



## Oak Class Long Term Plan Year C (2021/2022)

Year 4/5/6

Topic	Autumn		Spring		Summer	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>All About Me!</b>		<b>The Rainforest</b>		<b>Citizens of The World</b>	
English text type and book/text studied.	<b>Narrative:</b> Wonder by R J Palacio <b>Narrative Poetry:</b> If I Had Wings by Pie Corbett and The Road not Taken by Robert Frost (comparison) <b>Autobiography:</b> Boy by Roald Dahl <b>Persuasive Writing:</b> Christmas Adverts		<b>Narrative:</b> Journey to the River Sea by Eva Ibbotson <b>Non-chronological Report:</b> Rainforest Information Texts <b>Poetry:</b> A sense poem based in the rainforest		<b>Narrative:</b> Earth Heroes by Lily Dyu <b>Autobiographies:</b> Influential Young People <b>Letter Writing:</b> Making a Change <b>Poetry:</b> Sea Fever Poetry	
Maths	A Week of Inspirational Maths; Positive Maths Mind-set Number and Place Value Number Addition and Subtraction		Geometry: Properties of shapes Number: Fractions Number: Decimals Number: Percentages Measurement		Number: Decimals Geometry: Properties of Shapes Geometry: Position and direction Measurement: Converting Units	

	<p>Number: Multiplication and division Statistics Perimeter and Area Geometry: Properties of shapes Calculation Wednesday</p>	Calculation Wednesday	<p>Measures: Volume Y6: Algebra Y6: Ration and Proportion Calculation Wednesday</p>
Science	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Describe the changes as humans develop to old age.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Plants and All Living Things</b></p> <ul style="list-style-type: none"> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Explore and use classification keys.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</li> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics</li> <li>• <i>Relate knowledge of plants to studies of evolution and inheritance.</i></li> <li>• <i>Relate knowledge of plants to studies of all living things.</i></li> </ul>	<p><b>States of Matter</b></p> <p>States of Matter</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>

History	<b>Modern History – our family</b> <ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a <b>time line</b>.</li> <li>Use dates and terms accurately in describing events.</li> </ul>		<b>Ancient Mayans</b> <ul style="list-style-type: none"> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>		<b>The civil rights movements</b> <i>(Changes in music and fashion Immigration)</i> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
Geography	<u>Our Local Rivers: Severn and Thames</u> <ul style="list-style-type: none"> <li>Physical Geography: <b>rivers</b></li> <li><b>I can identify physical and human features of my local area.</b></li> <li>I can explain the water cycle</li> <li>I can locate the key rivers of the United Kingdom</li> <li>I can describe the key features of a water system</li> <li>I can use atlases and maps to identify the key features of a river system</li> <li>I can describe the way rivers are used.</li> <li>I can explain the impact of damming rivers.</li> </ul>		<u>Amazing Americas</u> <ul style="list-style-type: none"> <li>Identify countries of North and South America</li> <li>I can identify the capital city of a country.</li> <li>I can use geographical terminology to describe the location and characteristics of a range of places across the Americas.</li> <li>I can describe the climates and biomes of different regions across the Americas.</li> <li>I can identify similarities and differences in the physical and human geography of my local area and a region of North America (link to local study in previous topic)</li> <li>I can tell you the names and location of the ancient and new wonders of the world (MATCHU PITCHU)</li> </ul>		<u>Our Changing World</u> <ul style="list-style-type: none"> <li>I can explain how water and weather change the landscape. (and how these change overtime)</li> <li>I understand how coastal features are formed</li> <li>I can identify coastal features of the UK</li> <li>I can explain how the makeup of the United Kingdom has changed over time</li> <li>I can explain how the international borders of Europe have changed over time</li> <li>I can predict how physical factors might change the landscape in the future.</li> <li>I can identify coastal features of the UK.</li> </ul>	
PSHE	Citizenship & British Values Kindness and Anti-bullying		Social Issues Media Influence		Growing Up SRE	
RE	What does it mean to be a Muslim in Britain today?	Incarnation 2b.4 Was Jesus the Messiah?	Why is the Torah so important to Jewish people?	Salvation 2b.5 What Would Jesus Do?	Gospel 2b.6 What Did Jesus Do to Save Human Beings?	What matters most to Humanists and Christians?
PE	Tag Rugby and Hockey	Gym Tag Rugby	Dance Netball	Athletics Forest School	Cricket Forest School	Rounders Forest School

Computing	<p>Technology in our lives and how to <b>use the internet safely.</b></p> <p>Using and applying skills: Multimedia: Presentations (i.e.: power point/publisher)</p>	Blogging: Rainforest Blog	Stop-Motion Animation
Art	<p>Self-portrait, Painting Personal Style and Acrylics <b>Edvard Munch</b></p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces. <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> </ul> </li> </ul>	<p>Digital Media Animation <b>Aardman</b></p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> <li>• <b>Enhance digital media by editing (including sound, video, animation, still images and installations).</b></li> </ul>	<p>Collage Mix Textures <b>Chris Ofili/Klimt</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>

DT	<b>Cooking</b> <ul style="list-style-type: none"> <li>✓ Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>✓ Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>✓ Demonstrate a range of baking and cooking techniques.</li> <li>✓ Create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>	<b>Create a 3D model of the layers of the rainforest</b> <p>Design with purpose by identifying opportunities to design.</p> <ul style="list-style-type: none"> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs</li> </ul>	<b>Make and program a rocket/moon buggy</b> <ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>
Languages	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme	Spanish La Jolie Ronde Scheme
Music	Instrument lessons Charanga Music Candlelit Carol Service Young Voices	Charanga Music Easter Service	Charanga Music Summer Production