

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	Mega structures (D & T)		Journey (Geography)		Local History Study Lost Villages of Holderness- Ravenscar	
ENGLISH (text to be covered supporting topic)	Narrative Text Type Imaginary worlds Film Narrative TV / Radio		Non - Narrative Text Type Non - chronological report One sided argument (balanced argument) Adverts Explanations Letter of complaint Diaries Newspaper (Biography / autobiography)		Poetry Performance Descriptive Imagery	
MATHS	White Rose Maths		White Rose Maths		White Rose Maths	
SCIENCE	<p><u>Properties of materials</u></p> <ul style="list-style-type: none"> Identify materials. Describe materials' properties. Identify thermal and electrical conductors and insulators. Identify materials that are soluble or insoluble in water. Follow instructions to separate mixtures. Identify irreversible changes. Follow instructions to test a material's properties. Explain the uses of thermal and electrical conductors and insulators. Order materials according to their electrical conductivity. Explain and investigate dissolving. Explain the processes used to separate mixtures. Explain irreversible changes. Devise their own ways to test a material's properties. 		<p><u>Forces</u></p> <ul style="list-style-type: none"> Identify forces as pushes and pulls. Explain gravity as a force that pulls objects down towards the centre of the Earth. Identify Isaac Newton's discoveries. Explain the effects of friction, including air and water resistance, on moving objects. Identify different mechanisms. Identify and explain the different forces acting on objects. Explain Newton's role in discovering gravity. Accurately measure an object's weight and mass. Explain how to increase the effects of air resistance. Explain Galileo's 'Tower of Pisa' experiment into gravity and air resistance. Identify streamlined shapes. Explain how friction is used in brake pads. Investigate the effects of friction. Explain how different mechanisms work. Design their own mechanism to achieve a given purpose. Identify and explain balanced and unbalanced 		<p><u>Electricity</u></p> <p><u>Y4</u></p> <ul style="list-style-type: none"> Identify electrical and nonelectrical appliances. Explain, with support, how a circuit works. Name at least two electrical conductors and insulators. Create a simple series circuit both with and without a switch. Sort appliances based on whether they use mains or batteries. Explain how a switch turns the electric current on and off. Explain the role of protons, neutrons and electrons in generating an electric current. Know how electrons move in a complete and an incomplete circuit. Explain why some materials conduct electrical currents and others don't. <p><u>Y6</u></p> <ul style="list-style-type: none"> Know the main circuit symbols and use these to draw circuit diagram. Explain how our understanding of electricity has changed over time. 	

	<ul style="list-style-type: none"> • Explain the uses of a material according to its properties. • Explain why materials have dissolved in certain conditions. • Select and explain the most suitable processes to separate different mixtures. • Identify the new materials made in irreversible changes. 	<p>forces.</p> <ul style="list-style-type: none"> • Explain the difference between weight and mass. • Explain the link between the weight and mass of an object. • Make generalisations about how to increase the effects of air resistance. • Explain the conclusions and implications of Galileo's 'Tower of Pisa' experiment. • Explain how to minimise the effects of water resistance. • Make generalisations about the properties of materials that create the most friction. • Explain how a mechanism they have designed alters force and motion to achieve a purpose. 	<ul style="list-style-type: none"> • Draw circuit diagrams using the correct symbols and label the voltage correctly. • Explain how major discoveries led to the widespread use of electricity. • Explain the effect of increasing or decreasing the voltage on different parts of a circuit. • Explain how they have ensured a high degree of trust in their results. • Identify variations in component function. 			
<p>Scientific skills</p>	<p>NB. Differentiated scientific enquiry skills to be covered throughout year. – see progression of skill document</p> <p>As well as national curriculum working scientifically Y4 to become secure in ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Y5 / 6 Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
<p>COMPUTING</p>	<p>Create 3D world Computing Digital Citizenship and technology</p>	<p>Create own blog Computing Digital Productivity</p>	<p>Scratch Digital creativity</p>	<p>I-movie and Editing Digital Creativity</p>	<p>Create a web page Computing Digital Productivity</p>	<p>Coding Computing Digital Productivity</p>

