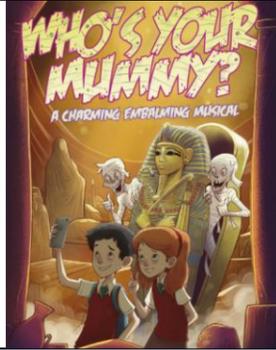
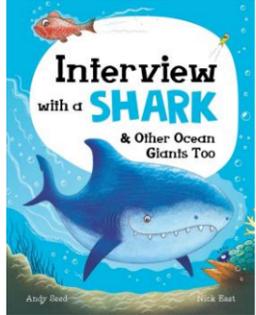
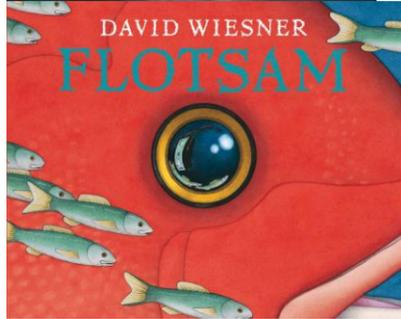
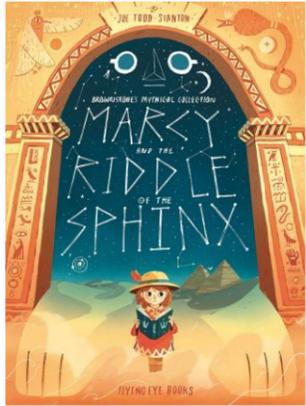
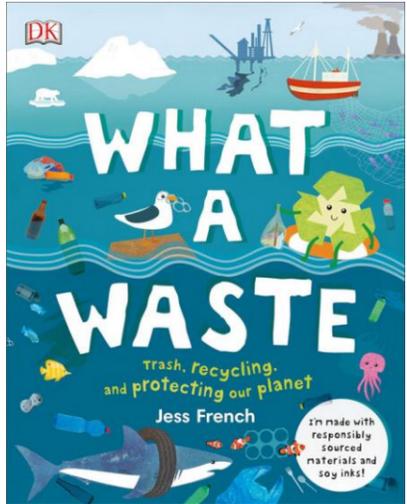
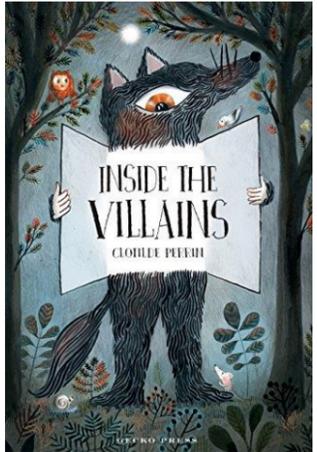
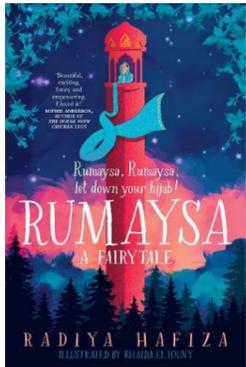
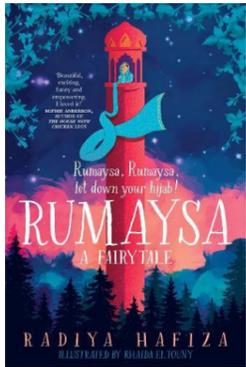
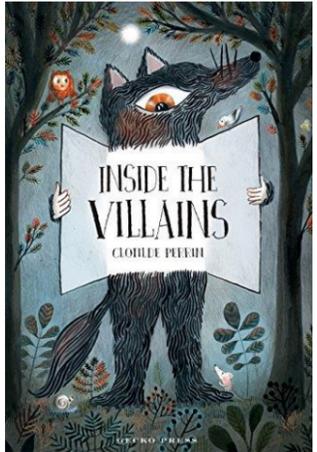
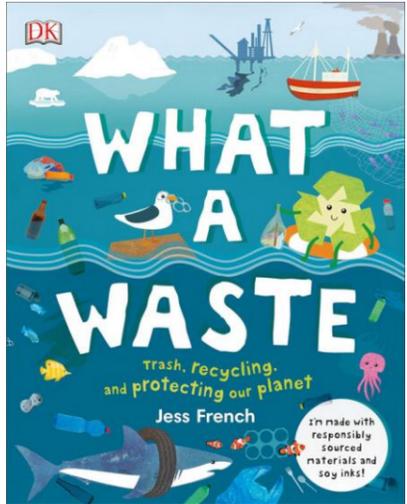
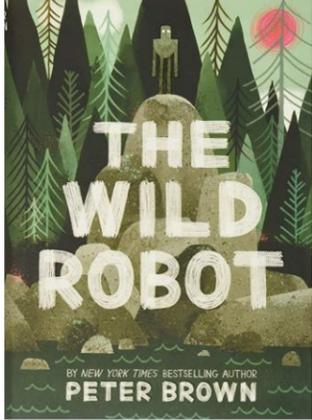
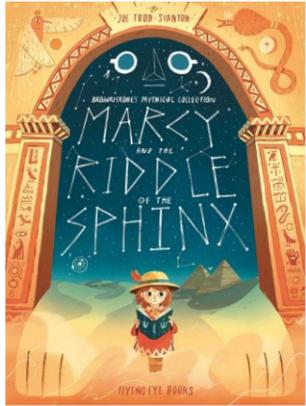
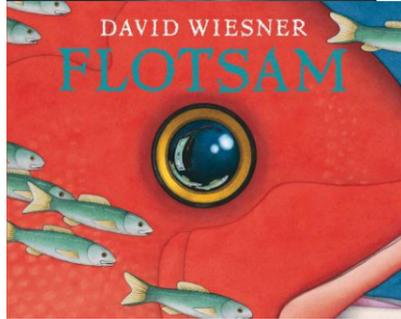
