CES Long Term Planning 2020-21 - Year 3

Term 1

	Term 1A								Half Term	Term 1B						
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (Sunday)	30.08.20	06.09.20	13.09.20	20.09.20	27.09.20	04.10.20	11.10.20	18.10.20	25.10.20	01.11.20	08.11.20	15.11.20	22.11.20	29.11.20	06.12.20	13.12.20
Days	2	5	5	5	5	4	4 - PTCs	5	5	5	5	5	5	5	5	5
Theme	The Stone Age to the Iron Age															
English	● The Pebble in my Pocket: A History of Our Earth by Meredith Hooper *Letter with description* (short burst writing) ● Stone Age Boy by Satoshi Kitamura *Adventure story*									● The Iron Man by Ted Hughes *Description* (short burst) *Science fiction/fantasy story* ● Shape poetry and Calligrams						
Maths	● Place Value ● Addition									● Place Value ● Addition ● Multiplication and Division						
Science	**Rocks** ● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties ● Describe in simple terms how fossils are formed when things that have lived are trapped within rock ● Recognise that soils are made from rocks and organic matter. **Working Scientifically**									**Plants** ● Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. ● Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. ● Investigate the way in which water is transported within plants. ● Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.						

		Working Scientifically
	● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings.	● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings.
Humanities	**History** ● Changes in Britain from the Stone Age to the Iron Age Defining 'prehistory' and learning how archaeologists find out about the past when there is no written history. Exploring cave men of the early Paleolithic period of the Stone Age. Exploring the lives of people in the Mesolithic period of the Stone Age. Investigating technological advances in the Neolithic period of the Stone Age and investigating Stonehenge. Finding out about life in the Bronze Age, and how bronze was made and used. Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age. Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically.	

	Geography ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. ● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Find out where the best places to build Iron Age settlements were and why Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages Find out about the settlement of Skara Brae Make a visitor's guide to Stonehenge	
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. Exploring the history and style of cave paintings, and recreating cave paintings in a variety of ways. Investigating and recreating Stone Age jewellery using clay and other materials. Exploring and recreating some mysteries of prehistoric art, including stone balls and Stonehenge. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ● Understand how key events and individuals in design and technology have helped shape the world. Exploring the origins and development of sewing and creating a sewn needle pouch or early pair of shoes.	
PSHE	Positive ● To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. ● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. ● To recognise...how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.	Respect ● Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment). ● That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

	● Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take). ● To recognise, name and deal with their feelings in a positive way.	
Computing	E-safety ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Components of a Computer ● Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
Cross-curricular	**Physical Education** ● Use running, jumping, throwing and catching in isolation and in combination ● Develop flexibility, strength, technique, control and balance ● Compare their performances with previous ones and demonstrate improvement to achieve their personal best Exploring what physical skills prehistoric people would have needed to survive, and developing these skills using a variety of activities, such as throwing, running and jumping. **Computing** ● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Using the internet to research and verify information about ice age animals, and presenting findings using word processing. **Music & Performing Arts** ● Revising instrumentation; Rhythm and time signatures; Let Your Spirit Fly (Charanga); Rhythm and Blues ● Dragons (Charanga); Rajasthan Music; Sequencing instrumentation; Christmas Songs ● Mime and gesture; Engaging and retaining audience interest ● Storytelling (dragons); Physical Theatre		

CES Long Term Planning 2020-21 - Year 3

Term 2

	Term 2A						Half Term	Term 2B								
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15
Date (Sunday)	10.01.21	17.01.21	24.01.21	31.01.21	07.02.21	14.02.21		21.02.21	28.02.21	07.03.21	14.03.21	21.03.21	28.03.21	04.04.21	11.04.21	18.04.21
Days	5	5	4	5	5	2 days in school then HT		5	5	5	5	4 - PTCs	5	5	5	5
Theme	Ancient Egypt							The Tudors								
English	● The Egyptian Cinderella by Shirley Climo *Newspaper recount* ● Poems on a theme - The Crocodile by Lewis Carroll							● The Tudors: Kings, Queens, Scribes and Ferrets! by Marcia Williams *Persuasive letter*								
Maths	● Place Value ● Addition ● Subtraction ● Money ● Time							● Length ● Capacity ● Weight and temperature ● Fractions ● Money ● Time ● Geometry and position								
Science	**Light (Y3 & Y6)** ● Recognise that they need light in order to see things and that dark is the absence of light. ● Notice that light is reflected from surfaces. ● Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.							**Animals Including Humans** ● Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat ● Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Working Scientifically**								

- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Recognise 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 eye.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

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CES Long Term Planning 2020-21 - Year 3

Humanities	History	History
	History ● The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Identifying where in the world Egypt is, when the ancient Egyptian civilisation existed and considering what they already know about ancient Egypt. Exploring the landscape of Egypt and identifying the uses of the River Nile in ancient Egypt. Learning about Howard Carter's discovery of Tutankhamen and considering what we can learn from the objects found in his tomb. Investigating the importance of artefacts in learning about ancient Egypt, including the Rosetta Stone. Researching and presenting information about daily life in ancient Egypt. Exploring ancient Egyptian tombs, pyramids and burial sites, as well as the process of mummification. Consolidating their knowledge of ancient Egypt and presenting information in a variety of ways. **Geography** ● Locate the world's countries, using maps concentrating on environmental regions, key physical and human characteristics, countries, and major cities. ● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**History** ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Place the Tudors on a timeline and explore the Tudor family tree. Explore Tudor fashion through pictures and identify different pieces of Tudor clothing. Investigate the foods which Tudor people ate and find out about the new foods which were being brought to England at the time. Discover the punishments given to criminals during Tudor times and who was in charge of law and order. Explore the illnesses and diseases that were common in Tudor times and discover how they were treated. Think about what life was like for children in Tudor times, investigating the differences between rich and poor lifestyles. **Geography** ● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. ● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Explore how the physical and human geography of England has changed since the Tudor era. Locate the countries and oceans Tudor explorers such as Francis Drake travelled to and discovered.

