

Long Term Plan 2019-20 (KS1 Year C of a three year cycle – KS2 Year B of a two year cycle)

	Class 1 and 2 (Years 1 and 2)	Class 3 (Years 3 and 4)	Class 4 (Years 4 and 5)	Class 5 (Year 6)
Topics	<p align="center">Marvellous Me Knights and Castles Under the Sea</p>	<p align="center">Rock of Ages The Vile Victorians The Ancient World</p>	<p align="center">Rainforests Dungeons and Dragons Extreme Earth</p>	<p align="center">Keep Calm and Carry On For all the Tea in China Up Pompeii</p>
Literacy (over year)	<p>Y1/Y2: Recounts, retelling, fairy and traditional tales, diary, labels and captions, instructions, poetry (pattern, rhyme, description) Y2: Mimic significant authors, non-chronological reports, poetry (write nonsense and humorous poems and limericks)</p> <p>Brilliant Books: WANTED: The Perfect Pet, We Found a Hat</p> <p>Drama: Roleplay, hot seating, freeze frame, film (Literacy shed)</p>	<p>Stories in familiar settings, stories with mythical, legendary and historical events or characters, letters, stories, letter and scripts and fictional biographies inspired by reading, instructions, recounts, persuasion, explanations, non-chronological reports, biographies, journalistic, diary, <i>write formally, poetry</i> (write to convey an image, learn by heart and perform a significant poem)</p> <p>Brilliant Books: I want my hat back, penguin in peril</p> <p>Drama: Roleplay, hot seating, freeze frame, film (Literacy shed)</p>	<p>Stories in familiar settings, stories with mythical, legendary and historical events or characters, letters, stories, letter and scripts and fictional biographies inspired by reading, instructions, recounts, persuasion, explanations, non-chronological reports, biographies, journalistic, diary, <i>write formally, poetry</i> (write to convey an image, learn by heart and perform a significant poem)</p> <p>Brilliant Books: The Island, Farther</p> <p>Drama: Roleplay, hot seating, freeze frame, conscience alley, script performance, film (Literacy shed),</p>	<p>Instructions, fictional biographies inspired by reading, stories, Letters, non-chronological reports, recounts (diary), argument, stories, explanations, biography famous science, play scripts, journalistic, write formally (letter), persuasion, stories, haiku.</p> <p>(write to convey an image, learn by heart and perform a significant poem)</p> <p>Brilliant Books: Cloud Tea Monkeys</p> <p>Drama: Roleplay, hot seating, freeze frame, conscience alley, film (Literacy shed)</p>
Maths (over year)	<p>At least one lesson per week would be shape, space or measure</p> <p>Starting at Year 2 children undertake weekly multiplication and division 'GOLDEN 20'</p>	<p>At least one lesson per week would be shape, space or measure</p> <p>Children undertake weekly multiplication and division 'GOLDEN 50'</p>	<p>At least one lesson per week would be shape, space or measure</p> <p>In Year 4 children undertake weekly multiplication and division 'GOLDEN 50' and in Year 5 'GOLDEN 100'</p>	<p>At least one lesson per week would be shape, space or measure</p> <p>Children undertake weekly multiplication and division 'GOLDEN 100'</p>

