

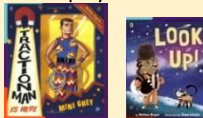




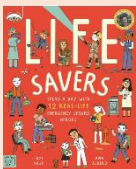


# HOLBROOK C OF E PRIMARY

Years 1-6 Long Term Plan



# KSI LONG TERM PLAN (TWO YEAR CYCLE)

Subject		Cycle One			Cycle Two		
		Autumn	Spring	Summer	Autumn	Spring	Summer
Christian values	1 <sup>st</sup> half	Kind	Resilient	Courageous	Kind	Resilient	Courageous
	2 <sup>nd</sup> half	Respectful	Empathetic	Reflective	Respectful	Empathetic	Reflective
<b>Occasions for inviting in parents</b>		<b>Topic Related Stay and Play</b>	<b>Topic Related Stay and Play</b>	<b>Topic Related Stay and Play</b>	<b>Topic Related Stay and Play</b>	<b>Topic Related Stay and Play</b>	<b>Topic Related Stay and Play</b>
<b>Whole school events/units/days to mark</b>		Grandparents story time	Butterflies in class to observe life cycles (revisit prior learning) Easter	Sports Day	Toy Day Grandparents story time	Easter	Sports Day
<b>Topic Title</b>		<b>Pioneers</b>	<b>Frozen Planet</b>	<b>Happily Ever After...?</b>	<b>Childhood Over Time</b>	<b>Heroes and Villains</b>	<b>Fire! Fire!</b>
<b>Trips</b>		<b>KS1 Christmas Trip</b>	<b>Church</b>	<b>Sudbury Hall (Museum of Childhood)</b>	<b>KS1 Christmas Trip</b>	<b>Church</b>	<b>Carsington Water</b>
<b>Visitors/ workshops</b>		Settle in morning SATs/ Phonics presentations	Easter Bonnet Parade Science Week  <b>Animal Birdman</b>	Open Classrooms Class poem – public speaking Topic-related celebration	Settle in morning SATs/ Phonics presentations	Easter Bonnet Parade Science Week	Open Classrooms Class poem – public speaking Art celebration
<b>Class Texts</b>  (See Reading LTP for details)		Paddington My Name Is Not Refugee Rosie Revere Engineer Big Dream Rosa Parks Fantastically Great Women Who Changed The World Suffragette : The Battle For Equality  <u>Whole Class Read</u> Traction Man by Mini Grey Look Up by Nathan Bryon  <u>Whole Class Text</u> Matilda by Roald Dahl- link to kindness	Meerkat Mail The Barnabus Project Leaf Rescuing Titanic The Rainbow Bear  <u>Whole Class Text</u> Fantastic Mr Fox by Roald Dahl- link to resilience  <u>Whole Class Read</u> Ernest Shackleton by Maria Isabel Sanchez Vegara The Snowflake by Benji Davies 	On the Way Home The Princess and the Pea The Three Little Wolves and the Big Bad Pig  The Queen's Hat  <u>Whole Class Read</u> Anansi and the Golden Pot by Taiye Selasi Through the eyes of me by Jon Roberts  <u>Whole Class Text</u> Fearless Fairy Tales by Konnie Huq	Out and About Emily Brown and the Thing The Day the Crayons Quit  Dogger  <u>Whole Class Read</u> Naughty Bus by Jan and Jerry Oke I wish I'd been born a unicorn by Rachel Lyon and Andrea Ringli   <u>Whole Class Text</u> Five Ways to Make a Friend by Gillian Cross	Cinderella The Girl and the Dinosaur Little Red Riding Hood The Gingerbread Man  The Real Story of the Three Little Pigs  <u>Whole Class Read</u> Ballerina Dreams by Michaela DePrince Ruby's Worry by Tom Percival   <u>Whole Class Text:</u> Enchanted Wood by Enid Blyton	Rumpelstiltskin Journey Into the Forest The Great Fire of London Flotsam  <u>Whole Class Read</u> Life Savers by Eryl Nash and Ana Alberio The C   <u>Whole Class Text</u> Nim's Island by Wendy Orr

