

Colton Primary School
Whole school themed curriculum plan



AUTUMN 1

YEAR GROUP:	Nursery All about me	Reception My family	Y1 What is the past? Significant nurses	Y2 Are polar bears and penguins friends? Do polar bears and penguins live together?
History/ Geography	<p>To talk about members of their family and their relationship to them. To talk about their own home and what their own house is like. To begin to think about different houses and how they differ to their own – Link to Temple Newsam House. To begin and notice differences between people and cultures.</p>	<p>Pupils begin to make sense of their own life story and family history. They can discuss how their family has changed over time.</p> <p>Pupils use the language of time when talking about past/present events, and celebrations in their own lives and in the lives of others.</p> <p>To know that our school is in Colton, Leeds, England and identify some of the key features of where they live.</p>	<p>My timeline, family history. The compare pictures of themselves at different stages of their life – talk about what has changed.</p> <p>To learn about and compare three significant nurses- Florence Nightingale, Mary Seacole & Edith Cavell.</p>	<p>Arctic and Antarctica study. The poles and the equator.</p>
Art	<p>Artist – Giuseppe Arcimboldo Arranging fruit and stamping</p>	<p>Artist – Yayoi Kusama</p>	<p>Giuseppe Arcimboldo Children to make self-portrait collages out of fruit and vegetables Oil Pastel fruit portraits</p>	<p>Joseph Mallord William Turner- watercolour and colour mixing- focus on the sea</p>
DT	<p><u>Textiles and materials</u> To explore junk modelling.</p>	<p><u>Textiles/Materials</u> To explore the creation station and the range of materials available to them.</p>		
Science	<p>To observe and discuss the changes that occur in Autumn.</p>	<p>To be able to say what changes occur in autumn. To identify, sort and group autumnal objects. To learn about hibernation and identify animals that hibernate.</p>	<p>Animals/humans - basics of the human body (e.g. arm, head, eye) Our bodies 5 senses.</p>	<p>Health growth and offspring – animals</p>
Music	<p>To begin to join in with and express themselves through various genres of music. Pupils to begin to join in with piccolo music songs and listen.</p>	<p>To explore the sounds that instruments make. To understand that instruments can be tapped, shook etc.</p>	<p>‘Bring the noise’ BBC unit focusing on pulse and rhythm.</p>	<p>Feel the pulse – focusing on revising pulse and rhythm.</p>

AUTUMN 1

YEAR GROUP:	Y3 Bob the builder in the Stone Age Who were Britain's first builders?	Y4 Bear Grylls survival academy: rainforest challenge Do all places in the world have the same climate as us?	Y5 The Viking who came to tea Were the Vikings really vicious?	Y6 What would the Earth say if it could talk? What is it like to live through an earthquake?
History/ Geography	Changes in Britain - Stone Age to Iron Age	Climate zones and longitude latitude effects Looking at biome of rainforest and teaching of water cycle Vegetation belt	To study how the Viking invasions affected the Anglo Saxons Viking trip – Royal Armouries	Earth matters – natural disasters Or focus on flash flooding? Earthquakes
Art	Developing pastel techniques and use natural dye - Stone Age art	Escher - focus on animal world and pattern		
DT			To focus on cooking and nutrition viking diet – compare to own diet	Stephanie Peters (Natural Disasters) (Exploring colour and use of texture in colour) Move onto form and sculpture
Science	Rocks: types and formation (Stone Age focus)	Living things – grouping and changing environments	Materials: properties (e.g. electrical conductivity) and reversible/irreversible changes	Investigative learning Evolution and inheritance
Music	Kodaly and rhythm development (Rhythm and composition)	Minimalism (rhythm and composition dev)	Fresh Prince of Bel Air – introduce children to Old school Hip-hop	Look at the Blue Planet documentary. Composer Hans Zimmer (contemporary) Children to progress to making own music to the documentary

