Long Term plan 2019/20

Term 1 Elmer: Journeys   Term 2 Inventions Term 3 The Olympics

Y	Suggested Trips	Novel	Literacy-Genre	Application of mathematics	Science	History	Geography	ICT	DT	Languages	Art	Music	RE	PSHE	PE
3	That history bloke. Dr Jo's time machine.	Stone Age Boy Ug: Boy Genius of the Stone Age	Narrative Persuasion	Geometry - I make 3D shapes using modelling materials; recognise 3D shapes in different orientations; and describe them. Statistics - I interpret and present data using: bar charts; pictograms and tables.	**Rocks** ·I compare and group rocks based on their appearance and physical properties, giving a reason. ·I describe how fossils are formed. ·I describe how soil is made. ·I describe and explain the difference between sedimentary and igneous rock. **Animals, including humans** ·I explain the importance of a nutritious, balanced diet. ·I explain how nutrients, water and oxygen are transported within animals and humans. ·I describe and explain the skeletal system of a human. ·I describe and explain the muscular system of a human. ·I describe the purpose of the skeleton in humans and animals. **Working scientifically** ·I ask relevant scientific questions. ·I use observations and knowledge to answer scientific questions. ·I set up a simple enquiry to explore a scientific question. ·I set up a test to compare two things. ·I set up a fair test and explain why it is fair. ·I make careful and accurate observations, including the use of standard units.	Stone Age · I explain how stone age people hunted for their food and what they ate. · I understand some of the differences between the stone, bronze and iron ages. · I know what people learnt from stone aged paintings. · I describe what a typical day would have been like for a stone age man, woman or child.	· I locate and name some of the world's most famous volcanoes. · I describe and understand the key aspects of earthquakes. · I describe and understand the key aspects of volcanoes.	E-SAFETY I follow the school's safer internet rules Digital literacy ·I use technology respectfully and responsibly. ·I know different ways I can get help if I am concerned. ·I understand what computer networks do and how they provide multiple services. ·I discern where it is best to use technology and where it adds little or no value. ·I understand the need for rules to keep me safe when exchanging learning and ideas online. ·I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. ·I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. ·I use strategies to verify information, e.g. cross-checking. ·I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. ·I understand that copyright exists on most digital images, video and recorded music.	·I prove that my design meets some set criteria. ·I follow a step-by-step plan, choosing the right equipment and materials. ·I design a product and make sure that it looks attractive.	Spoken language ● I name and describe people. ● I name and describe a place. ● I name and describe an object. Reading ● I read and understand a short passage using familiar language. ● I use a bilingual dictionary or glossary to look up new words.	**Artists:** Howard Hodgkin, Vincent Van Gogh **Areas of learning:** 3D , Drawing ·I show facial expressions in my art. ·I use sketches to produce a final piece of art. ·I use different grades of pencil to shade and to show different tones and textures. ·I compare the work of different artists.	I create repeated patterns with different instruments. I combine different sounds to create a specific mood or feeling. I use musical words to describe a piece of music of music and compositions. I recognise the work of at least one famous composer.		Health & Wellbeing *Healthy lifestyle *Growing and changing *Keeping safe	NUFC FOUNDATION Multiskills Net and Wall games OTHER Fundamental movements Multiskills Modified team sports

				·I use equipment, including thermometers and data loggers to make measurements. ·I gather, record, classify and present data in different ways to answer scientific questions. ·I use diagrams, keys, bar charts and tables; using scientific language. ·I use findings to report in different ways, including oral and written explanations, presentation. ·I draw conclusions and suggest improvements. ·I make a prediction with a reason. ·I identify differences, similarities and changes related to an enquiry.						

Bridges over the Tyne

Low lights.

Centre for life do a volcano workshop aimed at lower key stage 2

The Pebble in My Pocket

Explanation text

Narrative - description

Geometry - I identify right angles, recognise that two right angles make a half-turn, three make three quarters and four a complete turn

Measures - I measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/ capacity (l/ml).

Forces and magnets
·I explore and describe how objects move on different surfaces.
·I explain how some forces require contact and some do not, giving examples.
·I explore and explain how objects attract and repel in relation to objects and other magnets.
·I predict whether objects will be magnetic and carry out an enquiry to test this out.
·I describe how magnets work.
·I predict whether magnets will attract or repel and give a reason.

Working scientifically
·I ask relevant scientific questions.
·I use observations and knowledge to answer scientific questions.
·I set up a simple enquiry to explore a scientific question.

· I explain why people may be attracted to live in cities.
· I explain why people may choose to live in one place rather than another.

Information technology
See 'There's an app for that' user guide.