<p>DESIGN TECHNOLOGY</p>	<p><u>Design a future Mega Structure</u> Developing, planning and communicating ideas Y4- Generate ideas, considering the purposes for which they are designing . Make labelled drawings from different views showing specific features Evaluate products and identify criteria that can be used for their own designs Y5 - Generate ideas through brainstorming and identify a purpose for their product . Draw up a specification for their design Use results of investigations, information sources, including ICT when developing design ideas Y6 - Communicate their ideas through detailed labelled drawings . Develop a design specification</p>	<p><u>Make and evaluate a Roman catapult</u> Working with tools, equipment, materials and components to make quality products Y4 - . Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques . Join and combine materials and components accurately in temporary and permanent ways Y5 - Measure and mark out accurately . Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Y6 - Select appropriate tools, materials, components and techniques</p>	<p><u>Healthy Meal</u> Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making their product (including local food) Y5 - Use skills in using different tools and equipment safely and accurately . Weigh and measure accurately (time, dry ingredients, liquids) . Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Y6 - Achieve a quality product</p>
<p>GEOGRAPHY</p>	<p>Use 8 points of a compass 4/6 fig grid ref, symbols and keys to build knowledge of UK and wider world</p> <ul style="list-style-type: none"> Using 6/4 fig grid ref symbols and keys to build knowledge of UK 4/6 fig grid ref, symbols and keys to build knowledge of UK and location of mega structures 	<p>Identify the position and significance of latitude, longitude, equator Mapping the Roman empire</p> <ul style="list-style-type: none"> What does this look like on a map that includes the equator, longitude and latitude. Locate continents / countries in relation to the equator. The importance of Greenwich mean time 	<p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> Mapping the area around Easington Creating plans of the old villages Mapping in relation to surrounding human and physical features. Sketching the landscape Taking interesting photographs to create a local history collage
<p>HISTORY</p>	<ul style="list-style-type: none"> Ancient Egyptians <p>How can we know so much about a civilization such as Ancient Egypt that lived so long ago? Have a chronological understanding of Ancient Egypt Understand how and why the Egyptians built the Pyramids.</p>	<p><u>Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. Construct informed responses that involve thoughtful selection and organisation of relevant historical information Note connections, contrasts and trends over time. Understand how knowledge of the past is constructed from a range of sources. 	<p><u>A local study</u> Study of lost villages of Holderness</p> <ul style="list-style-type: none">

<p>ART</p>	<p><u>Design and print own name using Ancient Egyptian Hieroglyphs</u></p> <p>Printing Y3 - Print using a variety of materials objects and techniques including layering. Talk about the process used to produce a simple print. To explore pattern and shape creating designs for printing. Y4 - Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste. Y5 - Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. Y6 - Describe varied techniques Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p>	<p><u>Roman Mosaics</u></p> <p>Textiles/collage Y3 - Use a variety of techniques. Experiment with a range of media - collage. Y4 - Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Y5 - Extend their work within a specified technique. Use a range of media to create collage. Y6 - Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.</p>	<p><u>Local History creating water colour landscape</u></p> <p>Using David Hockney as inspiration for our own landscapes using a range of media</p> <p>Y3 - Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures including blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on a small picture. Y4 - create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing including marbling, silkscreen and coldwater paste Y5 - Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours Y6 - Describe varied techniques Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p>
<p>Art Generic skills</p>	<p><u>NB- Art generic skill to be covered throughout the year</u> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook</p> <p>See progression of skill document for breakdown of year specific skills</p>		