AUTUMN 2

YEAR GROUP:	Nursery It's cold outside	Reception Let's celebrate	Y1 Weather presenters	Y2 London's burning
History/Geography	<p>To introduce the concept of there being different places/countries in the world and that they are different to where we live – Link to the Arctic.</p> <p>To explore maps and begin to make marks drawing a map – Link to the polar bear going back to the Arctic.</p> <p>Learn about the changes that occur in autumn and about animals that hibernate.</p>	<p>To use the language of time to talk about past/present events, and celebrations in their own lives and in the lives of others.</p> <p>To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world (relate to Christmas around the globe)</p> <p>Use positional language when using Beebots (up, down, across).</p>	<p>To learn what weather is.</p> <p>To look at weather patterns.</p> <p>Become weather presenters/ forecasters.</p>	<p>Events beyond living memory - Great Fire of London.</p>
DT	<p><u>Textiles and materials</u></p> <p>To continue to explore junk modelling – Rocket designing.</p>	<p><u>Textiles/Materials</u></p> <p>To explore the texture of materials (link to keeping warm)</p>		<p>To design houses for Pudding Lane then evaluate.</p> <p>St Paul's Cathedral study.</p>
Art	<p>Artist – Jackson Pollack</p> <p>Exploring paint</p>	<p>Artist - Stephen Brown</p>	<p>Jackson Pollock</p> <p>Action art/ emotions through art</p> <p>Primary and secondary colours</p> <p>Colour mixing</p>	
Science	<p>To explore the changes in seasons by exploring the outdoor classroom. Learn about animals that live in cold environments.</p>	<p>To talk about the changes that occur in Winter. To explore ice and snow/ freezing and melting.</p> <p>To learn about hibernation and which animals hibernate.</p>	<p>Animals inc humans- animal groups (mammal, amphibian, reptile, fish, bird).</p>	<p>Humans and animals</p>
Music	<p>To begin to join in with and express themselves through various genres of music. Pupils to continue to join in with piccolo music songs and listen.</p>	<p>To use appropriate instruments to create a given sound e.g., train clacking on tracks, boat splashing on water.</p>	<p>Weather and seasons – Vivaldi's Four Seasons (Beginning composition) To revise pulse and rhythm and introduce to other elements of music.</p>	<p>Feel the pulse – focusing on revising pulse and rhythm.</p>

AUTUMN 2

YEAR GROUP:	Y3 Krispy Kreme; for or against? Should 'The Springs' have been built at Thorpe Park?	Y4 Faking it! What evidence do we have of Romans in Leeds?	Y5 The wrath of the Norsemen Did the Vikings settle? Did they raid or trade?	Y6 A Leeds revolution What part did Leeds play in the industrial revolution?
History/Geography	Look at land use and development of Thorpe Park – a lot of the land used for dog walking previously. Look at maps and how land use has changed – why? The rare species of Great Crested Newt had to be transported.	Study of Romans making counterfeit coins in the Leeds area during Roman times? How do we know this, and why were they doing it? Look at place names.	(Viking) settlements and land use. Economic activity and trade links. (Danelaw visit to support)	Leeds industrial revolution. (Edwardians) – trading of cloth (Suggested focus – Leeds/Liverpool canal, railways, milling (Armley Mills, Corn exchange) Refer to John Smeaton – civil engineer
DT	To design own shop or business for Thorpe Park on computer software – use CAD		Boat design and structures	Pattern and textile Learning how to rag rug Working collaboratively on a large piece
Art		Form – Mosaic Antonio Gaudi and Klimt as a contrast		
Science	Animals - nutrition and skeletons (explore what animals are in the Green space next to Thorpe Park)	Living things: digestion and food chains (Use resources on STEM) Few topics linked to digestion	Materials cont.	Evolution: fossils and natural selection Darwin
Music	Big Yellow Taxi (1970's) Joni Mitchell – Protest songs and begin to use staff notation	Blackbird – children introduced to the band the Beatles with a focus on 'Blackbird' song and composing their own section	Ukulele 3 (Instrument)	The Romantic Period – focusing on Grieg's 'Hall of the Mountain King'

