



Beaumont Lodge
PRIMARY SCHOOL

PE:

Invasion games

Enrichment: Tamworth
Warwick Castle – jousting

PSHE: Being Me in
My World

RE: What do Hindus
believe?

- retell some religious or special stories which includes religious figures
- use religious vocabulary to explain why people believe in God
- identify beliefs about God that are similar in different religions
- learn from first-hand accounts about different faith communities
- identify and discuss any questions I
- might have about myself, life in general and God in particular

History: Lady Jane Grey

I can recount the life of some famous people from Britain and further afield who lived in the past. (Lady Jane Grey- local link)
I can use words, phrases and historical terms like: before, after, past, present, then and now.
I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.
I can describe events beyond living memory that are significant nationally or globally.
I can give examples of things that were different in the past.
I can research the life of a famous person from the past using different sources of evidence.
(Gun powder plot – lady jane)

Vocabulary:

Town, countries, cities, capital, London, England, Scotland, Wales, Northern Ireland, sea, ocean.
Past, present, before, after, long ago, then, now, living memory, significant, events, periods, similarities, differences, compare, royals, laws, parliament
Trimurti, deities, Vishnu, Brahma, Lakshmi, Hanuman, Ganesh, values, devotion, God, Respect, Mother Earth, Father, ancestors, Honesty, truthfulness, family, community, Divas, worship
Clay, texture, composition, tools, water, brushes, brush strokes, layered, texture, canvas, portrait, landscape



Castles, Knight & Dragon

Geography

I can name, locate and identify characteristics of the four countries, capital cities and surrounding seas of the United Kingdom. (castles around the UK)

DT:

Pupils understand the working characteristics of materials and components. They know about the movement of simple mechanisms such as levers, sliders, wheels and axles. Understand how freestanding structures can be made stronger, stiffer and more stable (Tower)

Talk about design ideas and what is being made. Make simple judgements about products and ideas against design criteria. Use information and communication technology, where appropriate, to develop and communicate ideas (research drawbridges). Talk and write about how to make products better.

Explore what products are, what they are made from, who they are for, how they are used and where they might be used. Talk about likes and dislikes of existing products. Give reasons. Plan by suggesting what to do next. Selects from a wide range of tools, material

Recognise that 3D textiles products can be assembled from two identical fabric shapes. Use the correct technical vocabulary for projects. Model ideas by exploring materials, components, construction kits and by making templates and mock ups. Use information and communication technology, where appropriate, to develop and communicate their ideas.

Art:

Use sketchbooks to gather and collect artwork as well as planning ideas
Show pattern and texture by adding dots and lines
Show different tones by using coloured pencils
Observe and draw landscapes, patterns, faces and objects
Create colour wheels
Add white to colours to make tints and black to colours make tone (create colour charts)
Mix and match colours to pictures and objects
Colour neatly, following the lines -castles and ruins of bradgate.
And sculptures of knights.
Make simple joins by manipulating modelling material or pasting
Use a range of decorative techniques: applied, impressed, painted etc.
Discuss work of sculptors
Describe the work of artists, designers and artisans
Use some of the ideas of artists studied to create pieces

Computing:

Unit 2.1 We are *Dragons*
We are games testers

Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.

- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Explore the use of combining sequences of instructions to follow patterns and create shapes.
- Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art:

Use a variety of techniques e.g. tie dying, weaving, plaiting, wax / oil resist, appliques and embroidery, French knitting, sewing and binka
Use a combination of materials that are cut, torn and glued
Learn how to thread a needle, knot, cut, glue and trim material (Royal outfits)

Printing of Elizabeth I silhouette

Use a variety of tools, materials and objects to create prints
Carry out different printing techniques eg. monoprint, block relief and resist printing

Press, rub, roll and stamp to make prints

Make rubbings

Design repeating patterns and overlapping shape patterns

Mimic print from the environment eg wallpapers, curtains, fabrics

Describe the work of artists, designers and artisans

Use some of the ideas of artists studied to create pieces

Computing:

We are *detectives* (emails to and from Royalty)

- To use technology to create graphs, adding labels and amending charts.
- To begin to create their own databases to identify and classify objects.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology outside of school.

RE: how do Hindus worship? Places of worship

- name a place of worship and identify key symbols/features
- explain when and how people pray
- name, retell and explain the significance of religious festivals/celebrations
- make simple links between ideas about God and what happens in a place of worship
- make links between religious festivals and occasions they celebrate
- reflect thoughtfully on what is celebrated in my own life

History:

Elizabeth 1

I can explain in chronological order what local and regional people from the past did earlier and what they did after.

I can find out and ask questions about events and significant happenings in different periods from both living memory and beyond, by asking others, using books & stories and choosing relevant key information.

I can describe events beyond living memory that are significant nationally or globally.

I can give examples of things that were different in the past.

I can research the life of a famous person from the past using different sources of evidence.

I can compare and describe life in different periods of the past.

Royalty



Vocabulary:

map, route, key, North, South,
Past, present, before, after, long ago,
then, now, living memory,
significant, events, periods,
similarities, differences, compare,
royals, laws, parliament
Worship, family, community, mandir,
shrines, symbols, sacred text,
mosque, mandir, church
material, textiles, needle, stitch,
relief etching, pattern, design,
rubbing, pressure

PSHE:

Celebrating
Differences

Geography:

I can 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

I can 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

D&T: Royal banquet

Recognise that food comes from plants or animals, food is farmed, grown elsewhere or caught
Name and sort foods into the five groups in the 'Eatwell Plate' and that everyone should eat at least five portions of fruit and vegetables every day.

