

Federation Context Plan (FCP)

| | | Phase 1: Key Stage 1 | | Phase 2: Lower Key Stage 2 | | Phase 3: Upper Key Stage 2 | |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| History | Thread | My Family | Toys | Discoveries and Inventions | | War and Conflict across the ages | |
| | Detail | timelines; family trees; comparison of famous family tree | development of toys over the last 2/3 generations; what was first toy?; favourite toys?; purpose of toys | Stone/Iron age inventions; Roman legacy in Britain; anglo-saxon legacy/local history; timelines | Adventures of Cpt J Cook (local link); links to trade; other explorers/explorations/trade links | How has war developed over time? (weapons, tactics, scale, communication); key war leaders over time; timelines | Impact of war on people, refugees; reasons for war; |
| Geography | Thread | My Family | Seven Continents, One World | Landmarks | Exploring and discovering | Protecting our planet | Welcome to America |
| | Detail | Where do you live? Where did your family live? Look at a simple map. N E S and W (Left and right) Fieldwork and observation skills to study the geography of their school and their surrounding environment | Saints days for UK countries. Capital cities of UK countries. 7 continents and 5 oceans. (David Attenborough/recycling) Geographical similarities and differences. | UK City Landmarks (Skara Brae, Stonehenge Piecebridge, Hadrians wall) Compare to Italy (link to Rome and history) Compare to Scandinavia | Local orienteering. How does our food get here? (trade links) | Energy sources and recycling (solid, wind farms, wave farms, land fill) Climate zones, biomes and vegetation belts. | Comparison between North and South America. How would you get there? |
| Art and Design | Unit 1: | Drawing/Painting | Painting | Drawing/Painting | Painting | Painting/ICT | Drawing/Painting/ICT |
| | Detail | A study of Pop Art portraits using the work of Andy Warhol and Roy Lichtenstein. Pupils will use images of themselves and others to create their own art work in the 'Pop Art' style, developing their drawing and painting skills. | Develop use of tone and colour mixing through appraising the work of Van Gogh. | A study of Leonardo da Vinci (inventor, ink drawing, painter). Develop skills using different drawing implements, focusing on tone/texture. Link to history thread. | A study of the work of Monet's watercolours. Develop painting techniques, using different types of paints and tools/techniques. | A study of American female 20th Century artist Georgia O'Keeffe. Pupils will use her work as stimulus to develop their use of complementary/shades colours, using a range of paints and ICT. | A study of the work of LS Lowry and local artist Barbara Lamb. Pupils will learn about developing their perspective skills and then use them to create a range of artistic works in the style of these artists, using a range of different media. |
| Design & Technology | Unit 2: | Drawing/Painting/Collage | 3D/Collage | Painting/ICT | Textiles/3D Work | Sculpture | Textiles/Drawing |
| | Detail | A study of Pablo Picasso's cubism portrait work. Pupils will develop their skills and create artwork in the style of this famous artist. | Pupils will develop their textiles skills in order to support their D&T project on making a toy. | A study of our local artist, Lucy Pittaway. Use IT and paints to experiment with the outcomes of different tools (e.g. charcoal, pencil, crayon, pastels etc.) | A study of Aboriginal Art - link to the history thread. Develop use of 3D/textiles work/techniques. | | A study of fashion designing over the recent years. Pupils to create own item of clothing, utilising plenty of sketchbook designs/work. |
| Design & Technology | Design, make and evaluate projects | Mechanisms - Make your own vehicle. Structures - Challenge: who can make the tallest self-supporting structure which will support an egg (or similar). | Mechanisms - Make a toy using levers, sliders etc.. Textiles - make a fabric animal puppet. | Mechanical - How was Stone Henge built? Build your own crane using mechanisms, hinges, rollers and sliders | Structures - How have boats changed over time? Make a wind powered boat (focus on individual designers and/or key events eg. Vasa warship) Textiles - make a sail or flag for their boat | Structures- Investigate green industries, design an eco house. Mechanical - investigate levers and pulleys | Textiles - make a clothing accessory (link to art project) Electrical -make a circuit |