<p>MUSIC</p>	<p><u>Listening</u> 4 - listen to music and describe it accurately using correct musical terms 5 - talk about how sounds are put together and the different effects used to show the composers intention 6 - identify musical features, genres, form and structure</p>	<p><u>Singing</u> 4 - control my voice and sing at different 5 - maintain a melody as part of a group in a 2-part song 6 - perform a song with a wide vocal range accurately</p>	<p><u>Pitch</u> 4 - Represent and reproduce high and low sounds to perform from a score 5 - sing a simple song and perform the melody correctly 6 - notate and perform a simple song from a 2-line stave</p>	<p><u>Pulse, Rhythm, Temp & Metre</u> 4 - read and write short rhythm patterns using ta and te-te 5 - write and perform a 2-part rhythmic piece in a group 6 - identify and model metre in 2/3/4 time</p>	<p><u>Composition & Improvisation, Texture</u> 4 - create a group accompaniment to a piece or song 5 - compose and notate a piece of music in a small group, rehearse then perform it to others 6 - compose and write a piece of music in a group, rehearse and perform it from notation</p>	<p><u>Timbre</u> 4 - choose, play and perform on an instrument appropriate to the task 5 - work in a group combining instruments to create appropriate mood and expression 6 - change the timbre effectively within a group piece by making appropriate choice of instrumentation</p>
<p>P.E.</p>	<p><u>Tag rugby / football</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Basketball</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Table tennis/ hockey</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Tennis</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Athletics</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>
<p>R. E.</p>	<p><u>Belief in the community</u> <u>What does it mean to belong to a faith</u> AT1 explore religious stories that identify how believers are expected to behave explain the significance and use of symbols and artefacts in rites of passage AT2 consider how they are expected to behave and where these rules come from compare the symbolism associated with rites of passage in three faiths</p>		<p><u>Saints and heroes</u> <u>What makes a hero?</u> AT1 describe the effect of life-changing events on the commitment of significant people of faith describe the teachings of significant religious people, identifying some similarities and differences AT2 share ideas as to how the lives of significant people of faith have affected the lives of others reflect on the teachings of significant religious people and how these teachings impact on society</p>		<p><u>Our world</u> <u>What do religions teach about caring for our world?</u> AT1 compare different faith beliefs about how the universe began give reasons why people of faith have a sense of awe and wonder about the Earth explore religious teachings to see how faith members should care for the Earth investigate how faith members show care for the environment AT2 express thoughts and beliefs about how the universe began share feelings about the sense of awe and wonder in the natural world share thoughts on how and why religions treat the world with respect how understanding of stewardship and suggest actions everyone can take</p>	

<p>MFL</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	<p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p>	<p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<p>P.S.H.C.E</p>	<p>Online relationships</p> <ul style="list-style-type: none"> • Finding safe boundaries • Know what to do or whom to seek help from when feeling unsafe • Know how to stay safe online • Stranger danger • Online date 	<p>Living the Christian values</p> <ul style="list-style-type: none"> • Value prayer and reflection • Take action to promote the ethos of the school • Explore the school and wider Christian values 	<p>Mental health</p> <ul style="list-style-type: none"> • Recognising mental health • Recognising different emotions • How am I feeling • Actions to increase our well being • Isolation and loneliness • The impact of bullying • Who can help me? • Experiencing mental ill health 	<p>Physical health and fitness</p> <ul style="list-style-type: none"> • What does it look like? • Daily exercise 	<p>Healthy eating</p> <ul style="list-style-type: none"> • Recognise and value the options for a healthy lifestyle <p>Drugs and alcohol and tobacco</p> <ul style="list-style-type: none"> • Understand that medicines are given to make you feel better but drugs are dangerous • Understand that if not used properly, all products can be harmful • Facts about legal and illegal 	
<p>Notes</p>			<p>Internet safety week</p>			

Long Term Plan Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Thankfulness	Respect	Perseverance	Justice	Service	Truthfulness
Theme	Above and Beyond-Science based Creation Darwin's Delights		Our Sustainable World changes and challenges Where does our water come from? Where does our electricity come from? What can we learn about sustainability from history?		Chocolate Factory	
Enrichment	Visit to Spurn Point Ranger to talk about how moon controls tides. Use as a stimulus for art and poetry. Poet and local artist into school.		Visit to Siemens in Hull Visit to the coast to see largest offshore wind farm- Humber Gateway Linking up with school in Sierra Leone		Visit to Harrogate Showground - Countryside Days	
ENGLISH (text to be covered supporting topic)	Non - chronological report Biography / autobiography Narrative Felix Baumgartner Poetry Descriptive Imagery		Persuasion - letter/poster to conserve water/resources Debate Explanation Newspaper Narrative		Poetry - performance Imaginary worlds Film Narrative TV / Radio	
MATHS	White Rose Maths		White Rose Maths		White Rose Maths	
SCIENCE	<u>Earth and Space</u> <ul style="list-style-type: none"> Describe a sphere. Identify scientific evidence with support. Name the planets in the solar system with support. 		<u>Electricity</u> Y4 <ul style="list-style-type: none"> Identify electrical and nonelectrical appliances. Explain, with support, how a circuit works. 		<u>Animals including humans</u> <ul style="list-style-type: none"> Identify parts of a flower. Give one difference between sexual and asexual reproduction. 	

