

**FFLong Term Plan Cycle 1 2020-21**

## **Early Years**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic	<b>All about me. People that help us</b>	<b>Celebrations</b>	<b>Animals and Minibeasts</b>	<b>Ready Steady Cook!</b>	<b>Space</b>	<b>Holidays</b>
Text	<b>Monkey Puzzle</b>	<b>Kipper's Birthday Christmas story</b>	<b>Shark in the Park</b>	<b>Runaway Wok</b>	<b>Whatever Next</b>	<b>Lighthouse Keeper's Lunch</b>
Supporting texts Linking to children's interests	The Three Little Pigs Topsy and Tim Marvelous Me It's ok to be different Elmer Monkey Puzzle Busy people books Made by Raffi Mommy, Mama and me	Kipper's Balloon Jesus' Christmas Party It's My Birthday Lighting a lamp The Jolly Christmas Postman	Rumble in the jungle Meerkat Mail Dear Zoo What the ladybird heard And Tango makes three Be more Bernard	<b>Handa's Surprise</b> The Very Hungry Caterpillar The tiger who came to tea Oliver's vegetables	On the Moon How to catch a star You can't eat a princess The way back home Beegu	Rainbow Fish Snail and the whale Tiddler The fish who could wish Commotion in the ocean Kippers sunny day
Roleplay Area	Cafe School Home corner Fire engine/ station	Party Restaurant Bakery (Playdough) Diwali Christmas Post Office	Jungle/zoo Vets Farm Pet shop Bird watching	Restaurant Vegetable garden Kitchen Greengrocers	Hot air balloon Rocket Space station Planetarium	Beach Cafe/ice cream parlour Beach shop Punch and judy show

	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
	See above.	Recount When the monkey came to Cottingley	See above.	Lists: things you need for a birthday party  List: of presents for Santa	See above.	Instructions: How to care for an animal Recount: Our trip to Tropical World	See above.	Report:: What makes me unique	See above.	Instructions: How to catch a star	See above.	Instructions: How to make sandwiches
Outcomes (linked directly to EY Outcomes document)	Children will be working towards;		Children will be working towards;		Children will be working towards;		Children will be working towards;		Children will be working towards;		Children will be working towards;	
	<b>ELG's- Early Adopter Framework.</b>		<b>ELG's- Early Adopter Framework.</b>		<b>ELG's- Early Adopter Framework.</b>		<b>ELG's- Early Adopter Framework.</b>		<b>ELG's- Early Adopter Framework.</b>		<b>ELG's- Early Adopter Framework.</b>	
	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others		Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. -Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	

Cross curricular Links	PSED UTW EAD Maths PD Literacy CD	PSED UTW EAD Maths PD Literacy CD	PSED UTW EAD Maths PD Literacy CD	PSED UTW EAD Maths PD Literacy CD	PSED UTW EAD Maths PD Literacy CD	PSED UTW EAD Maths PD Literacy CD
Maths- Waiting on AET new EY Maths Curric.						
Enrichment	N/A	Enrichment in school- party day, bonfire party, etc.	Tropical World TBC	Eureka TBC	Space Day (In School) TBC	Seaside TBC

## Key Stage 1

<u>Whole school topic:</u>	<b>Fantastic Places</b>		<b>Time Detectives</b>		<b>Explorers and Adventurers</b>	
<u>Y1 English text</u>	<b>Dear Polar Bear (Barry Ablett)</b>	<b>Where the Wild Things Are (Maurice Sendak)</b>	<b>Man on The Moon (Simon Bartram)</b>	<b>The Dark (Lemony Snicket)</b>	<b>Dougal's Deep Sea Diary (Simon Bartram)</b>	<b>Beautiful Bananas (Elizabeth Laird)</b>
<u>Genre</u>	Journey Tale Letter	Meeting tale Non-chron report	Finding Tale Instructions	Tale of Fear Recount	Finding tale Poetry	Cumulative tale Diary
<u>Y2 English text</u>	<b>Meerkat Mail (Emily Gravett)</b>	<b>Florette (Anna Walker)</b>	<b>Owl Moon (Jane Yolen)</b>	<b>After the Fall (Dan Santat)</b>	<b>Ocean Meets Sky (Terry Fan)</b>	<b>Miss Butterpat Goes Wild (Malcom Yorke)</b>
<u>Genre</u>	Journey Tale Letter	Wishing tale Instructions	Wishing tale Recount (Landing on the moon-Neil Armstrong)	Tale of Fear Non-chron report	Finding tale Poetry	Journey tale Diary
<u>Supplementary texts</u>	Jolly postman Herman's letters Dear Greenpeace The amazing animal journeys The day the crayons quit		Mrs Wobble the waitress Aliens love underpants The way back home Wonder Man on the moon Stig of the dump Shine Possum magic Odd dog out		Space rockets The big book of the blue Enchanted wood The rainbow bear Lost and found Gregory cool Flat Stanley	