	Pictograms of hair and eye colour, compare heights of children, position and direction on plans of castles and treasure maps, footsteps to measure distances, comparisons of size, height, foot size etc, body number rhymes, data handling for feet/eyes etc, measurements, symmetrical shields,	Time zones, fossil fuels, wind power, solar power amounts for power generated, measuring stones/rocks, pyramids linked to shapes/area, amount of bandages to make a mummy, making complex nets, Victorian canals and railways lengths, budget of Victorian families, timelines	Shapes in art, right angles in pics/sculpture, sorting types of art, estimation of number of objects, temperatures in a rainforest, dragon flight, rainfall, size of bugs, tessellation, leaves, perimeter and area, scale, castles, meats, volume and capacity	Timelines, angles of buildings (leaning tower), fractions of pizzas, roman numerals, code breaking, roman vocabulary related to number, currency, rationing, Chinese lucky money envelopes for probability, Richter scale, time zones, flight timetables
Art and Design (over year)	Drawing & Painting termly, Print, Textiles, Digital Media. Gallery – two pictures per class per term (managed by SBi) Making choices in art Using the outdoors for art Sculpture of the human body Modigliani - sculpture Henry Moore - sculpture Barbara Hepworth - sculpture Study of collage and textiles Exploration of techniques representing the concept of water	Drawing & Painting termly, Collage, Sculpture, Print, Textiles, Digital Media. Gallery – two pictures per class per term (managed by SBi) Making choices in art Using the outdoors for art Cave paintings - printing William Morris – textiles and printing L S Lowry – painting or chalk pastels Egyptian art – hieroglyphics – drawing	Drawing & Painting termly Collage, Sculpture, Print, Textiles. Gallery – two pictures per class per term (managed by SBi) Making choices in art Using the outdoors for art Digital Media (photos) – collage of rainforest elements – Nick Garbutt Linda Lang polar artist (painting or pastel) Dragons from different cultures represented in art (drawing)	Drawing & Painting termly Collage, Sculpture, Print, Textiles, Digital Media. Gallery – two pictures per class per term (managed by SBi) Making choices in art Using the outdoors for art. Pantheon doorway, collage and print. Roman column sculptures. Artist: Andy Warhol. Mount Vesuvius, collage and paint. Roman columns – drawing skills Chinese lantern sculptures. Artist: Hua Tunan. Chalk, oils and ink. The Blitz, collage and paint. Artists: John Mills. Sculpture: John Nash. Paint.
History (over year)	Mary Seacole, Florence Nightingale, St. George, history	Changes in Britain from Stone Age to Iron Age, Egyptians	Kings and queens in British History (Tudors), Benin	Roman Empire, Early Civilization (Shang Dynasty), World War 2

	of the school, British sea explorers			(theme in British history)
Science (over year)	All scientific topics will be covered every half term. Plants – identify, classify and describe, observe and describe growth and conditions Habitats – suitability of environment and food chains Animals and humans – Identify, classify and observe, look at growth, basic needs, exercise, food and hygiene Materials – identify, name, describe, classify and compare properties and changes. Look at the practical uses of everyday materials.	All scientific topics will be covered every half term. <ul style="list-style-type: none"> Plants – name and identify plants Functions of parts of flowering plants Requirements of growth and water transportation Nutrition, water, skeleton system, muscle system – teeth link Rocks and fossils Light Forces and Magnets Digestive system – teeth link Electricity 	All scientific topics will be covered every half term. <ul style="list-style-type: none"> Forces - in gears and levers. Gravity and drag forces Earth and space Materials Sound States of matter Classification keys – animal name and identification focus <i>Reproduction in plants and animals, human growth and changes – Link with SRE</i> <i>Life cycle of animals and plants – Link with SRE</i> 	All scientific topics will be covered every half term. <ul style="list-style-type: none"> Evolution and inheritance Circulatory system Classification of plants, animals and micro organisms Diet, exercise and drugs Light Electricity
Geography (over year)	Continents and Oceans, maps, atlases and globes, Weather and Climate, Human and Physical Geog Vocabulary, compass directions, aerial photos (castles),	The UK (Human and Physical Geography), World Geographical Zones, Fair Trade, The lakes in the UK and Italy (Human and Physical Geography), eight points of the compass,	Study of the Americas (related to extreme earth), climate zones, biomes and vegetation belts, land use, Fair Trade, four figure grid references, Here and There (UK and Benin, rural)	Volcanoes and Earthquakes (look at Americas also), World Geographical Zones, water cycle, Fair Trade, Distribution of Natural Resources
D&T (over year) Y3 - Y6 taught by MH	Food <i>Designing a healthy meal</i> Mechanics <i>Mother's Day Cards</i> Textiles <i>Sea creature puppets</i>	Year 3: Food – Fruit skewers, no bake cookies Textiles – hanging decoration Construction – bridge making Year 4: Food – Salad, layered breakfast pots Materials – money box Electronics – series and parallel circuits Mechanics - investigations	Year 4: Food – Salad, layered breakfast pots Materials – money box Electronics – series and parallel circuits Mechanics - investigations Year 5: Food – healthy snacks, no bake tray bake Textiles – cushion Electronics – series and parallel	Year 6: Food – salsa and guacamole, cheesecake Materials – packaging Mechanics – moving toy