- Explain how the planets orbit the Sun.
- Explain how night and day occur.
- Make predictions about night and day in different places on Earth.
- Explain that the Moon orbits the Earth not the Sun.
- Describe the Sun, Earth and Moon as spherical.
- Name the planets in the solar system independently.
- Explain that day and night is due to rotation of the Earth.
- Support the idea that different places on Earth experience night and day at different times with evidence.
- Explain how the Moon moves relative to the Earth.

Forces

- Identify forces as pushes and pulls.
- Explain gravity as a force that pulls objects down towards the centre of the Earth.
- Identify Isaac Newton's discoveries.
- Explain the effects of friction, including air and water resistance, on moving objects.
- Identify different mechanisms.
- Identify and explain the different forces acting on objects.
- Explain Newton's role in discovering gravity.
- Accurately measure an object's weight and mass.
- Explain how to increase the effects of air resistance.
- Explore how the moon controls tides.

Evolution: learn how living things have changed over time; how fossils provide information from the past and offspring often have variations to their parents

- Name at least two electrical conductors and insulators.
- Create a simple series circuit both with and without a switch.
- Sort appliances based on whether they use mains or batteries.
- Explain how a switch turns the electric current on and off.
- Explain the role of protons, neutrons and electrons in generating an electric current.
- Know how electrons move in a complete and an incomplete circuit.
- Explain why some materials conduct electrical currents and others don't.

Y6

- Know the main circuit symbols and use these to draw circuit diagram.
- Explain how our understanding of electricity has changed over time.
- Draw circuit diagrams using the correct symbols and label the voltage correctly.
- Explain how major discoveries led to the widespread use of electricity.
- Explain the effect of increasing or decreasing the voltage on different parts of a circuit.
- Explain how they have ensured a high degree of trust in their results.
- Identify variations in component function.

Properties of materials

- Identify thermal and electrical conductors and insulators.
- Explain the uses of thermal and electrical conductors and insulators.
- Order materials according to their electrical conductivity.
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- Describe ways plants can be pollinated.
- Identify plants that reproduce asexually.
- Describe ways to grow new plants other than from seed.
- Identify the stages in the process of sexual reproduction.
- Identify different types of mammals.
- Give three facts about Jane Goodall.
- Describe threats faced by chimpanzees.
- Identify familiar animals that undergo metamorphosis.

Order the stages of the life cycles of mammals, birds, insects and amphibians.

Animals Including Humans : identify and name main parts of the human circulatory system, and understand their functions; recognise impact

Properties of materials

- Identify materials.
- Describe materials' properties.
- Identify thermal and electrical conductors and insulators.
- Identify materials that are soluble or insoluble in water.
- Follow instructions to separate mixtures.
- Identify irreversible changes.
- Follow instructions to test a material's properties.
- Explain and investigate dissolving.
- Explain the processes used to separate mixtures.
- Explain irreversible changes.
- Devise their own ways to test a material's properties.
- Explain the uses of a material according to its properties.
- Explain why materials have dissolved in certain

					<ul style="list-style-type: none"> conditions. Select and explain the most suitable processes to separate different mixtures. Identify the new materials made in irreversible changes. 	
Scientific skills	<p><u>NB. Differentiated scientific enquiry skills to be covered throughout year. - see progression of skill document</u></p> <p>As well as national curriculum working scientifically Y4 to become secure in ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Y5 / 6 Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
COMPUTING	Importance of being safe	Search for information	Debug	Solve problems	Work conditional commands	Algorithm
DESIGN TECHNOLOGY	<p>Healthy snack for an astronaut Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making their product (including local food) Y5 - Use skills in using different tools and equipment safely</p>		<p>Light up signs Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making their product (including local food)</p>		<p>Bird boxes Working with tools, equipment, materials and components to make quality products Y4 - . Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</p>	

