

## Slingsby County Primary School - LONG TERM PLANNING

### Cycle B – Class Three (Year 4/5/6) 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme – History Geography</p>	<p><u>The Ancient Greeks:</u></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</b></p> <ul style="list-style-type: none"> <li>-Gods and goddesses;</li> <li>-Myths &amp; legends;</li> <li>-Inventions;</li> <li>-Philosophy;</li> <li>-Art and culture.</li> </ul> <p><u>Euro locations and comparison of geographical features and climate:</u></p> <ul style="list-style-type: none"> <li>-Locate the world's countries, using maps to focus on Europe;</li> <li>-Understand geographical similarities and differences.</li> </ul>		<p><u>The Mayan Civilization:</u></p> <p><b>Study of a non-European society that provides contrasts with British history –Mayan civilization c. AD 900:</b></p> <ul style="list-style-type: none"> <li>-Religion;</li> <li>-Cities and culture;</li> <li>-Art;</li> <li>-Technology – comparison to modern techniques of building.</li> </ul> <p><u>North/South America: A study of geographical features and their change over time (human + natural) Christopher Columbus (Explorers):</u></p> <ul style="list-style-type: none"> <li>-Location of South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>-Identify the position and significance of latitude longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><u>Commonwealth Games Day</u></p>		<p><u>Roman Empire and its impact on Britain &amp; in depth local history study:</u></p> <ul style="list-style-type: none"> <li>-Julius Caesar's attempted invasion in 55-54 BC:</li> <li>-The Roman Empire by AD 42 and the power of its army;</li> <li>-Successful invasion by Claudius and conquest, including Hadrian's Wall;</li> <li>-British resistance (Boudica);</li> <li>-'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul> <p><u>Euro / African Location (Roman Empire): geographical features, locational knowledge, mapping.</u></p> <p><u>Founding of Londinium</u></p> <ul style="list-style-type: none"> <li>-Name and locate counties and cities of the United Kingdom;</li> <li>-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</li> </ul> <p><u>America week:</u></p> <ul style="list-style-type: none"> <li>-Locate North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>-Identify the position and significance of latitude longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul> <p><u>World Cup Day</u></p>	

<p>English Fiction N Fiction Poetry</p>	<p>Myths &amp; Legends (fiction Yr4)  Non-chronological reports(non-fiction Yr4)  Poetry by Heart (Yr4)</p>	<p>Drama: Shakespeare (fiction Yr5/6a)  Persuasive writing (non-fiction Y5/6b)  Freeform poetry (Yr5/6b)</p>	<p>Fairy Stories &amp; Play-scripts (fiction Yr4)  Non-chronological reports &amp; journalistic writing (non-fiction Yr5/6b)  Debate poetry and poetry that tells a story (Yr5/6a)</p>	<p>Classic Novels (fiction Y5/6a)  Instructions &amp; explanations (non-fiction Yr4)  Narrative poems (Yr5/6b)</p>	<p>Mystery/Suspense stories (fiction Y5/6)  Information texts (non-fiction Yr4)  Poems to perform (Yr4)</p>	<p>Classic fiction (fiction Y5/6b)  Chronological reports (non-fiction Yr5/6)  Nonsense poetry (Yr4)</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>Year 5 Forces</u> *Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; *Identify the effects of air resistance, water resistance and friction; *That act between moving surfaces; *Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p><u>Year 4 Electricity</u> *Identify common appliances that run on electricity; *Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers: *Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; *Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p><u>Year 6 Electricity</u> *Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; *Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; *Use recognised symbols when representing a simple circuit in a diagram.</p>		<p><u>Year 4/5 Living things and their habitats</u> *Recognise that living things can be grouped in a variety of ways; *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; *Recognise that environments can change and that this can sometimes pose dangers to living things.  *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; *Describe the life process of reproduction in some plants and animals.</p>
<p>ICT</p>	<p>Search engines and word Processing skills.  Communicating with audiences: <b>Using email.</b></p>	<p>Search engines and word Processing skills.  Giving Instructions: <b>Coding (Jam Sandwich). My Robot Friends.</b></p>	<p>Making Games &amp; Activities: <b>Coding. Scratch.</b>  Control technology Coding</p>	<p><b>Powerpoint</b> Presentations &amp; presenting to an audience.</p>	<p>Branch diagrams &amp; Classification. <b>Clickcharts Diagram and Flowchart software for Windows. Questioning &amp; Sorting Data. Powerpoint.</b></p>	<p><b>Stop Motion Animation: MonkeyJam.</b></p>	

