

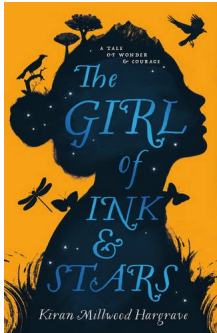

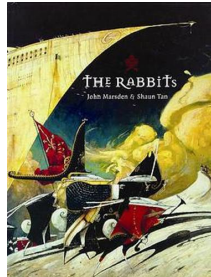




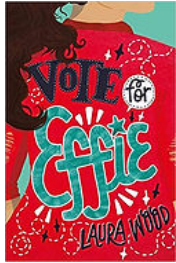

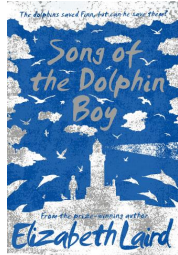
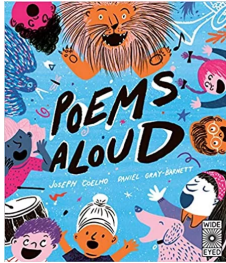
		AUTUMN TERM			SPRING TERM		SUMMER TERM		
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Hook into topic		PGL Adventure Residential Hustings for House Captain etc (including an initial homework task of a letter and prepared speech to be presented to each school house teams) Apprentice Writes - write a speech (using a colon and bullet pointed ideas) outlining your ideas if you were elected to be Prime Minister - perform			Class debate - Should we force people to recycle? Or is it just a choice?		Show Bug Brownie - debate on would you eat this?		
Home learning project					Climate change poster e.g. advice for people to be more environmentally friendly				
Class trip or visitor		PGL Adventure Residential at Liddington 4 days/ 3 nights (Tues 13th to Fri 16th Sept) Visitor - Real PE coach 1 hour session Visitor - Walk Through the Bible 1 hour workshops running for 5 weeks			Bikeability Monday 6th February - Friday 10th February Living Rainforest - Human Impact & Climate Change workshop Science Week		Chaffinch end of year production		
English	Key Texts for Writing	<p>Text: The Ridge Genre: (Literacy Shed documentary unit)</p> 	<p>Text: The Accidental Priminister Genre: Humorous Narrative</p> 	<p>Text: The Girl of Ink & Stars Genre: Adventure narrative</p> <p>https://learning.parliament.uk/en/resources/guy-fawkes-and-bonfire-night-video/</p> <p>Video about Guy Fawkes</p> 	<p>Text: The Rabbits Genre: Environment, climate change and eco fictional history narrative</p>  	<p>Text: Treasure Genre: (Literacy Shed film unit)</p> 	<p>Text: How to Save the World Genre: Environment, climate change and eco adventure narrative</p> 	<p>SATS WEEK Yr. 6</p> <p>Text: Be The Change: Poems to Help you Save the World Genre: Poems</p> 	<p>Text: A Midsummer Night's Dream for Kids Genre: Plays</p> <p>Shakespeare Can Be Fun!</p> <p>A Midsummer Night's Dream</p> <p>For Kids</p> 

