



# Long term planning 2023 - 2024

Class: Swallows/Lions

Teacher: L. Anstey/D. Bashford

Year group:		Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions		What does it mean to be a part of a community and how have changes over time shaped our local environment?	How do natural and physical processes affect people and the way we live?	How can imagination drive creativity?	What can we do to be good stewards of the Earth?	How do changes over time affect us nationally and globally?	Can we impact the 'now' to influence the future?
CHARACTER VIRTUES		Reflection Friendliness Generosity	Critical Thinking Motivation	Patience Creativity Aspiration and Leadership	Forgiveness Helpfulness	Confidence Caring	Courtesy Honesty Reflection
UN GOALS		UN Goal: 2 - Zero Hunger 5 - Gender Equality 10 - Reduced Inequalities	UN Goal: 11 - Sustainable Cities and Communities 16 - Peace, Justice and Strong Institutions 17 - Partnerships for the Goals	UN Goal: 3 - Good Health and Wellbeing	UN Goal: 9 - Industry, Innovation and Infrastructure 13 - Climate Action 14 - Below the Water 15 - Life on Land	UN Goal: 4 - Quality Education 8 - Decent Work and Economic Growth	UN Goal: 1 - No Poverty 6 - Clean Water and Sanitation 7 - Affordable and Clean Energy 12 - Responsible Consumption and Production
ENGLISH Including key texts.		<b>Poetry - Dulce et Decorum Est - Wilfred Owen</b> Immersion in vocabulary <b>Friend or Foe - Michael Morpugo</b> Diary Entry Letter Setting description <b>Madame Pamplemousse and her Incredible</b>	<b>Hidden Figures - Margot Lee Shetterly</b> Newspaper report Persuasive letter Fact file of one person  <b>The Iron Man - Ted Hughes</b> Character description Monologue -Drama Narrative Poem	<b>How to live like a stone age hunter? Anita Ganeri</b> - Non Fiction Non-chronological report Instructional text Biography Survival Guide Poetry - Imagery	<b>Flood - Alvaro F. Villa - Fiction</b> Setting description Narrative Building suspense Balanced Argument Scientific Explanation  <b>The Lost Words - Poetry</b>	<b>Who let the Gods Out? Maz Evans</b> Setting description 3rd person narrative Dialogue  <b>A Midsummer Nights Dream - William Shakespeare</b> Fiction	<b>A River by Marc Martin</b> Description of a journey 1st person narrative  <b>Raging Rivers - Horrible Geography</b> Information writing

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		<b>Edibles - Rupert Kingfisher</b> Character description Instructional text (Recipe)				Character Description Writing from a different viewpoint Playscripts	Poster Newspaper Article Persuasive writing Formal Letter
Reading Comprehension (texts/scheme)		<a href="#">World War II - teaching resources</a>	<a href="#">Literacy Shed Plus - Rocks and Fossils</a>	<a href="#">The Stone Age</a> <a href="#">Skara Brae Stage 3 Comp</a>	<a href="#">Natural Disasters volcanos litereacy shed</a>	<a href="#">Literacy Shed Plus - Ancient Greece</a>	<a href="#">Literacy Shed Plus - Rivers</a>
Reading for Pleasure (class text(s))		Friend or Foe	The Iron Man	Stone Age Boy	Pig Heart Boy	Usbourne: Greek Myths	The Wind in the Willows
MATHS coverage	3/4	Place Value Addition and Subtraction	NFER, Multiplication and Division, Consolidation of number	Fractions, decimals	NFER, time, length perimeter and area	Money, Statistics, properties of shape	Mass and Capacity, position and direction, consolidation
	5/6	Place Value, Four Operations, decimals	Decimals, NFER, Fractions	Percentages, properties of shape, area, perimeter and volume	NFER, position and direction, converting units, statistics	Algebra, ratio, number, fractions	Decimals, geometry and measurement, consolidation
SCIENCE	3/4	<b>(Animals inc) Humans</b> Year 3 - identify that humans have skeletons and muscles for support, protection and movement. Year 4 - describe the simple functions of the digestive system.	<b>Rocks/States of Matter</b>  Year 3 - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Year 4- compare and group materials together, according to whether they are solids, liquids or gases	<b>Plants</b>  Year 3 - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Year 4- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	<b>Animals</b>  Year 3 - identify that animals, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Year 4- construct and interpret a variety of food chains, identifying producers, predators and prey	<b>Light/Sound</b>  Year 3 - recognise that they need light in order to see things and that dark is the absence of light Year 4- find patterns in sound and how it travels.	<b>Forces</b>  Year 3 - observe how magnets attract or repel each other and attract some materials and not others  Year 4- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