	Describing the location of the River Nile and identifying some of its key features.	
	Investigating the journey of the River Nile from the source to the mouth.	
	Considering the positive and negative effects of the Aswan High Dam on the River Nile and its people.	
	Defining what the Nile Delta is and exploring its physical and human geographical features.	
	Identifying and describing uses of the River Nile and how these have changed over time.	
	Using geographical knowledge to describe a journey up the River Nile from Aswan to Alexandria.	
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials.	● To improve their mastery of art and design techniques, including drawing with a range of materials.
	● To improve their mastery of art and design techniques, including painting with a range of materials.	● To improve their mastery of art and design techniques, including painting with a range of materials.
	● To improve their mastery of art and design techniques, including sculpture with a range of materials.	● To improve their mastery of art and design techniques, including sculpture with a range of materials.
	Create a picture using papyrus in the style of Egyptian art.	● Learn about great artists in history.
	Use modelling clay to make a cartouche including hieroglyphics.	Explore why Tudors had portraits painted and recreate a portrait – Hans Holbein.
	Create and decorate a necklace based on examples of Egyptian jewellery.	Discover what coats of arms are and why they were used before designing and creating your own.
		Find out about the Tudor rose and what it represents before creating one out of clay.
	● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
	● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

	● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Design, make and evaluate a shaduf after investigating how they work. Discover what foods the ancient Egyptians would have eaten and follow a recipe to make Egyptian bread.	● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Design, make and evaluate a Tudor house. Design, make and evaluate a Tudor crown.
PSHE	Integrity ● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Inclusive ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. ● To recognise the role of voluntary, community and pressure groups.
Computing	● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Create a multimedia presentation about Egypt. Investigate search engines and how to use search terms efficiently.	Scratch Jr. Programming ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

	Create a database to include facts about ancient Egypt.	
Cross-curricular	**Physical Education** ● Develop flexibility, strength, technique, control and balance. ● Perform dances using a range of movement patterns. Study the body shapes portrayed in Egyptian paintings and use these to choreograph an Egyptian pharaonic dance. **Music & Performing Arts** • Glockenspiel 1 (Charanga) • Building up understanding of Musical notation • Composing / Improvising • Paired work introduction to improvisation • Appraising the work of others.	**Music** ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● Listen with attention to detail and recall sounds with increasing aural memory ● Use and understand staff and other musical notations ● Develop an understanding of the history of music Sing familiar songs relating to the Tudors using rounds. Find out about music during Tudor times and learning a Tudor song. **Computing** ● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Investigate why it is important to check information for accuracy and using the internet to do so. Use computers to create a display about the Tudors, including text, pictures, graphics etc. Use Google Sites to create a website about the Tudors. **Music & Performing Arts** • History of Music 1 - including in Tudor times • Early Music - Renaissance and Baroque Music • Sustaining historical character • Exploring status and hotseating • Music and Movement

CES Long Term Planning 2020-21 - Year 3

Term 3

<table>
<tr><td colspan="8" align="center">Term 3</td></tr>
<tr><td>Week</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
<tr><td>Date (Sunday)</td><td>02.05.21</td><td>09.05.21</td><td>16.05.21</td><td>23.05.21</td><td>30.05.21</td><td>06.06.21</td><td>13.06.21</td></tr>
<tr><td>Days</td><td>3</td><td>4 - Eid</td><td>5</td><td>5</td><td>5</td><td>5</td><td>4</td></tr>
<tr><td>Theme</td><td colspan="7" align="center">From Cape Town to Baghdad</td></tr>
<tr><td>English</td><td colspan="7">

- Fly Eagle Fly by Christopher Gregorowski

Description (short burst writing)

Folktale/fable

Anansi Stories (Class Reader)
- Classic poetry - The Tyger by William Blake
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<tr><td>Maths</td><td colspan="7">

- Investigative, consolidation and problem-solving focused in the following strands:
  - Addition
  - Subtraction
  - Multiplication
  - Division
</td></tr>
<tr><td>Science</td><td colspan="7">

Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
- Describe magnets as having two poles.
</td></tr>
</table>

● Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Working Scientifically

● Asking relevant questions and using different types of scientific enquiries to answer them.

● Setting up simple practical enquiries, comparative and fair tests.

● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

● Identifying differences, similarities or changes related to simple scientific ideas and processes.

● Using straightforward scientific evidence to answer questions or to support their findings.

Humanities	**History**
	● Learn about a non-European society that provides contrast with British history.
	Through research devise historically valid questions about change, cause, similarity and difference, and significance based on the countries along the route.
	Note connections, contrasts and trends over time for different countries.
	Geography
	● Locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	● Name and locate counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
	● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
	● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Use an Atlas to locate countries, cities and continents. Review the seven continents and five oceans.
	Design a travel route from Cape Town to Baghdad.
	Learn about and describe the physical geography of certain African countries, while also using atlases to identify and study their features.
	Study the climate in the different route countries and how this affect the food they grow.
	Understand the concept of trade in the modern sense. Look at the exports and imports of the countries along the route.
	Learn about the different land use patterns.
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials.
	● To improve their mastery of art and design techniques, including painting with a range of materials.
	● Learn about great artists in history.
	Ben Enwonwu – modern African artist study.
	Create sketch books to record their observations and use them to review and revisit ideas
	Paint and sculpture with a range of materials in the style of Ben Enwonwu.
	Understand who was Ben Enwonwu and what impact his art had on the modern world.
PSHE	Community
	Well-Being
	● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers).
	● Find information and advice (for example, through helplines; by understanding about welfare systems in society.
	● To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
	● What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.
	● That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
	● School rules about health and safety, basic emergency aid procedures and where to get help.
	● Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).

Computing	Blogging
	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cross-curricular	**English**
	● Create a poster (A1) based on the African country along the route from Cape Town to Baghdad.
	Computing
	● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
	To carry out online research.
	Music & Performing Arts
	● The Dragon Song (Charanga)
	● Exploring music from other cultures
	● Folk music
	● Telling stories through Shadow Puppetry
	● Adding theatrical elements – live music, scenery, sound effects

CES Long Term Planning 2020-21 - Year 4

Term 1

	Term 1A								Half Term	Term 1B						
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (Sunday)	30.08.20	06.09.20	13.09.20	20.09.20	27.09.20	04.10.20	11.10.20	18.10.20	25.10.20	01.11.20	08.11.20	15.11.20	22.11.20	29.11.20	06.12.20	13.12.20
Days	2	5	5	5	5	4	4 - PTCs	5	5	5	5	5	5	5	5	5
Theme	**The Rainforest**									**The Romans**						
English	● The Great Kapok Tree by Lynne Cherry *Description* (short burst writing) *Persuasive letter* ● Kenning Poetry ● Cinquain Poetry ● Haiku Poetry									● The Romans: Gods, Emperors and Dormice by Marcia Williams *Description* (short burst writing) *Myth* The Orchard Book of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark (Class Reader)						
Maths	● Number and Place Value ● Addition & Subtraction									● Number and Place Value: Roman Numerals ● Statistics ● Multiplication and Division ● Geometry						
Science	**Living Things & Their Habitats** ● Recognise that living things can be grouped in a variety of ways. ● Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ● Recognise that environments can change and that this can sometimes pose dangers to living things.									**Animals including Humans** ● Describe the simple functions of the basic parts of the digestive system in humans. ● Identify the different types of teeth in humans and their simple functions. ● Construct and interpret a variety of food chains, identifying producers, predators and prey.						

