Oak Class Long Term Plan Year B (2020/2021)

Year 4/5/6

Topic	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Victorians		**Boom! We're scientists!**		**The Rotten Romans!**	
English text type Writing outcomes	**Narrative:** Street Child by Bertie Doherty A Christmas Carol by Charles Dickins **Non- Fiction Texts:** Homes and Houses **Poetry-** Twas' the night before Christmas		**Explanation Texts:** The Teacher Pleaser **Narrative:** Itch by Simon Mayo (Novel Study) and The Caravan (Sci-Fi) short story. **Sensationalised Newspaper Report:** Itch by Simon Mayo (Part of our Novel Study) **Instructions:** Experiment Writing **Classic Poetry:** The Witches Chant from Macbeth contrasted with **Modern Poetry:** The Great High Witch (from The Witches by Roald Dahl)		**Narrative and Letter Writing:** Escape from Pompeii **Journalistic writing:** Reports from the eruption of Mount Vesuvius **Non-Chronological Reports:** Ancient Rome **Ancient Roman Mythology:** The Story of Romulus and Remus	

Maths	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 Geometry: Properties of shapes Calculation Wednesday	Geometry: Properties of shapes Number: Fractions Number: Decimals Number: Percentages Measurement Calculation Wednesday	Number: Decimals Geometry: Properties of Shapes Geometry: Position and direction Measurement: Converting Units Measures: Volume Y6: Algebra Y6: Ration and Proportion Calculation Wednesday
Science	**Electricity** • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors. • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.	**Earth and Space** In depth study of life and work of leading scientists • 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.	**Light and sound** • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it.

	• Use recognised symbols when representing a simple circuit in a diagram.			• Recognise that sounds get fainter as the distance from the sound source increases.	
History	**Who were the Victorians?** • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. **Local History** • Identify continuity and change in the history of the locality of the school.	**Discoveries and Inventions** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).		**Invaders and Settlers- The Romans** • 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>Trade and Economics</u> • I can explain the UK's trade links with other countries. • I can use maps to show the UK's trade links with other countries, • I can explain trade links between El Salvador and the UK. • I can explain the importance of fair trade. • I can explain the global supply chain. • I can explain how trading has changed through history.	<u>Enough for Everyone!</u> • I can explain what settlers need. • I can explain how electricity is generated and distributed, • I can explain where electricity is generated in the UK. • I can explain renewable energy sources of electricity. • I can explain where our food comes from. • I can use digital maps to calculate food miles. • I understand the importance of conserving food, water and energy supplies. • I understand access to natural resources varies in different countries.		<u>Mountains, Earthquakes and Volcanoes</u> • I can locate key mountain ranges of the world • I can describe the key features of a mountain range • I can explain how different mountains are formed • Explain how volcanos are formed • Explain how volcanos effect people's lives • Explain what causes Earthquakes and how they are measured.	
PSHE	Citizenship & British Values Kindness and Anti-bullying	Keeping Safe At Home, Keeping Safe Outside		Drugs Ed SRE	
RE	Why do Hindus want us to be good?	2b.1 What Does it Mean if God is Holy and Loving?	2b.2 Creation and Science: Conflicting or Complimentary?	2b.3 How Can Following God Bring Freedom and Justice?	How does faith help people when life gets hard?

PE	Tag Rugby and Hockey	Netball Happy Healthy Heart	Football Orienteering and Team Building	Athletics Dodgeball	Cricket Swimming	Rounders Cricket
Computing	Technology in our lives and how to **use age appropriate websites.** Using and Appling Skills: Revisit Typing skills and importing Images/Media to Word.		Data Handling using Excel Using and Appling Skills: Revisit Typing skills and importing Images/Media to Word.		Computing Programming: Kudo Unit	
Art	**The Workhouse: Textiles** Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Shape and stitch materials. **Animals of the British Empire:** Batik combined with stitching Study of designer/artist **William Morris (local connection)** • Build up layers of colours. • Use a range of visual elements to reflect the purpose of the work.		**David Hockney** 2D/3D perspective studies Drawing and Reflection with Shadows • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.		Lino Printing and Mosiac – repeated patterns **Local Artist** • Use ceramic mosaic materials and techniques. • Create an accurate pattern, showing fine detail.	

DT	**Brunel and his designs- construct models: Victorian Houses** • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).	**Make and program moving vehicles** • Write code to control and monitor models or products. • Control and monitor models using software designed for this purpose. • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.	**Model making- settlements** • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).
Languages	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme
Music *please note, units in italic are carried over from Spring/Summer 2020	*Charanga Music: Make you Feel My Love* *Charanga Music: The Fresh prince of Belair* **Christmas Play? (TBC)** **Candlelit Carol Service? (TBC)** **Young Voices? (TBC)**	*Charanga Music: Dancing in The Street* *Charanga Music: Reflect, Rewind and Replay* **Easter Service? (TBC)**	Charanga Music: Happy **Summer Production? (TBC)**