			circuits Construction – design a boat	
Computing (over year) Y3 - Y6 taught by DB	<p>Year 1 Computer Skills Programming: ScratchJr Multimedia: Painting Software: Microsoft Word Programming: Programmable Toys <u>E-Safety</u> My personal information Staying SMART online Safe image searching</p> <p>Year 2 Internet: Using the Internet Software: PowerPoint Multimedia: Computer Art Programming: Preparation for Logo Programming: Logo and Scratch <u>E-Safety</u> Digital footprints You be the judge Being kind online</p>	<p>Year 3 Programming: Turtle Logo and Scratch Internet: Internet Research Software: Microsoft PowerPoint <u>E-Safety</u> What is cyberbullying? Keep it to yourself! E-Mailing</p> <p>Year 4 Multimedia: Photo Stories Programming: Scratch Questions and Quizzes Software: Microsoft Word <u>E-Safety</u> Cyberbullying The online community Too much information?</p>	<p>Year 4 Multimedia: Photo Stories Programming: Scratch Questions and Quizzes Software: Microsoft Word <u>E-Safety</u> Cyberbullying The online community Too much information?</p> <p>Year 5 Programming: Scratch Developing Games Multimedia: 3D Modelling SketchUp or Radio Station Internet: Internet Research & Webpage Design <u>E-Safety</u> Spam False photography Sites to cite</p>	<p>Year 6 Multimedia: Film Making Programming: Scratch Animated Stories Software: Microsoft Excel <u>E-Safety</u> Cyberbullying Girls and Boys Online (Stereotypes) People online</p>
Music (over year)	<p>Music Express – Y1 with Class 1 Music Express - Y2 with Class 2</p> <p>Ourselves Our bodies Our school Our land Water Animals Story time Seasons Travel</p>	<p>Music Express – Y4</p> <p>Play it again The class orchestra Dragon scales Painting with sound Salt pepper vinegar mustard Animal magic</p> <p>Children will prepare for the Harvest festival, which will meet the ‘performing (vocal)’ part of the curriculum.</p>	<p>Music Express – Y5</p> <p>Poetry, environment, sounds, recycling, building, around the world, ancient worlds, singing Spanish, communication, time, in the past, food and drink.</p> <p>Children will prepare for the Harvest festival (Y4) and the Easter performance (Y5) which will meet the ‘performing (vocal)’ part of the curriculum.</p>	<p>Music Express – Y6</p> <p>World unite, journeys, growth, roots, class awards, moving on.</p> <p>Children will prepare for the Easter performance during music lessons, which will meet the ‘performing (vocal)’ part of the curriculum.</p>
PE (over year) Taught by LL	<p>Children will learn and continue to develop the fundamental skill movements associated with physical education. Each skill movement will be linked to a sport and as children develop their skills they will begin to use basic attack and defense tactics. Children will also complete a dance and</p>	<p>Children will begin to look more deeply into skill movements and using the correct skills in team-based sports and competitions. Children will have chance to develop a greater understanding of attack and defence tactics, problem solving and team work. In dance the children will follow and learn</p>	<p>Children will begin to look more deeply into skill movements and using the correct skills in team-based sports and competitions. Children will have chance to develop a greater understanding of attack and defence tactics, problem solving and team work and to take on more leadership roles to demonstrate those skills.</p>	<p>Children will have the opportunity to master the skill movements to the highest levels before transferring these skills to a team-based game. Children will start to analyse technique using technology and improve performance by making slight changes to those skill movements. The children will compose and plan all</p>