<b>Oracy Events</b>	Hot Seating. Stand up for what you believe in: children share how they've supported a good cause.	Debating.	Poetry performance			Poetry performance
<b>Writing Units</b>	<p><b>Non-fiction:</b></p> <p><b>Autobiography</b> (All About Me)</p> <p><b>Captions, lists, and labels</b> (Iggly Peck Architect)</p> <p><b>Captions</b> Y1 (Sparky)</p> <p><b>Information text</b> Y2 (Sparky)</p> <p><b>Information text</b> (Paddington)</p> <p><b>Instructions</b> (Rosie Revere)</p> <p><b>Fiction— Narrative developing setting</b> (The Nightmare Before Christmas)</p>	<p><b>Non-fiction – letters</b> (Meerkat Mail)</p> <p><b>Fiction - Narrative developing character</b> (The Barnabus Project)</p> <p><b>Fiction- 5-part journey story</b> (Leaf)</p>	<p><b>Fiction- stories with a predictable pattern</b> (On the Way Home)</p> <p><b>Fiction- Traditional Tales/Fairy Tales</b> (The Princess and the Pea)</p> <p><b>Non-fiction- recount/diary</b> (School trip)</p> <p><b>Fiction- Stories with a familiar setting</b> (The Three Little Wolves and the Big Bad Pig)</p>	<p><b>Fiction- Narrative developing setting</b> (Out and About)</p> <p><b>Fiction- Narrative developing character</b> (Emily Brown and the Thing)</p> <p><b>Non-fiction- letters</b> (The Day the Crayons Quit)</p> <p><b>Non-fiction- Autobiography</b> (All About Me)</p>	<p><b>Fiction- Traditional Tales/ Fairy Tales</b> (Cinderella)</p> <p><b>Fiction- 5-part journey story</b> (The Girl and the Dinosaur)</p> <p><b>Non-fiction - recount/ diary</b> (Little Red Riding Hood)</p> <p><b>Non-fiction- Instructions</b> (The Gingerbread Man)</p>	<p><b>Fiction - stories with a predictable pattern</b> (Rumpelstiltskin)</p> <p><b>Fiction – Narrative developing setting</b> (Journey)</p> <p><b>Fiction - stories with a familiar setting</b> (Into the Forest)</p> <p><b>Non-fiction- Information text</b> (The Great Fire of London)</p> <p><b>Non-fiction – captions, lists and labels</b> (Flotsam)</p>
<b>Poetry</b>	<p><b>C1 Class Poem:</b> 'This Little Pencil' by Matt Goodfellow</p> <p><b>C2 Class Poem:</b> 'Feelings' by Vanessa Brantley-Mewton</p> <p><b>Riddles:</b> 'Five Mini-Beast Riddles' by Kate Wakeling</p> <p><b>Carols:</b> Christmas</p>	<p><b>Acrostic:</b> 'Ivy' and 'Fern' by Robert MacFarlane ('Lost Words')</p> <p><b>Cinquains:</b> Inspiration- 'Big Green Crocodile' by Jane Newbury</p>	<p><b>Nursery rhymes:</b> (Rhymes in Time)</p> <p>'Sing a Song of Sixpence'</p> <p>'The Muffin Man'</p> <p><b>Concrete (Shape) Poems:</b> Inspiration- 'Where does the Bounce Come From?' By Michael Rosen</p>	<p><b>C1 Class Poem:</b> 'This Little Pencil' by Matt Goodfellow</p> <p><b>C2 Class Poem:</b> 'Feelings' by Vanessa Brantley-Mewton</p> <p><b>Concrete (Shape) Poems:</b> 'The Moon Speaks!' By James Carter</p> <p><b>Carols:</b> Christmas</p>	<p><b>Acrostic:</b> Inspiration- 'Dear Ugly Sisters' by Laura Mucha</p> <p><b>Riddles:</b> 'Bluebottle' by Judith Nicholls</p>	<p><b>Cinquains:</b> Inspiration- 'The Great Fire of London' by George Szirtes</p> <p><b>Nursery rhymes:</b> (Rhymes in Time) 'London's Burning' 'London Bridge is Falling Down'</p>
<b>Maths Units</b>	Place Value Addition and Subtraction Shape	<p><b>Y1</b></p> <p>Money Place Value Multiplication and division Addition and Subtraction Fractions</p> <p><b>Y2</b></p>	<p><b>Y1</b></p> <p>Time Place value to 50 Place value to 100 Length and Height Mass and Volume Position and Direction</p>	Place Value Addition and Subtraction Shape	<p><b>Y1</b></p> <p>Money Place Value Multiplication and division Addition and Subtraction Fractions</p> <p><b>Y2</b></p>	<p><b>Y1</b></p> <p>Time Place value to 50 Place value to 100 Length and Height Mass and Volume Position and Direction</p>

		Money Multiplication and division Statistics Fractions	<b>Y2</b> Time Length and Height Mass, capacity and temperature Position and direction		Money Multiplication and division Statistics Fractions	<b>Y2</b> Time Length and Height Mass, capacity and temperature Position and direction
<b>Science</b> (See detailed science curriculum planning for further information)	<b>Animals, including humans.</b>  <b>Life Cycles</b>	<b>Living Things and Their Habitats</b>  <b>Living Things and Their Habitats pt 2</b>	<b>Growth</b>  <b>Materials</b>	<b>Seasonal Changes</b> link to <b>Human and physical geography</b>  <b>All About Me</b>	<b>Plants</b>  <b>Plants Part 2</b>	<b>Materials 2</b>  <b>Materials 3</b>
<b>History</b>	<b>Enquiry questions:</b>  Who were Rosa Parks and Emily Davison?  Why are they significant?  <b>Significant individuals in the past</b>  Rosa Parks, Emily Davison	<b>Enquiry questions:</b> Who is to blame for the sinking of the Titanic?  How was the sinking of the Titanic a turning point in Britain?  <b>Significant event in the past</b> The Titanic	<b>Enquiry questions:</b> Who was Bess of Hardwick?  Who had the most significant reign; Queen Elizabeth I or Queen Elizabeth II?  <b>Significant historical events, people and places in their own locality</b> Bess of Hardwick > Queen Elizabeth I	<b>Enquiry questions:</b> What was Queen Victoria's life like?  Who had the best childhood, me or a Victorian child?  <b>Changes within Living Memory:</b> Victorian school days	<b>Enquiry questions</b> Why do we remember Florence Nightingale?  Who was Mary Seacole?  <b>Significant individuals in the past</b> <b>Local history link</b> Florence Nightingale and Mary Seacole	<b>Enquiry questions:</b> Who was to blame for the Great Fire of London?  <b>Significant event in the past</b> The Great Fire of London
<b>Geography</b>	<b>Place knowledge:</b> Where do I live?	<b>Human and physical geography:</b> Use basic geographical vocabulary to refer to key physical & human features.  <b>Geography skills and fieldwork:</b> Use simple fieldwork and observational skills to study the geography of our area  <b>Geographical skills and fieldwork:</b> use simple compass directions (N, S, E, W) and locational directional language.	<b>Place knowledge:</b> understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.  <b>Link to Locational Knowledge</b> of the UK.	<b>Human and physical geography:</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  <b>Geographical skills and fieldwork:</b> use simple compass directions (N, S, E, W)	<b>Locational knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the UK and their surrounding areas.  <b>Geography skills and fieldwork:</b> Use world maps and atlases to ID the UK, its countries and surrounding seas. Use aerial photos and plan perspectives to recognise landmarks, basic human/physical features; devise a simple map; use & construct basic symbols in a key.	<b>Locational Knowledge:</b> Name and locate the world's seven continents and five oceans.  <b>Geography skills and fieldwork:</b> Use world maps and atlases to ID countries, continents and oceans. and surrounding seas.