	Working Scientifically ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings.	**Working Scientifically** ● Asking relevant questions and using different types of scientific enquiries to answer them. ● Setting up simple practical enquiries, comparative and fair tests. ● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. ● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. ● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ● Identifying differences, similarities or changes related to simple scientific ideas and processes. ● Using straightforward scientific evidence to answer questions or to support their findings.
Humanities	**Geography** ● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	**History** ● The Roman Empire and its impact on Britain. Explore the story of how Rome was founded by Romulus and Remus and how the city expanded into an empire. Investigate how society was structured in ancient Rome. Research what daily life was like for the ancient Romans. Discover what the ancient Romans did for entertainment. Explore what the ancient Romans believed in and who their gods and goddesses were.

	● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Discover where the rainforests are in the world and locate them on a world map. Explore what it is like in a rainforest and learn about the four main layers of vegetation. Define the word 'climate' and use charts and graphs to explore the climate of tropical rainforests. Discover the indigenous rainforest tribes and compare their lives with life in modern society. Explore how the rainforests are under threat and the actions that we can take to help save them. **History** ● a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) Learn about the Yanomami tribe and understand some of the events that have led to their way of life being threatened.	**Geography** ● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. ● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify Italy and its major cities on a map and explore its geographical features. Explore the tourist attractions of Rome and analyse the city as a holiday resort. Identify similarities and differences between Italy and Britain.
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. ● Learn about great artists in history. Learn and refine techniques to observe and draw animals. Explore the art of Henri Rousseau and replicate some of his work using collage. Design and make an animal mask.	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. Make a Roman mosaic inspired by examples the Romans left behind. Investigate the use of symbolism in art and create a piece of artwork to portray a Roman myth - Echo and Narcissus. Use clay to create a reproduction of an ancient Roman artefact.

	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, sew and evaluate poison dart frog beanbags. Design, make and evaluate an information book with moving parts.	- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Design and make a Roman drawstring purse. Design and make a Roman shield, looking at typical colours, patterns and design.
PSHE	Positive - To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. - To recognise...how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. - Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take). - To recognise, name and deal with their feelings in a positive way.	Respect - Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment). - That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

Computing	E-safety ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology to create a database about Roman deities or emperors. Use a spreadsheet to create a graph about the weather and climate in Rome. Create a storybook to retell a Roman myth
Cross-curricular	**Computing** ● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Learn about the most effective and efficient search terms when researching facts about the rainforest. Use word processing to present a rainforest glossary. **Music & Performing Arts** • Revising instrumentation • Three Little Birds (Charanga) – Reggae • Persuasive Speech (audience) • Devising Adverts / PSA	**Physical Education** ● Use running, jumping, throwing and catching in isolation and in combination ● Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Explore the Romans' love of ball games and play a game of Harpastum. Investigate the variety of challenges that Roman soldiers would have undertaken at the Campus. **Music & Performing Arts** • Roman Music – detectives • History of Music Part 2 Classical / Romantic • Appraising music using appropriate language • Christmas Concert • Intro to Improvisation • Paired and Group work • Presentation Skills (Science Fair)

CES Long Term Planning 2020-21 - Year 4

Term 2

	Term 2A						Half Term	Term 2B								
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15
Date (Sunday)	10.01.21	17.01.21	24.01.21	31.01.21	07.02.21	14.02.21		21.02.21	28.02.21	07.03.21	14.03.21	21.03.21	28.03.21	04.04.21	11.04.21	18.04.21
Days	5	5	4	5	5	2 days in school then HT		5	5	5	5	4 - PTCs	5	5	5	5
Theme	Extreme Earth							Anglo Saxons								
English	● Earth-Shattering Events by Robin Jacobs *Description* (short burst writing) *Newspaper recount* ● Poems on a theme							● Usborne Young Reading Beowulf retold by Rob Lloyd Jones *Description* (short burst writing) *Folktale* King Arthur and the Knights of the Round Table by Marcia Williams (Class Reader) ● Werewolf Club Rules by Joseph Coelho								
Maths	● Number and Place Value ● Addition and Subtraction ● Multiplication and Division ● Measurement ● Geometry							● Geometry: Position & Direction ● Number and Place Value: Decimals ● Measurement: Money ● Measurement ● Fractions ● Investigations								
Science	**States of Matter** ● Compare and group materials together, according to whether they are solids, liquids or gases. ● Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).							**Properties and Changes of Materials** ● Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. ● Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.								

● Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working Scientifically

● Asking relevant questions and using different types of scientific enquiries to answer them.

● Setting up simple practical enquiries, comparative and fair tests.

● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

● Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

● Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

● Identifying differences, similarities or changes related to simple scientific ideas and processes.

● Using straightforward scientific evidence to answer questions or to support their findings.

● 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 and the action of acid on bicarbonate of soda.

Working Scientifically

● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

● Using test results to make predictions to set up further comparative and fair tests.

● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

● Identifying scientific evidence that has been used to support or refute ideas or arguments.

Humanities	**Geography**	**History**
	● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). ● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	● Learn about Britain's settlement by Anglo-Saxons and Scots. Study the archaeological evidence at Sutton Hoo to ask and answer questions. Find out who the Anglo-Saxons were and where they came from. Find out who the Picts and Scots were and where they lived. Use various historical sources to find out about Anglo-Saxon life. Explore Anglo-Saxon culture including art, music, legends and poetry.

	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth. Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world. Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move. Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.	Explore the spread of Christianity in Britain. Use what has been discovered at Sutton Hoo to draw conclusions about who was buried there.
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. ● Learn about great artists in history. Explore Hokusai's artwork The Great Wave by investigating how woodblock prints are made. Explore the movement of tornadoes and use line, shape and shading to create colourful tornado pictures. Investigate the animals which live in extreme climates and create a clay sculpture of one of these animals.	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. ● Learn about great artists in history. Intricate jewellery made using precious stones, sculpture and carving in rock and bone. Create Bayeux pictures using lines. Use line to create pictures in the style of the Buck brothers. Create painting in the style of James Paterson. Explore delicate embroidery used in the creation of the Bayeux Tapestry.

	● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ● Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. ● Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Design, make and evaluate a waterproof container which can be used to protect precious items during a natural disaster. Design, make and evaluate an information box which provides interactive information on natural disasters.	
PSHE	Integrity ● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Inclusive ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. ● To recognise the role of voluntary, community and pressure groups.
Computing	● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Scratch 2.0 Programming Projects

	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Investigate search engines and how to use search terms efficiently. Create a multimedia text or presentation about natural disasters.	● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Cross-curricular	**Music** ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. ● Improvise and compose music for a range of purposes using the inter-related dimensions of music. ● Use and understand staff and other musical notations. Use percussion to create a storm composition. Rehearsing and performing a composition using instruments to portray a natural disaster. **PSHE** ● Explore the aftermath of a natural disaster and how aid agencies and charities can help. ● Consider the effects of famine and drought around the world and how we can help. ● Consider the effects we as humans have on climate change and what personal actions can be taken to reduce our carbon footprints. **Music & Performing Arts** ● Recorder / Keyboard ● Understanding basics - building up understanding of musical notation ● Composing / Improvising ● Recorder / Keyboard ● Understanding basic Building up understanding of Musical notation ● Composing / Improvising	**PSHE** ● Anglo-Saxon religious beliefs and the differences between Paganism and Christianity. **Music & Performing Arts** ● Bringing Us Together (Charanga) Disco ● Sing in unison and simple 2 parts ● Storytelling Legends ● Making and Using masks ● Young Audience

CES Long Term Planning 2020-21 - Year 4

Term 3

		Term 3					
Week	1	2	3	4	5	6	7
Date (Sunday)	02.05.21	09.05.21	16.05.21	23.05.21	30.05.21	06.06.21	13.06.21
Days	3	4 - Eid	5	5	5	5	4
Theme	The Vikings						
English	● The Saga of Erik the Viking by Terry Jones *Dialogue, action and speech focused paragraph* (short burst writing) *Narrative with dilemma focus* Viking Longship by Keith Durham (Class Reader) ● Classic poetry - Leisure by W. H. Davies						
Maths	● Fractions ● Multiplication and Division ● Measurement: Time ● Statistics ● Addition & Subtraction ● Measurement ● Geometry: Position & Direction						
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.

Sound

- 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.

- Recognise that sounds get fainter as the distance from the sound source increases.

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them.

- Setting up simple practical enquiries, comparative and fair tests.

- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

- Identifying differences, similarities or changes related to simple scientific ideas and processes.

- Using straightforward scientific evidence to answer questions or to support their findings.

Humanities	**History**
	
	- Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
	
	   Learn about Anglo-Saxon life in England prior to the first Viking invasions.
	
	   Consider the impact of one of the earliest Viking invasions: Lindisfarne, 793.

	Find out about the continued raids of Anglo-Saxon England by the Vikings, and the peace accord they eventually reached.
	Discover fascinating facts about the reign and achievements of Alfred The Great.
	Learn about life for Vikings settled in Britain and compare and contrast them with Anglo-Saxons.
	Discover how, by 1016, England came to be a unified country under the control of a Viking king.
	Find out how Viking and Anglo-Saxon life in England changed due to the Battle of Hastings.
	Geography
	● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
	● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
	● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Locate Scandinavia and begin to identify some of its features.
	Study the changing seasons and daylight hours inside the Arctic circle.
	Compare the physical geography of Norway to that of Sweden and Denmark.
	Research, compare and contrast the human geography of three Scandinavian countries.
	Discover and consider differences between Scandinavia and the UK.
	Apply knowledge of Scandinavia's geography by promoting it as a holiday destination.
Art & Design technology	● To improve their mastery of art and design techniques, including drawing with a range of materials.
	● To improve their mastery of art and design techniques, including painting with a range of materials.
	● To improve their mastery of art and design techniques, including sculpture with a range of materials.
	Study Viking artefacts and start to learn about different styles of Viking art.
	Learn how to draw intricate Viking knots.
	Build on prior learning about Viking art, drawing animal heads in the Viking style.

	Draw Viking dragons and develop shading skills.
	Draw Viking warrior portraits, using shading to add depth to drawings.
	Weave or sculpt to make Viking jewellery decorated with runes.
	● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
	Grind oats and prepare Viking porridge recipe.
	Understand a Paleo diet and create one to test out the effects on the human body.
PSHE	Community Well-Being ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● Find information and advice (for example, through helplines; by understanding about welfare systems in society. ● To talk and write about their opinions, and explain their views, on issues that affect themselves and society. ● What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. ● That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. ● School rules about health and safety, basic emergency aid procedures and where to get help. ● Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
Computing	Blogging ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cross-curricular	**Maths** ● Time - centuries. **English**

	● Viking-related vocabulary, writing as different characters. **Music & Performing Arts** ● Mamma Mia (Charanga) ● Songs of Abba Pop Songs ● Simple composition ● 1970s – Current Day ● PSHE – Exploring and expressing CES Values through drama

CES Long Term Planning 2020-21 - Year 5

Term 1

		Term 1A							Half Term	Term 1B						
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (Sunday)	30.08.20	06.09.20	13.09.20	20.09.20	27.09.20	04.10.20	11.10.20	18.10.20	25.10.20	01.11.20	08.11.20	15.11.20	22.11.20	29.11.20	06.12.20	13.12.20
Days	2	5	5	5	5	4	4 - PTCs	5	5	5	5	5	5	5	5	5
Theme	Ancient Greece									World War II						

	Term 1A	Term 1B
English	● The Orchard Book of Greek Myths by Geraldine McCaughrean *Description* (short burst writing) *Myth* Who Let the Gods Out? by Maz Evans (Class Reader)	● The Lion and the Unicorn by Shirley Hughes *Description* (short burst writing) *Diary* Letters from the Lighthouse by Emma Carroll (Class Reader) ● The Charge of the Light Brigade by Alfred Lord Tennyson ● High Flight by John Magee
Maths	● Number and Place Value ● Addition and Subtraction ● Multiplication and Division	● Number and Place Value ● Addition and Subtraction ● Multiplication and Division ● Measures ● Fractions
Science	**Y5 Living things & their Habitats** ● Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ● Describe the life process of reproduction in some plants and animals.	**Y6 Living things & their Habitats** ● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

	Working Scientifically	● Give reasons for classifying plants and animals based on specific characteristics.

● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

● Using test results to make predictions to set up further comparative and fair tests.

● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

● Identifying scientific evidence that has been used to support or refute ideas or arguments.

Working Scientifically

● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

● Using test results to make predictions to set up further comparative and fair tests.

● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

● Identifying scientific evidence that has been used to support or refute ideas or arguments.

Humanities

History

● A study of Greek life and achievements and their influence on the western world.

Find out who the ancient Greeks were and locate their civilisation on a timeline.

Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy.

Compare and contrast the two city states of Athens and Sparta.

Use primary and secondary sources to find out about daily life in ancient Greece.

Find out about gods, goddesses and religious beliefs in ancient Greece.

Investigate the lives and teachings of the ancient Greek scholars and philosophers.

Explore how modern life has been influenced by the ancient Greeks.

Geography

History

● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Introduce World War 2 by investigating how it began and ended and which countries and world leaders were involved.

Discover what the Blitz was and explore photographs of the aftermath.

Investigate safety measures during the Blitz and the benefits of evacuation.

Reflect upon what it was like for those who were evacuated and explore how the system worked.

Discuss the reasons for rationing and investigate the 'Dig for Victory' campaign.

Look at the experiences of different groups during the war by learning about Anne Frank and why she is remembered.

Explore the effects of the war on the lives of everyday people and reflect on the different experiences they would have had.

	● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Investigate what Greece is like today by exploring its physical geography. Research what modern Greece is like by investigating the population and various aspects of the culture.	**Geography** ● Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the countries of the Allies and the Axis on a world map.
Art & Design technology	● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. ● Learn about great artists in history. Explore the use of comedy and tragedy masks and design and make masks using modroc. Study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks. Explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap. ● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. Look at a variety of wartime propaganda posters and the styles that were used. Generate and use adjectives based on images of WW2 before creating an emotive piece of artwork about WW2. Exploring the use of pencil and sketching skills to draw a WW2 aircraft. ● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

	- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Design, make and evaluate a labyrinth after hearing the story of Theseus and the Minotaur.	- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Understand how key events and individuals in design and technology have helped shape the world. - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Work within the limits of rationed ingredients to create a wartime dish. Create a Morse code key and use it to sound out Morse code.
PSHE	Positive - To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. - To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. - To recognise...how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. - Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take). - To recognise, name and deal with their feelings in a positive way.	Respect - Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment). - That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
Computing	E-safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Create a multimedia presentation about an aspect of WW2. Investigate Morse code and how it was used during WW2.

Cross-curriculum	**Computing**	**Music & Performing Arts**
	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Create a website about ancient Greece using Google Sites.	● Improvise and compose music for a range of purposes using the inter-related dimensions of music.
	Researching and creating a multiple-choice quiz on the ancient Greeks using PowerPoint.	● Listen with attention to detail and recall sounds with increasing aural memory.
	Retell Aesop's fables by creating digital storybooks.	● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
		● Develop an understanding of the history of music.
		Explore why songs and music were important during the war and learn some famous wartime songs.
		Compose a piece of music to reflect the Blitz and develop ways to record this on paper.
	Music & Performing Arts	
	• Revising instrumentation	• History of Music Part 3 - Early 20th Century and World War 2 Music (Charanga)
	• Stop (Charanga)	• Appraising music using appropriate language
	• Writing Lyrics linked to a theme - Anti-bullying	• Homework: Winter Wonderland
	• Grime / Rap 90s to Current Day	• Building and sustaining a character through speech and gesture
	• Paired Improvisation	• Roleplay - evacuees
	• Storytelling (Greek Myths) – how to use gesture, expression etc. to engage audience	• Public Speaking / Presenting (WW2 news)

CES Long Term Planning 2020-21 - Year 5

Term 2

	Term 2A						Half Term	Term 2B								
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15
Date (Sunday)	10.01.21	17.01.21	24.01.21	31.01.21	07.02.21	14.02.21		21.02.21	28.02.21	07.03.21	14.03.21	21.03.21	28.03.21	04.04.21	11.04.21	18.04.21
Days	5	5	4	5	5	2 days in school then HT		5	5	5	5	4 - PTCs	5	5	5	5
Theme	**Great British Scientists**							**Earth & Space**								
English	- Isaac Newton and his laws - Stephen Hawking - black holes & gravity - Mary Anning, Alfred Wallace and Charles Darwin - evolution - Sir Alexander Fleming - antibiotics - John Kemp Starley - cogs and gears *Biographical writing*							- Cosmic by Frank Cottrell Boyce *Description* (short burst writing) *Adventure narrative* - The Moon by Robert Louis Stevenson								
Maths	- Number and Place Value - Addition and Subtraction - Multiplication and Division - Fractions - Geometry - Measures							- Number and Place Value - Addition and Subtraction - Multiplication and Division - Fractions - Decimals and Percentages - Geometry: Position & Direction - Geometry								
Science	**Forces** Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.							**Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.								

	● Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. ● Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **Working Scientifically** ● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ● Using test results to make predictions to set up further comparative and fair tests. ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ● Identifying scientific evidence that has been used to support or refute ideas or arguments.	● 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. **Working Scientifically** ● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. ● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. ● Using test results to make predictions to set up further comparative and fair tests. ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. ● Identifying scientific evidence that has been used to support or refute ideas or arguments.
Humanities	**History** ● Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Explore the world's most famous scientists, and some of the biggest discoveries ever made in science. Understand each scientist's biggest discovery, and the scientific method they used to determine them. Understand how the scientific method developed over time.	**History** ● Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Discovering how and where and when the telescope was invented and how they work. Finding out about the Space Race between the USSR and USA and space exploration between 1940 and 1970. Exploring the details of the Apollo 11 mission of 1969, the moon landing and who was involved. Examining methods of space exploration used today.

		Geography ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Locate the countries that participated in the Space race and compare their geological features.
Art & Design technology	● To improve their mastery of art and design techniques, including painting with a range of materials. Painting with a pendulum and the force of gravity	● Use sketchbooks to review and revisit ideas. ● To improve their mastery of art and design techniques, including drawing with a range of materials. Exploring the world of origami and using this understanding to make an origami star. Creating a fictional planet using mixed media. ● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. ● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. ● Investigate and analyse a range of existing products. ● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Exploring examples of past and present sundials before designing, making and evaluating a sundial. Creating motorised circuits in order to create a moving Mars Curiosity Rover.
PSHE	Integrity	Inclusive

	● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. ● To recognise the role of voluntary, community and pressure groups.
Computing	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Using computers and the internet to research, then create multimedia text or presentations.	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Online research to create multimedia text or presentations of a famous astronaut. ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Using HTML to program.
Cross-curricular	**Computing** ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Using computers and the internet to research and write the biography of a famous astronaut. **Music & Performing Arts** • Glockenspiel 2(Charanga) • Understanding basic Building up understanding of Musical notation • Composing / Improvising • Giving clear instructions	**Computing** ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Using computers and the internet to research and write the biography of a famous astronaut. **Music & Performing Arts** ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

• Paired work; role-play of real life scientific heroes, sustaining character, hot seating	• Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Composing a piece of music to represent the journey of a spaceship using tuned and untuned instruments. Listening and responding to Holst's The Planets. Lean on Me (Charanga) Improvise and Compose with 3 notes Working in groups and as ensemble; 2 or 3-part singing Soul / Gospel 1970s / 80s / 90s Devising Performances for young audiences Theatrical techniques – costumes, scenery, sound effects – Lost in Space

CES Long Term Planning 2020-21 - Year 5

Term 3

<table>
<tr><td colspan="8" align="center">Term 3</td></tr>
<tr><td>Week</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr>
<tr><td>Date (Sunday)</td><td>02.05.21</td><td>09.05.21</td><td>16.05.21</td><td>23.05.21</td><td>30.05.21</td><td>06.06.21</td><td>13.06.21</td></tr>
<tr><td>Days</td><td>3</td><td>4 - Eid</td><td>5</td><td>5</td><td>5</td><td>5</td><td>4</td></tr>
<tr><td>Theme</td><td colspan="7" align="center">Mayans & South America</td></tr>
<tr><td>English</td><td colspan="7">

- The Vanishing Rainforest by Richard Platt

  Description (short burst writing)

  Persuasive letter

- Classic poetry – When Great Trees Fall by Maya Angelou

</td></tr>
<tr><td>Maths</td><td colspan="7">

- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals and Percentages
- Statistics
- Measures

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<tr><td>Science</td><td colspan="7">

Evolution & Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

- 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.

