> Design, make and evaluate a savoury recipe using seasonal vegetables	Digital World <u>Mindful Moments timer</u>
	Textiles <u>Cross Stitch and Applique-</u> Use and apply 2 new sewing techniques and use them to create the sleeve for a book Enrichment: Families/special visitors to come into school to taste their summer vegetable recipes.					
French	French Greetings (Introducing themselves/different greetings for different times of the day)	Adjectives (colour, size and shape and position in a sentence)	Playground Games (Counting, practising vocabulary through traditional French games)	In a French Classroom (responding to instructions and learning about masculine and feminine nouns)	Bon Appetit (French food and cultural customs)	Shopping (French food-applying vocabulary and sentence structures to form a simple story)
Geography	Locational/Place Knowledge/ Human and Physical Geography <u>Why do people live near volcanoes?</u>	Geographical Skills Locational/Place Knowledge/Fieldwork <u>Why are rainforests important to us?</u>	Locational/Place Knowledge/Human and Physical Geography/ Fieldwork <u>Where does our</u>	Locational/Place Knowledge/ Human and Physical Geography <u>Why do people live near volcanoes?</u>	Geographical Skills Locational/Place Knowledge/ Fieldwork <u>Why are rainforests</u>	Locational/Place Knowledge/Human and Physical Geography <u>Where does our</u>



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			food come from?		important to us?	food come from?
	<p>Continuous Provision: Weather around the world/United Kingdom and world maps including compass points/grid references</p> <p>Enrichment- Fieldwork at forest school</p>					
History	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences</p> <p><u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences</p> <p><u>How have children's lives changed?</u></p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations</p> <p><u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u></p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations</p> <p><u>British history 2: Why did the Romans settle in Britain?</u></p>	<p>Chronological awareness/Change and Continuity/Sources of evidence/Similarities and differences</p> <p><u>How have children's lives changed?</u></p>	<p>Change and continuity/ Similarities and differences/ Cause and consequence/ Historical significance/ Sources of evidence/ Historical interpretations</p> <p><u>British history 2: Why did the Romans settle in Britain?</u></p>
	<p>Chronological Awareness-Use the playground timeline to pinpoint times in history during topics</p> <p>Enrichment: Trip to Roman Villa (National Trust); visits from grandparents to discuss their lives as children</p>					



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IT	Computing Systems /Online Safety <u>Emailing</u> Key area - Computer systems and networks	Computing Systems/ Programming/ Online Safety <u>Programming – Scratch</u> Key area - Programming	Computing Systems/ Programming/ Creating Media /Online Safety <u>Video Trailers</u> Key area – Creating Media	Programming/Creating media/Computer systems Online Safety <u>Website design</u> Key area – Creating Media	Programming /Creating Media/Online Safety <u>Further coding with Scratch</u> Key area - programming	Computing System/Creating Media /Online Safety <u>Computational thinking</u> <u>Key area - Programming</u>
	Online Safety- specific lessons plus continuous provision at the start of every lesson.					
Music	Performing, Listening, Composing, Inter-related dimensions of music <u>South Africa</u>	Performing, Listening, Composing, Inter-related dimensions of music <u>Caribbean Christmas production</u>	Performing, Listening, Composing, Inter-related dimensions of music <u>South America</u>	Performing, Listening, Composing, Inter-related dimensions of music <u>Indonesia</u>	Performing, Listening, Composing, Inter-related dimensions of music <u>India</u>	Performing, Listening, Composing, Inter-related dimensions of music <u>North America</u>
	Musical Vocabulary – introduce and retrieve subject specific vocabulary to eventually be able to describe music and express what they enjoy. The History of Music Enrichment: Take part in a Christmas production performed in the local Church for families/perform in a band playing the instrument learnt					



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P.E.	Motor Competence/ Healthy Participation <u>Gymnastics</u>	Motor Competence/ Healthy Participation <u>Dance</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Team Games</u>	Motor Competence/ Healthy Participation/ Rules, Tactics and Strategies <u>Athletics</u>
	Enrichment- take part in county games opportunities/Sports Evening/School Games/Sport After School Clubs offered/Feckenham Wake Country Dancing					
P.S.H.E	Families and Relationships Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping	Health and Wellbeing Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths. Learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.	Safety and the Changing Body Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices.	Citizenship Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.	Economic Wellbeing Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.	Safety and the Changing Body Learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4) Transition
	Citizenship – Throughout the year through our Values programme and events in school Economical Wellbeing- Utilise the class 'cash' from FOFS to use wisely/generate more income Enrichment- Visitors into class/ Cash raising events					