<u>History/Geograph</u> y	<b>'We are Britain'</b>  Children will learn:  To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		<ul style="list-style-type: none"><li>- <b>First Landing on the Moon</b></li><li>- <b>'Famous Five' (Neil Armstrong, Martin Luther King, Florence Nightingale, Queen Elizabeth I, and Rosa Parks)</b></li></ul> Children will learn:  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality.	<b>Oceans</b> <b>Brazil</b> <b>(Our world)</b>  Children will learn Locational knowledge name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	
	<b>Seasonal Changes</b>  observe changes across the 4 seasons  observe and describe weather	<b>Plants</b>  identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	<b>Use of everyday materials</b>  distinguish between an object and the material from which it is made  identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	<b>Living things and habitats</b>  explore and compare the differences between things that are living, dead, and things that	<b>Animals, including humans</b>  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

	associated with the seasons and how day length varies	identify and describe the basic structure of a variety of common flowering plants, including trees	describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties		have never been alive  identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  identify and name a variety of plants and animals in their habitats, including microhabitats  describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	identify and name a variety of common animals that are carnivores, herbivores and omnivores  describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
<b><u>Art/DT</u></b>	<b>Art</b> Artist study:	<b>DT</b>	<b>DT</b>	<b>Art</b>	<b>DT</b>	<b>Art</b>

	<p>David Hockney <b>Skills linked:</b> <b>Painting</b> <b>Craft</b> <b>Evaluating</b></p> <p>Be able to use a variety of materials and processes</p> <p>Be able to suggest ways of improving their own work</p> <p>Be able to comment on works of art</p>	<p>Seasonal cards - pop ups / 3D elements / moving parts Xmas Decorations (salt Dough) <b>Skills linked:</b> <b>Design</b> <b>Print making</b> <b>Craft</b></p> <p>Be able to plan what they are going to make.</p> <p>Be able to describe their plans in pictures and words</p> <p>Be able to use simple tools and materials to make products</p>	<p>Create a spacesuit helmet- junk modelling <b>Skills linked:</b> <b>Sculpture</b> <b>Design</b></p> <p>Be able to plan what they are going to make</p> <p>Be able to describe their plans in pictures and words</p> <p>Be able to use simple tools and materials to make products</p> <p>Be able to comment on their own plans and products and suggest areas of improvement</p>	<p>Artist Study: Claude Monet- focus on colour to link with English text <b>Skills linked:</b> <b>Painting</b> <b>Drawing</b></p> <p>Be able to use a variety of materials and processes</p> <p>Be able to suggest ways of improving their own work</p> <p>Be able to comment on works of art</p>	<p>Create a chicken wire model sailing boat/animal linked to English text &amp; Geography <b>Skills linked:</b> <b>Design</b> <b>Sculpture</b></p> <p>Be able to plan what they are going to make</p> <p>Be able to describe their plans in pictures and words</p> <p>Be able to use simple tools and materials to make products</p> <p>Be able to comment on their own plans and products and suggest areas of improvement</p>	<p>Artist Study: Van Gogh-animal focus Animal drawings/paintings <b>Skills linked:</b> <b>Sketching</b> <b>Multimedia</b></p> <p>Collage and exploring materials and methods</p> <p>Be able to use a variety of materials and processes</p> <p>Be able to suggest ways of improving their own work</p>
	<p>Working Scientifically:</p> <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment performing simple tests</li> <li>• identifying and classifying using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions.</li> </ul>					