Know how to prepare simple dishes safely and hygienically, without using a heat source. Prepare a range of simple dishes. Use techniques such as cutting, chopping, peeling and grating (soup) Recognise that food ingredients should be combined according to their sensory characteristics

Talk about their design ideas and what they are making. Make simple judgements about their products and ideas against design criteria.

Talk and write about how to make their products better.

Explore what products are, what they are made from, who they are for, how they are used and where they might be used.

Talk about likes and dislikes of existing products. Give reasons.

PE:

dance

Enrichment:

Bradgate park

Royalty Day

Computing:

We are photographers

To understand the purpose of, and begin to independently use a range of different technology e.g. computers, laptops, tablets, cameras and microphones.

- Use SeeSaw to record video and take photographs.
- Begin to manipulate information by using copy and paste.
- Create basic word documents and power points by adding images, text, word art and learn to save and load their work.

PE: gymnastics

RE: New life

explain what happens at traditional important events which occur in families and communities, (e.g. births, naming ceremonies, weddings) and suggest what the actions and symbols mean

- ask thoughtful questions and make links between religious community traditions

Vocabulary

Survival, water, air, seeds, bulb, water, light, temperature, growth

Town, countries, cities, continents, oceans, North, South, Equator.

Past, present, before, after, long ago, then, now, living memory

Significant, events, periods, similarities, differences, compare

Trimurti, Namkaran, Aquiquah ceremony, belong adhaan, baptism, confirmation, Baptist,

shading, cross hatching, portrait, blending, pencil grades, blending,

size, scale, equipment, subject

Geography

I can name and locate the world's seven continents and five oceans (Travels of Amelia Earhart).

I can 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.

I can 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

Science:

Plants

PSHE: Dreams and goals

D&T:

Plan by suggesting what to do next. Selects from a wide range of tools, materials and components according to their characteristics. Explains their choices.

Follows procedures for safety and hygiene. Uses a range of materials, components, construction kits, textiles, food ingredients and mechanical products.

Assembles, joins and combines materials and components.

Begins to use finishing techniques, including those from art and design sessions.

Work confidently within a range of contexts e.g. imaginary, local community, industry and wider environment.

State what products they are designing and making.

Say whether their products are for themselves or for other users. Describe what their products are for. Say how their products will work and how they are suitable for the intended users. Use simple design criteria to help develop their ideas.

Generate ideas by drawing on their own experiences. Use knowledge of existing products to help come up with their own ideas. Develop and communicate by talking and drawing.

Wonder Women



Art:

Record and explore ideas from first hand observation

Ask and answer questions about the starting points of their work

Explore different methods and materials

Explore differences and similarities within the work of artists, craftspeople and designers in different times and cultures

Use a wide range of tools to create different textures, lines, ones, colours and shapes.

Review what they and others have done and say what they think and feel about it.

Identify what they might change in their current work or develop in their future work.

Annotate work in sketchbook

History: Mary Seacole, Florence Nightingale,

Edith Cavell, Amelia Earheart

I can describe changes in living memory.

I can use a wide vocabulary of everyday historical terms.

I can speak about how I have found out about the past

I can record what I have learned by drawing and writing.

I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

I can recount the life of some famous people from Britain and further afield who lived in the past

Enrichment:

Florence Nightingale (First week after Xmas)

Visiting ladies)

RE caring for others

describe how religious belief influences how people live their lives, especially in regard to caring for others
explain how people's beliefs affect the way that they behave
talk and make links between the qualities of religious and inspirational figures and how I may show them in my own life
identify ways some people make a response to God by caring

PE

Throwing and catching

PSHE Healthy me

Science

Everyday materials

Communication



William Caxton & Tim Berners-Lee

Computing

We are researchers - researching communication and progression of this.
To talk about the different forms of information and understand how to use the information to answer questions.

- To recognise the layout of websites and navigate using links and menu buttons.
- Understand that websites have a specific address and locate links to different websites.

History:

William Caxton & Tim Berners-Lee

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I can record what I have learned by drawing and writing.
I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
I can recount the life of some famous people from Britain and further afield who lived in the past

Vocabulary

hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, translucent, brick paper, fabric, squashing, bending, twisting, elastic.

Past, present, before, after, long ago, then, now , living memory
Significant, events, periods, similarities, differences, compare



Beaumont Lodge
PRIMARY SCHOOL

Vocabulary

Survival, water, air, food, adult, baby, offspring, exercise, hygiene, living, dead habitat, energy, food chain, predator, prey, woodland, pond

Sea, ocean, beach, cliff, coast, vegetation, harbour, tourism, weather, climate, hill, village, factory, farm, house, office, port, harbour, shop.

Bible, parables, gospel, God, Christian, beliefs, stories, Sacred text, life journey, teach, celebrations., holy book, Symbols, Prophet Muhammed, Allah, creator.

RE: Religious books and stories

ask thoughtful questions to aid my understanding

explain stories from different faiths and suggest the meaning of these stories



Enrichment: zoo

Science:

Living things and their habitats
Animals including humans

PSHE: Changing Me

PE: Athletics

Geography - Kenya

I can 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.

I can use basic geographical vocabulary to refer to:

- Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.*

I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and in a small area of a contrasting non-European country. (Kenya/Leicester)

I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.

Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Safari

Computing:

We are zoologist

- To use technology to create graphs, adding labels and amending charts.*
- To begin to create their own databases to identify and classify objects.*