

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 |
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| 5 | | Harry Miller's Run | Narrative Letters (recount) Diary entries (recount) Biography / Autobiography | Statistics - I complete, read and interpret information in: tables, including timetables Measures - I measure and calculate the perimeter of composite rectilinear shapes in cm and m. | Properties and changes of materials - I compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). - I describe how a material dissolves to form a solution explaining the process of dissolving. - I describe and show how to recover a substance from a solution. - I describe how some materials can be separated. - I demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). - I know and can demonstrate that some changes are reversible and some are not. - I explain how some changes result in the formation of a new material and that this is usually irreversible. - I discuss reversible and irreversible changes. - I give evidenced reasons why materials should be used for specific purposes. Scientists - Chemists - Spencer Silver, Ruth Benedito Working scientifically - I plan different types of scientific enquiry. | Anglo-Saxons: Invaders and settlers. - I explain where the Anglo-Saxons came from. - I know at least two famous Anglo-Saxons - I use a time line to show when the Anglo-Saxons were in England - I know the link between Anglo-Saxons and Christianity. - I know that many Anglo-Saxons were farmers. - I know that the Anglo-Saxons gave us many of the words that we use today. - I describe how crime and punishment has changed over a period of time. - I summarise how Britain has had a major influence on the world. | | E-SAFETY I follow the school's safer internet rules Digital literacy - I understand that you have to make choices when using technology and that not everything is true and/or safe. - I discuss the positive and negative impact of the use of ICT in my own life, my friends and family. - I understand the potential risk of providing personal information online. - I recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content. - I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented. - I recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing). - I understand that some material on the internet is copyrighted and may not be copied or downloaded. | - I come up with a range of ideas after collecting information from different sources. - I produce a detailed, step-by-step plan. - I show that I can be both hygienic and safe in the kitchen. | spoken language ● I use my knowledge of grammar to speak correctly. reading ● I use the context to work out unfamiliar words. | Artists: Area of learning: Printing, Textiles - I identify and draw objects and use marks and lines, to produce texture. - I create an accurate print design following criteria. - I use images which I have created, scanned and found; altering them where necessary to create art. - I research the work of an artist and use their work to replicate a style. | I breathe in the correct place when singing. I maintain my part whilst others are performing their part. I compose music which meets specific criteria. I use my music diary to record aspects of the composition process. | | Health & Wellbeing *Healthy lifestyle *Growing and changing *Keeping safe | NUFC FOUNDATION Numeracy Literacy OTHER Fundamental movements Multiskills Modified team sports Gymnastics |

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| | | | | | <ul style="list-style-type: none"> -I control variables in an enquiry. -I measure accurately and precisely using a range of equipment. -I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -I use the outcome of test results to make predictions and set up a further comparative and fair tests. -I report findings from enquiries in a range of ways. -I explain a conclusion from an enquiry. -I explain causal relationships in an enquiry. -I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I read, spell and pronounce scientific vocabulary accurately | | | | | | | | | |
| Centre for life do a volcano workshop aimed at lower key stage 2 | Floodland | <p>Non-chronological report</p> <p>Narrative</p> <p>Persuasion</p> <p>Explanation</p> | <p>Statistics - I solve comparison, addition and difference problems using information presented in a line graph.</p> <p>Measures - I estimate volume (e.g. using 1 cm³ blocks to build cuboids, including cubes) and capacity (e.g. using water).</p> <p>Measures - I convert between different units of metric measure (e.g. km/m; cm/m; cm/mm; g/kg; l/ml).</p> | <p>Earth and space</p> <ul style="list-style-type: none"> -I describe and explain the movement of the Earth and other planets relative to the Sun. -I describe and explain the movement of the Moon relative to the Earth. -I explain and demonstrate how night and day are created. -I describe the Sun, Earth and Moon (using the term spherical). <p>Scientists - Ptolemy, Alhazen, Copernicus</p> <p>Forces</p> <ul style="list-style-type: none"> -I explain what gravity is and its impact on our lives. -I identify and explain the effect of air resistance. | <p>Local Inventor, William Wouldhave (RNLI/Titanic/Grace Darling)</p> <ul style="list-style-type: none"> - describe events from the past using dates when things happened. - I explain how an event or events from the past has shaped our life today. - I draw a timeline with different historical periods showing key historical events or lives of significant people - I explain how the lives of wealthy people were different from the lives of poorer people. | <ul style="list-style-type: none"> - I explain why most cities as situated by rivers. - I explain the course of a river. - I name and locate many of the world's most famous rivers. - I recognise the importance of ports and the role they play in distributing goods around the world. | <p><u>Information technology</u> See There's an app for that user guide.</p> <p><u>Safer Internet Day: 5 Feb</u></p> <ul style="list-style-type: none"> -I analyse information. -I evaluate information. -I understand how search results are selected and ranked. -I edit a film. | <ul style="list-style-type: none"> -I suggest alternative plans; outlining the positive features and draw backs. - I explain how a product will appeal to a specific audience. - I evaluate appearance and function against original criteria | <p><u>spoken language</u></p> <ul style="list-style-type: none"> ● I hold a simple conversation with at least 4 exchanges. <p><u>reading</u></p> <ul style="list-style-type: none"> ● I understand a short story or factual text and note the main points. <p><u>writing</u></p> <ul style="list-style-type: none"> ● I substitute words and phrases. | <p>Artists: Hundertwasser, Frank Auerbach, Dale Devereaux Barker</p> <p>Area of learning: Drawing, Collage</p> <ul style="list-style-type: none"> -I successfully use shading to create mood and feeling. -I organise line, tone, shape and colour to represent figures and forms in movement. -I use shading to create mood and feeling. -I identify and draw objects and use marks and lines to produce texture. <p>Gustav Holst's 'The Planets'</p> | <p>I use notation to record groups of pitches (chords). I describe, compare and evaluate music using musical vocabulary. I contrast the work of a famous composer with another, and explain my preferences.</p> | <p><u>Relationships</u></p> <ul style="list-style-type: none"> *Feelings and Emotions *Valuing difference *Healthy Relationships | <p><u>NUFC FOUNDATION</u></p> <p>Commando Joes</p> <p>Onside- PSHE</p> <p><u>OTHER</u></p> <p>ATT & DEF Invasion Games</p> <p>Proble m Solving & Challenge Games</p> <p>Net & Wall Games</p> <p>Dance</p> | |