<b><u>RE</u></b>	Y1: Does God want Christians to look after the world? Y2: Is it possible to be kind to everyone all of the time?	Y1: What gift would I have given Jesus? Y2: Why did God give Jesus to the world?	Y1: Was it always easy for Jesus to show friendship? Y2: Does praying every day help Muslims in their lives?	Y1: Why was Jesus welcomed like a celebrity on Palm Sunday? Y2: Is it true that God brought Jesus back to life?	Y1: Is Shabbat important to Jewish children? Y2: Does going to the mosque help Muslims have a sense of belonging?	Y1: Does celebrating Chanukah make Jews feel closer to God? Y2: Does completing Hajj make a person a better Muslim?
<b><u>PSHE</u></b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b><u>PE</u></b>	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding	Athletics
<b><u>Computing</u></b>	<b><u>IT (information technology)</u></b>  <b><u>Controlling/using a device/ Communication</u></b> Power on, logging on remembering a password closing, minimizing How to locate specific programs/apps Saving work Printing work  <b><u>Word processing</u></b> Word/ Google docs Familiarising with the keyboard Using copy and paste for images and text Highlight words (mouse and click control) Change the font size and colour  <b><u>Media/graphics/Music and Sound</u></b> Camera /iPad camera - taking still images / using flash Recording videos (iPad/camera)  <b><u>Handling Data</u></b>		<b><u>Digital Literacy</u></b>  <ul style="list-style-type: none"><li>- Internet safety</li><li>- Privacy and security</li><li>- Information Literacy ( knowing how to find information effectively)</li><li>- Copyright</li><li>- Communication</li></ul>		<b><u>Computer Science</u></b>  <ul style="list-style-type: none"><li>-What is an algorithm?</li><li>- Writing simple algorithms (instructions)</li><li>-Following and giving instructions (including turning movements)</li><li>-Programming Beebots (using directional commands)</li><li>- Using Scratch at a basic level to give directions to control Felix(the cat) (iPads - Scratch Junior)</li></ul>	



	Create pictograms and simple block graphs on 2simple or such programs.		
<b>Enrichment opportunities</b>	No trips in Autumn 1 (St Mary's, Beeston) Church visit	Virtual Astronaut Meet/Space Day  Trip to Middleton Park - Sketching & watercolours	Farm visit - Tadcaster Farm

## Lower Key Stage 2

<u>Whole school topic:</u>	<b>Fantastic Places</b>		<b>Time Detectives (Vikings/Prehistory)</b>		<b>Explorers and Adventurers</b>	
<b><u>Y3 English text</u></b>	<b>The Minpins</b>	<b>The Butterfly Lion</b>	<b>How To Train Your Dragon</b>	<b>Stolen Spear</b>	<b>The Ice Palace</b>	<b>Varjak Paw</b>
<b><u>Genre</u></b>	Warning Tale Instructions	Losing Tale Recount/Diary	Meeting Tale	Finding Tale Recount	Journey tale PersuasiveLetter	Warning Tale Non- Chronological Report
<b><u>Supplementary reading texts</u></b>	The Boy Who Biked the World		The Boy Who Grew Dragons	Stone Age Boy	Ice Trap You wouldn't want to be on Shackleton's polar expedition!	
<b><u>Y4 English text</u></b>	<b>Journey to the river sea</b>	<b>The Akimbo Adventures</b>	<b>How To Train Your Dragon</b>	<b>The Wild Way Home</b>	<b>Race to the frozen North</b>	<b>The Miraculous Journey of Edward Tulane</b>
<b><u>Genre</u></b>	Meeting Tale Poem	Warning Tale Non-chronological	Tale of Fear Instructions	Quest Tale Recount/Diary	Journey Tale Letter	Losing Tale Persuasion