<b>Geography Fieldwork</b>	Local area- collect information about where we live (village level) using aerial photographs and atlases.	Comparing UK and Svalbard Collecting information using weather stations, exploring areas using aerial photographs to find physical and human features.	Compare Belper and Manhattan Docks Collect information using charts and graphs to form opinions and comparisons.	What is the weather Collect statistics using weather stations and rain gauges and use this information to create comparisons and check for trends through seasons	Surrounding Seas Collect information about the countries of the UK using atlases, postcards and visitor experiences of holidays and use the information to create a 'picture' of each country.	Seas and Continents Trip to Carsington Water to explore ways of conserving habitats, what habitats are and how to protect them.
<b>Art</b>	<b>Skill:</b> Sculpture using plasticine/salt dough	<b>Skill:</b> Drawing and painting	<b>Skill:</b> Printing	<b>Skill:</b> Materials	<b>Skill:</b> Observational drawing	<b>Skill:</b> Painting
	<b>Project:</b> Landmark of the UK sculpture	<b>Project:</b> Create a self portrait	<b>Project:</b> Create a flag	<b>Project:</b> Create a Victorian photocollage	<b>Project:</b> Create an observational drawing of plants/flowers	<b>Project:</b> Create a landscape painting
	<b>Artist:</b> Andy Goldsworthy	<b>Artist:</b> Frida Kahlo	<b>Artist:</b> Henri Matisse	<b>Artist:</b> Hannah Hoch and Adrian Higgins	<b>Artist:</b> Georgia O'Keeffe flower drawings	<b>Artist:</b> Jan Griffier
	<b>Art History:</b> Land/ Environmental art  Contemporary art	<b>Art History:</b> Surrealism but also a reflection of her homeland – Mexican folk art	<b>Art History:</b> Fauvism	<b>Art History:</b> Hannah Hoch - Dada	<b>Art History:</b> American modernism	<b>Art History:</b> Baroque
<b>DT</b>	<b>Free standing structures</b> Enclosure for animals	<b>Preparing fruits and vegetables</b>	<b>Wheels and axles</b> Design, make and evaluate a carriage		<b>Templates and joining</b> make a puppet linked to story used in writing	<b>Sliders and levers</b> Design, make and evaluate a moving picture (Great Fire of London)
<b>Music Year 1</b>	My Musical Heartbeat! Dance, Sing and Play	Exploring Sounds Learning To Listen	Having Fun With Improvisation Our Big Music Concert	My Musical Heartbeat! Dance, Sing and Play	Exploring Sounds Learning To Listen	Having Fun With Improvisation Our Big Music Concert
<b>Music Year 2</b>	Pulse, Rhythm and Pitch Playing in orchestra	Inventing a Musical Story! Recognising different sounds	Exploring Improvisation A Big Music Concert	Pulse, Rhythm and Pitch Playing in orchestra	Inventing a Musical Story! Recognising different sounds	Exploring Improvisation A Big Music Concert
<b>RE</b>	UC: God What do Christians think God is like? 1.4 What can we learn from sacred books?	1.3 Who is Jewish and what do they believe? UC: Creation Who made the world?	1.7 What does it mean to belong to a faith community? UC: Gospel What is the good news Jesus brings?	1.2 Who is a Muslim and what do they believe? UC: Incarnation Why does Christmas matter to Christians?	1.5 What makes some places sacred? 1.6 How and why do we celebrate special and sacred times?	UC: Salvation Why does Easter matter to Christians? 1.8 How and why do we care for others and the world, and why does it matter?
<b>PSHE and RSE whole school focus</b>	Black history month: What Rights Do We Have?  Anti-bullying week: What makes a good friend?	Mental Health week: What strengths, skills and interests do we have?  LGBTQ+ history month: what makes a family?	Our future: how can we make a difference to our community and the environment?	Black history month: Who are we? What makes up a person's identity?  Anti-bullying week: What makes a good friend?	Mental Health week: KS2: How can we manage our feelings? KS1: How do we recognise our feelings?  LGBTQ+ history month: what makes up a person's identity?	Our Future: what jobs can people do?

<b>PSHE (including RSE and Health education statutory curriculum)</b>	Who and what helps keep us safe?	What is the same and different about us?	What helps us grow and stay healthy?	What keeps families happy and healthy?		What can we do with money?
<b>Computing</b>	<b>1.4</b> Grouping Data <b>2.4</b> Pictograms	<b>1.5</b> Digital Writing <b>2.5</b> Digital Music	<b>1.6</b> Programming animation <b>2.6</b> Programming quizzes	<b>1.1</b> Technology around us <b>2.1</b> Information and Technology around us	<b>1.2</b> Digital Painting <b>2.2</b> Digital Photography	<b>1.3</b> Moving a robot <b>2.3</b> Robot Algorithms
<b>Online Safety</b>	Managing online information		Privacy and Security		Copyright and Ownership	
<b>PE</b>	<b>Au1:</b> Athletics <b>Au2:</b> Handball	<b>Spr1:</b> Dodgeball <b>Spr2:</b> Gymnastics	<b>Su1:</b> Hockey <b>Su2:</b> Striking and Fielding	<b>Au1:</b> Athletics <b>Au2:</b> Fitness	<b>Spr1:</b> Table Tennis and Badminton <b>Spr2:</b> Netball	<b>Su1:</b> Football <b>Su2:</b> Orienteering
<b>Forest Schools/Outdoor Learning</b>	Geography link – exploring our village. Forest Schools Eco	Planting vegetables – link to DT and healthy eating. Forest Schools Eco Gardening	Explore growth in nature – growing frogs/butterflies Forest Schools Eco Gardening	Geography link – collect weather data using rain gauges Forest Schools Eco	Art link – observe flowers in nature and how they grow to give context to painting them. Forest Schools Eco Gardening	Geography link – conservation and habitats. What habitats can we conserve at school? Forest Schools Eco Gardening
<b>Careers related learning</b>	Visit from an architect to talk about their career	Explore careers related to art and sculptures.	Explore careers linked to conservation and the environment	Create a ‘weather report’ and film it – working with different roles within a group.	Visit to the church and talking with Rev Rachel about what is like to be a vicar.	Explore what kind of jobs may be available in the future using technology.
<b>Cultural Capital</b> <b>C1: Bees</b> - Explorers of Nature <b>C2: Butterflies</b> – Nature's Symphony	<b>C1 Photographer:</b> Ansel Adams <b>C1 Naturalist:</b> David Attenborough <b>C2:</b> Artist Claude Monet	<b>C1 Poet:</b> April Pulley Sayre  <b>C2:</b> poet – Mary Oliver	<b>C1 Artist:</b> Georgia O’Keeffe <b>C1 Musician:</b> Rimsky Korsakov <b>C2 – Musician</b> Yo Yo Mar	<b>C1 Poet:</b> April Pulley Sayre  <b>C2:</b> poet – mary Oliver	<b>C1 Artist:</b> Georgia O’Keeffe <b>C1 Musician:</b> Rimsky Korsakov <b>C2 – botanist –</b> Jane Goodall	<b>C1 Photographer:</b> Ansel Adams <b>C1 Naturalist:</b> David Attenborough <b>C2 – storyteller</b> Robin Wall Kimmerer

