

Slingsby County Primary School - LONG TERM PLANNING

Cycle A – Class Three (Year 4/5/6) 2016-2017

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Theme - History Geography</p>	<p><u>Changes in Britain from Stone Age to Iron Age:</u> -Late Neolithic hunter-gatherers and early farmers, (Skara Brae); -Bronze Age religion, technology and (Stonehenge); -Iron Age hill forts: tribal kingdoms, farming, art and culture.</p> <p><u>Local Knowledge – village and land use; how land use has changed over time:</u> -Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; -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 United Kingdom and the wider world.</p>		<p><u>The Great Fire of London & The Plague inc Charles II</u> -Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; -They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information; -They should understand how our knowledge of the past is constructed from a range of sources.</p> <p><u>Focus on London as our capital & tracking the Black Death across Europe</u> <u>Local knowledge – internet research of how the Black Death affected the local area:</u> -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><u>Anglo Saxon and Scots and Vikings</u> <u>Britain’s settlement by Anglo-Saxons and Scots:</u> -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); -Anglo-Saxon invasions, settlements and kingdoms: place names and village life ☐ Anglo-Saxon art and culture -Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</u> -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England; -Further Viking invasions and Danegeld; -Anglo-Saxon laws and justice; -Edward the Confessor and his death in 1066.</p> <p><u>Locational knowledge: European countries, settlements and journeys:</u> -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>		

<p>English Fiction N Fiction Poetry</p>	<p>*Fables (fiction Yr4) *Non chronological reports (non-fiction Yr5/6a) *List poems and kennings (Yr4)</p>	<p>*Classic fiction (fiction Y5/6a) *Instructions and explanations (non-fiction Y5/Y6b) *Poetic Style (Yr5/6b)</p>	<p>*Historical stories (fiction Yr5/6b) *Biographies & autobiographies (Non-fiction Yr 5/6a) *Poetic form: Syllabic poems (Yr4)</p>	<p>*Modern classic fiction (Yr5/6b) *Persuasive writing (non-fiction Yr5/6a) *Classic narrative and oral poetry (Yr5/6a)</p>	<p>*Genre fiction-science fiction (fiction Yr5/6a) *The War of the Worlds. Recounts (non-fiction Yr5/6a) *Choral or performance poems (Yr5/6b)</p>	<p>*Stories from other cultures (fiction Yr4) *Chronological reports (non-fiction Yr4) *Classic poems (Yr5/6a)</p>
<p>Maths</p>	<p>ABC 1</p>	<p>CDE1</p>	<p>ABC 2</p>	<p>CDE 2</p>	<p>ABC 3</p>	<p>CDE 3</p>
<p>Science</p>	<p><u>Yr 4 Sound :</u> *Identify how sounds are made, associating some of them with something vibrating; *Recognise that vibrations from sounds travel through a medium to the ear; *Find patterns between the pitch of a sound and features of the object that produced it; Find patterns between the volume of a sound and the strength of the vibrations that produced it; *Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p><u>Year 6 animals including humans:</u> *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; *Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p><u>Year 5 Earth and space:</u> *Describe the movement of the Earth, and other planets, relative to the Sun in the solar system; *Describe the movement of the Moon relative to the Earth; *Describe the Sun, Earth and Moon as approximately spherical bodies; *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><u>Year 6 Light</u> *Recognise that light appears to travel in straight lines; *Use the idea that light travels in straight lines to explain that 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 and then to our eyes; *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	