	<p>and accurately</p> <ul style="list-style-type: none"> . Weigh and measure accurately (time, dry ingredients, liquids) . Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens <p>Y6 - Achieve a quality product</p>	<p>Y5 - Use skills in using different tools and equipment safely and accurately</p> <p>Y6 - Achieve a quality product</p>	<ul style="list-style-type: none"> . Join and combine materials and components accurately in temporary and permanent ways <p>Y5 - Measure and mark out accurately</p> <ul style="list-style-type: none"> . Use skills in using different tools and equipment safely and accurately <p>Cut and join with accuracy to ensure a good-quality finish to the product</p> <p>Y6 - Select appropriate tools, materials, components and techniques</p>
GEOGRAPHY		<ul style="list-style-type: none"> • Use 8 points of a compass • 4/6 fig grid ref, symbols and keys to build knowledge of UK and wider world • describe and understand key aspects of physical geography, inc rivers and the water cycle • topographical features - rivers, land use and how this has changed over time 	<p>Locate N S America</p> <p>Locate major cities in N S America</p> <p>Physical and human characteristics of NS America</p> <p>Similarities and differences in N S America</p> <p>Compass points</p>
HISTORY		<p>the achievements of the earliest civilizations</p> <p>a non-European society that provides contrasts with British history - one study chosen from: Mayan civilization c. AD 900;</p>	<p>A non- European society that provides contrast with British history</p>
ART	<p><u>Local artist into school.</u></p> <p><u>Create a painting based on observation and sketching</u></p> <p>Painting</p> <p>Y3 - Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary, experiment with different effects and textures.</p> <p>Work confidently on a range of scales.</p> <p>Y4 - Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone, shade, hue. Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Y5 - Demonstrate a secure knowledge about primary and</p>	<p>Art and sustainability</p> <p>Looking at the Land Art Movement (Earth art and Earth work)</p> <p>Using the work of Andy Goldsworthy for inspiration</p> <p>Using sustainable resources in their environment to create different pieces of art and design.</p> <p>Weaving - children to evaluate designs</p> <p>Year 6</p> <p>Choose appropriate paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials</p> <p>Work from a variety of sources, inc. those researched independently.</p>	<p><u>Create a 3D mask Mayan God for own face</u></p> <p>3 D form</p> <p>Y3 - join clay adequately and work reasonable independently.</p> <p>Construct a simple clay base for extended and modelling other shapes.</p> <p>Plan design and make models.</p> <p>Y4 - Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Y5 - Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and manmade materials to create sculpture.</p>

	<p>secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Y6 - Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).</p>				<p>Y6 - Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>	
MUSIC	<p><u>Listening</u> 4 - listen to music and describe it accurately using correct musical terms 5 - talk about how sounds are put together and the different effects used to show the composers intention 6 - identify musical features, genres, form and structure</p>	<p><u>Singing</u> 4 - control my voice and sing at different 5 - maintain a melody as part of a group in a 2-part song 6 - perform a song with a wide vocal range accurately</p>	<p><u>Pitch</u> 4 - Represent and reproduce high and low sounds to perform from a score 5 - sing a simple song and perform the melody correctly 6 - notate and perform a simple song from a 2-line stave</p>	<p><u>Pulse, Rhythm, Temp & Metre</u> 4 - read and write short rhythm patterns using ta and te-te 5 - write and perform a 2-part rhythmic piece in a group 6 - identify and model metre in 2/3/4 time</p>	<p><u>Composition & Improvisation, Texture</u> 4 - create a group accompaniment to a piece or song 5 - compose and notate a piece of music in a small group, rehearse then perform it to others 6 - compose and write a piece of music in a group, rehearse and perform it from notation</p>	<p><u>Timbre</u> 4 - choose, play and perform on an instrument appropriate to the task 5 - work in a group combining instruments to create appropriate mood and expression 6 - change the timbre effectively within a group piece by making appropriate choice of instrumentation</p>
P.E.	<p><u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Basketball</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Gymnastics</u> I can develop skills to take off and land properly I can perform a variety of jumps To perfect a forward and backward roll Perform actions, shapes and balances To perform a bridge shape and stretches</p>	<p><u>Tennis</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p><u>Athletics</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>