# LKS2 LONG TERM PLAN (THREE YEAR CYCLE)

	Cycle 1			Cycle 2			Cycle 3		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Christian Value Half Term 1	Kind	Resilient	Courageous	Kind	Resilient	Courageous	Kind	Resilient	Courageous
Christian Value Half Term 2	Respectful	Empathetic	Reflective	Respectful	Empathetic	Reflective	Respectful	Empathetic	Reflective
Occasions for inviting in parents	Settle in morning Phonics/MTC presentations	Easter Bonnet Parade Science Week	Open Classrooms Class poem – public speaking Art celebration	Settle in morning Phonics/MTC presentations	Easter Bonnet Parade Science Week	Open Classrooms Class poem – public speaking	Settle in morning Phonics/MTC presentations	Easter Bonnet Parade Science Week	Open Classrooms Class poem – public speaking Art celebration
Whole school events/units/days to mark	Forest school Harvest Christmas	Forest school Easter	Forest school Transition days	Forest school Harvest Christmas	Forest school Easter	Forest school Transition days	Forest school Harvest Christmas	Forest school Easter	Forest school Transition days
Topic Title	Star Gazers	Rotten Romans	Engineers and pioneers	Journey into the rainforest	I want my mummy!	Rhythm of the rain	Stone Age Rocks	Traders & Raiders	Life on Planet Earth
Trips	Space Centre Panto – KS2	Faith tour – RE Year 3	Castleton – Year 4	Cadburys world Panto – KS2	Faith tour – RE Year 3	Castleton – Year 4	Panto – KS2	Faith tour – RE Year 3	Castleton – Year 4
Visitors/workshops	PC Dufton – online safety PC Mark Worrell – Bonfire Night Y4 bikeability	Fire Safety (Year 2) Y5 bikeability	PC Mark Worrell – Road Safety Year 4 first aid Year 5 first aid Year 6 first aid	PC Dufton – online safety PC Mark Worrell – Bonfire Night Y4 bikeability	Fire Safety (Year 2) Y5 bikeability	PC Mark Worrell – Road Safety Year 4 first aid Year 5 first aid Year 6 first aid	PC Dufton – online safety PC Mark Worrell – Bonfire Night Y4 bikeability RE workshop – Year 5	Fire Safety (Year 2) Y5 bikeability	PC Mark Worrell – Road Safety Year 4 first aid Year 5 first aid Year 6 first aid
Books linked to topic  (See Reading LTP for details)	Class 4 Hidden Figures by Simon Bartaram (link to Black History) Here we are by Oliver Jeffers 	-Goddess Power: A Kid's Book of Greek and Roman Mythology by Yung In Chae  Class 4 Escape from Pompeii by Christina Balit 	- Rosie Revere Engineer by Andrea Beaty  Class 4 Railway Children by E. Nesbit 	Class 3 Great Kapok Tree by Lynne Cherry  Class 4 Great Kapok Tree by Lynne Cherry 	Class 3 Cinderella of the Nile (Beverley Naidoo).  Class 4 Cinderella of the Nile (Beverley Naidoo). 	Rhyme of the rain by Grahame Barker-Smith  Rain before rainbows by Smriti Halls 	The truth about my unbelievable summer by Benjamin Chaud  The secrets of Stonehenge by Mick Manning 	The hobbit by J.R.R. Tolkien  The princess who hid in a tree by Jackie Holderness and Alex Marks  Beowulf by Rob Lloyd Jones and Victor Tavares 	The flower by John Light   Kings and Queens: Alfred the great to King Charles III by Macey Williams (In history lessons)  Life cycles by DK (In science lessons)

							<p>The dark by Lemony Snicket</p> <p>The pebble in my pocket by Meredith Hooper</p> <p>Light and dark by Jane Lacey</p> <p>Rama and Sita: The story of Diwali by Malachy Doyle</p> <p>The best Diwali ever by Sonali Shah</p>	<p>What we'll build by Oliver Jeffers</p> <p>The buried crown by Ally Sherrick</p> <p>The tin forest by Helen Ward</p> <p>Monster slayer by Brian Patten and Chris Riddell</p>	<p>Viking voyagers by Jack Tite</p> <p>Bloom: Hope in a scary world by Anne Booth</p> <p>On the origin of species by Sabina Radeva</p> <p>The tiger who came to tea by Judith Kerr</p>
Class text	<p>(C3) The Jamie Drake Equation by Christopher Edge</p> <p>Class 4) Cosmic by Frank Boyce</p>	Class 3 and 4 Story – A Roman Invasion	Class 3 Street Child by Berlie Doherty	Class 3 Journey to the River Sea By Eva Ibbotson	Class 3 The Time Travelling Cat and the Egyptian Goddess by Julia Jarman.	Class 3 Hansel and Gretel by Neil Gaiman	Class 3: Stone Age Tales: The Great Cave by Terry Deary	Class 3: Beowulf by Rob Lloyd Jones and Victor Tavares	Viking Boy by Tony Bradman
			Class 4 The Miraculous Journey of Edward Tulane	Class 4 Journey to the River Sea By Eva Ibbotson	Class 4 The Time Travelling Cat and the Egyptian Goddess by Julia Jarman.	Class 4 Hansel and Gretel by Neil Gaiman	Class 4: Wolf brother by Michelle Pavers or Boy in the painted cave by Justin Denzel	Class 4: Beowulf by Micheal Morpurgo	
Oracy	Christmas poem	What impact did the Roman Empire have on Britain?	Poetry Recital – class poem	Christmas poem	Which civilisation left the most significant legacy; Egypt or the Mayans?	Poetry Recital – class poem	Free verse poem – Please Mrs Butler by Allan Ahlberg	Film persuasive monologue	Five-part portal story to share with class 1 / 2.
								Why should Holbrook be voted village of the year?	
Poetry	Six ways to look at the moon Diamante Tongue twister	I am a Roman Soldier Kenning Limerick	Engineers Rhona Stevens Narrative Haikuy	Class animal poems Harvest poems The Grinch Diamante Tongue twister	Kenning Limerick	Narrative Haikuy	Limerick Free verse	Kenning	Diamante Haiku Narrative poem Tongue twister
Writing units	Discussion text – should humans be allowed to go on holiday to space? James Drake equation – setting descriptions	Suspense – Escape from Pompeii Julius Caesar biographies Information text – Roman Roads Journey 5-part story	Narrative developing character Narrative with historical setting Setting	Information text - Fact file of an Amazon animal Setting – class text Explanation text – deforestation	Meredith Hooper (Talk4Writing). Informal letter – Cinderella of the Nile by Beverley Naidoo. Portal 5 part story – The Magic Key	Highwayman Journalistic writing – Hansel and Gretel Recount – rhythm of the rain Suspense – water tower	Setting – based on Stonehenge	Narrative with character – The Hobbit by J.R.R. Tolkien	Portal story 5 parts - The secret garden by Frances Hodgson Burnett and The Flower by John Light
							Information text – about stone age life	Diary / recount – Class text Beowulf	
							Limerick – stone age		