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	5/6	<p><b>Evolution and Inheritance</b> Year 5 - recognise that living things have changed over time. Year 6 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Earth and Space</b> Year 5 - describe the movement of the Earth and other planets relative to the sun in the solar system Year 6- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p><b>Living things and their habitats (plants)</b> Year 5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Year 6- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p>	<p><b>Animals (inc humans)</b> Year 5 - work scientifically by researching the gestation periods of other animals and comparing them with humans; Year 6- describe the ways in which nutrients and water are transported within animals,</p>	<p><b>Light (sound)</b> Year 5 - recognise that light appears to travel in straight lines Year 6- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Forces</b> Year 5 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Year 6- identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p>
HISTORY		World War 2		Stone Age to Iron Age		Ancient Greece – a study of Greek life and achievements and their influence on the western world	
GEOGRAPHY		Local Area: Human and physical geography of a region of the UK	UK Study - Human and physical geography of a region of the United Kingdom - Exmoor		Natural Disasters- earthquakes, volcanoes, tsunami		Rivers -
DT	$\frac{3}{4}$	<p><b>Food - Harvest Soup Share</b> Understand a healthy balanced diet</p>	<p><b>Mechanical Components</b> Explore and create levers and pulleys</p>	<p><b>Making a product to sell</b> Select from and use a range of tools and equipment to perform practical tasks</p>	<p><b>Moldable materials</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern</p>	<p><b>Textiles</b> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p><b>Stiff and flexible sheet materials - Structures</b> Have a basic understanding of how to strengthen, stiffen and reinforce structures</p>

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					pieces and computer-aided design		
	%	Understand seasonality and where produce is grown	Evaluate and improve levers and pulleys	Select from and use a wide range of materials and components, including construction materials, textiles	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	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	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
ART		Paul Klee - Sketch Books -Use of IT	Drawing -Space - planets	Painting Cave paintings	Collage Hokusai	Textiles Design and make an Ancient Greek sandal	Sculptures Modroc bridge to go across a river
COMPUTING		<p><b>Computer Systems and Networks-</b> BDEFG</p> <p>¾ - The Internet - explore and evaluate consequences of misuse of the internet</p> <p>% - The Internet - make reasoned decisions to use technology safely</p>	<p><b>Creating Media:</b> <b>Stop-frame Animation</b> F</p> <p>¾ - use a range of software on a range of devices</p> <p>% - Evaluate and analyse a range of software and devices</p>	<p><b>Creating Media:</b> <b>Video Editing</b> EFG</p> <p>¾ - Use technology safely and respectfully for a purpose</p> <p>% - Use technology safely and respectfully for a purpose and recognise</p>	<p><b>Creating Media:</b> <b>Vector drawing</b> F</p> <p>¾ - use a range of software to design and create</p> <p>% - design and create systems to accomplish given goals</p>	<p><b>Data and Information:</b> <b>Spreadsheets</b> F</p> <p>¾ - collect and present data and information</p> <p>% - collect, analyse, evaluate and present data and information</p>	<p><b>Programming B:</b> <b>Repetition in games</b> (note changes in L1 slides) ABCF</p> <p>¾ - use sequence, selection, and repetition in programs.</p> <p>% - use logical reasoning to explain how algorithms</p>

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				unacceptable/acceptable behaviour			work
MUSIC		Chanranga - Mamma Mia!	Charanga - Classroom Jazz	Charanga - Stop!	Charanga - You've got a friend	Charanga - Blackbird	Charanga - Rewind and Replay
MFL: French	3/4	I am learning French	Animals	Fruits	I am able...	Presenting myself	Habitats
	5/6	Presenting myself	Family	At the tea room	Olympics	The weekend	Vikings
PSHE		Being my best /healthy lifestyles	keeping myself safe	valuing differences	rights, responsibilities and looking after money	Me and My Relationships	Growing and changing
RE	3/4	People of God L2.2 What is it like for someone to follow God?	Gospel L2.4 What kind of world did Jesus want?	L2.10 How do festivals and family life show what matters to Jewish people?	Kingdom of God L2.6 For Christians, what was the impact of Pentecost?	L2.8 What does it mean to be Hindu in Britain today?	L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious
	5/6	God - U2.1 What does it mean if Christians believe God is holy and loving?	<b>Gospel</b> U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.9 Why is the Torah so important to Jewish people?	Kingdom of God U2.6 For Christians, what kind of king is Jesus?	U2.7 Why do Hindus want to be good?	U2.11 Why do some people believe in God and some people not? Christians, non-religious
PE		Invasion Games Tag Rugby Netball	Invasion Games Hockey Basketball	Invasion Games Football Gymnastics	Dance Swimming	Athletics Tennis	Striking and Fielding Cricket Orienteering and Problem Solving



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ENRICHMENT/INSPIRING CHANGE-MAKER LINK		Inspiring Skill Builder - Cooking and Healthy Eating - Recipes from around the world  Gardening and RHS Scheme	Inspiring Volunteers/Speakers Food Banks Christmas Preparations Nursing Home Visits Christmas	Inspiring Researcher Projects /gallery to share our creative projects	Inspiring Speakers - performances and open mornings	Inspiring Researcher Projects  Inspiring Skill Builder - Wild Tribe	Inspiring Fundraisers Edukid links
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