| | Cooking and Nutrition | Nutrition- understand the basics of a healthy diet, trying different recipes - building a love of food! | Ready, steady, Cook! Design and make a balanced cold lunch | Learning about where food comes from - farm to plate. | Ready, steady, cook! Design and make some home-made soup. Packaging | Further learning about nutrition, including specific diets. | Ready, steady, cook! Design and make a balanced meal on a budget |
| Science | | Plants Animals, including humans Everyday Materials Seasonal Changes | Plants Animals including Humans Uses of Everyday Materials Living Things and their Habitats | Plants Animals, including humans Rocks Light Forces and Magnets | Living things and their habitats Animals, including humans States of Matter Plants Electricity | Living things and their Habitats Animals, including Humans Properties and Changes of Materials Earth and Space Forces | Living things and their Habitats Animals, including Humans Evolution and Inheritance Light Electricity |
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| Physical Education | | Year 1/2 Half Term Unit Headings | | Year 3/4 Half Term Unit Headings | | Year 5/6 Half Term Unit Headings | |
| | Sports Units | Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics | Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics | Multi Skills Dance Gymnastics Brilliant Ball Skills Throwing and Catching Active Athletics | Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians | Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians | Invaders Dance Gym Sequences Striking and Fielding Nimble Nets Young Olympians |
| Ess Units | Boot Camp* Mighty Movers* Skip to the Beat* Gymfit Circuits* | Boot Camp* Mighty Movers* Skip to the Beat* Gymfit Circuits* | Swimming* Swimming* Step to the Beat Gymfit Circuits | Swimming* Swimming* Step to the Beat Gymfit Circuits | Swimming* Swimming* Step to the Beat Gymfit Circuits | Boot Camp Boxercise Step to the Beat Gymfit Circuits | Boot Camp Boxercise Step to the Beat Gymfit Circuits |

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| | Fitn | Cool Core* Fitness Frenzy* | Cool Core* Fitness Frenzy* | Swimming* | Swimming* Swimming* | Pilates Fitness Frenzy | Pilates Fitness Frenzy |
| | | *Crakehall's Y1/2 pupils swim all year, therefore no fitness units until Year 3/4. | | *Crakehall's Y3/4 pupils don't swim, they complete some of the Y1/2 fitness units. | | | |
| Music | | What music do you hear at home? Family favourites and different genres | Classical - Listen to music that tells a story (e.g. Peter and the Wolf by Prokofiev) | Soundtracks - Listen to music from different film genres - investigate how music sets a mood | Investigate World music (e.g. Folk, indigenous etc) | Investigate a Junk Band (e.g. STOMP the musical) | Jazz - Big Band/Swing (historic and modern) |
| | | Playground - chants and rhymes (historic and modern) | Look at the life and works of a classical composer (e.g. Prokofiev) | Film composers (e.g. John Williams - Star Wars, Harry Potter/Randy Newman - Toy Story, Bug's Life, Monsters Inc.) | Learn about a well known musician/band (World music link) | Life and works of a musical theatre composer e.g. Andrew Lloyd Webber (link to different styles of music) | Life and works of a jazz musician (e.g. Ella Fitzgerald) |
| | | Investigating instruments, use picture and word notation to tell a familiar story e.g. 3 Little Pigs | Use instruments to play a song as a class/group. | Use instruments to perform music that sets a mood | Life of David Bowie (link to Electro Pop/digital music) Compose digital music (ICT link) | Perform their own piece of musical theatre | Compose and perform a piece of Jazz music |
| MFL French | | Year 1 Les Bois Sauvage Les Animaux a la Ferme Alouette De Quelle Couleur? A la Plage | Year 2 Les Vetements Noel Les Fruites Le Pique-Nique Les Vacances | Year 3 Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode | Year 4 Moi/Le Monstre Les Couleurs/Le Calendrier La Jungle/Les Animaux Tutti Frutti/Au Marche Vive le Sport/Le Suis le Musicien Le Meteo/a la mode | Year 5 Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations | Year 6 Ma Famille/Les Portraits On fait la fete/Les Cadeaux Cher Zoo/Le Carnaval Le Petit Dejeuner/Au Café Le temps libre/Tour de France A la Plage/Les Desinations |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Religious Education | | 1.5 What makes some places sacred? | 1.4 How can we learn from sacred books? | L2.7 What does it mean to be a Christian in Britain today? | L2.3 Why is Jesus inspiring to some people | U2.1 Why do some people think God exists? | U2.5 Is it better to express your beliefs in arts and architecture or charity and generosity? |