SPRING 1

YEAR GROUP:	Nursery Let's jump into a book	Reception Stories from around the world	Y1 Trains How has transport has changed over time?	Y2 'Oh I do like to be beside the seaside' What are the oceans and seas of the world like?
Spring 1 History/Geography	<p>Chinese New Year explore the food and differences between people and cultures – Chinese New Year</p> <p>To continue with the understanding that there are different countries/environments in the in the world which are different to the one we live in.</p> <p>To explore some famous buildings within China and link to it being built in the past – The Great Wall of China.</p> <p>Link to China for Chinese New Year. Look at photographs and videos of the buildings in China. Explore the food they eat and the clothes they wear to celebrate and their traditions.</p>	<p>Learn about stories from different countries and cultures. Compare them with stories they already know.</p> <p>Learn about a contrasting environment – possible links to Chinese/Lunar New year, Pablo Picasso, Ghanian Goldilocks, Artic, Shrove Tuesday.</p>	<p>Learn about Stephenson's rocket and why it is famous.</p> <p>Look at transport over time.</p> <p>(Middleton Railway – longest running steam locomotive in world)</p> <p>(National Railway Museum visit)</p>	<p>Coastal areas physical and human features.</p> <p>Locate Oceans and seas of world and that surround UK.</p>
Art	Artist – Jim Dine	Artist – Picasso (cubism)		
DT	<u>Textiles and materials</u> To begin to explore different materials and discuss how they feel.	<u>Textiles/Materials</u> To explore a range of building materials, considering the most appropriate materials for a task.	Create a storm resistant den.	Design and make a kite.
Science	Discuss seasons and the weather. Explore different materials and begin to describe them. Be able to say if something has melted or is frozen.	To be able to talk about the changes that occur in Winter-freezing and melting. Observe the changes when cooking -making porridge.	Everyday materials.	Habitats and food chains.
Music	To begin to show an interest with instruments by exploring sound and begin to use some control. To begin to tap along to a beat.	To be able to copy a beat.	The Little Train of Caipara by Heitor Villa-Lobos (pulse, speed changes and composing)	Sea shanty songs/ Folk music Santy Anno – Kingston Trio Compose own sea shanty.

SPRING 1

YEAR GROUP:	Y3 Why did the Ancient Egyptians build pyramids?	Y4 Ou habite-tu? J'habite a Lille (We are Europe) How similar is Lille to Leeds?	Y5 Who was making history in faraway places in the year 1000?	Y6 #Best place for a selfie Which place could you take the best selfie?
Spring 1 History/Geography	Ancient Egyptians Bagshaw – Egyptian trip	We are Europe (Look at our sister city – Lille)	Mayan and Aztec civilizations	America – Niagara Falls Lille France (sister city) Compare to Yorkshire Moors? To pick 3 places Compare region of UK, region of Europe and region of North/ south America
Art			Art - Frida Kahlo (folk art style of Mexico)	
DT	Design a system for transporting or a pulley system for lifting. (pyramid stones) Egyptian pharaoh masks Creating the pyramids using different materials.	To look at cooking and nutrition – traditional dishes from these countries.		Inventions (structure focus)
Science	Shadows, reflections and dangers (Tombs, torches and timekeepers)	Electricity	Solar systems and orbits of Earth's moon. (Mayan beliefs)	Animals including Humans: the circulatory system.
Music	Ukulele 1 (Performing and learning an instrument)	Soul to funk (performing)	Music from Mexico (appraising and composing)	Hindustani and Bhangra music