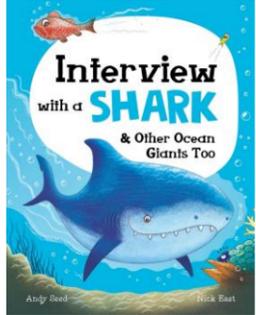
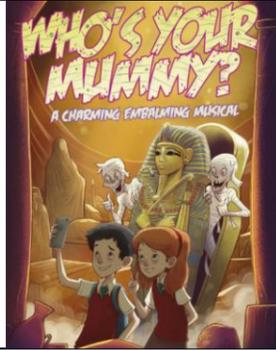
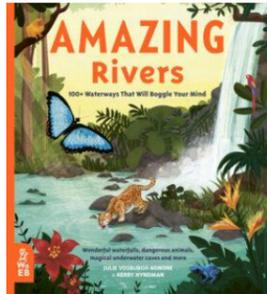
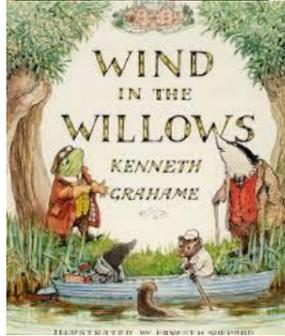
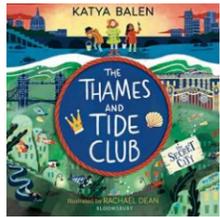
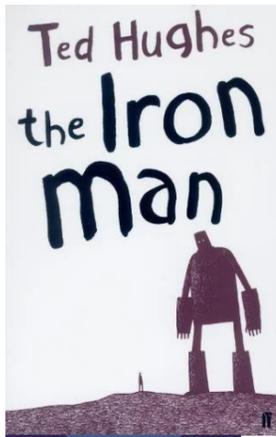
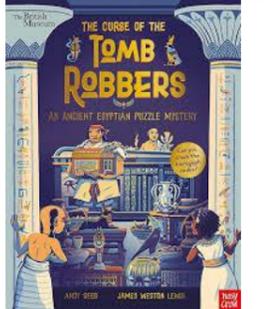
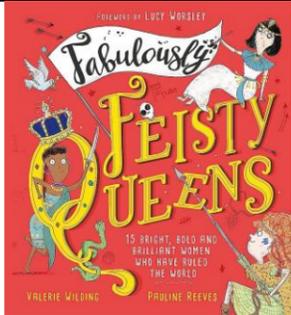
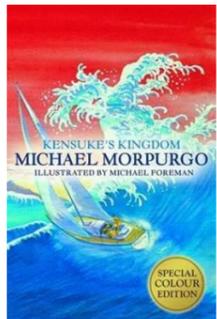
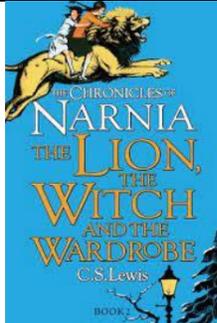
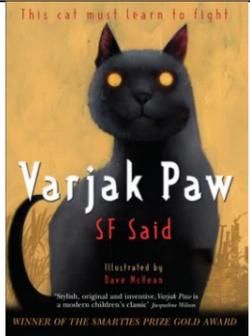
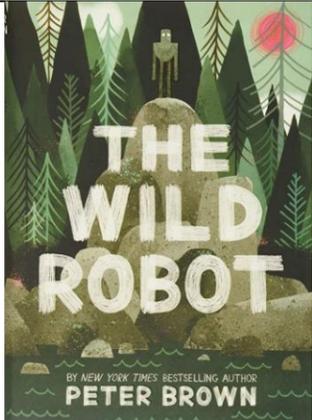