Yearly Overview

CYCLE A

Chaffinch Class

LongParish C.E Primary School

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	Writing Outcomes	Outcome: Recount of PGL experience for PGL monthly magazine and presentation material for Class AOW	Outcome: Campaign leaflet to try to persuade people to vote for you to continue as prime minister.	Outcome: <i>Video- write from another point of view diary entry</i> <i>Adventure story (part) with elements of magic, myth & legend</i> Non-fiction outcome <i>Site of application : persuasion</i>	Outcome: Allegorical fable philosophical debates about man's impact on the environment and how many of the perspectives put forward by politicians and industry are biased against the natural world	Outcome: Diary entry link to recycling and junk modelling	Outcome: Newspaper report with facts and first person accounts hot seating characters with different perspectives on life	Outcome: Poems about looking after the planet - sustainability	Outcome: Performance plays
	Shared Reading Texts (NF) (F) (P)	Text: Vote for Effie Genre: Narrative 		Text: Magna Carta Chronicles Genre: Nonfiction 	Text: Song of the Dolphin Boy Genre: Narrative  Genre: Nonfiction			Text: Poems Aloud Genre: Poems 	
Maths HANTS MTP		Number & place value Addition and subtraction (measurement: length including perimeter) 15 hours - Units 5.1 and 6.1 Multiplication and division (measurement / area) Y6:equations 10 hours - Units 5.2 and 6.2 Fractions 10 hours - Units 5.3 and 6.3	Fractions (percentages), Measurement (time) and Geometry Y6: parts of a circle 20 hours - Units 5.4 and 6.4 Number & place value Measurement All four operations 15 hours - Units 5.5 and 6.5		Fractions and percentages Geometry (angle and pie charts) 15 hours - Units 5.6 and 6.6 Subtraction and addition for whole numbers and fractions- mental methods Y6: linear sequences 15 hours - Units 5.7 and 6.7 Statistics line graphs- temperature and neg, numbers, mean, average 5 hours - Units 5.8 and 6.8		Fractions (as division) Measurement (vol capacity, reading scales) Y6: algebra 15 hours - Units 5.9 and 6.9 Subtraction and addition, NPV Y6: All four operations (secure informal and formal methods) 10 hours - Units 5.10 and 6.10 Geometry Note : if teaching Y3-Y6 in one class, swap 5.11 and 5.13 so that all are doing geometry while Y6 are doing SATs) 10 hours - Units 5.13 and 6.11	SATS WEEK Yr. 6 Multiplication and division and square, cube and prime numbers (include fractions for Y6) 15 hours - Units 5.12 and 6.12 Multiplication and division (tables and related facts) (Note : if teaching Y3-Y6 in one class, swap 5.11 and 5.13 so that all are doing geometry while Y6 are doing SATs) 5 hours - Units 5.11 and 6.13 All four operations including fractions and equivalence for Y6 5 hours - Units 5.14 and 6.14 Addition and subtraction (Y5) All four operations (Y6) Formal methods Statistics 10 hours - Units 5.15 and 6.15	Fractions Geometry Percentages Y6: ratio and proportion 15 hours - Units 5.16 and 6.16 Multiplication and division (secure formal methods) 10 hours - Units 5.17 and 6.17 All four operations (context: measure and decimals) 10 hours - Units 5.16 and 6.16

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Computing		Digital Literacy: Unit 5.2: Online Safety The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects: <ul style="list-style-type: none"> • lesson 1 - responsibilities & support when on line • lesson 2 - protecting privacy • lesson 3 - citing sources • lesson 4 - reliability Digital Literacy: Unit 6.2: Online Safety The online safety units within the Computing Scheme of Work provide in-depth coverage of computing related online safety aspects including: <ul style="list-style-type: none"> • lesson 1 - message in a game • lesson 2 - online behaviour • lesson 3 - screen time 	Information Technology: Unit 5.4 Databases (2Question, 2investigate) Children will be using the database program 2Investigate to learn about the functions of databases: <ul style="list-style-type: none"> • lesson 1 - searching a database • lesson 2 - creating a class database • lesson 3 & 4 - creating a topic database Information Technology: Unit 5.6 3D modelling (2design and make) These lessons use the Purple Mash tool 2Design and Make: <ul style="list-style-type: none"> • lesson 1 - introducing 2D Design and Make • lesson 2 - moving points • lesson 3 - designing for a purpose • lesson 4 - printing and making 	Computer Science: Unit 6.1 Coding The coding lessons in these units are structured around the PRIMM approach. The whole approach may take place during a lesson or series of lessons Predict... what this code will do Run... the code to check your prediction Investigate... trace thought the code to see if you were correct Modify... the code to add detail, change actions/outcome Make... a new program that uses the same ideas in a different way. Get creative! <ul style="list-style-type: none"> • lesson 1 & 2 - designing and making a more complex program • lesson 3 using functions • lesson 4 flowcharts and control simulations • lesson 5 user input • lesson 6 using text-based adventures Computer Science: Unit 5.5 Game creator (2DIY 3d) These lessons use the Purple Mash tool 2DIY 3D: <ul style="list-style-type: none"> • lesson 1 - setting the scene • lesson 2 - creating the game environment • lesson 3 - the game quest • lesson 4 - finishing and sharing • lesson 5 - evaluation
H u m a n i t i e s	Hist ory	<u>The Monarchy and the Church - How the Church of England was created</u> TEXT: UK Parliament Discover the UK Parliament <u>Democracy, Parliament and the Monarchy</u> The United Kingdom is a constitutional monarchy which means the monarch shares power with the government. Although our Queen, HRH Queen Elizabeth II is officially our head of state, the government actually runs the country from day to day. Queen no longer responsible for governing country but carries out many important tasks on behalf of the nation. Our Queen came to the throne after the death of her father, King George VI on 6 th February 1952. The coronation, where the crown is placed upon the head of the monarch, was a year later on June 2nd 1953 in Westminster Abbey. In the past, Kings of England held lots of power and did not have to consult with parliament before making decisions. During the reign of King John an important agreement was drawn up to limit the power of the monarch. The Magna Carta stated that the King must behave in a way that keeps to the laws of the land - not to take too much money from people and not to throw people in prison for no reason. Parliament is made up of the House of Lords, House of commons and the Monarch. The Queen (or reigning monarch) oversees Parliament but has no political power. An MP is a Member of Parliament who sits in the House of Commons and represents their local constituents. A new law will start in the House of Commons. It is then debated in the House of Lords. If accepted it goes to the Queen. The Queen plays a constitutional role in opening and dissolving Parliament and approving Bills before they become law.		
	Geo grap hy			