		report				
<b>Supplementary reading texts</b>	<ul style="list-style-type: none"> <li>- Forest club</li> <li>- The Lost Words</li> <li>- The great Kapok tree</li> <li>- Wilderness: Earth's Amazing Habitats</li> <li>- Running wild</li> </ul>	<ul style="list-style-type: none"> <li>- Leo and the place inbetween</li> </ul>	<ul style="list-style-type: none"> <li>- Odd and the the Frost Giants</li> <li>- Arthur and the Golden Rope</li> <li>- Defenders: Killing ground</li> <li>- The Dragon's Hoard</li> </ul>	-	<ul style="list-style-type: none"> <li>- Shackleton's journey</li> </ul>	<ul style="list-style-type: none"> <li>- Fortunately the milk</li> </ul>
<b><u>History/Geography</u></b>	<p>Be able to use geographical terms</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>The physical aspects of the continent of Africa more specifically looking at the Sahara Desert amongst other countries to compare to forests and rainforests of the world. Using geographical language.</p>		<p>Be able to give some reasons for particular events and changes</p> <p>Be able to gather information from simple sources</p>		<p>Be able to use geographical terms</p> <p>Be able to describe the main geographical features of the area immediately surrounding the school</p> <p>Be able to give some reasons for particular events and changes</p> <p>Be able to gather information from simple sources</p>	
<b><u>Science</u></b>	<p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of</p>	<p><b>Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is</p>	<p><b>Animals and Humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><b>Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	

	<p>everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>		<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		
<b><u>Art/DT</u></b>	<p><b>Art</b></p> <p>Artist study: Auguste Edouart (Silhouettes)</p> <p>Be able to use art as a means of self expression</p> <p>Be able to choose materials and techniques which are appropriate for their task</p> <p>Be able to explain their own work in terms of what they have done and why</p>	<p><b>D&amp;T</b></p> <p>Cooking food from another country - a signature dish</p> <ul style="list-style-type: none"> <li>- Indian</li> <li>- Greek</li> <li>- Mexican</li> </ul> <p>Be able to design and make products to meet specific needs.</p> <p>Be able to use simple tools and equipment with some accuracy.</p> <p>Be able to identify and implement improvements to their designs and products.</p> <p>Be able to identify the ways in which products in everyday use meet specific needs.</p>	<p><b>D&amp;T</b></p> <p>Longboats (developing wood skills)</p> <p>Be able to design and make products to meet specific needs.</p> <p>Be able to use simple tools and equipment with some accuracy.</p> <p>Be able to identify and implement improvements to their designs and products.</p> <p>Be able to identify the ways in which products in everyday use meet specific needs.</p> <p>Be able to suggest improvements to products in everyday use</p>	<p><b>Art</b></p> <p>Stone Age Mixed Media</p> <p>Be able to improve their mastery of art and design techniques, including drawing and painting with a range of materials (for example pencil, charcoal, paint,) Begin to mix contrasting textures: rough/smooth plain/patterned</p> <p>Record experimental work for future reference and using it when creating final piece</p>	<p><b>Art</b></p> <p>Sketching and printing landscapes- Artist Study: Michelle Hughes</p> <p>Be able to choose materials and techniques which are appropriate for their task</p> <p>Be able to use art as a means of self expression</p> <p>Be able to explain their own work in terms of what they have done and why</p>	<p><b>D&amp;T</b></p> <p>STEM - Buggy Design</p> <p>Be able to design and make products to meet specific needs.</p> <p>Be able to use simple tools and equipment with some accuracy.</p> <p>Be able to identify and implement improvements to their designs and products.</p> <p>Be able to identify the ways in which products in everyday use meet specific needs.</p> <p>Be able to suggest improvements to products in everyday use.</p>