<p>R. E.</p>	<p>Expression of faith</p> <p>AT1 Explain how artefacts and symbols express the beliefs of two different faith members Show understanding of the way impact on the life of a faith member Investigate the impact of religious beliefs, values and rules on the life of a believer</p> <p>AT2 Be creative in showing how believers may express themselves through symbols and artefacts Reflect and share how religious celebrations have an impact on the community Explain the challenges that believers face when following religious beliefs, values and rule.</p>		<p>Faith in action</p> <p>AT1 Investigate the work of a religious charity Explore the values that motivate people of faith to respond to a cause Investigate how significant religious people are inspired Explain why significant people of faith acted according to their commitments</p> <p>AT2 Say why they think religions do charitable work Give reason why people may choose to make sacrifices to improve the lives of others Reflect on what influences religious people Explain how people are inspired by actions of significant people of faith</p>		<p>Pilgrimage</p> <p>AT1 compare key places of pilgrimage and identify why a faith member might go there describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage show understanding of what is sacred for believers in religious places</p> <p>AT2 reflect on the reasons a faith member may make a special journey suggest ideas about the meaning of pilgrimage to a believer and the impact on their life explain the impact of a sacred place on believers</p>	
<p>MFL</p>	<p><u>listen</u> attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>		<p>engage in <u>conversations</u>; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p>develop <u>accurate pronunciation</u> and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	
<p>PSHCE</p>	<p>Basic first aid</p> <ul style="list-style-type: none"> getting help self-care 	<p>To be an active global citizen</p> <ul style="list-style-type: none"> Understand shared British Values Rule of law Take action to promote ethos of the school Explore the school and wider Christian values 	<p>Keep safe and healthy</p> <ul style="list-style-type: none"> Explore the rules for and ways of keeping safe on the road Know what to do or whom to seek help from when feeling unsafe Understand how the environment could be made better or worse to live in <p>Changing adolescent bodies</p>	<p>Respecting relationships</p> <ul style="list-style-type: none"> Respecting and celebrating our differences Good manners and respect Be aware of different forms of bullying 	<p>Relationship</p> <ul style="list-style-type: none"> families are important for children growing up healthy family life recognise the difference in how families may look explore the celebration of marriage What to do if we feel unsafe 	<ul style="list-style-type: none"> I'm unwell Sun safety Sleep Dental health <p>Keeping clean</p>

			<ul style="list-style-type: none">• Puberty• Understand and recognise how their body develops			
Notes			Internet safety week			

Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 SATS	Summer 2
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	War Child		D.T focus - Move It!		Geography focus - Tremors	
English (text to be covered supporting topic)	Narrative Text Type Imaginary worlds Film Narrative TV / Radio		Non - Narrative Text Type Non - chronological report One sided argument (balanced argument) Adverts Explanations Letter of complaint Diaries Newspaper (Biography / autobiography)		Poetry Performance Descriptive Imagery	
MATHS	White Rose Maths		White Rose Maths		White Rose Maths	
SCIENCE	<u>Evolution and Inheritance</u> Identify inherited traits and adaptive traits. Understand that adaptations are random mutations. Examine fossil evidence supporting the idea of evolution. Identify the difference between selective and cross-breeding. Develop an understanding of the development of evolutionary ideas and theories over time. Explain how human evolution has occurred and compare modern humans with those of the same genus and family. Understand that adaptation and evolution is not a uniform process for all living things. Give examples of selective and crossbreeding. Explain the terms adaptation, evolution and natural selection and use these in context.		<u>Sound</u> <ul style="list-style-type: none"> Describe sounds around them. Identify high and low sounds. Identify loud and quiet sounds. Observe how different sounds are made. Describe how sounds change over distance. Participate in an investigation to find the best material for absorbing sound. Create a musical instrument that will play different sounds. Explain how sound sources vibrate to make sounds. Explain how vibrations change when the loudness of a sound changes. Explain how sounds travel to reach our ears. Describe the pitch of a sound. Describe patterns between the pitch of a 		<u>State of matter / Properties and changes in matter</u> <u>Predictions - science invest</u> <ul style="list-style-type: none"> Describe materials' properties. Identify thermal and electrical conductors and insulators. Identify materials that are soluble or insoluble in water. Follow instructions to separate mixtures. Identify irreversible changes. Follow instructions to test a material's properties. Explain the uses of thermal and electrical conductors and insulators. Order materials according to their electrical conductivity. Explain and investigate dissolving. Explain the processes used to separate mixtures. Explain irreversible changes. Devise their own ways to test a material's properties. Explain the uses of a material according to its properties. Explain why materials have dissolved in certain conditions. Select and explain the most suitable processes to separate 	