	Information text – space Portal Story			Characterisation – orangutan comes for Christmas Recount – Christmas	(ORT) / Elf Road by Pie Corbett.	Persuasive letter - poaching	Instructions – How to make a cosy cave  Narrative containing suspense – The Dark by Lemony Snicket  Free verse poem – Please Mrs Butler by Allan Ahlberg  Journey 5 parts – The pebble in my pocket by Meredith Hooper	Letter – The princess who hid in a tree by Jackie Holderness and Alex Marks  Journalist report – Sutton Hoo  Persuasive writing – Why should Holbrook be voted village of the year?	Diamante poem - Our world / Dystopian world  Kennings – Vikings  Haiku – Habitats  Narrative poem – The life cycle of a butterfly  Narrative with a historical setting – The Viking who came to tea / The tiger who came to tea by Judith Kerr  Tongue twister – Memory of the year
Maths Units Class 3	Place value  Addition and subtraction  Area (Y4)  Multiplication and division  Time	Multiplication and division  Length and perimeter  Fractions  Mass and capacity (Y3)  Decimals (Y4)	Fractions  Decimals (Y4)  Time  Shape  Statistics  Position & direction (Y4)	Place value  Addition and subtraction  Area (Y4)  Multiplication and division  Time	Multiplication and division  Length and perimeter  Fractions  Mass and capacity (Y3)  Decimals (Y4)	Fractions  Decimals (Y4)  Time  Shape  Statistics  Position & direction (Y4)	Place value  Addition and subtraction  Area (Y4)  Multiplication and division  Time	Multiplication and division  Length and perimeter  Fractions  Mass and capacity (Y3)  Decimals (Y4)	Fractions  Decimals (Y4)  Time  Shape  Statistics  Position & direction (Y4)
Maths Units Class 4	Place Value  Addition and Subtraction  Multiplication and Division  Fractions (Year 5)	Multiplication and Division  Fractions Decimals Percentages (Year 5)  Area/ Perimeter	Decimals  Shape Position Direction  Statistics  Negatives (Year 5) Time/ Monay (Year 4)	Place Value  Addition and Subtraction  Multiplication and Division  Fractions (Year 5)	Multiplication and Division  Fractions Decimals Percentages (Year 5)  Area/ Perimeter	Decimals  Shape Position Direction  Statistics  Negatives (Year 5) Time/ Money (Year 4)	Place Value  Addition and Subtraction  Multiplication and Division  Fractions (Year 5)	Multiplication and Division  Fractions Decimals Percentages (Year 5)  Area/ Perimeter	Decimals  Shape Position Direction  Statistics  Negatives (Year 5) Time/ Money (Year 4)
Science	Y5 Earth and Space	Spring 1 Animals, including humans (Y3) Nutrition, skeleton, muscles	Summer 1 and 2 Y3/5 Forces and magnets Material Attract/repel	Autumn 1 Y4 & Y5 Living Things and their habitats – Classification	Spring 1 Y4/5 Animals including humans  Digestion	Summer 1 Y4 States of matter Water cycle Solid liquid gas Heat/cool/freeze	Autumn 1 Rocks (Y3) Properties Fossils soil	Spring 2 Y5 Properties material changes  Spring 2	Summer 1 and 2 4/5 Y3/5 Plants

	Research	Spring 2 Changes  Pattern making	Observation Fair testing	Autumn 2 Conservation  Classifying Research	Teeth Food chains  Classifying research	Compare properties dissolve/solutions New materials  Summer 2 Y4 Sound Creation of sound Vibration Patterns  Observation Fair testing	Autumn 2 Light (Y3) Reflection shadows  Research Fair Testing	Y4 Electricity Simple circuits Conduct/ insulate  Observing Fair testing	Living things and their habitats (life cycles)  Classifying Observing
History	<b>Enquiry questions</b> Who was Neil Armstrong? Why is his legacy important? <b>Significant individual</b> Neil Armstrong comparison to Tim Peake	<b>Enquiry questions</b> What was the Roman Empire? What impact did the Roman Empire have on Britain? <b>Topic:</b> Roman Empire	<b>Enquiry questions:</b> What was the industrial revolution? How did it change our local area?  <b>Local history</b> Industrial revolution / Strutts Mills	<b>Enquiry questions:</b> What was life like for the Mayans? Compare and contrast the Mayans with British history. <b>Case Study</b> Mayans	<b>Enquiry questions:</b> Which were the Ancient civilizations? Where do they fit on a chronology? What was life like for the Ancient Egyptians? Which civilisation left the most significant legacy; Egypt or the Mayans?  <b>Case Study</b> Overview of Ancient Civilizations	<b>Enquiry questions:</b> <b>Topic:</b>	<b>Enquiry questions:</b> What was the impact of settlements? How did life change from the Stone Age through to the Iron Age? <b>Topic</b> Stone Age & Iron Age	<b>Enquiry questions</b> What was life like in Britain for Anglo- Saxons? Who ruled Anglo Saxon Britain? <b>Topic</b> Anglo Saxons	<b>Enquiry questions</b> What was the impact of the conflict with the Vikings? How did the Viking invasion lead to the Battle of Hastings? <b>Topic:</b> Vikings
Geography	Hemispheres Day/Night Tropics	Settlements and trade	Local human and physical geography (S)	North / South America	Rivers	Water Cycle	Mountains, volcanoes and earthquakes	UK	Zonation, habitats and climate
Fieldwork	Explore and record day length across the autumn term – what does this tell us?	Use geo imaging technology to explore the previous settlements in the area and what this tells us eg: Drum Hill was a roman road – what does this tell us about	Industrial revolution, using VR headsets to explore the village.	Compare geographical data about north/south America – what trend can we identify?	Analyse the make up of water from different rivers, what does this tell us about the climate/environe nts?	Measure and record the weather across a period of time as well as depth of school pond – how do the seasons affect the water cycle?	Draw the landscape and rock formation outside of Holbrook and compare to a mountainous landscape.	Eight point compass  Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch	Use fieldwork to explore habitats in our locality and link to different climates/habitats around the world.

