**Whole School Long Term Plan**

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|  | | **Autumn** | | **Spring** | | **Summer** | |
| **EYFS** | | Once Upon a Time! | Walking around the Zoo! | Travel through London | Are we there yet? | How does your garden grow? | We could be heroes! |
| **Years 1 and 2** | **Route A** | My Family  **History**  What was life like when our grandparents were children? | Journey: Food  **Geography**  Where does our food come from? | Our Local Heroes  **History**  Who are our local heroes? | Our Wonderful World  **Geography**  What are the seven wonders of our world? | Great Explorers  **History**  Who were the greatest explorers? | Seasons  **Geography**  What are seasons? |
| ***Autumn 1 - Digital Media***  Artist Study- Paul Klee, Children can use IPAD/laptop to produce an image. Use key language of colours. | | ***Spring 2 - Printing***  Use maps of the local area and a range of materials to produce a print – exploring new techniques. Use roller and card. | | ***Summer 2 - Drawing***  Artist Study - Henri Rousseau, focus use of pencil when drawing nature. Review work and likes/dislikes. | |
| **Route B** | Our Local Area  **Geography**  What’s it like where we live? | Bonfire Night and the Great Fire of London  **History**  Did the Great Fire make London a better or worse place? | Animals and their Habitats  **Geography**  Where do our favourite animals live? | Great Inventions: Transport  **History**  How did the first flight change the world? | People and their Communities  **Geography**  Where in the world do these people live? | Holidays  **History**  How have holidays changed over time? |
| ***Autumn 1 - Mixed Media***  Artist study- discussPeter Mondrian **–** use masking tape to create lines (like maps) and paint over colours. | | ***Spring 2 - Sculpture and Colour***  Artist study – investigate Jill Townsley – use a variety of materials to create sculptures of modes of transport | | ***Summer 1 -Art from another culture***  Mehndi Patterns Children will explore creating texture and different lines. Use key vocab of texture. | |
| **Years 3 and 4** | **Route A** | The Stone Age  **History**  What was new about the New Stone Age? | Earthquakes and Volcanoes  **Geography**  How does the Earth shake, rattle and roll? | Bronze Age/Iron Age  **History**  Which was more impressive – the Bronze Age or Iron Age? | Coasts  **Geography**  Do we like to be beside the seaside? | Roman Britain  **History**  What happened when the Romans cam e to Britain? | Our World  **Geography**  Where on Earth are we? |
| ***Autumn 2 - Sculpture***  Artist Study – Barbra Hepworth, investigate her work and use of natural materials to create their own sculptures | | ***Spring 1 -Drawing***  Location Study - The Magoura Cave  Cave paintings – children explore natural colours and making natural paints. Discuss colours. | | ***Summer 2 - Digital World***  Investigate the traditional form of art and recreate using coloured card or natural objects then produce a piece using iPad or computer. Using shapes and blocks of colour. Use key vocabulary. | |
| **Route B** | Egyptians  **History**  How much did the Ancient Egyptians achieve? | Rivers and the Water Cycle  **Geography**  How does the water go round and round? | Crime and Punishment  **History**  How has Crime and Punishment changed over time? | The Americas  **Geography**  Can you come on a Great American Road Trip? | Local History  **History**  Why should we preserve our locality? | Climate and Weather  **Geography**  Why is climate important? |
| ***Autumn 2 - Painting***  Artist Study - Claude Monet, investigate colour and colour mixing to produce different shades of paint, and mixing primary and secondary colours. | | ***Spring 2 - Printing/Collage***  Artist Study – Georgia O’Keeffe, investigate her life and create a piece of artwork using printing/landscapes | | ***Summer 2 - Drawing/Shadow***  Using your shadow outside could you create a drawing by creating shadows in the light? (Use charcoal to add detail). | |
| **Years 5 and 6** | **Route A** | Anglo – Saxons  **History**  Was the Anglo – Saxon period really a dark age? | South America: The Amazon  **Geography**  What is life like in the Amazon? | The Vikings  **History**  Would the Vikings do anything for money? | Journey: Trade  **Geography**  Where does all of our stuff come from? | Journeys  **History**  What makes people go on a journey? | Our World in the Future  **Geography**  How will our world look in the future? |
| ***Autumn 2 - Sculpture – Jewellery***  Artist Study – Sinu People  Use clay or card to reproduce in this style. Think about metallic colours to use to paint and discuss why they were a certain way. | | ***Spring 2 - Colour***  Investigate the opposite colour spectrum of warm and cold colours. Mix colours and create a colour wheel. | | ***Summer 2 - Painting/Printing***  Artist study: Banksy style art – investigate the impact of ‘graffiti’ and create own. What does it represent – review. | |
| **Route B** | Mayans  **History**  Why should we remember the Maya? | Study of the Alpine Region  **Geography**  Where should we go on holiday? | Ancient Greeks  **History**  What did the Greeks do for us? | Changes in our Local Environment  **Geography**  How is our county changing? | The Impact of War  **History**  Did WWI or WWII have the biggest impact on our locality? | Protecting the Environment  **Geography**  Are we damaging our world? |
| ***Autumn 2 - Photography***  Artist Study - David Hockney  Investigate Hockney and his work, create a piece of artwork using photograph in his style of the local area | | ***Spring 2 - Drawing***  Artist Study – Giacometti - Self-portrait’s children can use charcoal and more detail. Discuss effect. | | ***Summer 1 - Printing***  Create posters to promote rationing and the war effort | |