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| | | | | <ul style="list-style-type: none"> -I identify and explain the effect of water resistance. -I identify and explain the effect of friction. -I explain how levers, pulleys and gears allow a smaller force to have a greater effect. <p>Scientists - Galileo, Isaac Newton</p> <p>Working scientifically</p> <ul style="list-style-type: none"> -I plan different types of scientific enquiry. -I control variables in an enquiry. -I measure accurately and precisely using a range of equipment. -I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -I use the outcome of test results to make predictions and set up a further comparative and fair tests. -I report findings from enquiries in a range of ways. -I explain a conclusion from an enquiry. -I explain causal relationships in an enquiry. -I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. -I read, spell and pronounce scientific vocabulary accurately | | | | | | | | | | |
| Great North Museum | Varmints | Balanced arguments Descriptive writing - narrative | <p>Measures - I solve problems involving converting between units of time.</p> <p>Measures - I understand and use approximate equivalences between metric units and common imperial units such</p> | <p>Living things and their habitats</p> <ul style="list-style-type: none"> -I describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. -I describe the differences between different life cycles. -I describe the process of | <ul style="list-style-type: none"> - I name and locate the capital cities of neighbouring European countries - I know the countries that make up the European Union. - I name and locate many of the world's most famous mountainous regions. | <p>Algorithms and programming</p> <ul style="list-style-type: none"> -I combine sequences of instructions and procedures to turn devices on and off. -I use technology to control an external device. -I design algorithms that use repetition & 2-way selection. | <ul style="list-style-type: none"> -I use a range of tools and equipment competently. - I make a prototype before make a final version | <p><u>spoken language.</u></p> <ul style="list-style-type: none"> ● I use my knowledge of grammar to speak correctly across at least four exchanges.. <p><u>reading.</u></p> <ul style="list-style-type: none"> ● I understand a short story or | <p>Artists: Alberto Giacometti, Chris Ofili, Fauvist artists (Derain and Matisse)</p> <p>Area of learning: 3D, Painting</p> <ul style="list-style-type: none"> -I organise line, tone, shape and colour to represent figures and forms in movement. -I research the work of an artist | <p>I improvise within a group using the melodic and rhythmic phrases.</p> <p>I change sounds or organise them differently to change the effect.</p> <p>I choose the most appropriate tempo for a piece of music.</p> <p>I explain why I think the music</p> | <p><u>Living in the Wider World</u></p> <ul style="list-style-type: none"> *Rights and Responsibilities *Taking care of the environment *Money | <p><u>NUFC FOUNDATION</u></p> <p>Dance</p> <p>Athletics and Fitness</p> <p><u>OTHER</u></p> <p>Striking & Fielding Athleti</p> | | |

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| | | | | <p>as inches, pounds and pints.</p> <p>reproduction in plants. -I describe the process of reproduction in animals.</p> <p>Scientists - Jane Goodall, David Attenborough</p> <p>Animals, including humans -I create a timeline to indicate stages of growth in humans.</p> <p>Working scientifically -I plan different types of scientific enquiry. -I control variables in an enquiry. -I measure accurately and precisely using a range of equipment. -I record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. -I use the outcome of test results to make predictions and set up a further comparative and fair tests. -I report findings from enquiries in a range of ways. -I explain a conclusion from an enquiry. -I explain causal relationships in an enquiry. -I relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. I read, spell and pronounce scientific vocabulary accurately</p> | | | | | <p>factual text and note the main points.</p> <ul style="list-style-type: none"> ● I use the context to work out unfamiliar words. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● I write a paragraph of 4-5 sentences. | <p>and use their work to replicate a style. -I express emotion in my art.</p> | <p>is successful or unsuccessful. I suggest improvement to my own work and that of others.</p> <p>Focus on an Olympic National Anthem and mimic or create a piece of music for our Olympic Games.</p> | | | <p>cs & Fitness</p> <p>I</p> <p>Games</p> <p>Football</p> |
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