SPRING 2

YEAR GROUP:	Nursery Down on the farm	Reception Spring and growth	Y1 What is in the UK?	Y2 What was it like to be a Victorian child?
Spring 2 History/Geography	Use the Bee Bot to move around the farm mat giving simple instructions. (Forwards/backwards).	Life cycle of plants, humans and chicks. To explore aerial photographs. *Temple Newsam Farm	We are Britain – learn about continents then countries, capitals and landmarks of UK.	Victorian times – compare a Victorian child’s life to modern day What was life like in Victorian Leeds? (Armley Mills visit)
Art	Artist – Faberge eggs	Artist – Van Gogh		Printing/wallpaper William Morris and LS Lowry
DT	<u>Textiles and materials</u> To continue to explore different materials and discuss how they feel.	<u>Textiles/Materials</u> To learn how to weave paper using a traditional weaving technique.	Look at traditional food from the 4 different countries. Design a healthy scone	
Science	To be able to talk about the changes that occur in Spring/Summer. To begin to know what a plant needs to grow. To begin to know and understand the key features of the life cycle of a plant or animal. To recognise farm animals -Ian’s mobile farm to visit.	To be able to talk about the changes that occur in Spring. To be able to name and match animals to their young. To understand simple lifecycles (butterfly/ chick/ human) To know what a plant needs to grow. To investigate what type of beans grow.	Everyday materials and introduction to their properties.	Materials, properties and suitability.
Music	To continue to play instruments with increasing control. To begin to copy a beat using instruments.	To be able to copy a beat.	We are Britain (appraising and singing) Folk music	Romantic period West and East – The Nutcracker

SPRING 2

YEAR GROUP:	Y3 'There's nowt like a proper brew' (We are West Yorkshire) Do all cities look the same?	Y4 Life as a Roman Would you have preferred to be a soldier or farmer in Roman times?	Y5 'The Land of opportunity' (We are America) Is the landscape the same in North and South America?	Y6 In Flanders Fields
Spring 2 History/Geography	Counties and cities Compare to Sheffield – very hilly Manchester – Pennines	Roman Daily life	Children will learn about the landscape and places of North and South America	To focus on WW1 memorials Leeds (Colton) Whitkirk Church Look at important local events during like the Barnbow Lasses
Art			Georgia O'Keefe – flowers, sky scrapers and landscape of Mexico	Using Charcoal Henry Moore – War pictures Mod roc – make own sculptures in style of Henry Moor but own design or influence
DT	Traditional food from these regions could compare to food from another country -eg Cornish pasties	Design and build your own Roman chariot. Using Wheels and Axels		
Science	Plant	Sounds: vibrations, pitch and volume (Use ideas from STEM – Romans liked making music)	Reproduction in plants and animals	Electricity
Music	Three little birds (Bob Marley) Charanga unit. Focus on Reggae music and composition	African djembe drumming (rhythm and composition)	The Blues (Appraising and rhythm)	WW1 – songs from the era Keep the home fires burning Pack up your troubles It's a long way to Tipperary WW2 music - Glen Miller big band music.