| | | 1.6 How and why do we celebrate special and sacred times? (Christian focus) | 1.6 How and why do we celebrate special and sacred times (non - Christian focus) | L.2.2 Why is the bible so important for Christians today? | L2.9 What can we learn from religions about deciding what right and wrong? | U2.4 If God is everywhere why go to a place of worship? | U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? |
| | | 1.1 Who is a Christian and what do they believe? | 1.2 Who is a Muslim and what do they believe? AND/OR 1.3 Who is Jewish and what do they believe? | L2.4 Why do people pray? | L.2.6 Why do some people think that life is a journey and what significant experiences mark this? | U2.2 What would Jesus do? (can we live by the values of Jesus in the twenty-first century?) | U2.3 What do religions say to us when life gets hard? |
| | | 1.7 What does it mean to belong to a faith community? | 1.8: How should we care for others and the world and why does it matter? | L2.5 Why are festivals important to religious communities? (Easter focus, Not Eid this comes later) | L2.5 Why are festivals important to religious communities? (Eid focus) | U2.6 What does it mean to be a Muslim in Britain today? | U2.7 What matters most to Christians and Humanists? |
| | | | | L2.1 What do different people believe about God? | L2.8 What does it mean to be a Hindu in Britain today? | | |
| Computing | Unit 1 | Programmable Toy - Bee Bot/Roamer (Barefoot Computing) | Use logical reasoning to solve coding problems (Scratch jr etc.) | Rapid Router (finding and correcting bugs in programmes) | Coding - creating a simple game (Switched on Computing) | Coding/Logical Reasoning (Using logical reasoning to de-bug algorithms, using Scratch - Barefoot Computing) | Coding (Making a text-based adventure game) |
| | Unit 2 | Coding - control a character on screen (Lightbot) | Create and debug simple programmes (e.g. using Lightbot) | Programming an Animation (creating a short animated gif) | Coding - using repeats and procedures (Rapid Router) | Coding/Writing Simulations (Children view and then write simulations - Barefoot Computing) | Coding - controlling external devices (knowing that computers can control inputs and outputs) |
| | Unit 3 | Word Processing (Pupils are given the basic knowledge to use a word processor) | Using email (teach the basic skills of sending/receiving emails) | ICT/Art (using Sketchable/Concepts etc. to recreate in the style of a local artist - see Art link) | Presenting the Weather (combining different types of information) | ICT/Art (using the advanced features of an art package - Sketchable/Concepts etc. to recreate work in the style of G O'Keefe) | Creating a short TV Advert (Movie Maker) |
| | Unit 4 | Finding images on the Internet (Use the basic skills required in order to search for and locate and use appropriate topic images from Internet browser) | Word Processing (Pupils ensure that they are able to independently able to utilise MS Word, using its basic functions) | Collecting and Analysing Data (Use Excel - to collect data, tabulate and make a usable graph, see data change) | Producing Digital Music (Music Maker Jam) | Use graphic Design software in order to creating and market a brand (Affinity Designer/Lunacy) | Using the advanced features of Sway to utilise a multimedia approach to presenting research |
| | Unit 5 | PowerPoint - Create short presentation to aid feedback to group/class about a topic. | Using the Internet to find answers (teach the effective and safe use of Internet browser) | Word Processing/Email (Pupils develop their keyboard skills and ensure they can use more advanced functions of MS Word and Outlook) | Using Sway on Office365 to present findings from other subjects/topics | Online Collaboration - children utilise O365 collaboration tools to complete team tasks (Teams, SharePoint etc.) | Creating a Year Book - documenting their time in primary education (Publisher) |

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| Unit 6 | E-Safety - Know how to use technology safely and respectfully | E-Safety - Keep personal information private; identify where to go for help and support if they have concerns | E-Safety: Be Internet Legends (Y3/4 Series 1) | E-Safety: Be Internet Legends (Y3/4 Series 2) | E-Safety: Be Internet Legends (Y5/6 Series 1) | E-Safety: Be Internet Legends (Y5/6 Series 2) |
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