		Be able to suggest improvements to products in everyday use				
	<p>Working scientifically</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
<b><u>RE</u></b>	Y3: Does joining the Khalsa make a person a better Sikh? Y4: How special is the relationship Jews have with God?	Y3: Has Christmas lost its true meaning? Y4: What is the most significant part of the Nativity story for Christians today?	Y3: Could Jesus really heal people? Y4: How important is it for Jewish people to do what God asks them to do?	Y3: What is 'good' about Good Friday? Y4: Is forgiveness always possible?	Y3: Do Sikhs think it's important to share? Y4: What is the best way for a Jew to show commitment to God?	Y3: What is the best way for a Sikh to show commitment to God? Y4: Do people need to go to church to show they are Christians?
<b><u>PSHE</u></b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b><u>PE</u></b>	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding	Athletics
<b><u>Computing</u></b>	Y3: <b><u>IT (information technology)</u></b>  <b><u>Controlling/using a device/ Communication</u></b> Power on, logging on		<b><u>Y3 and Y4: Digital Literacy</u></b>  - Internet safety - Privacy and security		Y3: <b><u>Computer Science</u></b>  - What is an algorithm? - Writing an algorithm using a flow chart - Using Scratch to create algorithms	

	<p>remembering a password closing, minimizing How to locate specific programs/apps Saving work to the server Printing work</p> <p><b><u>Word processing</u></b> Microsoft Word /Google docs to word process Familiarising with the keyboard Using copy and paste for images and text Highlight text to format it. (bold, italic, underline) Change the font size and colour Saving to google drive</p> <p><b><u>Multimedia/graphics/Music and Sound</u></b> Camera - taking still images / using flash Recording videos (camera / iPad) Imovie for movie making</p> <p><b><u>Handling Data</u></b> Create block graphs on 2simple or such programs.</p> <p>Y4: <b><u>IT (information technology)</u></b></p> <p><b><u>Controlling/using a device/Communication</u></b> Remembering a password Saving work to the server Printing work</p> <p><b><u>Word processing</u></b> Microsoft Word / Google docs to word process.</p>	<ul style="list-style-type: none"> <li>- Information Literacy ( knowing how to find information effectively)</li> <li>- Copyright</li> <li>- Communication</li> <li>- Digital Footprints</li> <li>- Cyberbullying</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Using repetition within Scratch</li> <li>-Using selection within Scratch</li> <li>- Creating a storyboard using Scratch</li> <li>- Understand what inputs are</li> <li>-Plan and program a Scratch game using repetition, inputs and selection.</li> <li>- Debug own Scratch game</li> </ul> <p>Y4:</p> <p style="text-align: center;"><b><u>Computer Science</u></b></p> <ul style="list-style-type: none"> <li>-Refer back to Year 3 to check coverage</li> <li>- Using Kodu to create a 3d world</li> <li>- Using selection within Kodu</li> <li>- Use selection in Kodu</li> <li>- Adapt the 'Coin Quest' game using selection</li> </ul>
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	<p>Keyboard shortcuts - print screen, ctrl c - copy ctrl v - paste</p> <p>Using copy and paste for images and text</p> <p>Highlight text to format it. (bold, italic, underline)</p> <p>Saving to google drive</p> <p><b><u>Multimedia/graphics/Music and Sound</u></b></p> <p>Camera - taking still images / using flash</p> <p>Recording videos (camera/ iPad)</p> <p>Transferring photos from a memory card onto a laptop.</p> <p>Editing images using paint, windows editing tools and/or iPad apps</p> <p>IMovie for movie making</p> <p><b><u>Handling Data</u></b></p> <p>Create block charts/graphs using 2simple or such programs.</p>		
<b><u>Enrichment opportunities</u></b>	<p>Oakwell Hall</p> <p>Ledstone Estate</p> <p>Sculpture park (Alice in Wonderland)</p>	<p>Bill the Geologist</p> <p>TBC Harvester visit - healthy food</p> <p>TBC York- Jorvik</p>	<p>TBC</p> <p>Gurdwara visit</p> <p>TBC Howsham Mill</p>

