

Long Term Planning - Year A & Year B



Oak	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Memorable Experience &amp; other events</b>	Derby Museum – Stone Age			Cinema Trip The Snowman		
<b>Christian Values</b>	Be inclusive and respectful Be nurturing	Be aspirational and hopeful Be curious	Be generous Be trustworthy	Be inclusive and respectful Be nurturing	Be aspirational and hopeful Be curious	Be generous Be trustworthy
<b>Literacy</b>	Poetry – Caveman Diamante poem Aut 1 Instructions - How to wash a woolly Mammoth AUT 1 Narrative stone age boy / Ug Aut 1  Biography Who was Snow White? Mary Anning Letter to Father Christmas	Poetry x 2 Adventure story – Magnet Max Non-chronological reports – Anglo Saxon Gods	Poetry narrative Narrative – Raindrop of life Non-chronological report – Bees  Letter – persuasive Goldilocks Information text - habitats	Performance poetry Aut 1 Adventure story – Iron Man (character description) Aut 1 Narrative – familiar setting Voices in the Park  The Olympian Dream - Poem Newspaper report – Pandora’s Box Myths – Odysseus and Cyclops	Poetry – the Sound Collector Roger McGough Non-chronological report = South America Fantasy story – The Lion, The Witch and the wardrobe.  Poetry – A trillion Tropical leaves Twinkl Instructions – science	Playscripts LRRH The Princess who hid in a Tree (Anglo) Letter – stop deforestation! Adventure story
<b>Extended Writing Opportunities</b>						
<b>Mathematics</b>	Power Maths	Power Maths	Power Maths	Power Maths	Power Maths	Power Math
<b>RE</b>	What do different people believe about God? (Christian, Muslim, Jewish)  Incarnation	Why do some people think that life is a journey? What significant experiences mark this?  Salvation	What can we learn from religions about deciding what is right and wrong?  Gospel	Kingdom of God  Why are festivals important to religious communities? (Christianity, Islam & Hinduism)	Creation and Fall  Why do people pray?	People of God  What does it mean to be a Hindu in Britain today?
<b>Science</b>	Rocks – classification and fossils Forces and magnets - friction	Animals including humans – skeletons and nutrition. Animals including humans – digestion, teeth and food chains	Plants – life cycle, parts and functions  Living things and habitats – classification of plants and animals.	States of matter – solids, liquids and gases, water cycle.  Scientific Enquiry	Sound  Living things and their habitats - conservation	Electricity – simple circuits  Light – sources, shadows reflections
<b>History</b>	Changes in Britain from the Stone age to Iron Age  Mary Anning / Sutton Hoo / Staffordshire Hoard	Britain settlement by the Anglo Saxons Scots King Offer Archbishop of Canterbury	Local History Swadlincote PipeWorks	Ancient Greece Alexander the Great	Romans	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor
<b>Geography</b>	Europe – a study of the alpine regions.	The UK Why might tourists visit the UK?	Rivers and the Water Cycle What impact do rivers have on people’s lives?	All around the world What and what are the lines of latitude and longitude important?	Natural Resources Humans are not capable of living sustainably	Rainforests Should people be allowed to destroy the Amazon rainforest?
<b>PE</b>	<b>REAL Gym - Social</b>  <b>REAL PE - Personal</b> Footwork (coordination) One leg (static balance) Basketball Forest School	<b>REAL dance – Creative</b> Shapes solo, circles solo, partnering shapes, partnering circles, artistry abstraction, artistry.  <b>REAL PE – Physical</b> React and response (agility) Floor work (static balance) Basketball Forest School	<b>REAL Gym - Cognitive</b>  <b>REAL PE - Health and Fitness</b> Ball chasing (agility) Stance (static balance) Basketball Forest School	<b>REAL PE - Social</b> Jump and landing (dynamic balance to agility) Seated balance (static balance) <b>REAL dance - Personal</b> Shapes solo, circles solo, partnering shapes, partnering circles, artistry abstraction, artistry. Basketball Forest School	<b>REAL PE - Creative</b> Send and receive (coordination) With a partner (counterbalance) <b>REAL Gym - Physical</b>  Basketball Forest School	<b>REAL PE Cognitive</b> On a line (Dynamic balance) Ball skills (coordination) <b>REAL Gym - Health and Fitness</b>  Basketball Forest School
<b>Music</b>	Y3 – Hear Play, Play it! Exploring Rhythmic Patterns Y4 – Playing with Rhythm – playing together and rhythmic structures	Y3 – Painting Pictures with Sounds Y4 – Musical contrasts	Y3 – Sing it, play it, notate! Y4 – Melody Builders, exploring melodies and song structures	Y3 – Hear Play, Play it! Exploring Rhythmic Patterns Y4 – Playing with Rhythm – playing together and rhythmic structures. Strings Wider ops	Y3 – Painting Pictures with Sounds Strings Y4 – Musical contrasts Wider ops	Y3 – Sing it, play it, notate! Y4 – Melody Builders, exploring melodies and song structures. Strings Wider ops
<b>Computing</b>	E safety – Project Evolve Online relationships Online bullying  Y3 Computer systems - develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs Y4 Prog A -Repetition in shapes create programs by planning, modifying, and testing commands to create shapes and patterns.	E safety - Project Evolve Self-image and identity Health, wellbeing and lifestyle  Y3 Stop frame animation - use a range of techniques to create a stop-frame animation using tablets Y4 – Prog B – repetition in games- explore the concept of repetition in programming using the Scratch environment	E safety – Project Evolve Online reputation Managing online information  Y3 Data and information - develop their understanding of what a branching database is and how to create one Y4 – Creating Media Audio identify the input devices used to record sound and output devices needed to listen to it.	E safety – Project Evolve Online relationships Online bullying  Y3 Creating media - become familiar with the terms ‘text’ and ‘images’ and understand that they can be used to communicate messages. Y4 – Computer systems - explore how a network can share messages with another	E safety - Project Evolve Self-image and identity Health, wellbeing and lifestyle  Y3 Prog A - Sequencing sounds - explores the concept of sequencing in programming through Scratch Y4 – photo editing - develop their understanding of how digital images can be changed and edited, and	E safety E safety – Project Evolve Online reputation Managing online information  Y3 Prog B – events and actions - unit explores the links between events and actions, while consolidating prior learning relating to sequencing Y4 data information – data logging -