Y6 Animals including Humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

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	● Describe the ways in which nutrients and water are transported within animals, including humans.
	Working Scientifically
	● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
	● Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
	● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
	● Using test results to make predictions to set up further comparative and fair tests.
	● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
	● Identifying scientific evidence that has been used to support or refute ideas or arguments.
Humanities	**Geography**
	● Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
	● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
	● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
	● Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
	● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
	● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Find out about the location and countries of South America.
	Understand about the climate in South America.
	Identify features of the major mountain ranges of South America.
	Explore the human geography of South America.
	Research and understand about trade and industry in South America.

	Carry out an in-depth study of a South American country.
	Compare an area of South America with the UK.
	Locate where the Maya lived on a world map and the modern-day countries and cities that are there now.
	Use a variety of sources to explore the physical geography of Mesoamerica.
	Explore what life is like for modern Mayan people and compare this to the life of the Maya in the 1st century.
	History
	● A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
	Investigate how and when Europeans encountered the Mayan civilisation.
	Explore how we know about the Mayan civilisation and their way of life.
	Explore how Mayan society was organised and how this compares to modern society.
	Find out about what the Maya believed in, including their religious rites and rituals.
	Use a variety of sources to piece together what life was like for the Maya.
	Exploring the achievements of the Maya including their number systems and calendar.
	Investigate the reasons behind the decline of the Mayan civilisation.
Art & Design technology	● Use sketchbooks to review and revisit ideas.
	● To improve their mastery of art and design techniques, including drawing with a range of materials.
	● To improve their mastery of art and design techniques, including painting with a range of materials.
	● To improve their mastery of art and design techniques, including sculpture with a range of materials.
	● Learn about great artists in history.
	Learn about Frida Kahlo and analyse some of her work.
	Study the self-portraits of Frida Kahlo.
	Explore how Kahlo drew on her cultural background for her artwork.
	Understand what surrealism is in artwork.
	Explore how Kahlo painted moments in her life and expressed emotion through her work.

	● Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Celebrating culture and seasonality. Investigate and make food from a south American country in terms of nutrition.
PSHE	Community Well-Being ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● Find information and advice (for example, through helplines; by understanding about welfare systems in society. ● To talk and write about their opinions, and explain their views, on issues that affect themselves and society. ● What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. ● That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. ● School rules about health and safety, basic emergency aid procedures and where to get help. ● Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
Computing	Blogging ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cross-curricular	**PSHE** ● Explore the implications of the Spanish conquest for the Mayan people. ● Consider the concept of a hierarchy in the context of Mayan society and modern society. ● Identify the areas of modern and Mayan lifestyles which are healthy or unhealthy. **Music & Performing Arts** ● Blackbird (Charanga) ● Beatles\ Improvise and Compose with 3 notes ● Working in groups and as an ensemble

	1950s, 1960s and 1970s - Equality, Civil Rights – Debate - Appraisal of each other's work - Interpreting I have a dream

CES Long Term Planning 2020-21 - Year 6

Term 1

								Half Term								
	Term 1A								**Term 1B**							
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Date (Sunday)	30.08.20	06.09.20	13.09.20	20.09.20	27.09.20	04.10.20	11.10.20	18.10.20	25.10.20	01.11.20	08.11.20	15.11.20	22.11.20	29.11.20	06.12.20	13.12.20
Days	2	5	5	5	5	4	4 - PTCs	5	5	5	5	5	5	5	5	5
Theme	**Migration**								**The Victorians**							

English

Migration:
- The Arrival by Shaun Tan

  Description (short burst writing)

  Narrative with flashbacks

  Refugee Boy by Benjamin Zephaniah (Class Reader)

The Victorians:
- The Hound of the Baskervilles by Sir Arthur Conan Doyle

  Suspense writing (short burst writing)

  Letter writing (highlight hybrid text)

  Cogheart by Peter Bunzl (Class Reader)

- Free verse poetry - The Victorians

Maths

Migration:
- Number and Place Value
- Addition and Subtraction
- Multiplication and Division

The Victorians:
- Fractions: Adding & Subtracting
- Fractions: Multiplying & Dividing
- Ratio & Proportion
- Measures: Perimeter, Area and Volume

Science
KS3 PoS.

Migration:

Working Scientifically – summary

Cells 1.1 – 1.5

- Cells as the fundamental unit of living organisms, including how to observe, interpret, and record cell structure using a light microscope.

- The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria, and chloroplasts.

The Victorians:

Body Structure and Functions 2.1 – 2.6

- The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.

- The structure and functions of the gas exchange system in humans, including adaptations to function.

● The similarities and differences between plant and animal cells. ● The role of diffusion in the movement of materials in and between cells. ● Diffusion in liquids and gases driven by differences in concentration. ● The structural adaptations of some unicellular organisms. **Working Scientifically (KS3)** ● Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. ● Present observations and data using appropriate methods, including tables and graphs. ● Make and record observations and measurements using a range of methods for different investigations.	● The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume. ● The impact of exercise, asthma, and smoking on the human gas exchange system. ● The structure and functions of the human skeleton, to include support, protection, movement, and making blood cells. ● Biomechanics – the interaction between skeleton and muscles, including the measurement of force exerted by different muscles. ● The function of muscles and examples of antagonistic muscles. **Working Scientifically (KS3)** ● Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety. ● Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions. ● Make and record observations and measurements using a range of methods for different investigations.

| Humanities | **History**

 ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

 Understand the history of migration in the UK.

 Explore and evaluate migration from the EU.

 Explore and evaluate migration from outside the EU.

 Understand refugees and Asylum seekers.

 Explore the impact if immigration into the UK stopped.

 Understand the migration/immigration history of the United Kingdom, from the Palaeolithic era, through the Roman empire era, colonist Britain to the current day changes for Hong Kong citizens, expulsions and impact of leaving the EU. | **History**

 ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

 Find out who Queen Victoria was and investigate her life and family tree.

 Explore the impact that the Industrial Revolution had on the people of Britain.

 Discover what was invented during the Victorian era.

 Investigate what public health and medical care were like during the Victorian era.