		the areas around us?						maps, plans and graphs and digital mapping technologies.	
Art	<b>Skill:</b> Painting	<b>Skill:</b> Drawing	<b>Skill:</b> Printing	<b>Skill:</b> Painting	<b>Skill:</b> Drawing	<b>Skill:</b> Materials - Textiles	<b>Skill:</b> Painting	<b>Skill:</b> Sculpture	<b>Skill:</b> Drawing
	<b>Project:</b> Starry Night by Van Gogh	Drawing bodies in proportion linked to Romans.	Printing William Morris art linked to Industrial Revolution	<b>Project:</b> Create a painting of Holbrook in the style of Henri Rousseau	<b>Project:</b> Drawing focusing on perspective – 3D shapes/ pyramids etc Bring Ancient 2d drawings to 3D life.	<b>Project:</b> Textile collage	<b>Project:</b> To recreate some cave paintings from prehistoric times	<b>Project:</b> Anglo Saxon Pottery	<b>Project:</b> Observational drawing of plants (Still life) Light/dark shading
	<b>Art:</b> A Starry Night – Van Gogh	<b>Artist/Art:</b> Augustus of Primaporta	<b>Artist:</b> William Morris	<b>Artist:</b> Henri Rousseau	<b>Artist:</b> L.M. Pei – modern architect who designed the pyramid building at the Louvre	<b>Artist/Art:</b> Meghan Shimek	<b>Artist/Art:</b> Cueva de las Manos	<b>Artist:</b> Anglo Saxon art	<b>Artist/Art:</b> Margareta Haverman
	<b>Art History:</b> From Fauvism to Post-Impressionism	<b>Art History:</b> Roman realism	<b>Art History:</b> Arts and Crafts movement	<b>Art History:</b> Naïve art	<b>Art History:</b> Egyptian – art with an afterlife focus	<b>Art History:</b>	<b>Art History:</b> Stone Age cave paintings	<b>Art History:</b> Middle ages – Norse pottery	<b>Art History:</b>
DT	<b>Skill:</b> Pneumatics	<b>Skill:</b> Cooking	<b>Skill:</b> Linkages and levers B	<b>Skill:</b> Circuits and switches	<b>Skill:</b> combining fabrics	<b>Skill:</b> building a shell structure	<b>Skill:</b> building a frame structure	<b>Skill:</b> 2D shape to a 3D product	<b>Skill:</b> cams
	<b>Project:</b> Making air rockets <b>Pneumatics</b>	<b>Project:</b> Roman foods (stew and bread) <b>Healthy and varied diet</b>	<b>Project:</b> Build a drawbridge <b>Linkages and levers</b>	<b>Project:</b> Create a backlight for a chocolate advertisement/buzzer if someone's chocolate is taken <b>Circuits and switches</b>	<b>Project:</b> Make a ancient civilisation bag from woven materials <b>Combining different fabric shapes</b>	<b>Project:</b> build a shell structure. <b>Shell structure</b>	<b>Project:</b> Building shelters <b>Frame structures</b>	<b>Project:</b> Make an Anglo Saxon drawstring pouch <b>2D shape to a 3D product</b>	<b>Project:</b> Make a nature documentary with animal on a cam <b>Cams</b>  Create an animal on a cam to go up and down to accompany nature documentary
Music Class 3)	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	Telling the story through song	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	Telling the story through song	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	Telling the story through song
Music Year 4	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	<b>Telling the story through song</b>	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	Telling the story through song	Songs by ear and use of lyrics	Unaccompanied and accompanied sounds	Telling the story through song
Music Year 5	Melody and harmony in music	Composing and Chords	Freedom to Improvise	Melody and harmony in music	Composing and Chords	Freedom to Improvise	Melody and harmony in music	Composing and Chords	Freedom to Improvise

