

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
6		The Viewer	Narrative Biography Persuasion Recount	Measures - I convert between miles and km. Measures - I use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to three decimal places.	Light -I explain how light travels. -I explain and demonstrate how we see objects. -I explain why shadows have the same shape as the object that casts them. -I explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. Living things and their habitats -I classify living things into broad groups according to observable characteristics and based on similarities & differences. -I describe how living things have been classified. -I give reasons for classifying plants and animals in a specific way. 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.	Vikings: invaders and settlers - I know that Britain was invaded on more than one occasion. - I know that the Anglo-Saxons and Vikings were of ten in conflict. - I place on a timeline when the Vikings raids started. - I explain why the Vikings often overpowered the Anglo-Saxons. - I show on a map where the Vikings came from and where they invaded our country.	- I use an atlas by using the index to find places. - I use some basic Ordnance Survey map symbols. - I use Ordnance Survey symbols and 6 figure grid references.	E-SAFETY I follow the school's safer internet rules Digital literacy -I discuss the risks of online use of technology. -I identify how to minimise risks. -I understand that some messages may be malicious and know how to deal with this. -I understand that online environments have security settings, which can be altered, to protect the user. -I understand the benefits of developing a 'nickname' for online use. -I understand that some malicious adults may use various techniques to make contact and elicit personal information. -I know that it is unsafe to arrange to meet unknown people online. -I know how to report any suspicions. -I understand I should not publish other people's pictures or tag them on the internet without permission. -I know that content put online is extremely difficult to remove. -I know what to do if I discover something malicious or inappropriate.	-I use market research to inform my plans and ideas. -I follow and refine my plans. -I justify my plans in a convincing way.		Artists: Patrick Heron, Patrick Caulfield, Cubists (i.e. Picasso, Georges Braque), Gustav Klimt Area of learning: Painting Collage -I explain why I have chosen specific techniques to create my art. -I explain the style of my work and how it has been influenced by a famous artist. - I use a range of e-resources to create art. Ralph Vaughn Williams' 'The Lark Ascending'	I perform parts from memory. I take the lead in a performance. I use a variety of different musical devices in my composition (including melody, rhythms and chords). Ralph Vaughn Williams' 'The Lark Ascending'		Health & Wellbeing *Healthy lifestyle *Growing and changing *Keeping safe	NUFC FOUNDATION Numeracy Commando Joes <u>OTHER</u> Fundamental movements Multiskills Modified team sports

					<ul style="list-style-type: none"> -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 									
Greek restaurant	Clockwork	<p>Non chronological report</p> <p>Explanation</p> <p>Discussion</p> <p>Narrative</p>	<p>Statistics - I interpret and construct: pie charts and line graphs and use these to solve problems.</p> <p>Measures - I solve problems involving the calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate.</p> <p>Measures - I recognise when it is possible to use formulae for area and volume of shapes.</p>	<p>Electricity</p> <ul style="list-style-type: none"> -I explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. -I compare and give reasons for why components work and do not work in a circuit. -I draw circuit diagrams using correct symbols. <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 	<ul style="list-style-type: none"> - I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). - I describe how some places are similar and dissimilar in relation to their human and physical features. 	<p><u>Information technology</u> See 'There's an app for that' user guide.</p> <p><u>Safer Internet Day- 9 Feb</u></p> <ul style="list-style-type: none"> -I select, use and combine software on a range of digital devices. -I use a range of technology for a specific project. 	<ul style="list-style-type: none"> -I show that I consider culture and society in my plans and designs. - I show that I can test and evaluate my products 	<p>Artists: Antonio Gaudi, Hundertwasser, Norman Foster (architects) scaled observational drawings, portraits (portraits of inventors)</p> <p>Area of learning: Drawing, Textiles</p> <ul style="list-style-type: none"> -I explain why I have used different tools to create art. -I explain why I have chosen specific techniques to create my art. -I use feedback to make amendments and improvement to my art. 	<p>I compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>Coldplay's 'Clocks'</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>ATT and DEF Games</p> <p>Onside- PSHE</p> <p><u>OTHER</u></p> <p>ATT & DEF Invasion Games</p> <p>Problem Solving & Challenge Games</p> <p>Net & Wall Games</p>			

				refutes an argument or theory. I read, spell and pronounce scientific vocabulary accurately										
	Pig Heart Boy	Argument Recount Non chronological report Narrative	Statistics - I calculate and interpret the mean as an average Measures - I recognise that shapes with the same areas can have different perimeters and vice versa. Measures - I calculate the area of parallelograms and triangles.	<p>Animals, including humans</p> <ul style="list-style-type: none"> -I identify and name the main parts of the human circulatory system. -I describe the function of the heart, blood vessels and blood. -I discuss the impact of diet, exercise, drugs and lifestyle on health. -I describe the ways in which nutrients and water are transported in animals, including humans. <p>Evolution and inheritance</p> <ul style="list-style-type: none"> -I describe how the Earth and living things have changed over time. -I explain how fossils can be used to find out about the past. -I explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). -I explain how animals and plants are adapted to suit their environment. -I link adaptation over time to evolution. -I explain evolution. <p>Scientists - Mary Anning, Darwin, Alfred Wallace</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, 	Ancient Sports/Games <ul style="list-style-type: none"> - I research in order to find similarities and differences between two or more periods of history. - I place features of historical events and people from the past societies and periods in a chronological framework. - I summarise the main events from a period of history, explaining the order of events and what happened. - I am aware that many of the early civilizations gave much to the world 	<ul style="list-style-type: none"> - I explain how time zones work and calculate time differences around the world. - I name the largest desert in the world and locate desert regions in an atlas. 	Algorithms and programming <ul style="list-style-type: none"> -I design a solution by breaking a problem up. -I recognise that different solutions can exist for the same problem. -I use logical reasoning to detect errors in algorithms. -I use selection in programs. -I work with variables. -I explain how an algorithm works. -I explore 'what if questions by planning different scenarios for controlled devices. 	<ul style="list-style-type: none"> -I explain how products should be stored and give reasons. -I work within a budget. -I evaluate my product against clear criteria. 	<p>spoken language.</p> <ul style="list-style-type: none"> ● I hold a simple conversation with at least 4 exchanges. ● I use my knowledge of grammar to speak correctly. <p>reading.</p> <ul style="list-style-type: none"> ● I understand a short story or factual text and note the main points. ● I use the context to work out unfamiliar words. <p>Writing</p> <ul style="list-style-type: none"> ● I write a paragraph of 4-5 sentences. ● I substitute words and phrases. 	<p>Artists: Henry Moore, press prints, batik in the style of Chinwe Chukwuogo -Roy.</p> <p>Area of learning: Printing 3D , -I explain why I have used different tools to create art. -I explain why I have chosen specific techniques to create my art. -I explain the style of my work and how it has been influenced by a famous artist. -I overprint to create different patterns.</p> <p>I sing in harmony confidently and accurately. I evaluate how the venue, occasion, and purposes affects the way a piece of music is created. I analyse features within different pieces of music.</p> <p>Focus on an Olympic National Anthem and mimic or create a piece of music for our Olympic Games.</p>	<p>Living in the Wider World</p> <ul style="list-style-type: none"> *Rights and Responsibilities *Taking care of the environment *Money 	<p>NUFC FOUNDATION</p> <p>Dance</p> <p>Athletics and Fitness</p> <p>OTHER</p> <p>Striking & Fielding</p> <p>Athletics & Fitness</p> <p>Football</p>		