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R.E.	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>What do Christians learn from the Creation Story?</u>	Judaism <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>How do festivals and family life show what matters to Jewish people?</u>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>What kind of world did Jesus want?</u>	Islam <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>How do festivals and worship show what matters to a Muslim?</u>	Christianity <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>What is it like for someone to follow God?</u>	Non-faith linked <i>Making sense of beliefs/Making connections /Understanding impact</i> <u>How and why do people try to make the world a better place?</u>
	Celebration Calendar for multi-faiths. Focus on Christian calendar to explore Christmas and Easter					
	Enrichment: Visit our local Church to explore the layout and artefacts/take part in a Christmas and Easter Service at Feckenham Church					
Science	Animals, including humans <u>Movement and Nutrition</u>	Forces, Earth and Space Energy <u>Forces and Magnets</u>	Materials <u>Rocks and Soils</u>	Plants <u>Plant reproduction</u>	Energy <u>Electricity and Circuits</u>	TBC
	Forces, Earth and Space Working Scientifically - Research using secondary resources/Observing over time/Comparative and fair testing/Identifying, classifying and grouping/pattern seeking To go through all topics in the science curriculum					



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	Enrichment:					
Maths	<u>Place Value</u> <u>Base Line Assessment A</u> <ul style="list-style-type: none"> Roman numerals Hundreds Count in 50s Count in 1,000s Count in 25s Numbers to 1,000 100s, 10s and 1s (1) Number line to 1,000 1,000s, 100s, 10s and 1s Partitioning Number line to 10,000 1, 10, 100 more or less 1,000 more or less Round to the nearest 10 	<u>Place Value</u> <ul style="list-style-type: none"> Round to the nearest 100 Round to the nearest 1,000 Compare objects. Compare numbers. Order numbers Compare 4-digit numbers. Order numbers Negative numbers <u>Base Line Assessment B</u> <u>Addition and Subtraction</u> <u>Base Line Assessment A</u> <u>Year 3</u> <ul style="list-style-type: none"> Add & subtract multiples of 100 Add and subtract 3-digit and 1-digit numbers (not 	<u>Addition and Subtraction</u> <u>Year 3</u> <ul style="list-style-type: none"> Add two 3-digit numbers (crossing 10 or 100) Subtract a 1-digit number from a 3-digit number (crossing 10) Subtract a 2-digit number from a 3-digit number (crossing 100) Add and subtract 3-digit and 2-digit numbers (not crossing 100) Subtract a 2-digit number from a 3-digit number 	<u>Multiplication and Division</u> <u>Year 3</u> <u>Base Line Assessment A</u> <ul style="list-style-type: none"> Multiplication - equal groups Multiply by 3 Divide by 3 The 3 times table Multiply by 4 Divide by 4 The 4 times table Multiply by 8 Divide by 8 The 8 times table Comparing statements Related calculations <u>Base Line Assessment B</u> <u>Multiplication and Division</u> <u>Year 4</u> <ul style="list-style-type: none"> Divide by 10 Divide by 100 	<u>Multiplication and Division</u> <u>Year 3</u> <u>Base Line Assessment A</u> <ul style="list-style-type: none"> Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit (2) Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) Divide 2-digits by 1-digit (3) Scaling How many ways? <u>Base Line Assessment B</u> <u>Year 4</u> <ul style="list-style-type: none"> Divide 3-digits by 1-digit Correspondence 	<u>Mass and Capacity/Decimals</u> <ul style="list-style-type: none"> Measure mass Compare mass. Add & subtract mass. Measure capacity Compare capacity. Add & subtract capacity. Divide 1-digit by 10. Divide 2-digits by 10. Hundredths Hundredths as Decimals Hundredths on a place value grid Divide 1 or 2-digits by 100. <u>Base Line Assessment B</u>