## Upper Key Stage 2

<u>Whole school topic:</u>	<b>Fantastic Places</b>		<b>Time Detectives</b>		<b>Explorers and Adventurers</b>	
<u>Y5 English text</u>	<b>Coraline</b>	<b>Clockwork</b>	<b>Percy Jackson and the Lightning Thief</b>	<b>Street Child</b>	<b>The Fastest Boy in the World</b>	<b>No Ballet Shoes in Syria</b>
<u>Genre</u>	Portal - Link to Door unit Poetry	Character flaw tale Information text	Defeating a monster tale Instructions - How to beat the Athenians	Losing tale Discussion text	Wishing tale Newspaper - First News	Explore Modern Day Issue Persuasive letter
<u>Supplementary reading texts</u>	Peter Pan Hobbit (through the cave) Leon and the Places Inbetween The Nowhere Emporium	Ada Twist - Scientist , Little People, Big Ideas Pretty Vain	Michael Morpurgo's Myths & Legends A year full of Stories 52 Folk Tales The Alchemist's letter (literacy shed) The Tibicena The Girl of Ink and Stars		First News  Wonder	I am Malala  Around the World in 80 Days  We Refugees - Benjamin Z  If all the world were - Joseph Coelho
<u>Y6 English text</u>	<b>Running on the Roof of the World</b>	<b>The Girl Who Speaks Bear</b>	<b>Who Let the Gods Out?</b>	<b>Oliver Twist</b>	<b>Brightstorm</b>	<b>The Boy at the Back of the Class</b>

<b><u>Genre</u></b>	Non linear story/flashback story Formal address/speeches	Journey tale Newspaper report	Myths and legends Persuasive advert	Losing tale Information text	Futuristic Letter/diary	A range of texts with the same theme but written for different purposes (refugees)
<b><u>Supplementary reading texts</u></b>	Greta Thunberg I have a dream Goodnight Stories for Rebel Girls When the Mountains Roared Caged Bird by Maya Angelou	The House with Chicken Legs Sky Song	Ancient Greek Myths Theseus and the Minotaur	Cogheart	The Middler	The Arrival I am Malala Lubna and the Pebble No Ballet Shoes in Syria The Proudest Blue
<b><u>History/Geography</u></b>	Describe and understand key aspects of types of settlement and land use and the distribution of natural resources.  Use maps and atlases to locate countries and describe features studied.  Understand geographical similarities and differences  Locate the world's countries and describe key physical and human characteristics		Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied  Be able to find out about aspects of the past from a range of sources  Be able to describe how the history of one country affects that of another  Be able to place the events, people and changes in the periods they have studied into a chronological framework		Describe and understand key aspects of types of settlement and land use and the distribution of natural resources.  Use maps and atlases to locate countries and describe features studied.  Understand geographical similarities and differences  Locate the world's countries and describe key physical and human characteristics  Locate countries and cities of the United Kingdom  Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied  Be able to describe how the history of one country affects that of another	
<b><u>Science</u></b>	Living things and their habitats	Earth and Space  Describe the movement of the Earth, and other	Properties and changes of materials  Compare and group together everyday materials on the basis of their properties, including their hardness,		Forces	Animals including humans  Describe the changes as humans develop to old age



	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>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>solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect</p>		
	<p>Working scientifically</p> <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments</li></ul>					
<b><u>Art/DT</u></b>	<p>DT: Making sustainable habitats using a wider range of tools</p> <p>Be able to respond to identified needs, wants</p>	<p>Art: Photography using different photography equipment and different effects</p>	<p>DT: Clay sculptures</p> <p>Be able to respond to identified needs, wants and opportunities with</p>	<p>Art: William Morris / interior design</p> <p>Be able to use a wide variety of materials, forms and techniques to</p>	<p>DT: Cooking a healthy meal</p> <p>Be able to respond to identified needs, wants and</p>	<p>Art: Artist study -(mixed media 2D)</p> <p>Be able to use a wide variety of materials, forms and techniques to express</p>