	Sing and play in different styles	Enjoying musical styles	Battle of the Bands!	Sing and play in different styles	Enjoying musical styles	Battle of the Bands!	Sing and play in different styles	Enjoying musical styles	Battle of the bands	
RE	L2.1 What do different people believe about God? U2.7 What matters most to Christians and Humanists?	UC: Incarnation What is the trinity? U2.6 What does it mean to be a Muslim in Britain today?	U2.1 Why do some people believe God exists? UC: Kingdom of God When Jesus left, what was the impact of Pentecost?	L2.6 Why do some people think that life is a journey? UC: God What is the trinity?	UC: People of God What is it like to follow God? L2.5 Why are festivals important?	UC: Gospel What kind of world did Jesus want? L2.4 Why do people pray?	L2.8 What does it mean to be a Hindu in Britain today? UC: Creation What do Christians learn from the creation story?	L2.9 What can we learn from religions about deciding what is right and wrong? UC: The Fall What do Christians learn from the creation story?	UC: Salvation Why do Christians call the day Jesus died Good Friday? U2.4 If God is everywhere, why go to a place of worship?	
PSHE and RSE whole school focus	Black history month: What Rights Do we Have?  Anti-bullying week: What makes a good friend?	Mental Health week: What strengths, skills and interests do we have?  LGBTQ+ history month: what makes a family?	Our future: how can we make a difference to our community and the environment?	Black history month: Who are we? What makes up a person's identity?  Anti-bullying week: What makes a good friend?	Mental Health week: KS2: How can we manage our feelings? KS1: How do we recognise our feelings?  LGBTQ+ history month: what makes up a person's identity?	Our Future: what jobs can people do?	Black history month: Who are we? What makes up a person's identity?	Mental Health week: What strengths, skills and interests do we have?	Our future: how can we make a difference to our community and the environment?	
PSHE units	How can we keep safe and manage risks in different places?	Y5: SRE – changes	Y4, 5 and 6: How can we help in an accident or emergency?	Why should we keep active and sleep well?	Y5: SRE – changes	Why should we eat well and look after our teeth?  Y4, 5 and 6: How can we help in an accident or emergency?	How do we treat each other with respect?	Y5: SRE – changes	Y4, 5 and 6: How can we help in an accident or emergency?	
Computing	3.5 Desktop publishing 4.5 Photo editing	5.5 Introduction to vector graphics 3.6 Events and actions in programs	4.6 Repetition in games 5.6 Selection in quizzes	3.1 Connecting computers 4.1 The Internet	5.1 Systems and searching 3.2 Stop-frame animation	4.2 Audio Production 5.2 Video production	3.3 Sequencing sounds 4.3 Repetition in shapes	5.3 Selection in physical computing 3.4 Branching databases	4.4 Data logging 5.4 Flat-file databases	
Online Safety	Privacy and Security		Copyright and Ownership		Self Image and Identity		Online Relationships		Online Reputation	Managing Online Information
PE (two year cycle)	Athletics  Fitness	Table tennis/ Badminton  Netball	Tag rugby  Orienteering	Athletics  Basketball	Dodgeball  Gymnastics		Hockey  Strickling and Fielding		See Cycle 1	

Spanish	Y3 - Phonics L 1 Y4 – Phonics L 2 Y5 – Phonics L 3			Y3 - Phonics L 1 Y4 – Phonics L 2 Y5 – Phonics L 3			Y3 - Phonics L 1 Y4 – Phonics L 2 Y5 – Phonics L 3		
	Vegetables  Fruit	Seasons  My home	Clothes  At school	Ice cream  Shapes	Instruments  Do you have a pet?	At the café  Habitats	I am learning Spanish  Animals	I know how  My family	The classroom  Planets
Forest Schools/ Outdoor learning	Forest Schools Eco	Gardening Eco Forest Schools	Gardening Eco Forest Schools	Forest Schools Eco	Gardening Eco Forest Schools	Gardening Eco Forest Schools	Forest Schools Eco	Gardening Eco Forest Schools	Gardening Eco Forest Schools
Careers related learning	Aeronautical engineering (Rolls Royce) Astronomer	NHS careers Archaeologist	Manufacturing – Toyota	Electrician Apprenticeships	Architecture Construction	Working for an energy company – Severn Trent Water	Construction	Creative industries Journalism	Jobs in the media

# YEAR 6 LONG TERM PLAN (ONE YEAR REPEATED CYCLE)

	Autumn	Spring	Summer
<b>Christian Value Half Term 1</b>	Kind	Resilient	Courageous
<b>Christian Value Half Term 2</b>	Respectful	Empathetic	Reflective
<b>Occasions for inviting in parents</b>	Settle in morning SATs/ Phonics/MTC presentations	Easter Bonnet Parade Science Week	Open Classrooms Class poem – public speaking Art celebration
<b>Whole school events/units/days to mark</b>	Remembrance Day – making poppies for church Harvest Festival	Science Week World Book Day	Sports Day Poetry recital Art week
<b>Topic Title</b>	<b>A Child's War</b>	<b>Into the Unknown</b>	<b>The Final Term</b>
<b>Trips/Visitors</b>	PC Mark Worrell – Bonfire Night safety Harvest Festival in Church Remembrance Day service in Church Carol Service Panto Christmas trip Singing at Holbrook Hall	Easter Service in church Singing at Holbrook Hall	Kingswood Residential University of Derby Church visit for CATO (Children and the Organ) PC Mark Worrell – County lines workshop Red cross CPR course Leavers Service at Church Singing at Holbrook Hall
<b>Books linked to topic</b>	Machine Gunners Letters from the Lighthouse Anne Frank's Diary The Book Thief When the Sky Falls Warsan Shire Poetry The Day War Came 	Shackleton's Journey – William Grill Antarctica, the Melting Continent Polar bear Explorers Club White Fang 	Who Let the Gods Out? Percy Jackson and the Lightning Thief Go Big: The Secondary School Survival Guide Heartstopper Sad Ghost Club 
<b>Class texts (See Reading LTP for details)</b>	Goodnight Mr Tom Once When the World Was Ours	The Wolf Wilder Race to the Frozen North	Percy Jackson and the Lightning Thief The Last Year The Light in Everything
<b>Poetry</b>	Dulce Et Decorum Est Anthem for Doomed Youth Poetic Coupling Golden Shovel poems	I want a god  Freedom we Sing	Sappho Poetry  Transition list poems
<b>Writing purposes</b>	War story Historical fiction Story with a flashback Persuasive speech Instructions Documentary voiceover	Journey involving an escape Adventure story Informal Letter Speech Formal Letter Information text	Myths Mystery Stories Non-Chronological Report Recount Balanced argument Letters