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	<p><u>Length, Perimeter, and area.</u></p> <ul style="list-style-type: none"> Measure length Equivalent lengths - m & cm Equivalent lengths - mm & cm 	<p>crossing 10)</p> <ul style="list-style-type: none"> Add and subtract 3-digit and 2-digit numbers (not crossing 100) Add & subtract 100s Spot the pattern - making it explicit Add 3-digit and 1-digit numbers (crossing 10) Add 3-digit and 2-digit numbers (crossing 100) Add and subtract 2-digit and 3-digit numbers (not crossing 10 or 100) Add 2-digit and 3-digit numbers (crossing 10 or 100) Add two 3-digit numbers (not crossing 10 or 100) <p><u>Year 4</u></p>	<p>(crossing 10 or 100)</p> <ul style="list-style-type: none"> Subtract a 3-digit number from a 3-digit number (no exchange) Subtract a 3-digit number from a 3-digit number (exchange) Estimate answers to calculations Check answers <p><u>Base Line Assessment</u></p> <p><u>Multiplication and Division</u></p> <p><u>Year 4</u></p> <p><u>Base Line Assessment A</u></p> <ul style="list-style-type: none"> Multiply and divide by 6 6 Times table & division facts Multiply and divide by 9 9 Times table & 	<ul style="list-style-type: none"> Multiply by 1 and 0 Divide by 1 Multiply 3 numbers Efficient multiplication Factor pairs <p><u>Base Line Assessment B</u></p> <p><u>Multiplication and Division</u></p> <p><u>Year 4</u></p> <p><u>Base Line Assessment A</u></p> <ul style="list-style-type: none"> Written methods Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (2) <p><u>Time</u></p> <p><u>Base Line Assessment A</u></p> <ul style="list-style-type: none"> Months and years Hours in a day Hours, minutes & seconds Years, months, weeks & days 	<p>problems</p> <ul style="list-style-type: none"> Consolidation of multiplication and division (5) <p><u>Base Line Assessment B</u></p> <p><u>Time</u></p> <ul style="list-style-type: none"> Telling the time Using a.m. and p.m. 24-hour clock Analogue to digital - 12 hour Start and end times. Measuring time in seconds <p><u>Mass and Capacity/decimals</u></p> <p><u>Base Line Assessment A</u></p> <ul style="list-style-type: none"> Tenths Count in tenths Tenths as decimals Tenths & hundredths Tenths as 	<p><u>Time</u></p> <ul style="list-style-type: none"> Analogue to digital - 24 hour Finding the duration Comparing the duration <p><u>Base Line Assessment B</u></p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> Fraction of an amount Fractions of a quantity Calculate quantities Add fractions Subtract fractions Add 2 or more fractions Subtract 2 fractions Subtract from whole amounts <p><u>Decimals</u></p> <ul style="list-style-type: none"> Order decimals Round decimals



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		<p>Base Line Assessment A</p> <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s, 1000s Add two 4-digit numbers (no exchange) Add two 4-digit numbers (one exchange) Add two 4-digit numbers (more than one exchange) Subtract two 4-digit numbers (no exchange) Subtract two 4-digit numbers (one exchange) Subtract two 4-digit numbers (more than one exchange) Efficient subtraction Estimate answers Checking strategies 	<ul style="list-style-type: none"> division facts Multiply and divide by 7 7 Times table & division facts 11 and 12 times-table Multiply by 10 Multiply by 100 <p>Properties of Shape</p> <ul style="list-style-type: none"> Parallel & perpendicular 2-D shapes Triangles Quadrilaterals 3-D shapes <p>Length, Perimeter, and area.</p> <ul style="list-style-type: none"> Perimeter of rectilinear shapes What is area? Counting squares Making shapes Comparing area <p>Base Line Assessment B</p>	<p>Fractions</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> Unit and non-unit fractions Making the whole Fractions on a number line <p>Properties of Shape</p> <ul style="list-style-type: none"> Construct 3-D shapes Lines of symmetry Symmetric figures Describe position. Draw on a grid. Move on a grid. Describe movement. <p>Base Line Assessment B</p>	<p>decimals</p> <ul style="list-style-type: none"> Tenths on a place value grid Tenths on a number line <p>Fractions</p> <ul style="list-style-type: none"> What is a fraction? Fractions greater than 1 Count in fractions Equivalent fractions Equivalent fractions Compare fractions Order fractions <p>Decimals</p> <p>Base Line Assessment A</p> <ul style="list-style-type: none"> Make a whole Write decimals Compare decimals 	<ul style="list-style-type: none"> Halves and quarters Pounds and pence Convert pounds and pence Pounds and pence Ordering money Estimating money Add money Subtract money Give change Four operations <p>Base Line Assessment B</p>
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		<p>Base Line Assessment</p> <p>Properties of Shape</p> <p>Base Line Assessment</p> <p>A</p> <ul style="list-style-type: none"> • Turns and angles. • Right angles in shapes • Compare angles. • Identify angles. • Compare & order angles. • Draw accurately. • Horizontal and vertical <p>Length, Perimeter, and area.</p> <ul style="list-style-type: none"> • Compare lengths. Kilometres • Add lengths. • Subtract lengths. • Measure perimeter • Calculate perimeter. • Perimeter on a grid • Perimeter of a rectangle 	<p>Statistics</p> <ul style="list-style-type: none"> • Comparison, sum & difference. • Tables • Introducing line graphs • Line graphs <p>Base Line Assessment B</p>			
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		<u>Statistics</u> <u>Base Line Assessment</u> <u>A</u> <ul style="list-style-type: none">• Pictograms• Bar charts• Interpret charts				
	<p>Continuous Provision.</p> <p>Multiplications: Recalling multiplication and division facts.</p> <p>Time: Reading, writing and converting time using analogue and digital clocks. Months and years. Hours in a day</p> <p>Money: Through snack – adding and subtracting different amounts with change.</p> <p>Statistics: Using daily temperature, interpret and represent data using appropriate graphical methods, including bar charts, pictograms and time graphs.</p>					