**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 CaveCave 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 PeopleUse 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 HockneyInvestigate 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 |