## The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year

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|  | AUTUMN | SPRING | SUMMER |
| Title/Duration | The Land of Opportunity!USA | Raiders or Invaders?ANGLO SAXONS | Planet Rocks!SPACE |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus Curriculum Principle | * Valuing all children, learning is accessible to all
* Broad, Relevant and Balanced.
 | * High quality outcomes, deep learning
* Challenging, engaging & motivating
* Coherent learning links & pathways
 | * Strong working pathways
* Promotes independence & curiosity
* Opportunities for memorable experiences
 |
| English(Focus Texts/Writing Opportunities) | **The Arrival**- Adventure narrative- Letter writing**A Place Called Perfect****-** Diary writing- Narrative (mystery writing)**Poetry**Leisure (W.H. Davies)Sensational poetry (Roger McGough)**Non-fiction text**- The Man Who Walked Between the Towers by Mordicai Gerstein\*Explanation text **–**see science\* Instructional writing – see DT**Weird but true USA****-** Non-chronological text | **Beowulf**- Diary writing- Myth writing- Explanation text**Viking Boy****-** Historical narrative**-** Description**Poetry**Kennings**Non-fiction text****Vikings****Children’s Book of Magical Beasts & Magical Monsters**- Information text- Newspaper report | **The Kid who came from Space**- Science fiction narrative- Play script- Police report**Poetry**-Space poem based on metaphors**Non-fiction text****A Galaxy of Their Own**- Biography- Persuasive letter |
| Maths  | Place value, addition , subtraction, statistics, multiplication division, perimeter and area | Multiplication and division, fractions, decimals and percentages, | Decimals, properties of shape, position and direction, converting units and volume |
| Science | Properties and Changes of Materials | Living things and their habitats | Animals including humans – life cycles | Earth and Space | Forces |
| History | USA**Chronological understanding**-Order an increasing number of significant events, movements and dates accurately on a timeline showing the discovery of the USA as well as its journey to Independence. -Accurately use dates and terms to describe historical events;Understand and describe in some detail the main changes to an aspect in a period in history**Historical Enquiry**-Pupils should ask historically valid questions about change, cause, similarity and difference, and significance in order to be responsible for their own learning. They should look at different aspects of American History and/ or culture and make comparisons to the Isle of Wight.  | ANGLO SAXONS**Chronological understanding**- Order and place key historical events on a timeline for the Anglo Saxons and the Vikings. Be able to understand and describe how these changes occurred. **Historical Interpretation**Find and analyse a wide range of evidence about the past;Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;Consider different ways of checking the accuracy of interpretations of the past;Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are.**Historical Enquiry**Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information.Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites**Knowledge and understanding of events, people and changes in the past**Identify and note connections, contrasts and trends over time in the everyday lives of people; Use appropriate historical terms such as culture, religious, social, economic and political when describing the pastExamine causes and results of great events and the impact these had on people;Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. | SPACE**Chronological understanding**-Order and place key historical events on a timeline for the Space looking at the USA and Russia. Be able to understand and describe how and why these events occurred. |
| Geography | USA**Locational Knowledge**:Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).**Place Knowledge**-Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and USA. -Develop their analytical skills by comparing areas of the Isle of Wight and the USA. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions. **Human and Physical**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) Physical geography including: (climate zones, biomes and vegetation belts, **mountains** and the water cycle) of the Isle of Wight and the USA.**Geographical Skills and Fieldwork**-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the Isle of Wight and the states of USA.  |  **Geographical skills and fieldwork:**-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | SPACE**Locational Knowledge:**-Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).-Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe. **Geographical Skills and Fieldwork:**-Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time e.g. using pictures from space.-Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.**Human and Physical:**-Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding. |
| Art | **Knowledge** Edward Hopper, Clarice CliffMake observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s**Painting** Create Edward Hopper style USA landmark / scene. **Printing** Create Clarice Cliffdesignusing printing with foam and block colour painting with acrylic. | **Textiles** Design Anglo Saxon illuminated letter using mola technique. | **Sculptor**Using recyclable materials, mod roc or clay, create a Viking warrior. | **Drawing** Artists – Paul Klee & Bridget RileyMake observations about their work/ styles and known facts about their lives**Drawing –** Create op art based on space scene. | **Collage****Knowledge** Michelle ReaderMake observations about their workCreate a space collage based on Michelle Reader’s style  |