SUMMER 1

YEAR GROUP:	Nursery Minibeasts Life Cycles Healthy Choices	Reception Kings and Queens	Y1 Yorkshire has got talent!	Y2 There is no place like home... Where is our school and what is it like?
Summer 1 History/Geography	<p>To explore and understand different occupations. To take part in role play and explore different occupations.</p> <p>To know that animals and humans grow and change over time. Look at adult and baby animals and notice differences. Identify what plants need to grow, water, sun soil, identify how plant change over time.</p>	<p>Pupils learn about Kings and Queens now and in the past - Queen Elizabeth, King Charles III.</p> <p>To draw a map of a familiar space (e.g., the outdoor area, classroom, house). To draw a map of London adding famous landmarks and buildings.</p>	<p>Significant individuals from Leeds/ Yorkshire Louis Le Prince Henry Moore and Barbara Hepworth (art link)</p>	<p>Part 2 Compare to small area of Non-European country Our school grounds and local area What is it like in...? Compare small area of UK with a non-European country (potentially China?) OrHamilton trust Kenya study</p>
Art	Artist – Eric Carle	Artist – Andy Goldsworthy	Artist - Henry Moore and Barbara Hepworth 3D art Sculpture and clay work	Andy Goldsworthy Natural Art
DT	<u>Textile and materials</u> To begin to choose materials for a purpose.	<u>Textiles/Materials</u> To explore the texture of materials, choosing appropriate materials for planned creation. E.g., scaly skins.		
Science	<p>To be able to name healthy foods and non healthy foods. To explore and taste a variety of fruit and vegetables.. To explore and understand where minibeasts live and can be found. To observe the changes in the life cycle of a butterfly. To begin to create a healthy picnic – Link to the Very Hungry Caterpillar.</p>	<p>To discuss which materials are best for building with and why. To discuss the different properties of materials and group them.</p>	Plant detectives	Plants – growth (in our local area)
Music	<p>To begin to understand how sounds can differ e.g loud and quiet. To begin use instruments to make loud and quiet sounds. To continue to copy a beat.</p>	To begin to understand how sounds can differ e.g. volume and pitch.	Gamelan – music from Indonesia (pitch, rhythm and composing)	East African music (rhythm, singing and performance)

SUMMER 1

YEAR GROUP:	Y3	Y4	Y5	Y6
	<p>The Legacy of the Ancient Greeks</p> <p>How have the Greeks shaped the world?</p>	<p>Loidis</p> <p>What did a typical Anglo-Saxon village look like?</p>	<p>Temple Newsam's claim to fame</p> <p>Who was Mary Queen of Scots?</p>	<p>Race around the UK</p> <p>Which is the best route to take?</p>
Summer 1 History/Geography	<p>Ancient Greeks</p>	<p>Anglo Saxon Settlements (Medieval Colton)</p> <p>Recap some of the learning from Year 2 but more of a focus on Medieval settlements</p>	<p>Tudors (Temple Newsam was a Tudor manor house) – Mary Queen of Scots married to Lord Darnley (Their son was James 1 who had been tried to overthrown by the Gunpowder plot)</p> <p>Refer to War of Roses (Battle of Towton) as a starting point</p> <p>Tudor trip – Temple Newsam</p>	<p>Using an ordnance survey map to plot points on maps and find routes back to Leeds</p> <p>Use grid on map to find locations</p>
Art	<p>Clay skills – creating Ancient Greek war vases</p>		<p>Tudor art – weaving (Textiles) or and printing</p>	
DT		<p>Recreate a medieval house fit to live in. Develop skills – wattle and daub and branch weaving</p>		<p>To focus on cooking and nutrition – create own Year 6 recipe book</p>
Science	<p>Friction and magnets. Ancient Greeks were first to discover magnetite</p>	<p>Investigative learning</p>	<p>Forces – gravity, friction and mechanisms (e.g. pulleys)</p>	<p>Living things – classification (e.g. taxonomy and keys)</p>
Music	<p>Ancient Worlds (Music from Greece) (rhythm and composition)</p>	<p>Beethoven five! (Composition dev)</p>	<p>Renaissance music – Thomas Tallis – choral music (1500-1600) (learn pueri concinite)</p> <p>Show instruments from the time and compare</p>	<p>'Peter And The Wolf' – Children will explore what leitmotif means and then go on to create own story</p>

