

# Long Term Plan Year 2019-20

| Class 4 Year5/ 6                                                              | AUTUMN                                                                                                                                                                                                                                            |                                                                                            | SPRING                                                                                                                                                                                    |                                                                            | SUMMER                                                                                                                                                                            |                                                                                |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                                                               | 1st (7 weeks)                                                                                                                                                                                                                                     | 2nd ( 8 Weeks)                                                                             | 1st (6 Weeks)                                                                                                                                                                             | 2nd(6 Weeks)                                                               | 1st (5 weeks)                                                                                                                                                                     | 2nd (7 Weeks)                                                                  |
| <b>English</b><br>Writing focusing on audience, purpose and form (NC p 47/48) | Explanation and instructions(recipes) Non-Chronological Reports Book Study The Explorer – Katherine Rundell characters and settings Poetry – Kennings, Limericks -structure Poet Study                                                            |                                                                                            | Novels Flash backs, stories by children’s writers, Discussion text , Poetry Imagery Play script -perform own compositions Book Study Recounts from different characters Goth girl fiction |                                                                            | Stories from a variety of cultures Chronological reports , shape poetry Persuasive Writing . Book study – Historical novel- The Railway Children /Street Child Poetry narrative - |                                                                                |
|                                                                               | Vocabulary , grammar, punctuation and spelling Handwriting /5/6y (N.C Appendix 2_) y5/6 objs                                                                                                                                                      |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>Speaking and Listening</b>                                                 | Use questions to build knowledge. Articulate arguments and opinions. Use spoken language to speculate, hypothesise and explore. Use appropriate register and language. (N.C. pg 17)                                                               |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>Maths</b>                                                                  | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>Science</b>                                                                | Evolution and Inheritance                                                                                                                                                                                                                         | Properties and changes of materials(compare dissolving,separation reversible/irreversible) | Forces – gravity, air resistance, friction, levers pulleys and gears).                                                                                                                    | Sound –linked to music )                                                   | Living things and their habitats(life cycles , plants animals) visit to Lowbarns                                                                                                  | <b>Animals including humans. Changes in humans as they develop)</b>            |
|                                                                               | Working Scientifically – on going across the year                                                                                                                                                                                                 |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>I.C.T</b>                                                                  | Online Safety-Unit 5.2 (3 weeks)                                                                                                                                                                                                                  | Unit 5.3 Spreadsheets 6 WEEKS Program 2CALCULATE -                                         | Unit 5.1 Coding –Programs 2CODE (6 WEEKS)                                                                                                                                                 | Unit 5.4 Data bases Programs:2question /2investigate (4 weeks)             | Unit 5.7 Concept Maps Program 2Connect (4 weeks)                                                                                                                                  | Unit 5.5 Game creator Program 2DIY 3D (5 weeks)                                |
|                                                                               | Unit 5.6 3D Modelling (4weeks) Program 2Design and Make                                                                                                                                                                                           |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>Geography</b> (The World) / <b>History</b> (Beliefs and Values)            | Geog – Fantastic Forests – Why are they so important?                                                                                                                                                                                             | Hist –How did the Anglo Saxons change Britain?                                             | Hist - Why do we remember the Vikings?                                                                                                                                                    | Geog – Field work Human Features y6 Rivers y5                              | Hist Local Study – Mining and Railways -Did our area change for the better?                                                                                                       | Geog Destination Sao Paulo! What do places have in common?                     |
| <b>Art and Design</b>                                                         | Use of light .texture and perspective in drawings , Colour –mixing , blending use of inks                                                                                                                                                         |                                                                                            | 3d Sculpture Viking objects- boat/ helmet                                                                                                                                                 |                                                                            | Local Artist study –Norman Cornish, Robert Olley                                                                                                                                  |                                                                                |
|                                                                               | Use sketch books to record observations                                                                                                                                                                                                           |                                                                                            |                                                                                                                                                                                           |                                                                            |                                                                                                                                                                                   |                                                                                |
| <b>Music</b>                                                                  | Rainforest songs and musical compositions                                                                                                                                                                                                         | Christmas play                                                                             | Roundabout Exploring rounds                                                                                                                                                               |                                                                            | Habitats –musical focus -structure                                                                                                                                                |                                                                                |
| <b>P.E</b>                                                                    | Games – tag Rugby (SG) football league                                                                                                                                                                                                            | Dance/ Gymnastics Swimming Key Steps (S.G )1 Gymnastics )                                  | Sportshall Athletics(S.G),Games – Netball(S.G) Cross country (s.g)                                                                                                                        | Orienteering SG Dance Intra/Inter-OAA-Robinwood Girls football (SG)        | Games net/wall Basketball (S.G) (S.G)/Tennis (intra)                                                                                                                              | Athletics (quad kids) swimming, Games- Striking/fielding Cricket/rounders      |
| <b>D.T</b>                                                                    | Seasonal Cookery                                                                                                                                                                                                                                  |                                                                                            | Textiles Design and make a Viking tapestry.                                                                                                                                               |                                                                            | Building bridges                                                                                                                                                                  |                                                                                |
| <b>R.E.</b>                                                                   | <b>Why do people use ritual in their lives?</b>                                                                                                                                                                                                   | What do the gospels tell us about the birth of Jesus?                                      | <b>Why should people with a religious faith care about the environment?</b>                                                                                                               | Why are Good Friday and Easter Day the most important days for Christians? | What can we learn about Christian faith through studying the lives of northern saints?                                                                                            | So, what do we now know about Christianity? (Exploration through the concepts) |
| <b>PSHE/Cit</b>                                                               | S.E.A.L Y5 New Beginnings –Our Happy School                                                                                                                                                                                                       | S.E.A.L Y5 Getting on and falling out, Say no to bullying- Out and about                   | S.E.A.L Y5 Going for Goals – Looking Forward                                                                                                                                              | S.E.A.L Y5 Relationships <b>My Friends and Family</b>                      | S.E.A.L Y5 Good to be me Healthy bodies , Healthy minds                                                                                                                           | S.E.A.L .Y5 Changes Ready , Steady Go                                          |
|                                                                               | Right and Wrong(LCP)L1,2,3,4,10                                                                                                                                                                                                                   |                                                                                            | Rules and Laws 1,2,6,7,8                                                                                                                                                                  |                                                                            | Health (LCP)1-7                                                                                                                                                                   |                                                                                |
| <b>MFL</b>                                                                    | Weather unit 7 myths and legends/four seasons unit 17                                                                                                                                                                                             |                                                                                            | Unit 14 Je suis le musicien                                                                                                                                                               |                                                                            | Transport Unit 10 Vive le sporte .                                                                                                                                                |                                                                                |
| <b>Visits /Visitors</b>                                                       | Low Barns /Hamsterley Forest                                                                                                                                                                                                                      |                                                                                            | Newcastle/ Durham                                                                                                                                                                         |                                                                            | Durham/Robinwood /Lowbarns/ Art gallery                                                                                                                                           |                                                                                |