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



Long Term Planning Year

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|  | AUTUMN: History Focus | | SPRING: Geography Focus | | SUMMER: History and Geography | | |
| Title/Duration | **WWII**  Dig For Victory | | **RUSSIA**  From Russia with love | | **MAYANS**  The Magic Mayans | | |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| Focus Curriculum Principle | Challenging, engaging, motivating High quality outcomes, deep learning | | High quality outcomes, deep learning | | Opportunities for memorable experiences | | |
| Film Clips  Texts/Writing Opportunities) | Text Driver: Way Home  Extracts of: Goodnight Mr Tom, Once, Literacy Shed & BBC Spy Watch  Persuasive letter writing  Newspaper  Poetry | | Text Driver: Wolf Wilder  Extracts: Non Fiction- Non- Chronological report based on wolves  David Attenborough-Running with wolves  Descriptive writing (setting)  Narrative: from the perspective of a wolf | | Text Driver: Wonder  Extracts: Romeo and Juliet (Child’s version)  Film: Wonder  Diary  Love letters  Other writing opportunities to be decided depending on gaps for moderation. | | |
| Maths | **Number**: Place value **Number**: The Four Operations **Number**: Fractions | | **Number**: Decimals **Number**: Percentages **Number**: Algebra, **Measurement:** Converting units, Perimeter, Area & Volume, **Number:** Ratio | | **Geometry:** Properties of Shape, **Problem** **solving**, **Statistics**, **Geometry:** Position & Direction **Investigations** | | |
| Science | **Light**  Use the idea that light travels in straight lines to explain objects are seen because they give out or reflect light into the eye  Explain that we see things because light travels from light sources to our eyes or from light sources to objects & then to eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. | **Electricity**  Associate the brightness of a lamp or the volume of a buzzer with the number & voltage of cells used in the circuit  Compare & give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers & the on/off position of switches  Use recognised symbols when representing a simple circuit in a diagram. | **Animals, including humans**  Identify & name the main parts of the human circulatory system, & describe the functions of the heart, blood vessels & blood  Recognise the impact of diet, exercise, drugs & lifestyle on the way their bodies function  Describe the ways in which nutrients & water are transported within animals, including humans. |  | **Living things & their habitats**  Describe how living things are classified into broad groups according to common observable characteristics & based on similarities & differences, including micro-organisms, plants & animals  Give reasons for classifying plants & animals based on specific characteristics. | **Evolution & inheritance**  Recognise that living things have changed over time & fossils provide information about living things that inhabited Earth millions of yrs ago  Recognise that living things produce offspring of the same kind, but normally offspring vary & are not identical to their parents  Identify how animals & plants are adapted to suit their environment in different ways & that adaptation may lead to evolution. | |
| History | A study of an aspect in British history beyond 1066: **WWII focus**  **Chronological understanding**  -Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred.  - Understand and describe in some detail how the Isle of Wight changed during WW2.  **Historical Interpretation**  -Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact.  -Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are.  -Show an awareness of the concept of propaganda on the British public and the German people.  (Resources possibly available from Osbourne House)  **Historical Enquiry**  -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information (Linking in to war research on the Isle of Wight).  -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; (to support the island’s link to the war).  **Knowledge and understanding of events, people and changes in the past**  -Examine causes and results of great events and the impact these had on the people of Britain and Germany e.g. the evacuation for children (compare and contrast these experiences).  -Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children (look at living through the Blitz and evacuation, the island perspective of the war too, link with drama activities). | | **Geography Focus** |  | **Historical Enquiry: Mainly Geography Focus**  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 South American History and/ or culture and make comparisons to the Isle of Wight. | |  |