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				network to form the internet	how they can then be resaved and reused	consider what data can be collected and how it is collected.
<b>Art &amp; Design</b>	Gestural drawing with charcoal	Working with shape and colour  Painting with scissors Collage and stencil	Telling stories through Making  Explore how artists are inspired by other art forms	Storytelling through drawing  Sequence drawings to tell stories	Exploring Still life  Explore artists working with still life, contemporary and more traditional	Sculpture, Structure, inventiveness and determination  What can artists learn from nature?
<b>Design &amp; Technology</b>	<u>Cooking and Nutrition</u> Technical knowledge: To understand what nutritional benefits different food types give us To understand that all foods must be farmed, grown, or caught and that food comes from the UK and from across the world To make healthy choices for a snack design To know how to cut, chop, peel, grate, and slice food safely. To know how to mix ingredients using a spoon or whisk.	<u>Mechanisms - Levers and linkages</u>  Technical knowledge: To know the difference between a lever and a linkage.  To know the difference between a fixed and loose pivot: To know and create guides to control movement To know the input and output of a mechanism To be able to identify levers and linkage mechanisms in everyday objects	<u>Textiles</u> Technical knowledge: To know how to securely join fabrics using sewing using cross stitching or over sewing: To know how to use simple and appropriate fastenings for a product e.g., zips, buttons, Velcro. To sew using back stiches or oversewing. To understand what a seam is and its purpose Give reasons for selecting fabrics based on their characteristics. To investigate materials other than fabrics e.g., plastic bags	<u>Structures - Shell structures</u> Technical knowledge: Understand what a shell structure is and identify real life examples. Use pre-drawn nets to make 3D card structures. Cut, score and fold card accurately. Use a glue gun (where appropriate) with supervision (one- to -one). Join nets using glue and gluing tabs. Join 2D frames/shapes to create 3D structures. Use laminating, corrugating and ribbing techniques to stiffen and strengthen products. To know how to test a materials strength	<u>Cooking and Nutrition</u> Technical knowledge: To understand what nutritional benefits different food types give us: To understand that all foods must be farmed, grown, or caught and that food comes from the UK and from across the world: To know where to find the nutritional information on packaging: To know safety and food hygiene measures and to follow them. To know and understand the components of a balanced diet: To follow a simple recipe: To understand how to combine ingredients to make a tasty snack, considering flavour and texture. To know how to cut, chop, peel, grate, and slice food safely. To know how to mix ingredients using a spoon or whisk.	<u>Electrical systems</u> Technical knowledge: To know what an electrical circuit is To know what a bulb, buzzer and switch are and their functions To construct a simple series circuit to generate static electricity To know how to make simple secure connections To know different switch types e.g., push to break, push to make, reed and toggle switch.
<b>MFL</b>	I am learning Spanish Animals	Fruits I know how	Presenting myself Habitats	I am learning Spanish Seasons	Vegetables  Ice-creams	My family  In the classroom
<b>PHSCE SMSC RSE Global Citizenship</b>	How can we be a good friend?  How do we treat each other with respect?	What are families like?  How will we grow and change?	What should we eat to look after our teeth? How can we manage risks in different places?	What strengths, skills and interests do we have?  What keeps us safe?	How can we manage our feelings?  What makes a community	How can our choices make a difference to others and to the environment? Why should we keep active and sleep well?
<b>Forest School</b>	Fungus  Knots	Whittling  Shelters	Artwork  Bees	Flora and Fauna  Mud, glorious mud	Trees  Mapwork	Environmental awareness  Bees