

Oak Class Long Term Plan Year A (2019/2020)

Year 4/5/6



Topic	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Buried Treasure		Make do and Mend - WW2		Swifter, Higher, Stronger!	
English text type Writing outcomes	<p>Narrative and Diary Writing: Secrets of a Sun God by Emma Carroll</p> <p>Ancient Egyptian Myths: Story of Re</p> <p>Journalistic Writing: Howard Carter</p> <p>Poetry (Descriptive): Christmas Unit on Snow by Walter De La Mere</p>		<p>Narrative: When Hitler Stole Pink Rabbit by Judith Kerr</p> <p>Persuasive writing: Propaganda leaflets</p> <p>War Poetry: Last Post by Carol Duffy</p> <p>Film Narrative and Suspense Writing: The German</p> <p>Recount Texts: School Trip Recount</p>		<p>Play scripts (Shakespeare): Timon of Athens</p> <p>Non-Chronological Reports: Ancient Greece</p> <p>Letter Writing: Letter to my Future Self</p>	
Maths	<p>A Week of Inspirational Maths; Positive Maths Mind-set Number and Place Value Number Addition and Subtraction Number: Multiplication and division Statistics Perimeter and Area</p>		<p>Geometry: Properties of shapes Number: Fractions Number: Decimals Number: Percentages Measurement Calculation Wednesday</p>		<p>Number: Decimals Geometry: Properties of Shapes Geometry: Position and direction Measurement: Converting Units Measures: Volume Y6: Algebra</p>	

	<p>Geometry: Properties of shapes Calculation Wednesday</p>		<p>Y6: Ration and Proportion Calculation Wednesday</p>
<p>Science</p>	<p>Evolution and Inheritance and Rocks and Fossils</p> <ul style="list-style-type: none"> • 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. • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	<p>Properties and changes in materials</p> <p>Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <ul style="list-style-type: none"> • Understand how 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, oxidation and the action of acid on bicarbonate of soda. 	<p>Forces and Magnets</p> <p>Magnets</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Forces</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> • <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i> • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
<p>History</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. 	<p>World War 2</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<p>Ancient Greece and The Olympics</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world.

Geography	<u>A study of Egypt</u> <ul style="list-style-type: none"> Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand some of the reasons for geographical similarities and differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Identify and describe how the physical features affect the human activity within a location. 		<u>Mapping out WW2</u> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 		<u>A study of Greece</u> <ul style="list-style-type: none"> Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Understand some of the reasons for geographical similarities and differences between countries. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	
PSHE	Citizenship & British Values Kindness and Anti-bullying Drugs Ed		Friends and Family including Immigration Media Influence		Internet Safety Personal Responsibility SRE	
RE	What do Hindus believe God is like?	2a.3 INCARNATION/ GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	2a.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'?	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?	Why do some people think that life is like a journey and what significant events mark this?
PE	Tag Rugby and Hockey	Gym Tag Rugby	Dance Netball	Athletics Forest School	Cricket Forest School	Rounders Forest School
Computing	Technology in our lives and how to stay safe online whilst using technologies. Data Handling using Excel (Inputting Data)		Computing Programming: Scratch WW2 Game		Computing Programming: Greek Interactive Quiz	

Art	<p>Clay Sculpture: Make a Sarcophagus</p> <ul style="list-style-type: none"> • Use clay and other mouldable materials. • Use tools to carve and add shapes, texture and pattern. 	<p>Painting – Colour and Brushwork using Picasso’s Cubism ‘The Weeping Woman’</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	<p>Sketching: Michelangelo/Da Vinci Drawing Renaissance Figures</p> <ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles.
DT	<p>Design an Egyptian Machine</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). 	<p>Make Do and Mend- Textiles and sewing</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). 	<p>Greek Cooking</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures.
Languages	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme
Music	Instrument lessons Musical notation History of music: listening and appreciation Young Voices	Charanga Music: Make you Feel My Love Charanga Music: The Fresh prince of Bel Air Easter Service	Charanga Music: Dancing in The Street Charanga Music: Reflect, Rewind and Replay Summer Production

	Candlelit Carol Service		
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