| Geography | **Map of UK & Europe**  **Geographical skills & fieldwork:** Use maps & atlases… | | **Place Knowledge**  Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight /Russia.  Develop their analytical skills by comparing areas of the Isle of Wight and Russia. They have a deeper knowledge of people, resources, natural environment. Children will conduct independent research asking and answering questions. | | **Locational knowledge**  Locate the Tropics, Circles, Prime /Meridian and time zones in the context of Central America.  **Geographical skills and fieldwork**  Map of continent of Central America. Use of maps & atlases, four – figure grid references. | **Human and Physical:**  Types of settlement and land use, economic activity including trade links  Climate zones, biomes and vegetation belts, mountains and the water cycle. | |
| Art | **Painting depicting war**  **Painting:** Create colour palette, demonstrating mixing techniques; use key vocabulary… | | **Drawing** - Chalks in stencils or pencil shading in black and white portraits of wolves |  | **Collage**  Making Mayan Masks |  | |
| Design & Technology | **Cooking and Nutrition -** War-time recipes/ rations.  **Design, Make, Evaluate, Technical Knowledge -** Design & build a bomb shelter that can withstand a blast. Then decorate final design using mixed media for display. | | **Sculpture** – Using clay/junk modelling, create a 3D Snow scene. | **Tapestry:** cloth purses |  | **Cooking and Nutrition**  Rainforest fruit sticks | |
| Music | **Wartime music:**  **Music history:** Identify & discuss influential composers in music history. (Vera Lynn – link to WWII topic) |  | **Russian Folk Music:**  To listen to and make comparisons across different genres; Russian folk music, Peter and the wolf, Russian ballet, Frozen.  To recognise and pick out key instruments in a piece of music  To copy and improvise a rhythmic phrase  To 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 |  | **Latino Music:**  To listen to and make comparisons across different genres; Latino music  To recognise and pick out key instruments in a piece of music | To copy and improvise a rhythmic phrase  To 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 | |
| Computing |  |  |  |  |  |  | |
| PE | **Games -** Tag Rugby  **Outdoor adventurous activities** – Forest Schools | **Athletics -** Indoor athletics  **Games –** Basketball  **Outdoor adventurous activities** – Forest Schools | **Gymnastics**  **Athletics -** Cross-country  **Outdoor adventurous activities** – Forest Schools | **Dance**  **Games –** Hockey  **Outdoor adventurous activities** – Forest Schools | **Athletics**  **Games -** Kwik Cricket  **Outdoor adventurous activities** – Forest Schools | **Athletics**  **Games** – Rounders  **Swimming (yr 5)**  **Outdoor adventurous activities** – Forest Schools | |
| RE | **Laws** (C)  Jesus the law breaker | **Prophecy** (C)  The Magi | **Ritual** (I)  Wudu & Eid-ul-Fitr | **Resurrection** (C)  The empty cross | **Ceremony** (C/I)  Death ceremonies | **Peace** (I)  Revelation of the Qu’ran, sawm & Ramadan | |
| French | **Listening, Speaking, Reading & Writing**  • (Yr4) Basic phrases / questions concerning telling/asking the time, mealtimes | **Listening, Speaking, Reading & Writing**  • (Yr4) Basic phrases concerning myself, my family, my school, the weather. | **Listening, Speaking, Reading & Writing**  • (Yr4) Saying where I live  • Whether I have brothers and sisters  • Whether I have a pet | **Listening, Speaking, Reading & Writing**  • (Yr4) saying when my birthday is  • Saying the date | **Listening, Speaking, Reading & Writing**  Write a few short sentences with support using expressions which they have already learnt  • a postcard, a simple note | **Listening, Speaking, Reading & Writing**  Children: Can write one or two short sentences to a model and fill in the words on a simple form- e.g.  • holiday greetings by e-mail or on a postcard | |
| SMSC/PSHE | Determination  **Social** – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes.  **Cultural** – Looking at British history and how the World War changed Britain and our relationships internationally.  **Moral** – Looking at the moral implications of the choices made both sides of the War.  **Spiritual** – Constant referral to issues around spirituality in worships (class and whole) | | Relationships  **Social** – Teamwork within class, working with each other to make a snow scene thinking carefully and debating each decision.  **Cultural** – How did the cold war affect the countries involved and Britain?  **Moral** – Looking at the moral implications of domesticating wolves by Russians.  **Spiritual** – Constant referral to issues around spirituality in worships (class and whole) | | Respect  **Social** – Teamwork within class, particularly through the creation of ‘Mayan music which involves whole class cooperation.  **Cultural** – Looking at aspects of Mayan history  **Moral** – Looking at the moral implications of the Mayan treatment and land use.  **Spiritual** – Constant referral to issues around spirituality in worships (class and whole) | | |
| Trips/Events/Visitors/Risk Day | Covid –wait on Government guide lines | | Covid | | Covid | | |