| Design and Technology | **Cooking and Nutrition -** Taste a range of American foods, create graphs or pie charts to ascertain the class’s favourites. | **Cooking and Nutrition -** Create ideas for sweet or savoury pancake toppings, carry out a survey and finalise a recipe before cooking and tasting. |  | **Design, Make, Evaluate, Technical Knowledge -** Design a Viking long boat. |  | Explore how cam mechanisms produce movement. Design and create own space scenes that involve a moving part using cams. |
| Music | To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.To improvise and compose music for a range of purposes using the inter-related dimensions of music.To listen with attention to detail and recall sounds with increasing aural memory.To develop an understanding of the history of musicRelate music to historical curriculum topics covered where possible To listen to and make comparisons across different genres; rock, motownTo recognise and pick out key instruments in a piece of musicTo copy and improvise a rhythmic phraseTo tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music)To play the rhythmic structure of a song whilst others play the rhythm/ pulse | To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.To improvise and compose music for a range of purposes using the inter-related dimensions of music.To listen with attention to detail and recall sounds with increasing aural memory.To develop an understanding of the history of musicRelate music to historical curriculum topics covered where possible To listen to and make comparisons across different genres; jazz, pop To recognise and pick out key instruments in a piece of musicTo listen to and recall songs from memory using the appropriate musical elementsTo play simple tunes by earTo organise rhythmic and musical phrases into a simple structure (ABAB)To read and play notes for a simple melodic phrase (to be able to read the music) | To listen with attention to detail and recall sounds with increasing aural memory To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.To improvise and compose music for a range of purposes using the inter-related dimensions of music.To listen with attention to detail and recall sounds with increasing aural memory.To develop an understanding of the history of musicRelate music to historical curriculum topics covered where possible To listen to and make comparisons across different genres; hip hop, rhythm & bluesTo recognise and pick out key instruments in a piece of musicTo sing or play instruments using the musical elements taught as part of an ensemble or as a solo.To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playingTo write the notes on the stave to create a simple or well-known phraseTo recognise how music is written and name the different parts (staff, staves, treble clef and bars) |
| Computing | **E-SAFETY – Self image and Identity** and **Health, well-being and lifestyle** | **E-SAFETY – Online relationships** and **Online bullying****Computing Science -** **Data – Databases – American Presidents**- Question a database using more complex searches - Design and create a database - Create a graph from a data (both databases and spreadsheets) | **HOW A COMPUTER WORKS (Recap Yr 4 targets)** **Data – Spreadsheets –** Collecting casualty data from key battles**Communication (Text)** Word – Informative posters about the key battles (linked into spreadsheet work) | **E-SAFETY – Managing online information** and **Online reputation** | **E-SAFETY – Privacy and Security** and **Copyright and Ownership** | **E-SAFETY – repeat two of the areas judged to need further work. (TBD)** |
| PE | **Games –** Cross Country**O.A.A.** – Forest Schools |  **Athletics –**Indoor athletics**Games –** Basketball**O.A.A.** – Forest Schools | **Gymnastics****Athletics –** Netball **O.A.A.** – Forest Schools | **Games –** Hockey **Dance****O.A.A.** – Forest Schools | **Athletics****Games -** Kwik Cricket**O.A.A.** – Forest Schools | **Games** – Rounders**Swimming (yr 5)****O.A.A.** – Forest Schools |
| RE | Concept of belonging | Concept of interpretation | Concept of stewardship | Concept of justice | Concept of sacred places | Concept of Umma |
| French | **Listening, Speaking, Reading and Writing** **Time** – asking and tellingMealtimes- learn to say when they are and what they haveFood & drink – extend their vocabularyLikes and dislikes- give opinions on different foods. | **Listening, Speaking, Reading and Writing** **Sports** -describing them & what sport they doLikes and dislikes- giving opinions on different sports Time – asking and tellingExpressions of frequency. | **Listening, Speaking, Reading and Writing** **Music**/InstrumentsLikes and dislikes- giving opinions on different music and instruments,Past times - describing themLikes and dislikes- giving opinions on different past times |
| SMSC/PSHE | RespectSocial – Teamwork within class.Cultural – Looking at aspects of American history and how the country came to be (Child Led)Moral – Looking at the moral implications of American independence, treatment of natives and land use. Spiritual – Constant referral to issues around spirituality in worships (class and whole) | DeterminationSocial – Teamwork within class, working with each other in our topic lessons.Cultural – Looking at British history and how the Anglo Saxons changed Britain. Moral – Looking at the moral implications of the Viking invasion. | RelationshipsSocial – Teamwork within class, working with each other on their design technology projects, thinking carefully and debating each decision. Cultural – How did the space race effect the countries involved and that of Britain?Moral – Looking at the moral implications of the money spent in the Space Race and whether it could have been used more effectively. |
| Trips/Events/Visitors/Risk Day | Risk Day? | Carisbrooke Castle Outreach Service | Winchester Science Museum Space CampRisk Day |