 Examine and compare different leisure activities of rich and poor Victorian people. |

	Geography ● Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Discuss the map of human migration around the world and explore the data behind the map. Create maps of targeted human migration patterns and discuss predictions about future global migration patterns. Describe how the map of human migration around the world displays information about migration streams. Explore migration relationships for countries other than the United Kingdom, and report on findings. Visit the World Bank website to download the full migration data set - the Bilateral Migration Matrix 2010.	**Geography** ● Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Investigate the countries that were part of the British Empire during the Victorian era.
Art & Design technology	● Use sketchbooks to review and revisit ideas. ● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● Learn about great artists in history. Explore and understand the abstract art movement. Explore the work of Jacob Lawrence (movement of people to and across America).	● Use sketchbooks to review and revisit ideas. ● To improve their mastery of art and design techniques, including drawing with a range of materials. ● To improve their mastery of art and design techniques, including painting with a range of materials. ● To improve their mastery of art and design techniques, including sculpture with a range of materials. ● Learn about great artists in history. ● Learn about great designers in history.

	Understand the idea of art as cultural narrative (telling the story of a people's history).	Explore the artwork of the Pre-Raphaelites and create work inspired by them.
	Create autobiographical art in the style of Jacob Lawrence.	Investigate the Arts and Crafts movement and find out who William Morris was.
		Create artwork using the Victorian art of decoupage.
		● Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
		● Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
		● Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
		● Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
		● Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
		● Understand how key events and individuals in design and technology have helped shape the world.
		● Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
		Find out who Isambard Kingdom Brunel was and design and make a bridge inspired by him.
		Design, make and evaluate a traditional Punch and Judy puppet.
PSHE	Positive ● To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. ● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Respect ● Consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between different races and dealing with harassment). ● That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.

	● To recognise...how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way. ● Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take). ● To recognise, name and deal with their feelings in a positive way.	
Computing	E-safety ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Spreadsheets ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Understand the different features of spreadsheets using either Microsoft Excel or iOS numbers. Explore the different ways in which spreadsheets can be used. Investigative skills in using the spreadsheet to solve specific problems. Open-ended task to design a spreadsheet and test its formulas work.	● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Plan and create a multimedia presentation about a particular aspect or aspects of Victorian lifestyles. Use word processing to create a biography of a famous Victorian person. ICT in the wider world and its impact.
Cross-curricular	**Computing** ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and	**Music** ● Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Music & Performing Arts** (for the whole of Term 1) • Musical theory focus – learning the basics Staff notations, pitch, musical genres and fundamentals. Explore journeys through music 'Imagine and You will be found'	● Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. ● Develop an understanding of the history of music. Listen to, appraise and sing some famous Victorian music hall songs. **PSHE** Find out who the Quakers are and what they believe. Explore how the Quaker beliefs affected other people in the Victorian era. Investigate how Quaker beliefs influenced how workers in factories were treated, focusing on the Cadbury family.

CES Long Term Planning 2020-21 - Year 6

Term 2

	Term 2A						Half Term	Term 2B								
Week	1	2	3	4	5	6		7	8	9	10	11	12	13	14	15
Date (Sunday)	10.01.21	17.01.21	24.01.21	31.01.21	07.02.21	14.02.21		21.02.21	28.02.21	07.03.21	14.03.21	21.03.21	28.03.21	04.04.21	11.04.21	18.04.21
Days	5	5	4	5	5	2 days in school then HT		5	5	5	5	4 - PTCs	5	5	5	5
Theme	**Amazing Africa**							**Early Islamic Civilisation**								
English	● Journey to Jo'burg by Beverley Naidoo *Flashback* (short burst writing) *Diary* The White Giraffe by Lauren St John (Class Reader)							● 1001 Arabian Nights by Geraldine McCaughrean (and Class Reader) *Description* (short burst writing) *Newspaper recount* ● Poems with imagery - Ode to A Nightingale by John Keats								
Maths	● Number and Place Value ● Multiplication and Division ● Fractions ● Fractions, decimals and Percentages ● Algebra							● Number and Place Value ● Measures ● Geometry ● Geometry - Position & Direction ● Ratio ● Statistics ● Consolidation								
Science	**Particles & their Behaviour 1.1-1.6** ● The properties of the different states of matter (solid, liquid, and gas) in terms of the particle model, including gas pressure. ● The properties of the different states of matter (solid, liquid, and gas) in terms of the particle model, including gas pressure.							**Atoms, Elements & Compounds 2.1-2.4** ● Differences between atoms, elements, and compounds. ● Chemical symbols and formulae for elements and compounds. ● Differences between atoms, elements, and compounds. ● A simple (Dalton) atomic model.								

- Similarities and differences, including density differences, between solids, liquids, and gases.

- The differences in arrangements, in motion, and in closeness of particles explaining shape and density.

- Changes of state in terms of the particle model.

- Energy changes on changes of state (qualitative).

- Reversibility in melting, freezing, evaporation, sublimation, condensation, and dissolving.

- The differences in arrangements, in motion, and in closeness of particles explaining changes of state.

- Changes of state in terms of the particle model.

- Energy changes on changes of state (qualitative).

- Reversibility in melting, freezing, evaporation, sublimation, condensation, and dissolving.

- The differences in arrangements, in motion, and in closeness of particles explaining changes of state.

- Changes of state in terms of the particle model.

- Energy changes on changes of state (qualitative).

- Reversibility in melting, freezing, evaporation, sublimation, condensation, and dissolving.

- The differences in arrangements, in motion, and in closeness of particles explaining changes of state.

- Diffusion in terms of the particle model.

- Diffusion in liquids and gases driven by differences in concentration.

Working Scientifically (KS3)

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.

- Atoms and molecules as particles.

- Differences between atoms, elements, and compounds.

- Chemical symbols and formulae for elements and compounds.

- Atoms and molecules as particles.

- Differences between atoms, elements, and compounds.

- Chemical symbols and formulae for elements and compounds.

Working Scientifically (KS3)

- Present observations and data using appropriate methods, including tables and graphs.

- Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.

- Understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature.

	- Present reasoned explanations, including explaining data in relation to predictions and hypotheses. - Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions. - Identify independent, dependent, and control variables where appropriate.	
Humanities	**Geography** - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). - Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Challenging children to identify, name and locate the 54 countries of Africa. Exploring the human and physical features of West Africa, specifically Nigeria.	**History** - Learn about a non-European society that provides contrasts with British history. Explore how Baghdad was the centre of a trade network that extended from China to Ireland, and from Scandinavia to sub-Saharan Africa. Illustrate maps with trade routes, transportation methods and goods traded. Explain how and why early Christianity and Islam spread. Sort the achievements of western Europe and the Islamic world and use your knowledge to create a comparative timeline. Highlight where Islamic thought has influenced Europe e.g. universities, architecture, maths. Compare ancient and modern maps of the world and the region significant to early Islamic Civilisation. Use a range of sources to discover more about the life of Muhammad. Find out about the difficult time following the death of Muhammad. Summarise the key events of early Islamic conquests and place them on a timeline. Discover the importance of the silk road and spice routes and the goods which were carried along them. Find out about the fascinating rise and fall of the city of Baghdad around CE 900. **Geography** - Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Present human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Exploring the human and physical features of North Africa, specifically Morocco.

