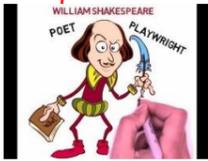




Woodlands Long Term Overview
Year 2019-2020

	Autumn 1 2nd Sep - 18th Oct 7 weeks (6 for Curriculum)	Autumn 2 28th Oct-20th Dec 8 weeks (7 for curriculum)	Spring 1 6th Jan-14th Feb 6 weeks (6 for curriculum)	Spring 2 24th Feb- 3rd April 6 weeks (5 for curriculum)	Summer 1 20th April-22nd May 5 weeks (4 for curriculum)	Summer 2 1st Jun-20th July 7 weeks (5 for curriculum)				
Topic Title	<i>The Amazing Amazon</i> 		<i>Vile Victorians</i> 		<i>Groovy Greeks</i> 		<i>A Shakespearian Dream</i> 		<i>Harry Potter (The boy who lived)</i> 	
Wow launch	Decorate each class as the forest- chn have a rainforest experience		Victorian Day		Greek Dancing and sport day		Visit Shakespeare's Globe		Sorting Hat and Banquet	
Educational Visits/ workshops etc	Kew Gardens		Redbridge Museum - Ilford for Black History Month??		Ragged School Museum		Olympic Park - Stratford		Harry Potter World (to be confirmed) Hainault Forest - 13th / 14th June Owls in - get them	
Book	<i>Journey to the River Sea</i>		<i>Street Child</i>		Poetry		<i>A Midsummer Night's Dream</i>		<i>Harry Potter - The Boy who lived</i>	
Literacy	Setting description - comparison between England and Amazon Balanced argument - should they live like Amazonians in the Amazon? <i>L12- Rights and responsibilities</i> <i>R10- Valuing Difference</i>	Narrative - predicting an ending to the story of Journey to the River Sea Factual Writing - leaflet on Amazonian Spiders Poetry- Black History/Christmas Poem	Monologue by Jim Persuasive writing to Queen Victoria persuading her to abolish the workhouse	Myth Of Thesus and the Minotaur Mythology Olympics, explanation text	Character development A midwinter's dream - new story Drama/	Diary entry - first days at Hogwarts Climatic writing Poetry Slam poem - Sports Week				
Science	<i>Living things and their habitats</i> -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.	<i>Earth and Space</i> 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.	<i>Properties and changes of materials</i> 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 * know 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 and the action of acid on bicarbonate of soda.	<i>SRE - Animals and other humans</i> -describe the changes as humans develop to old age. <i>H18/19/20- Reproduction</i> <i>L5- Rights and Responsibilities</i>	<i>Forces</i> -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>Geography</p>	<p>Locate the world's countries, using maps with a focus on North and South America, concentrating on their environmental regions, key physical characteristics, countries, and major cities with a study on countries where certain rivers pass through and create borders.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To develop an understanding of geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North and South America. (Comparing London to Manaus)</p> <p>Look at types of settlement and land use</p> <p>Pinpoint cities on a map</p> <p>To research trades and industries</p> <p>To draw rivers, climate zones and the equator line on a map</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>	<p>To research the distribution of natural resources including energy, food, minerals and water and to report on ways in which humans have damaged and improved the environment.</p> <p>To research and find out where chocolate comes from</p>				<p>Visit to Hainault Park</p> <p>-use the 8 points of a compass, 4- and 6-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>Children will complete field work activities in the forest, Treasure hunt using a compass and a 4 figure grid reference map. Drawing a map of the route you take through the forest including natural landmarks. Collect data within an area of the different plant life / animal life and record it in a table or transfer it digitally to generate a graph</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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	<p>Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers by studying a Forest biome and link the vegetation belts to the tropics of Cancer and Capricorn and to the Equator</p>					
History		<p>-To develop and understanding as to why we study the Mayans To research and find out why the Mayan empire became so powerful</p>	<p>Compare a local area in modern day to Victorian times To research what life was like during Victorian times To research illnesses and diseases people experienced during Victorian times H12- Healthy Lifestyles</p>	<p>- Say when the Ancient Greek people lived and order some events from the time on a timeline. · Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding. · Talk about some Ancient Greek gods and know some features of Greek myths.</p>		
Art and Design	<p>Study great artists, architects and designers in history (Eduardo Cobra - Brazilian artist - graffiti) create a piece of work based on the style of Eduardo Cobra (abstract art)</p>				<p>Design and make puppets representing the characters of the story using felt and developing material cutting skills and sewing skills -produce creative work, exploring their ideas and recording their experiences</p>	
D&T		<p>Design and make chocolates to sell at the winter fayre Research and evaluate chocolate packaging Create a success criteria for what they need in their own packaging design for the winter fayre. Investigate and analyse a range of existing products apply their understanding of how to strengthen, stiffen and reinforce more complex structures H3 Healthy Lifestyles- Diet</p>		<p>-evaluate their ideas and products against their own design criteria and consider the views of others to improve their work (ICT design link)</p>		<p>Pulleys cams and levers- Children will be designing, making a moving owl toy using pulleys cams and levers</p>
ICT	<p><i>We are web developers</i> In this unit, the pupils work together to create a website explaining online safety and responsible online behaviour.</p>	<p><i>We are cryptographers 5.2</i> The pupils learn more about communicating information securely through an introduction to cryptography (the science of keeping</p>	<p><i>We are bloggers 5.5</i> Blogging provides a worldwide audience for pupils' work. Commenting on others' work extends pupils' sense of membership of a learning community beyond</p>	<p><i>We are architects 5.6</i> In this unit, the pupils research examples of art gallery architecture, before using Trimble SketchUp to create their own virtual gallery. Finally, they use the gallery to exhibit their own</p>	<p><i>We are artists 5.3</i> The pupils use vector and turtle graphics to explore geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, as well as experimenting with</p>	<p><i>We are game developers</i> The pupils plan their own simple computer game. They design characters and backgrounds, and create a working prototype, which they develop further based on feedback they</p>