	gymnastics program where they will follow simple movement patterns and begin to understand sequences.	dance movements as well as using creative input to compose parts of a routine. In gymnastics children will develop sequences using small and large apparatus.	In dance children will follow and learn dance movements as well as using creative input to compose parts or all of a routine. In gymnastics children will develop sequences using small and large apparatus.	aspects of their own routine with specific dance movements included. In gymnastics children will develop and perform complex sequences using small and large apparatus
RE (over year) (Barnsley Syllabus)	Autumn 1: Special places Autumn 2: Celebrations Spring 1: Special stories and books Spring 2: Special people Summer 1: Symbols and beliefs Summer 2: Reflection During each half term the following religions will be studied: Christianity Judaism	Special places Celebrations During each half term the following religions will be studied: Christianity Judaism Islam Buddhism Sikhism Hinduism	Special stories and books Special people During each half term the following religions will be studied: Christianity Judaism Islam Buddhism Sikhism Hinduism	Symbols and beliefs Reflection During each half term the following religions will be studied: Christianity Judaism Islam Buddhism Sikhism Hinduism
PSHE (over year) Y3 - Y6 taught by KS	<u>Cover for Y1s through fitting together with EYFS PSE curriculum</u> New beginnings Getting on and Falling Out Say no to bullying Going for goals Good to be me Relationships Changes Keep a focus on respect for property Discuss failure and success Philosophy for Children Resilience Social Responsibility Conflict resolution	New beginnings Getting on and Falling Out Say no to bullying Going for goals Good to be me Relationships Changes Keep a focus on respect for property Discuss failure and success Philosophy for Children Resilience Social Responsibility Conflict resolution	New beginnings Getting on and Falling Out Say no to bullying Going for goals Good to be me Relationships Changes Keep a focus on respect for property Discuss failure and success Philosophy for Children Resilience Social Responsibility Conflict resolution Develop social action projects Lend with care	New beginnings Getting on and Falling Out Say no to bullying Going for goals Good to be me Relationships Changes Keep a focus on respect for property Discuss failure and success Philosophy for Children Resilience Social Responsibility Conflict resolution Develop social action projects Lend with care First Aid
MFL – French (over year)	Colours (from Y3) Greetings (from Y3)	Year 3 Yes and no	Year 4 Parts of the body	Year 6 Classroom routines

Y3 - Y6 taught by CS	Pets (from Y4) Numbers 0 – 10 (from Y3) French songs	Classroom instructions Ask for and give name and age Fruit and food Numbers 12 – 31 (from Y4) Days of the week and months of the year <u>Year 4</u> Parts of the body Asking for French translation Zoo animals Letters of the alphabet Verb etre Christmas Members of the family Hobbies Weather	Asking for French translation Zoo animals Letters of the alphabet Verb etre Members of the family <u>Year 5</u> Buildings Directions Christmas Sports and hobbies Food Weather	Expressing opinions Family members Verb etre Time, days of the week and months of the year (from Y5) Furniture vocabulary Repetition requests Asking where things are (from Y5) Names of places to visit
Financial Education	Cost of exercise, cost up a healthy meal, keeping track of money, stories related to choices about spending, needs and wants, jobs around topics. Supporting the charities: anti-bullying, children in need, Fair Trade, sports relief and world book day.	What does rich mean, timeline of money, online shopping, costs of fuel – energy saving, budgets for Victorian life (rich and poor), consequences of poor in Victorian times, child labour. Supporting the charities: anti-bullying, children in need, Fair Trade, sports relief and world book day.	Exchange rates, persuasion in adverts to get you to spend money, magic money tree, plan a trip to the rainforest, how much to save, saving choices, jobs related to Tudor times. Supporting the charities: anti-bullying, children in need, Fair Trade, sports relief and world book day.	Black market, debt, exchange rates, plan a trip to Rome, adverts to spend money, rationing – value for money, costs of pizza and to make, jobs in Roman times and in war. Supporting the charities: anti-bullying, children in need, Fair Trade, sports relief and world book day.
Global Learning Programme	Harvest (food bank), Fairtrade, Supporting charities, pen pals in other countries.	Harvest (food bank), Fairtrade, Supporting charities, pen pals in other countries.	Harvest (food bank), Fairtrade, Supporting charities, pen pals in other countries.	Harvest (food bank), Fairtrade, Supporting charities, pen pals in other countries, refugee awareness.