

Slingsby County Primary School - LONG TERM PLANNING

Cycle C – Class Three (Year 4/5/6) 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme - History Geography</p>	<p><u>WW2</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 & in depth study of local history linked to WW2: -Eden Camp visit; -John Conyard (visiting speaker); -A study of a significant turning point in British history (the Battle of Britain).</p> <p><u>Local Knowledge & Place knowledge: European Countries and World (Positioning/locating countries involved in WW2). How places have changed over time. Land use:</u> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; -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 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 United Kingdom and the wider world.</p>		<p><u>The Victorians</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: -The changing power of monarchs using case studies such as Queen Victoria; -Changes in an aspect of social history, such the work-houses and schooling from the Victorians to the present; -The legacy of the industrial revolution, science, and literature on later periods in British history, including the present day.</p> <p><u>Place knowledge – Non Euro Victorian Empire.</u> <u>Place knowledge: European Countries and World (Positioning/locating countries which were part of the British Empire):</u> -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; -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>Ancient Egypt</u> A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u>Ancient Egypt:</u> -Religion; -Technology; -Art & Culture; -Language (hieroglyphics & number system); -Land use; -Howard Carter & Tutankhamun.</p> <p><u>Human and physical geography – climate, rocks and soil:</u> <u>Place knowledge: African countries & climate:</u> -Locate the world's countries, using maps; - Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; -Physical geography, including: climate zones, biomes and vegetation belts, rivers (Africa); -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <u>European Week Study:</u> -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>Stories about the past (Fiction-Yr4) Argument & Debate (Non-fiction Yr5/6a) Freeform Poetry (Yr4)</p>	<p>Stories with flashbacks (Fiction Yr 5/6b) Reports & journalistic writing (Non-fiction Yr5/6a) Debate Poetry (Yr 5/6a)</p>	<p>Significant authors : Charles Dickens (Yr5/6b) Recounts (Non-fiction Yr4) Classic Poems (Yr5/6 set b)</p>	<p>Stories in familiar settings (Fiction Yr 4) Instructions & explanations (Non-fiction Yr 5/6a) Poetry to perform (Yr4)</p>	<p>Tales from other cultures (Yr 5/6b) Information texts (Non-fiction Yr5/6b) Poetic Style Yr5/6a)</p>	<p>Genre fiction (Fiction Yr5/6a) Persuasive Writing (Non-fiction Yr4) 'Slam' poetry (Yr5/6)</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 4 States of matter</u> *Compare and group materials together, according to whether they are solids, liquids or gases; *Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); *Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><u>Year 5 Properties and</u> *Changes of materials compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets; *Now that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution; *Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating; *Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic; *Demonstrate that dissolving, mixing and changes of state are reversible changes; *Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.</p>	<p><u>Year 6 Evolution & inheritance: inc Charles Darwin</u> *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago; *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents; *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Year 6 Living things and their habitats</u> *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; *Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>Year 4/5 animals including humans</u> *Describe the simple functions of the basic parts of the digestive system in humans; *Identify the different types of teeth in humans and their simple functions; *Construct and interpret a variety of food chains, identifying producers, predators and prey. *Describe the changes as humans develop to old age; *Pupils should draw a timeline to indicate stages in the growth and development of humans; *They should learn about the changes experienced in puberty; *Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	

ICT	2D Graphical Modelling: MS Publisher. -Be able to use shapes and arrange them into different layers and groups. -Use shapes to create a 2D representation of a building with many key features included.	3D Graphical Modelling: Sketch-Up. -Be able to create a 3D structure that has multiple different sections, painted and decorated to achieve some realism. -Be able to build up layers of detail such as window frames.	Data-Handling CSI: googleDocs & MS Excel. -Be able to log onto googleDocs. -Add information to a shared document. -Be able to sort data in a way that makes it easier to read. Filter data by multiple categories.	Interactive Quizzes: Powerpoint. -Be able to create an interactive, hyperlinked quiz and begin to include a timer that limits the time given to answer questions. -Be occasionally checking a piece of work for all outcomes, right answers as well as wrong answers.	Making Games & Activities: Kodu Coding -Be able to program a navigation, shooting and two player game in kodu. -Plan a way to win and lose the game. Allow characters to interact with objects to collect e.g. ammo and more lives.	Video Editing: Moviemaker -Be able to import a video clip, zoom in and out of the timeline and split it into more (smaller) clips. -Begin to re-order video to suit a purpose. Apply titles and captions to the start and end of a video to create a neat production.
Art/ DT	Shelters (linked to WW2 Anderson Shelters) (DT) Food tech: WW2 recipes Art Assessment: Observational drawing- flowers	Art Deco (The art styles of the early 20 th century). Propaganda Posters Christmas Art/Cards & Calendars	Money containers (Sewing and fabrics)(DT) Scarecrow sculpture	Artist study: William Morris (Printing and design based on natural elements)	Bread/Biscuits (Linked to healthy eating: science)(DT)	3D sarcophagus: Sculpture: Clay. Hieroglyphics .
R.E.	Judaism	Christmas – Incarnation: God becoming human.	(2.7 North Yorks) Values: what matters most to Christians, to Humanist and to me?	Easter & Sacrifice – Yr 4	Journeys in Life Judaism – Focus on the Passover story detailed in Exodus	Inspiring Art in RE
PE	Basic movements: Dance	Ball Games	Gymnastics	Invasion games	Field games & Swimming	Athletics
PSHCE Using units from SEAL	New beginnings	Changes – anti bullying week	Going for goals	Good to be me	Relationships	Cyber Safety

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>Easter performance</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>Year 6 leaver’s service.</p>
French	<p>Year 4 Unit 10: Au Marche (Vegetables) + Revision of numbers 10-20; Alphabet; Classroom language.</p>	<p>Year 5 Unit 16: Le petit déjeuner (Breakfast items) + Revision of numbers 10-20; Alphabet; Classroom language.</p>	<p>Year 5 Unit 13: Ma famille (Family) + Revision of numbers 20-69; Alphabet; Classroom language.</p>	<p>Year 6 Unit 20: Les cadeaux (Family) + Revision of numbers 20-69; Alphabet; Classroom language.</p>	<p>Year 5 Unit 15: Cher zoo (Animals) + Revision of numbers 69-100; Alphabet; Classroom language.</p>	<p>Year 6 Unit 21: Le Carnival des animaux (Animals) + Revision of numbers 69-100; Alphabet; Classroom language.</p>