	Diary Entries Information text	Biography	Essay
<b>Oracy</b>	Debating: If there was a war in modern day, should children be evacuated to the countryside again?	Debating: Shackleton/Scott/Henson has arguably the most enduring legacies out of the three explorers	Poetry recital Junior Concert
<b>Maths Units</b>	Place Value Addition, Subtraction, Multiplication and Division Fractions A Fractions B Measurement – Converting units	Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Geometry – Position and Direction Themed consolidation projects
<b>Science</b>	<p><b>Physics</b></p> <p><u>Light</u></p> <ul style="list-style-type: none"> <li>• How light travels.</li> <li>• Know and demonstrate how we see objects.</li> <li>• Shadows</li> <li>• Know how simple optical instruments work, e.g. periscope,</li> </ul> <p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• Impact of voltage on buzzer or bulb</li> <li>• Compare how and why components work and do not work in a circuit.</li> </ul> <p>Circuit diagrams and symbols</p>	<p><b>Biology</b></p> <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Classification</li> </ul> <p><u>Looking after our environment</u></p> <ul style="list-style-type: none"> <li>• Climate change</li> </ul>	<p><b>Biology</b></p> <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Inheritance</li> <li>• Adaptation</li> </ul> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Circulatory system.</li> <li>• Know the impact of diet, exercise, drugs and life style on health.</li> <li>• Nutrients and water transportation</li> </ul>
<b>History</b>	<p><b><u>Enquiry questions:</u></b> What caused WW2? How did WW2 change Britain?</p> <p><b><u>Topic:</u></b> WW2</p>	<p><b><u>Enquiry questions:</u></b> Who was Ernest Shackleton and why is he significant? Why is his legacy important?</p> <p><b><u>Key person in history:</u></b> Shackleton</p>	<p><b><u>Enquiry questions:</u></b> What was life like in Ancient Greece? What influence did Ancient Greece have on the Western world?</p> <p><b><u>Topic</u></b> Ancient Greece</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions</li> <li>• Know, name and locate the capital cities of neighbouring European countries.</li> </ul>	<p><u>Arctic and Antarctic circles</u></p> <ul style="list-style-type: none"> <li>• Know how to use an atlas by using the index to find places, locate the countries in the Arctic Circle.</li> <li>• Locate the Arctic and Antarctic Circle on a map.</li> </ul> <p><u>Name, locate and study a world biome e.g. deserts, rainforests, mountains etc</u></p> <p><u>Collect and accurately measure information</u> (e.g. rainfall, temperature, wind speed, noise levels etc)</p> <ul style="list-style-type: none"> <li>• Know how to use Ordnance Survey symbols and six figure grid references.</li> <li>• Locate the Greenwich meridian and know how time zones work and calculate time differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why some places are similar and dissimilar in relation to their human and physical features. Compare and contrast Greece and the UK, including climate, agriculture and the economy.</li> </ul>

<b>Fieldwork</b>	Use maps to locate areas/countries in the world, compare these using aerial images. What does the position of these countries in relation to each other tell us about their role in WW2?	Use atlases to locate countries, what does information tell us about trends regarding weather patterns, environment, climate change?	Use aerial images and data collection to compare data, eg: weather patterns, rainfall, human and physical features. Analyse data to identify trends.
<b>Art</b>	<b>Skill:</b> Painting <b>Skill:</b> Sketching	<b>Skill:</b> Drawing and Sketching	<b>Skill:</b> Sculpture and Materials (+ painting)
	<b>Project:</b> Create a battle/apocalyptic landscape art in the style of a post WW2 German artist <b>Project:</b> Create a sketch of a person displaying emotion in the style of Henry Moore	<b>Project:</b> Create a piece of artwork in the style of Jackie Morris of a wolf in motion	<b>Project:</b> Create an Ancient Greek clay pot
	<b>Artist:</b> Anselm Kiefer (German artist born at end of WW2)  <b>Art History:</b> Contemporary /Neo-expressionism	<b>Artist:</b> Jackie Morris  <b>Art History:</b> Contemporary	<b>Artist:</b> Francoise Vase painted by Kleitas . Also look at modern day sculptors such as Eleni Vernadaki (Modern Greek ceramic artist). <b>Art History:</b> Greek idealism
			<b>Skill:</b> Printing <b>Project:</b> Printing LGBTQ+ Flags <b>Art History:</b> <b>Skill:</b> Materials <b>Project:</b> fabric collage/ stitch project – create a piece of sewn/collaged material artwork (wall hanging) to celebrate your time at Holbrook <b>Art History:</b>
<b>Design &amp; Technology</b>	<b>Skill:</b> = Using computer aided design in Textiles	<b>Skill:</b> Cooking - Celebrating culture and seasonality	<b>Skill:</b> Pulleys or gears
	<b>Project</b> Create a toy for an evacuee	<b>Project</b> Create a healthy meal that can be cooked outside for an explorer	<b>Project</b> Pulley system for Ancient Greece
<b>Music</b>	Music and Technology Developing Ensemble Skills	Creative Composition Musical Styles Connect Us	Improvising with Confidence Learning the recorder
<b>RE Including Understanding Christianity</b>	UC: God What does it mean if God is holy and loving? U0043 : Creation and The Fall Creation and Science: conflicting or complementary? UC: People of God How can following God bring freedom and Justice? UC: Incarnation Was Jesus the Messiah?	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? U2.3 What can religions say when life gets hard?  UC: Gospel What would Jesus do?	U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah? UC: Salvation What difference does the resurrection make to Christians? UC: Kingdom of God What kind of king is Jesus?
<b>PSHE and RSE</b>	How can drugs affect health?	How do friendships change as we grow?	How can friends communicate safely? What decisions can people make with money?
<b>Computing</b>	6.1 Communication and collaboration 6.2 Webpage creation	6.3 Variables in games 6.4 Introduction to spreadsheets	6.5 3D Modelling 6.6 Sensing movement
<b>Online Safety</b>	Privacy and Security Copywrite and ownership	Self-image and identity Online relationships	Online reputation Managing online information
<b>PE</b>	Athletics	Table Tennis	Tag Rugby

	Fitness	Badminton Netball	Orienteering
<b>Spanish</b>	Phonics lesson 4 The Date What is the Weather?	Traditions & Celebrations Healthy Lifestyles	The Weekend Me in the world
<b>Forest Schools / Outdoor Learning</b>	Eco Schools Forest Schools	Eco Schools Forest Schools Gardening	Eco Schools Forest Schools Gardening
<b>Careers Related Learning</b>	Working in the forces – Link to WW2	Working in scientific/geographical research in polar regions	Visit to University of Derby
<b>Cultural Capital</b>	Anish Kapoor, a world-renowned sculptor  Emily Dickinson, an iconic American poet	Antonio Vivaldi, a Baroque composer  Frederick Law Olmsted, considered the father of American landscape architecture	Galen Rowell, recognized for his stunning photographs of wilderness landscapes  Leonardo da Vinci – The Last Supper