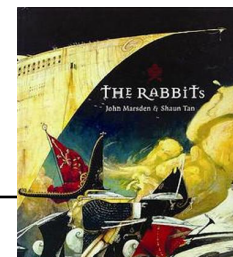
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Environmental Studies		<u>What is Climate Change?</u> Stand-alone Environmental Study: What is Climate Change? Climate Change = ocean change The Earth's atmosphere and ocean are warming, these changes are primarily due to greenhouse gases derived from human activities. As a result, glaciers and polar ice sheets melt, rising the sea levels -threaten coastal areas. Global warming causes other changes to the Earth's climate, including harsher droughts, stronger hurricanes, and shifting wind and ocean patterns. Together, these changes are known as climate change. The three key issues to the ocean biomes climate change are: Overfishing (Between 75 percent and 90 percent of all tuna and cod are now gone.), pollution and acidification of the oceans. Ocean acidification is a result of carbon dioxide. Carbon dioxide is a greenhouse gas in our atmosphere that traps the Sun's heat, warming Earth. The ocean absorbs a lot of carbon dioxide from our atmosphere. However, this causes the ocean to become acidic, which can be harmful to ocean life. Greenhouse gases, such as carbon dioxide (CO2) and methane, trap the Sun's heat in Earth's atmosphere – making the atmosphere heat up. The burning of fossil fuels like coal and oil increase the amount of CO2 in our air. This happens because the burning process combines carbon with oxygen in the air to make CO2.	<u>Food Sustainability</u> Stand-alone Environmental Study: Food Sustainability <i>(This unit finishes with children eating bug cookies!)</i> Over thousands of years the number of humans on the planet has massively increased. Since man has learnt to 'farm' livestock, the animal population of wild animals v farmed animals has drastically changed. 634 gallons (2,400 litres) of water is needed to make just one cheeseburger. There is a global need for alternative protein sources and insects are packed full of protein. Edible insects are a staple part of people's diets in 80% of the world's countries. To feed a growing human population we either need to: 1) Make changes to what and how we eat. 2) Farm more intensively so we can produce more of the same food from the same area of land (cramming animals and plants into smaller spaces). 3) Destroy more wildlife habitat to create more farmland to grow more food. (although there is not enough land on our planet for this to work)
Science	Yr. 5 Animals including Humans-The Human Skeleton, Muscles & Teeth The children will draw a timeline to indicate stages in the growth and development of humans and learn about the changes experienced in puberty. Children will work scientifically by researching the gestation periods of other animals and comparing them with humans. Yr. 6 Animals including Humans-The Heart, Other organs & Keeping healthy Children will build on prior learning about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. They will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Children will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Yr. 6 Light Children will build on prior learning about light, exploring the way that light behaves, including light sources, reflection and shadows. They will talk about what happens and make predictions. Children will work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water, and coloured filters (they do not need to explain why these phenomena occur). Yr. 5 Properties and Changing Materials Children will build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to prior learning about magnetism and electricity. They will explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Children will explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They will observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them. Children will work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'	Forces Yr.5 Children will explore falling objects and raise questions about the effects of air resistance. They will explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Children will experience forces that make things begin to move, get faster or slow down. They will explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Children will explore the effects of levers, pulleys and simple machines on movement. Children will work scientifically by: exploring falling paper cones or cupcake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects
Art	Art focus: accurate drawings of a bridge, concept of perspective KEY SKILLS DEVELOPED: perspective, drawing of architecture (pencil, charcoal, paint)	ART FOCUS Text: <i>The Rabbits</i> Genre: <i>Narrative</i> ARTIST: <i>illustrator Shaun Tan</i>	ART FOCUS & ARTIST - Picasso KEY SKILLS DEVELOPED: Colour wash KEY KNOWLEDGE & OUTCOME: 1. A painting in the blue period using paint