Considering the reasons for the Central African Republic being one of the poorest countries in the world, despite an abundance of natural resources.

Investigating eastern Africa and Tanzania, exploring physical and human features.

Exploring southern Africa and South Africa, looking particularly at its biodiversity.

Consolidating understanding of the regions and countries studied and researching another African country.

History

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Introducing the Kingdom of Benin, exploring its location and placing its different eras on a timeline.

Establishing a timeline of the Kingdom of Benin before comparing artefacts and oral histories.

Learning about the Obas of Benin, using different sources to establish what we can learn.

Finding out about the lives of craftsmen, builders and other ordinary people during the Kingdom of Benin.

Investigating what commodities Benin exported out and imported in and explore their different trade routes.

Exploring Benin's 'Golden Age' as their civilisation reached its height.

Finding out why the Kingdom of Benin collapsed after the Golden Age, including Britain's role in her downfall.

- Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources.

Locate the world's countries on atlases or online mapping.

Determine long distance trade routes c. CE 900.

Locate the origins of trade items c. CE 900.

Make maps showing the spread of Islam and/or Christianity.

Map the origins of the silk road, spice routes and the goods which were carried along them.

Art & Design technology	- To create sketch books to record their observations - To improve their mastery of art and design techniques, including drawing with a range of materials. - Learn about great artists in history. Recreating natural animal print patterns choosing the most suitable medium to suit each pattern. Recreating art in the style of Tingatinga paintings. Using clay to recreate the artwork of the Kingdom of Benin. Creating their own Ndebele patterns to decorate a small hut, or on a larger scale in their own piece. Exploring the Adinkra symbols of the old Ashanti kingdom and creating their own messages using Adinkra symbols. - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. - Investigate and analyse a range of existing products - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Investigating African instruments by analysing them and how they make their sound.	- To create sketch books to record their observations - To improve their mastery of art and design techniques, including drawing with a range of materials. - To improve their mastery of art and design techniques, including paintings with a range of materials. Explore Islamic art, patterns and motifs and their relationship to maths. Explore features of Islamic Art - pattern and motifs to produce sketches. Explore tessellation using an online 'interactivity' - link to Nrich mathematical patterns. Create precise geometric patterns, emulating Islamic art and design, before sketching and creating their own hangings and decorations for the classroom. Learn about Arabic scripts and use calligraphy techniques. Explore how the Islamic conquest of Central Asia spread the knowledge of papermaking. Discover how to make paper, pen and ink. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques to eat during Ramadan and Eid al-Fitr.

	Analysing and choosing materials carefully to choose the most effective for their own kalimba designs. Identifying different areas of a kalimba which need to be strengthened or reinforced in order to make their own kalimbas. Exploring djembe drums and shekeres before designing or beginning to make one of these percussion instruments. Creating a djembe or shekere, exploring ways of strengthening and reinforcing different parts of their instrument. Using and evaluating their products in a practical way by creating an African-music-inspired composition.	
PSHE	Integrity ● To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Inclusive ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other. ● To recognise the role of voluntary, community and pressure groups.
Computing	Programming with Python using Trinket software. ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use software to make an animation. Research questions about early Islamic and Christian civilisations' achievements. Make a blog post, podcast or infographic to share your research. Create an infographic using Google Sites. Put together a chronological account of the life of Muhammad using ICT.
Cross-curricular	**English** ● Prepare points for a discussion on a question or statement related to the decline of the Kingdom of Benin.	**English** ● Prepare points for a discussion on a question or statement related to whether the city of Baghdad was pivotal in the development of the Early Islamic civilisation.

	Music & Performing Arts (for the whole Term 2) • Musical theory focus – Stage 2 Exploring musicals and musical genres Script development for their own leavers' musical	

CES Long Term Planning 2020-21 - Year 6

Term 3

	Term 3						
Week	1	2	3	4	5	6	7
Date (Sunday)	02.05.21	09.05.21	16.05.21	23.05.21	30.05.21	06.06.21	13.06.21
Days	3	4 - Eid	5	5	5	5	4
Theme	Crime and Punishment						
English	● The Highwayman by Alfred Noyes ● The Listeners by Walter de le Mare ● The Lady of Shallot by Alfred Tennyson *Compare, contrast and analyse* (short burst writing) *Narrative poem*						
Maths	● Number and Place Value ● Fractions, Decimals and Percentages ● Ratio ● Measures ● Algebra ● Geometry						
Science	**Sound 2.1-2.5** ● Waves on water as undulations which travel through water with transverse motion; these waves can be reflected and add or cancel – superposition. ● Using physical processes and mechanisms, rather than energy, to explain the intermediate steps that bring about changes in systems. ● Sound needs a medium to travel, the speed of sound in air, in water, in solids. ● Sound produced by vibrations of objects, in loudspeakers. ● Auditory range of humans and animals.						

	● Frequencies of sound waves measured in hertz (Hz).
	● Pressure waves transferring energy; waves transferring information for conversion to electrical signals by microphone.
	● Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum.
	● Pressure waves transferring energy; use for cleaning and physiotherapy by ultrasound.
	● Frequencies of sound waves measured in hertz (Hz); echoes, reflection, and absorption of sound.
	Working Scientifically (KS3)
	● Present reasoned explanations, including explaining data in relation to predictions and hypotheses.
	● Interpret observations and data, including identifying patterns and using observations, measurements, and data to draw conclusions.
	● Make predictions using scientific knowledge and understanding.
	● Evaluate risks.
Humanities	**History**
	● Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
	Explore the broad trends of crime and punishment from the Romans to the 21st century.
	Explore crime and punishment in the:
	– Roman period
	– Anglo-Saxon and Viking period
	– Medieval and Tudor period
	– Early modern period
	– Victorian period
	Compare and contrast different history periods of crime and punishment against contemporary times.
Art & Design technology	● To use sketchbooks to review and revisit ideas
	● To improve their mastery of art and design techniques, including drawing with a range of materials
	● To improve their mastery of art and design techniques, including painting with a range of materials
	● To improve their mastery of art and design techniques, including sculpture with a range of materials

	● Learn about great artists in history Through sketching, to develop ideas and techniques for artwork comprising stylised graffiti lettering. Through sketching, to develop ideas for improving a public space with street art. To express ideas through a satirical work of art designed for public spaces. To develop techniques for creating street art using stencils. To create street art using stencils.
PSHE	Community Well-Being ● Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers). ● Find information and advice (for example, through helplines; by understanding about welfare systems in society. ● To talk and write about their opinions, and explain their views, on issues that affect themselves and society. ● What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices. ● That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. ● School rules about health and safety, basic emergency aid procedures and where to get help. ● Make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities).
Computing	Blogging ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cross-curricular	**English** ● Engage in discussion comparing crime and punishment through the ages. **Music & Performing Arts** ● Musical rehearsal and performance – leavers' assembly