Safer Internet Day- 5 Feb

·I use a range of software for similar purposes.
·I collect information.
·I design and create content.
·I present information.
·I search for information on the web in different ways.
·I manipulate and improve digital images.

·I choose a material for both its suitability and its appearance.
·I select the most appropriate tools and techniques for a given task.
·I make a product which uses both electrical and mechanical components.
·I work accurately to measure, make cuts and make holes.

Spoken language

● I have a short conversation saying 3-4 things.

● I give a response using a short phrase.

● I am starting to speak in sentences.

Reading

● I explain the main points in a short passage.

Writing

● I write phrases from memory.

Artists:
Islamic Patterns
Sean Scully,
Vincent Van Gogh
Areas of learning:
Textiles
Painting

·I create a background using a wash.
·I use a range of brushes to create different effects in painting.
·I identify the techniques used by different artists.
·I compare the work of different artists.

I compose melodies and songs.
I create accompaniments for tunes.
I use musical words to describe what I like and do not like about a piece of music.
I improve my work; explaining how it has been improved

Sergei Prokofiev's 'Peter and the Wolf'.

Relationships

*Feelings and Emotions

*Valuing difference

*Healthy Relationships

NUFC FOUNDATION

Gymnastics

Match Fit- PSHE

OTHER

ATT & DEF Invasion Games
Problem Solving & Challenge Games

Net & Wall Games

					·I set up a test to compare two things. ·I set up a fair test and explain why it is fair. ·I make careful and accurate observations, including the use of standard units. ·I use equipment, including thermometers and data loggers to make measurements. ·I gather, record, classify and present data in different ways to answer scientific questions. ·I use diagrams, keys, bar charts and tables; using scientific language. ·I use findings to report in different ways, including oral and written explanations, presentation. ·I draw conclusions and suggest improvements. ·I make a prediction with a reason. ·I identify differences, similarities and changes related to an enquiry.												
		Gregory Cool	Narrative	Geometry - I identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Statistics - I solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts, pictograms and other graphs.	**Plants** ·I describe the function of different parts of flowering plants and trees. ·I explore and describe the needs of different plants for survival. ·I explore and describe how water is transported within plants. ·I describe the plant life cycle, especially the importance of flowers. **Light** ·I describe what dark is (the absence of light). ·I explain that light is needed in order to see. ·I explain that light is reflected from a surface.	Ancient Greece · I know about the struggle between the Athenians and the Spartans. · I explain about some of the things that the Greeks gave the world. · I know that the Greeks were responsible for the birth of the Olympics. · I know that the Greek Gods were an important part of Greek culture. · I locate Greece on a map.	· I name a number of countries in the northern hemisphere. · I name the capital city of at least six European countries. · I locate the Tropic of Cancer and Tropic of Capricorn. · I know whether a country is located in the Southern or Northern hemisphere	Algorithms and programming ·I design a sequence of instructions, including directional instructions. ·I write programs that accomplish specific goals. ·I work with various forms of input. ·I work with various forms of output.	I describe how food ingredients come together	Reading ● I read a passage with increasing independence. Writing ● I write 2-3 short sentences on a familiar topic.	**Artists: Animal Prints, Paul Klee, Victor Vasarely** **Areas of learning:** Printing, Collage ·I compare the work of different artists. ·I recognise when art is from different cultures. ·I recognise when art is from different historical periods. I use digital images and combine with other media in my art. ·I use IT to create art which includes my own work and that of others.	I sing a tune with expression. I play clear notes on instruments. I use different elements in my composition. Focus on an Olympic National Anthem and mimic or create a piece of music for our Olympic Games.	Living in the Wider World *Rights and Responsibilities *Taking care of the environment *Money	NUFC FOUNDATION Commando Joes OTHER Striking & Fielding Athletics & Fitness Football

					·I explain and demonstrate how a shadow is formed. ·I can explore shadow size and explain. ·I explain the danger of direct sunlight and describe how to keep protected. **Working scientifically** ·I ask relevant scientific questions. ·I use observations and knowledge to answer scientific questions. ·I set up a simple enquiry to explore a scientific question. ·I set up a test to compare two things. ·I set up a fair test and explain why it is fair. ·I make careful and accurate observations, including the use of standard units. ·I use equipment, including thermometers and data loggers to make measurements. ·I gather, record, classify and present data in different ways to answer scientific questions. ·I use diagrams, keys, bar charts and tables; using scientific language. ·I use findings to report in different ways, including oral and written explanations, presentation. ·I draw conclusions and suggest improvements. ·I make a prediction with a reason. ·I identify differences, similarities and changes related to an enquiry.									