



**LIMITLESS POTENTIAL**

**IGNITE PASSION**

**EMBRACE DIFFERENCE**

2019 - 2020

YEAR 3/4 LONG TERM PLAN

YEAR	AUTUMN	SPRING	SUMMER
ENGLISH	Narrative - Settings  Recount-Newspaper report (link to Egyptians )  Narrative – Stories set in other cultures  Instructions How to donate a shoebox	Narrative- playscripts  Poetry- free verse  Narrative- Dilemma story (linked to rainforest )  Information text- Rainforests	Narrative - Adventure Story  Letter writing (link to WW2 topic )  Explanation text- (link to WW2 )  Poet study
MATHEMATICS	Year 3-4 White Rose Curriculum Year 3-4 White Rose Curriculum	Year 3-4 White Rose Curriculum Year 3-4 White Rose Curriculum	Year 3-4 White Rose Curriculum Year 3-4 White Rose Curriculum
SCIENCE	States of matter Animals including humans	Living things and their habitats	Sound  Electricity
ART & DESIGN	Art – Tomb painting Christmas crafts	Artist study- Henri Rousseau	Art- Blitz art
COMPUTING	Sphero pyramid treasure hunt Collecting, analysing and presenting information	Internet safety week Scratch	Powerpoint presentation linked to topic
DESIGN & TECHNOLOGY	DT- sarcophagus building		DT- cooking linked to WW2 topic



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GEOGRAPHY	Use maps and atlases to locate Egypt	The Rainforests	Use maps and atlases to locate countries involved in WW2
HISTORY	Ancient Egypt		World War Two
MUSIC	Possible visitors to teach an instrument. Rehearsing for Remembrance and Christmas concert	Create rainforest soundscape	Songs from the war Rehearsing for Whitley Bay Playhouse
PHYSICAL EDUCATION	Dance Swimming	Gymnastics Swimming	Swimming Cricket Athletics
RELIGIOUS EDUCATION	Hinduism The story of Christmas	What is the Bible? The Easter Story	Judaism
MFL	French	French	French
WOW Experiences	Egyptian workshop- Oriental museum, Durham Egyptian celebration Day- invite parents	Visit to Rainforest at Winter Garden , Sunderland.	Trip to Eden Camp, York WW2 Celebration day- invite parents



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YEAR 5 LONG TERM PLAN

YEAR	AUTUMN	SPRING	SUMMER
ENGLISH	<p>Narrative Myths and Legends</p> <p>Recount Based on school visit</p> <p>Explanation How Ancient Greece has influenced modern society</p> <p>Poetry- Free verse linked to raps</p>	<p>Narrative Suspense and Mystery</p> <p>Reports Information Leaflets</p> <p>Journalistic Writing A news report on Mayan life</p> <p>Poetry – Personal response to poetry</p>	<p>Narrative Fiction linked to our literary classic (Kensuke's Kingdom by Michael Murpurgo)</p> <p>Persuasion Would you leave your life behind and sail around the world for a year?</p> <p>Discussion Ethical issues e.g. whale fishing in Japan</p> <p>Poetry- Cinquain inspired by Haiku</p>
MATHEMATICS	Year 5 White Rose Curriculum	Year 5 White Rose Curriculum	Year 5 White Rose Curriculum
SCIENCE	<p>Animals including Humans</p> <p>Sc5/2.2a Describe the changes as humans develop to old age</p> <p>Properties and changing materials</p> <p>Sc5/3.1a compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p>	<p>Earth and Space</p> <p>Sc5/4.1a describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Sc5/4.1b describe the movement of the Moon relative to the Earth</p> <p>Sc5/4.1c describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Sc5/4.1d use the idea of the Earth's</p>	<p>States of matter</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>

	<p>Sc5/3.1b know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Sc5/3.1c use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Sc5/3.1d give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Sc5/3.1e demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Sc5/3.1f explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>rotation to explain day and night, and the apparent movement of the sun across the sky.</p>	<p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Living things and their habitats</p> <p>Sc5/2.1a describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Sc5/2.1b describe the life process of reproduction in some plants and animals.</p>
ART & DESIGN	<p>Observational drawing and clay</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Mayan sculptures</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Japanese water colours and study Hokusai</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>
COMPUTING	<p>Coding linked to designing a labyrinth game</p>	<p>Internet safety leading upto to E safety day (11.02.20.)</p> <p>Co2/1.7 use technology safely.</p>	<p>Raspberry Pi</p>

	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
DESIGN & TECHNOLOGY	<p>Making flat breads</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Mayan sculptures</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Design a shelter to survive on an island</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>
GEOGRAPHY	<p>Greece</p> <p><b>Ge2/1.2 Place Knowledge</b></p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>		<p>Japan</p> <p><b>Ge2/1.3 Human and Physical Geography</b></p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>

			<p>rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Ge2/1.4 Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
HISTORY	<p>Ancient Greece</p> <p><b>Hi2/2.4 Ancient Greece</b></p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>The Mayans</p> <p><b>Hi2/2.5 Non-European Study</b></p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>	
MUSIC	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Garage Band</p>	<p>Whole class to learn a musical instrument through music tuition</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and</p>

	<p>increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Learning songs for Christmas performances</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>		<p>playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Whitley Bay Playhouse singing practise</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>
PHYSICAL EDUCATION	<p>Dance Ancient Greek war dance</p> <p>Netball</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Tag Rugby</p> <p>Gymnastics – compose and perform a routine to music</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Olympics 2020</p> <p>Cricket</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
RELIGIOUS EDUCATION	<p>Why is Muhammad important to Muslims? <i>A Revealing Life</i></p>	<p>Beliefs in our community <i>Our local area</i></p>	<p>Buddhism <i>Who was Buddha?</i></p>

	<p>His Historical Impact The Qur'an: A daily Inspiration Influential People</p>	<p>My Community Inspirational Figures Understanding others Challenges</p>	<p>Beliefs: The Path to Enlightenment Karma and reincarnation Temples and Shrines Ways of Worship</p>
	The Nativity Story	The Easter story	
MFL	<p>French</p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p>	<p>French</p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p>	<p>French</p> <p><b>L2/1.1 Listening &amp; Comprehension</b></p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><b>FL2/1.2 Speaking</b></p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p><b>FL2/1.3 Reading &amp; Comprehension</b></p>



	<p><b>FL2/1.3 Reading &amp; Comprehension</b></p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c 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><b>FL2/1.3 Reading &amp; Comprehension</b></p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c 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>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><b>FL2/1.4 Writing</b></p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c 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>
WOW experiences	<p>The History Bloke workshop (£230 whole day in school experience)</p> <p><a href="http://www.thathistorybloke.co.uk/ancient-">http://www.thathistorybloke.co.uk/ancient-</a></p>	<p>Great North Museum</p> <p>Mission to Mars workshop and Planetarium visit</p>	<p>Oriental Museum in Durham:</p> <p>National Museum of Japanese History</p>

	<a href="#">greek-workshop</a>		
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