	<p>Describe how living things evolve via the process of natural selection. Explain in simple terms what genes and DNA are. Investigate the ethical issues of human intervention in the process of evolution by natural selection.</p>	<p>sound and the features of the object that made the sound.</p> <ul style="list-style-type: none"> • Explain how sound travels through a string telephone. • Identify the best material for absorbing sound. <p>Create a musical instrument that can play high, low, loud and quiet sounds.</p>	<p>different mixtures.</p> <ul style="list-style-type: none"> • Identify the new materials made in irreversible changes.
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<p>Scientific skills</p>	<p><u>NB. Differentiated scientific enquiry skills to be covered throughout year.</u> – see progression of skill document As well as national curriculum working scientifically Y4 to become secure in ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. Y5 / 6 Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.</p>		
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<p>COMPUTING</p>	<p>Web research challenge (reliable sources)</p>	<p>Powerful presentation</p>	<p>Scratch</p>	<p>Presenting data</p>
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<p>DESIGN TECHNOLOGY</p>	<p>Create a class war memorial based on work of Henry Moore Y4 - Generate ideas, considering the purposes for which they are designing . Make labelled drawings from different views</p>	<p>Design and make a Greek meal Working with tools, equipment, materials and components to make quality products (including food) Y4 - Select appropriate tools and techniques for making their product (including local food)</p>		<p><u>Design, build and evaluate a moving vehicle</u> Evaluating processes and products Y4 - Evaluate their work both during and at the end of the assignment . Evaluate their products carrying out appropriate tests Y5 - Evaluate a product against the original design specification</p>
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	<p>showing specific features</p> <ul style="list-style-type: none"> . Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail . Evaluate products and identify criteria that can be used for their own designs <p>Y5 - Generate ideas through brainstorming and identify a purpose for their product</p> <ul style="list-style-type: none"> . Draw up a specification for their design . Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail <p>Y6 - Communicate their ideas through detailed labelled drawings</p> <ul style="list-style-type: none"> . Develop a design specification . Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways . Plan the order of their work, choosing appropriate materials, tools and techniques 	<p>Y5 - Use skills in using different tools and equipment safely and accurately</p> <ul style="list-style-type: none"> . Weigh and measure accurately (time, dry ingredients, liquids) . Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> <p>Y6 - Achieve a quality product</p>	<ul style="list-style-type: none"> . Evaluate it personally and seek evaluation from others <p>Y6 - Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</p> <ul style="list-style-type: none"> . Record their evaluations using drawings with labels . Evaluate against their original criteria and suggest ways that their product could be improved
<p>GEOGRAPHY</p>	<p>Locate countries in Europe and the world using maps</p> <p>Points on a compass - direction of attack</p> <p>Locate Russia</p>	<p>Locate countries in Europe and the world using maps</p> <p>Understand geography similarities and difference through study of human and physical geography of a region in Europe</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Identify key topographical features</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass.</p> <p>Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom and the wider world.</p>

<p>HISTORY</p>	<p><u>WW2 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> Establish clear narratives within and across the periods they study (Lit) Address and devise historically valid questions about</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>note connections, contrasts and trends over time Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>GREEK - Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires.</u> Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference. Understand our knowledge of the past is constructed from a range of sources. Note connections, contrasts and trends over time. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, how evidence is used to make historical claims. Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	
<p>Art</p>	<p>Pencil Portraits</p> <p>Drawing Y4- Make informed choices in drawing inc. paper and media. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture Y5 - Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination.</p>	<p>Pottery</p> <p>Y4 - Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. Y5 - Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory</p>	<p>ICT To create art</p> <p>Use ICT (in relation to ICT year expectations)</p> <p>Y4 - Work on their own and collaborate with others on projects in two and three dimensions and on different scales. Use ICT Y5 - work on their own collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT. Y6 - work on their own collaboratively with others on projects in 2 and 3 dimensions and on different scales. Use ICT.</p>