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	(look at different artists and have they have represented bridges)  https://fineartamerica.com/art/paintings/famous+bridges	ARTIST: looking at range of animal sculpture KEY SKILLS DEVELOPED: Sculpture using clay KEY KNOWLEDGE & OUTCOME: 1. Clay is malleable, dries over time, variety of tools to manipulate clay	2. Self portrait using pastels in style of Picasso
DT	FOCUS: Bridges PROJECT OUTCOME: Potato bridge showing the keystone  Make a truss bridge with spaghetti and marshmallows  Make a lollypop bridge 	FOCUS: PROJECT OUTCOME:	FOCUS: Cooking – linked with environment unit PROJECT OUTCOME: Bug Brownies 
RE	Visitor - Walk Through the Bible 1 hour workshops running for 5 weeks Uc - Creation Uc Incarnation	LD Belonging UC Salvation	LD Community LD Humanism
Health and Wellbeing	Yr. 6 Me and My Relationships <ul style="list-style-type: none">Working togetherLet's negotiateSolve the friendship problemBehave yourself/ Assertiveness skills (formerly Behave yourself - 2)Don't force meActing appropriately Assessment <ul style="list-style-type: none">Me and My Relationships - Pre and Post Unit Assessment: Y6/P7 Yr. 6 Rights & Respect <ul style="list-style-type: none">Two sides to every storyFakebook friendsWhat's it worth?Jobs and taxes (OPTIONAL)Happy shoppers - caring for the environment	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health Coping with changes Keeping safe Body Image Sex education Self-esteem

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	<ul style="list-style-type: none"> Action stations! (OPTIONAL) Project Pitch (parts 1 & 2) (OPTIONAL) Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made Assessment <ul style="list-style-type: none"> Rights and Respect - Pre and Post Unit Assessment: Y6/P7 					
PE	Real PE PHSports Tag Rugby	Real PE PHsports - Football	Dance - Real PE PHsports - Football	Gymnastics - Real PE PHsports - Football	Athletics - Real PE PHsports - Football	Sports Day
Music	Yr.6 Happy This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?	Yr. 6 Classroom Jazz 2	Yr.6 A New Year Carol	Yr. 6 You've got a friend	Yr.6 Music and Me	Yr. 6 Reflect, Rewind and Replay
French	Language Angels resource Year 5/6 CYCLE 1 Term 1 Phonics lesson 1&2 © Term 2 Family (I)		Language Angels resource Year 5/6 CYCLE 1 Pets (I) Olympics (I)		Language Angels resource Year 5/6 CYCLE 1 At School (P) At The Weekend (P)	