		communication and information secret). They investigate early methods of communicating over distances, learn about two early ciphers, and consider what makes a secure password. H24 Keeping safe H22/25 Keeping safe	school. In this unit, pupils create a media-rich blog, comment on blogs and respond to comments. L17/18 - Rights and responsibilities H4 - healthy Lifestyles	artwork.	complex 'fractal' landscapes.	receive.
PSHE/ P4C (Be clear on what subject it links to) Fortnightly	P4C - How should we treat others? (class rules/charter) H14/15 - Keeping safe R14 / R18 - Valuing others L6 - Rights and Responsibilities Should we live in a country but not embrace the citizens? Should people do work for little or no pay? Slavery rubber trade	Anti-bullying week - P4C Lesson - Anti Bullying P4C - based on the needs of the class/year group. R14/R18 (Valuing differences) PSHE - Law and Human rights L2/3/4 - Rights and responsibilities	Discussion writing- should children be allowed to work? (or Victorian topic of their choice) P4C - based on the needs of the class/year group. PSHE - LGBT R13 / R16 / R17 - Valuing Difference	Do we learn from the past? Do you think we should ever go to war? R2/3/4 - Relationships	Are men more superior to women? P4C - based on the needs of the class/year group. PSHE - Marriage R19/20/21 - Valuing Difference R5/6 - Healthy Relationships	Should you pre-judge others based on hearsay? P4C - based on the needs of the class/year group. PSHE H6/7 - Health and Well being
RE	What do different people believe about God? What does it mean to be a Christian? Festivals: Eid-ul-Adha Harvest Diwali Hanukkah Christmas		What does it mean to be a Muslim? Festivals: Chinese New Year Lent Holi Easter Pesach Vaisakhi		Why is prayer important for religious believers? Why are sources of wisdom important to religious people? Justice and poverty: Can religions help to build a fair world? Festivals: St George's Day Ramadhan Eid-ul-Fitr	
P.E	Gymnastics Unit T Games unit 1	Gymnastics Unit Y Games unit 2	Dance Unit 1 Swimming	Gymnastics Unit V Swimming	Gymnastics Unit W Athletics unit 1	Dance Unit 2 Athletics unit 2
Music	Exploring rounds Children will learn the format of a round. They will learn to retain their own part when singing in a round and to play percussion in a round.		Exploring sound sources (Victorian's - Handel Oliver) Using keyboards, the children will learn how to create different sound effects and work within a group to compose a piece of music to represent 'space'.		Learning the Ukulele Children will develop their understanding of musical notation, beat and rhythm. Using musical accompaniments they will learn to strum, pluck and play a tremolo on the ukulele.	
MFL	Extension of the vocabulary and brief introduction to very basic grammatical structures. Improvement of their listening skills. Simple calculations based on the five times table. How to ask for and give the time. Learners also extend their food and drink vocabulary. They learn how to say when mealtimes are and what they usually have, comparing with eating habits in Spain. They learn how to give their opinions of different food and drink and complete a simple food / drink diary in Spanish.		Basic approach to the main verbs and conjugation. To broaden their vocabulary related to their daily life. This unit focuses on reinforce food vocabulary / subjects and opinions. Learners pronounce cognate and other sports accurately from text, applying their phonics knowledge from previous years. They practise using a dictionary to look up unknown words. They describe sports, using simple sentences with 'tiene', 'es' and 'hay' for their peers to guess. They learn how to say which sports they like/dislike doing, using 'me gusta' + infinitive verb. They learn how to say 'Tengo un/una...que se llama...' I have a ...called... and apply this also in the context of pets.		General approach to basic grammatical aspects like gender and number (adjectives). To broaden their vocabulary related to body, face and sport. Learners use dictionaries to look up different vocabulary . They use opinions in the context of different types of music, and to give reasons why, using 'porque' (because). They use the language they have learnt to create short raps or songs about food, sports or schools subjects	
Key dates & themed days/weeks	Friday 11 th October-Black History Month Kew Gardens Trip 26 th &27 th September	Friday 15 th November- Anti-bullying week Thursday 5 th December- Winter Fayre w/b 9 th December- Christmas RE		w/b 2 nd March World book week (Thursday 5 th WBD) off timetable all week	Thursday 7 th May- 75 th Anniversary VE day- whole school celebrations	w/b 8 th June Careers week- off timetable all week (ambassadors take over- diff year group, community in school, kidzania trip) w/b 6 th - 10 th July Sports week- (Olympics- international links, sports day & euros 2020) Off timetable all week