	<p>and opportunities with informed designs and products</p> <p>Be able to gather and use information to suggest solutions to problems</p> <p>Be able to devise and use step-by-step plans</p> <p>Be able to work with a variety of tools and materials with some accuracy</p> <p>Be able to test and evaluate their own work and improve on it</p>	<p>Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences</p> <p>Be able to communicate through art work using a range of visual forms</p>	<p>informed designs and products</p> <p>Be able to gather and use information to suggest solutions to problems</p> <p>Be able to devise and use step-by-step plans</p> <p>Be able to work with a variety of tools and materials with some accuracy</p> <p>Be able to test and evaluate their own work and improve on it</p>	<p>express their emotions, observations and experiences</p> <p>Be able to communicate through art work using a range of visual forms</p>	<p>opportunities with informed designs and products</p> <p>Be able to gather and use information to suggest solutions to problems</p> <p>Be able to devise and use step-by-step plans</p> <p>Be able to work with a variety of tools and materials with some accuracy</p> <p>Be able to test and evaluate their own work and improve on it</p>	<p>their emotions, observations and experiences</p> <p>Be able to communicate through art work using a range of visual forms</p>
<b><u>RE</u></b>	<p>Y5: How far would a Sikh go for their religion?</p> <p>Y6: What is the best way for a Muslim to show commitment to God?</p>	<p>Y5: Is the Christmas story true?</p> <p>Y6: How significant is it that Mary was Jesus' mother?</p>	<p>Y5: Are Sikh stories important today?</p> <p>Y6: Is anything ever eternal?</p>	<p>Y5: Did God intend Jesus to be crucified?</p> <p>Y6: Is Christianity still a strong religion?</p>	<p>Y5: What is the best way for a Sikh show commitment to God ?</p> <p>Y6: Does belief in Akirah help Muslims lead good lives?</p>	<p>Y5: What's the best way for a Christian to show commitment to God?</p> <p>Y6: Does belief in Akirah help Muslims lead good lives?</p>
<b><u>PSHE</u></b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b><u>PE</u></b>	Invasion games	Dance	Gymnastics	Net and wall games	Striking and fielding	Athletics
<b><u>Computing</u></b>	<p><b><u>IT (information technology)</u></b></p> <p><b><u>Controlling/using a device/ Communication</u></b></p> <p>Remembering a password</p> <p>Saving work to the server</p>		<p><b><u>Digital Literacy</u></b></p> <ul style="list-style-type: none"> <li>- Internet safety</li> <li>- Privacy and security</li> </ul>		<p><b><u>Computer Science</u></b></p> <p>Y5: Using Scratch online:</p>	

	<p>Printing work</p> <p><b><u>Word processing</u></b>  Microsoft word / Google docs for word processing  Keyboard shortcuts - print screen, ctrl c - copy ctrl v - paste  Using copy and paste for images and text  Highlight text to format it. (bold, italic, underline)  Saving to google drive</p> <p><b><u>Multimedia/graphics/Music and Sound</u></b>  Camera - taking still images / using flash  Recording videos (camera/ iPad)  Editing images using paint, windows editing tools/ iPad apps  iMovie for movie making</p> <p><b><u>Handling Data</u></b>  Create block charts/graphs using 2simple or such programs. Begin to use excel / Google sheets to create graphs.</p>	<ul style="list-style-type: none"> <li>- Information Literacy ( knowing how to find information effectively)</li> <li>- Copyright</li> <li>- Communication</li> <li>- Digital Footprints</li> <li>- Cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>- Understand what simulate means when using Scratch</li> <li>- Simulate control using selection, repetition and variables</li> <li>- Understand what physical systems are</li> <li>- Design and program a simulation of a physical system</li> </ul> <p>Y6: Using Scratch online:</p> <ul style="list-style-type: none"> <li>- Use repetition and variables to create a scoring system</li> <li>- Creating a maths game (with variables, selection and repetition)</li> <li>- Play, check and assess games that my friends have made</li> </ul>
<b><u>Enrichment opportunities</u></b>	<p>Pear Tree Farm visit</p> <p>National Space Centre (virtual trip)</p>	<p>TBC</p> <p>Leeds University Festival of Science</p> <p>Solenis Science Lab</p> <p>Armley Mills Victorian School day</p>	<p>TBC</p> <p>Gurdwara</p> <p>Speaker linked to refugee charities</p> <p>Y6 School Sleepover</p>