SUMMER 2

YEAR GROUP:	Nursery A Trip on a magic carpet	Reception Rainforest explorers	Y1 There is no place like home... Where is our school and what is it like?	Y2 Castles Why are some places special?
Summer 2 History/Geography	<p>To learn about many other countries such as France, Romania, Greece and that they are all different.</p> <p>To understand and talk about how and why environments differ to their own. Look at the weather, food and animals that are found at the seaside.</p>	<p>To learn about a contrasting environment (e.g. Rainforest). Visit to Tropical World.</p> <p>To understand and talk about how and why environments differ to their own (e.g., focus on climate, sustainability, animals, adaptation, plants, and physical features).</p> <p>To revisit our class timeline and recap on our learning journey in Reception.</p>	<p>Part 1 Our school grounds and local area</p> <p>Locate CPS on map, talk about what it looks like and the surrounding area.</p> <p>Compare to Handa's village in Kenya.</p>	<p>(Middle ages/ Medieval) Whitkirk Church and Castles</p> <p>Castles – Temple Newsam trip</p>
Art	Artist – Charlene Lanzel	Artist – Henri Matisse		
DT	<p><u>Textiles and materials</u></p> <p>To continue to choose materials for a purpose.</p>	<p><u>Textiles/Materials</u></p> <p>To use knowledge of materials to create a perfect sun hat/ swimming costume.</p>	Puppet making and levers	Look at medieval weapons and catapults
Science	<p>To be able to talk about the changes that occur in Summer.</p> <p>To explore what the weather is like in the countries which we decide to visit through out topic.</p>	<p>To be able to talk about the changes that occur in Summer.</p> <p>To begin to understand that common animals have varying habitats.</p>	Plants detectives	Investigative learning
Music	<p>To continue to explore music by playing loud, quiet, high and low sounds while using instruments.</p> <p>To continue to copy a beat.</p>	<p>To be able to use knowledge of music to express themselves and perform to others.</p>	‘There’s no place like home’ – focus on sounds and composing own sounds/ music.	<p>Medieval music – learn specific chants and use glockenspiels to play melodies. Look at instruments of this era</p> <p>Columba aspeixit</p>

SUMMER 2				
YEAR GROUP:	Y3 Leeds map adventurers What is the physical landscape of Leeds?	Y4 The magic of water What happened when Romans left Britain? How did the Anglo Saxons use water?	Y5 Colton scavenger hunters What is my local area like?	Y6 So you think you've got it bad? Has life got better for children from 1066?
Summer 2 History/ Geography	Mountains, Rivers and Coasts River Aire How mountainous is Leeds? Human and physical features on a map Create a contour map of Leeds?	(Water was important for them) (Anglo Saxons) Local link - Leeds originated as an Anglo-Saxon township on the north bank of the Aire. Focus on medieval life or Water.	Colton old village Use fieldwork in local area to measure and observe. Starting point unknown – children to find on map and plot best route back Use resource pack to support	What was life like for a Roman child, Anglo Saxon child, child from middle ages Tudor and Victorian child? Looking back at previous learning...
Art	Landscapes Perspective and colour focus	Anglo Saxon art - Creating clay water pots out of clay (To consolidate learning from previous year Or look at water lilies and Monet		
DT			To design own Rucksack – got to fit purpose and brief	Look at bags – design own (sewing focus)
Science	Plants – function, requirements and reproduction	Materials – solids, liquids & gases; changes between them; water cycle	living things: life cycles	Light: how it travels and how shadows change
Music	Edward Elgar (composition)	Ukulele 2 (instrument)	Children will explore and listen to traditional South American music – Samba!	Ukulele 4

Notes

Units in blue are taught discrete and will not necessarily link to overarching theme. Units in red link to local area. Units highlighted in pink link to diversity. Units highlighted in green link to sustainability.

DT – Each unit children will be taught the process of **designing, making and evaluating with a purpose/ brief in mind**. Also **technical skills** will be taught specific to the unit of work.

Art – during the year children need to have developed skills in drawing, working with colour, texture and 3D form, printing and pattern (**a few of these skills can be focused on during each Art unit**)

Art info progression:

Pastel skills– Y1, Y3 and Y5 (Charcoal Y6)

3D form/ textile/ some form of sculpture – Y1, Y2, Y3, Y4

Clay repeats consecutive years to develop skills

Natural art KS1