	<p>Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Y6 - Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>	<p>work. Y6 - Develop skills in using clay slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.</p>				
Art Generic skills	<p><u>NB- Art generic skill to be covered throughout the year</u> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook</p> <p>See progression of skill document for breakdown of year specific skills</p>					
MUSIC	<p>Listening 4 - listen to music and describe it accurately using correct musical terms 5 - talk about how sounds are put together and the different effects used to show the composers intention 6 - identify musical features, genres, form and structure</p>	<p>Singing 4 - control my voice and sing at different 5 - maintain a melody as part of a group in a 2-part song 6 - perform a song with a wide vocal range accurately</p>	<p>Pitch 4 - Represent and reproduce high and low sounds to perform from a score 5 - sing a simple song and perform the melody correctly 6 - notate and perform a simple song from a 2-line stave</p>	<p>Pulse, Rhythm, Temp & Metre 4 - read and write short rhythm patterns using ta and te-te 5 - write and perform a 2-part rhythmic piece in a group 6 - identify and model metre in 2/3/4 time</p>	<p>Composition & Improvisation, Texture 4 - create a group accompaniment to a piece or song 5 - compose and notate a piece of music in a small group, rehearse then perform it to others 6 - compose and write a piece of music in a group, rehearse and perform it from notation</p>	<p>Timbre 4 - choose, play and perform on an instrument appropriate to the task 5 - work in a group combining instruments to create appropriate mood and expression 6 - change the timbre effectively within a group piece by making appropriate choice of instrumentation</p>
P.E.	<p><u>Tag rugby / football</u> I can develop skills to participate effectively. I can evaluate the</p>	<p><u>Basketball</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others.</p>	<p><u>Table tennis/ hockey</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others.</p>	<p><u>Tennis</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to</p>	<p><u>Dodgeball / Cricket</u> I can develop skills to participate effectively. I can evaluate the</p>	<p><u>Athletics</u> I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline.</p>

	<p>journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p>I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p>I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p>others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p>journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively</p>	<p>I can perform and participate in the field of the physical activity. I can use skills effectively</p>
R. E.	<p>6.1- Justice and freedom AT1 Describe what freedom means to people of faith Show understanding of the beliefs and feelings of faith members who have experienced injustice Identify the impact of a religious teaching such as forgiveness on a believer's actions Identify the impact that reconciliation has on community harmony</p> <p>AT2 Explain what freedom means to them Share experiences of injustice and explain their hopes and dreams for a just world Give examples of conflicts that have been resolved within the family, school or community Appreciate the power of forgiveness and reconciliation in the world</p>		<p>6.2 - Living the faith AT1 Show how forms of worship are expressions of belief Show how the milestones of life give a sense of identity and belonging for faith members</p> <p>AT2 Express thoughts about the importance of worship for faith members Discuss the impact of rites of passage on faith members, their family and community</p>		<p>6.3 - Hopes and visions AT1 Explain the significance of the key teachings of faith founders for faith members identify what makes some questions ultimate Offer answers to an ultimate question from different faith perspectives</p> <p>AT2 Consider how key teachings may impact on faith members and the community suggest answers to some ultimate questions Compare their responses to an ultimate question with that of a faith member, respecting all viewpoints</p>	
MFL	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound</p>	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p>	<p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p>	<p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>

	and meaning of words					
PSHCE	•	<p>Caring friendships</p> <ul style="list-style-type: none"> • Creating healthy friendships • Including others • Resolving a conflict with your friend • Forming safe and trustworthy relationships 	<p>Internet safety</p> <ul style="list-style-type: none"> • Restricting time online • Cyber bullying • Age restricted online • Online bullying <p>Targeted advertising</p>	<p>Sustainable development</p> <ul style="list-style-type: none"> • Better understand their role in globally-interdependent world and to explore strategies by which they can ,make it more just and sustainable 	<ul style="list-style-type: none"> • Social justice • Poverty • Global citizenship 	

Health and prevention

- vaccinations