Art/ DT	Moving Toys (Cams, levers & linkages, and creating movement)(DT) Hindu God paintings Art Assessment: Obs' drawing - flowers	Greek urns and plates (ceramics) Christmas cards & calendars	Mayan symbols – link to the modern artist Keith Haring (collage and printing) Scarecrow sculpture (linked to Greek myths)	Fairground rides or controllable vehicles (structures, electricity and control technology)(DT)	Slippers/sandals (Sewing & fabric work)(DT)	Mosaics
R.E.	What makes Jesus an inspiration to some people? Hinduism (Divali)	Christmas – Peace: Yr 5	Sacred Places – Yr 5 & 6	Resurrection & Salvation – Yr 6	Respect & Tolerance Sikhism	Questions for God
PE	Basic movements: Dance	Ball Games	Gymnastics	Invasion games	Field games & Swimming	Athletics
PSHCE Using the units from SEAL	New beginnings	Changes – anti bullying week	Going for goals	Good to be me	Relationships	Cyber Safety

music	<p><b>NY Scheme for Music: Unit 1 -Pulse (Yr5/6)</b>  -Sing a song in tune keeping a steady pulse.  -Perform a part in time within the class piece showing awareness of the other parts.  -Identify what is happening in a piece of music and to develop knowledge and understanding of musical theatre.  -Use musical language accurately.  -Make up musical patterns using rhythm and pitch.  -Identify and talk about good things in performances and how to improve them.</p>	<p><b>NY Scheme for Music: Unit 2-Pitch (Yr5/6)</b>  -Sing a part by ear.  -Talk about different types of music and compare them using musical vocabulary.  -Perform songs from memory.  -Identify a role within the performance e.g. singing a solo part.  -Identify and talk about good things in performances and how to improve them.  -Identify a role within the performance e.g. leading others.</p> <p>Christmas production</p>	<p><b>NY Scheme for Music: Unit 3 - Rhythm (Yr5/6)</b>  -Perform a part in time within a class piece, showing awareness of other parts.  -Perform from simple notation/more complex notation.  -To identify what is happening in a piece of music.  -To compose and perform a rap.  -Identify and talk about good things in performance/composition and how to improve them.  -Identify what is happening in a piece of music.  -Talk about different types of music and compare them using musical vocabulary.  -Perform a complex rhythmic chant from memory.</p>	<p><b>NY Scheme for Music: Unit 4 - Structure (Yr5/6)</b>  -Improvise a short melody.  -Identify and talk about good things in performance/composition and how to improve them.  -To analyse and identify different structures.  -Begin to compose a song with verse and chorus.  -Notate chords using symbols to accompany a song.  -Compose and perform a song with verse and chorus.  -Analyse and compare features in a pop song.  -Perform from staff notation.  -Analyse and compare features in Samba, rap, pop, rock n roll and blues music.</p> <p>Easter production</p>	<p><b>NY Scheme for Music: Unit 5 - Mood (Yr5/6)</b>  -Perform from a graphic score.  -Notate music as a graphic score.  -Talk about the different effects being created to show the composer's intention.  -Identify what is happening in the music, analysing and comparing features in different pieces of programme music/film music. Compose programme music and to notate as a graphic score.  -Talk about the purpose music is written for and the way that this affects the way music is created and performed.</p>	<p><b>NY Scheme for Music: Unit 6 – Musical Elements (Yr5/6)</b>  -Talk about different types of music and compare different types of music using musical vocabulary.  -To analyse and compare features in different pieces of music developing an understanding of the history of music.  -Compose music using appropriate musical devices.  -Identify an individual's role within composition and performance.  -Develop ideas when creating composition work.  - Use a variety of notations when writing down a group composition.  -Talk confidently about music, accuracy identifying features.</p> <p>Year 6 Leaver's Service</p>
French	<p>Year 4 Unit 7: Les monstres (Body Parts)  + Revision of numbers 10-20; Alphabet; Classroom language.</p>	<p>Year 6 Unit 19: Les portraits (Facial Features)  + Revision of numbers 10-20; Alphabet; Classroom language.</p>	<p>Year 4 Unit 9: Les animaux (Animals)  + Revision of numbers 20-69; Alphabet; Classroom language.</p>	<p>Year 4 Unit 11: Je suis le musicien (Music)  + Revision of numbers 20-69; Alphabet; Classroom language.</p>	<p>Year 6 Unit 22: Au café (Drinks &amp; snacks)  + Revision of numbers 69-100; Alphabet; Classroom language.</p>	<p>Year 6 Unit 24: Destinations (Euro countries/capitals)  + Revision of numbers 69-100; Alphabet; Classroom language.</p>