ICT	<p>Webpage Design: -Create a webpage that the can contribute to collaboratively. -Use the internet to research information about a range of topics. -Create a range of text and graphic productions.</p> <p>Code.org programme of activities</p>	<p>Creating Animations Vectorian Giotto: -Create an animation that has multiple objects moving around the screen, changing shape and colour. -Use the timeline to create multiple key frames and motion tweens across different layers.</p> <p>Code.org programme of activities</p>	<p>Creating Text & Images: -Create publications for a purpose. Consider the chosen audience and choose images and text that will be appealing. -Use layers and image effects within their work to build more complex graphical styles.</p> <p>Code.org programme of activities</p>	<p>Webpage Design: Create and customise personal and collaborative websites, using advanced tools. Begin to observe how code works and change it. Talk about the key areas and features of a webpage.</p> <p>Code.org programme of activities</p>	<p>Coding: -Understand that websites are developed in a code/language. -Find information in the code of a page alter it, begin to find features such as images within the page.</p> <p>Code.org programme of activities</p>	<p>Spreadsheets: -Enter data into a spreadsheet. -Calculate totals with simple formulae. -Consider how to lay out the spreadsheet for optimal viewing. -Calculate multiples using formulae. Use a number of different calculations within the model. -Enter data in a concise and well-planned model, considering how to adapt the layout for ease of use.</p> <p>Code.org programme of activities</p>
Art/ DT	<p>Musical instruments (DT) Art Assessment: Observational drawing- flowers Islamic Patterns/calligraphy</p>	<p>Study of cave drawings Christmas cards/calendars</p>	<p>Storybooks – linkages, levers & sliders (Linked to Easter work or Great Fire)(D T) Scarecrow sculpture</p>	<p>Pop Art linked to Plague (Artist - Roy Lichtenstein)</p>	<p>Alarms & Lighting up – steady hand games (DT) Daruma Doll (Paper mache & clay)</p>	<p>Perspective- based on science fiction theme Art week – canvas with acrylics</p>
R.E.	<p>(2.5 North Yorks) Christian Aid and Islamic Relief: Can they change the world? Islam</p>	<p>Christmas Journeys – Yr 4</p>	<p>Values – Yr 5 & 6</p>	<p>Creating an Easter Experience – Yr 5</p>	<p>Inspiring art in RE Buddhism</p>	<p>Values – Yr 3 & 4</p>
PE	<p>Basic movements: Dance</p>	<p>Ball Games</p>	<p>Gymnastics</p>	<p>Invasion games</p>	<p>Field games & Swimming</p>	<p>Athletics</p>
PSHCE Using the units from SEAL	<p>Getting on and falling out</p>	<p>Say no to bullying</p>	<p>Citizenship: Local democracy</p>	<p>Citizenship: Financial education</p>	<p>Changes</p>	<p>Staying Safe</p>

music	<p>NY Scheme for Music: Unit 1 -Pulse (Yr3/4) -Sing a song keeping a steady pulse. -Sing and play a musical pattern keeping a steady pulse (pulse=beat). Create short patterns and repeat them. -Perform a simple rhythm part using a short range of notes. -Perform simple melodic and rhythmic parts. -Improve quality of performance.</p>	<p>NY Scheme for Music: Unit 2 - Pitch (Yr3/4) -Sing a song accurately and in tune. -Sing a song with expression. -Talk about musical elements. -Make up a piece in a group. -Build up layers of sound. -Talk about the quality of a performance and make suggestions for improvements.</p> <p>Christmas production.</p>	<p>NY Scheme for Music: Unit 3 – Rhythm (Yr3/4) -Recognise sounds and put them into patterns. -Perform a simple rhythm pattern using a short range of notes. -Make short patterns and repeat them. -Talk about rhythm, dynamics, timbre and texture. -Perform a part from simple notation. -Make up a piece in a group building up layers of sound. -Perform a part in time in a group aware of the other parts. -Talk about what’s good in the work and what can be improved.</p>	<p>NY Scheme for Music: Unit 4 - Structure (Yr3/4) -Recognise sounds and identify patterns. -Sing a song in tune with expression. -Talk about pitch, rhythm, dynamics, tempo. -Create short patterns and repeat them, putting them together to form a structure. -Perform a part from simple notation. -Perform a simple rhythm part using a short range of notes. -Perform a part in time within a group piece showing awareness of the other parts. -Make up a short tune on the spot (improvise).</p>	<p>NY Scheme for Music: Unit 5 - Mood (Yr3/4) -Recognise the way sounds are put together in music to create different moods and expression. -Explore sounds and put them together to create different moods and expression. -Talk about the effect of the music. -Improve and develop ideas. -Talk about way sounds are put together and the different effects created.</p>	<p>NY Scheme for Music: Unit 6 – Musical Elements (Yr3/4) -Recognise and explore the way sounds are put together in music to create different moods and expression. -Sing a song in tune with expression. -Talk about how musical elements affect the mood of the music. -Make up a piece in a group building up layers of sound. -Improve and develop ideas.</p> <p>Yr 6 leaver’s service.</p>
French	<p>Unit 8 Year 4: Le calendrier des fetes (Dates) <i>+ Revision of numbers 10-20; Alphabet; Classroom language.</i></p>	<p>Unit 14 Year 5: On fait la fete (Birthdays) <i>+ Revision of numbers 10-20; Alphabet; Classroom language.</i></p>	<p>Unit 17 Year 5: Vive le temps libre (Sport) <i>+ Revision of numbers 20-69; Alphabet; Classroom language.</i></p>	<p>Unit 23 Year 6: Tour de France (Compass points) <i>+ Revision of numbers 20-69; Alphabet; Classroom language.</i></p>	<p>Unit 12 Year 4: A la mode (Weather) <i>+ Revision of numbers 69-100; Alphabet; Classroom language.</i></p>	<p>Unit 18 Year 5: A la plage (Beach vocab) <i>+ Revision of numbers 69-100; Alphabet; Classroom language.</i></p>

Notes: Plan a visit to the Yorvik Viking centre (Ryan Carter’s dad works there).