		AUTUMN TERM		SPRING TERM		SUMMER TERM					
Hook into topic		A Walk to The River Test and Visitor from Wessex River Trust		Egyptian Workshop		School Performance https://www.theschoolmusicalscompany.com/products/whos-your-mummy					
Home learning project		The River Test A home learning project on the river test. My Local River		Egyptian Performance and learning of songs and lines.		 <p>"How I am going to improve my environment" Whether a litter pick trip to the beach or helping your local area the class set thor family a goal and send pictures in for class book.</p>					
Class trip or visitor		River Study Hampshire Wildlife Trust		Egyptian Workshop		Longleat or Cotsworld Wildlife Park					
English	Key Texts for Writing	 		 		 <p>Literacy shed Tadeo Jones- inside the pyramid https://www.literacyshed.com/the-egyptian-pyramids.html</p>		<p><i>The majestic plastic bag</i> https://www.youtube.com/watch?v=GLqh9h2ePYw</p> 		 <p>Mixed up fairytales?</p>  <p>3 short stories</p>	



		AUTUMN TERM		SPRING TERM		SUMMER TERM	
Writing Outcomes	<p>Narrative/Descriptive poem based on A River</p> <p>A River Non-chronological report (make a river outside using natural materials)</p> <p>Interview with a shark: Interview with a river animal (2 weeks) HIAS planning</p>	<p>Flood- Narrative for last 3 pages include dialogue</p> <p>Flotsam- 1st person recount</p> <p>Letter writing - boy writes a letter to go with camera</p>	<p>Marcy Narrative</p> <p>Tadeo Jones Setting description 1st person recount (without speech) blog</p>	<p>The Wild Robot Diary entry Non- chronological- designing own island/robot</p>	<p>Voice over for video</p> <p>Non-chronological report - how to reduce plastic in the Longparish/local area?</p> <p>Persuasive how to reduce plastic</p> <p>Non-fiction</p>	<p>Inside the villains Make up own fairy tale character</p> <p>Rumaysa- narrative</p>	
Shared Reading Texts (NF) (F) (P)	<p>Non-fiction on river animals River features</p> <p>FLUENCY/Echo reading focus</p>   <p>Extracts (Heritage text)</p>	<p>Non- fiction</p> <p>Ariki and the Giant Shark</p>  <p>Thames and the Tide club</p> 	  <p>Tomb robbers by Andy Seed</p>	  <p>Tomb Robbers by Andy Seed</p>			
Read Aloud	<p>3 wrapped up book and children vote</p>						

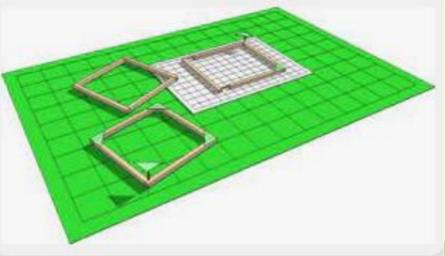
Yearly Overview

CYCLE B

Kingfisher Class

Longparish C.E Primary School

		AUTUMN TERM		SPRING TERM		SUMMER TERM	
Maths WRM		Place Value Addition and Subtraction	Measure and Area (yr4) Multiplication and Division	Multiplication and Division Length and perimeter	Fractions (yr4 Decimals) Mass and Capacity	Fractions Money Time	Time Shape Statistics Position and Direction
Computing		Digital Literacy: Unit 4.2: Online Safety	Digital Literacy: Unit 4.4 Writing for different audiences (2email, 2connect, 2DIY)	Information Technology: Unit 3.6 branching databases	Information Technology: Unit 3.4 Touch Typing	Computer Science: Unit 4.8 Hardware investigators	Computer Science: Unit 4.1 Coding
H u m a n i t i e s	History			History Performance Ancient Civilisations - with a focus on the Ancient Egyptians <i>Four ancient civilisations were - Shang Dynasty, Ancient Egyptians, Ancient Sumer and Indus Valley. The Shang Dynasty was ruled under the Shang family in China from around 1600 BCE to 1046 BCE. Their empire reached far into the East China Sea, beyond the Yellow River. The Shang way of living and its traditions reached very far throughout China.</i> <i>Ancient Sumer - People began living in the area we call Sumer from around 5000 BC. Sumer no longer exists: the land is part of Iraq. The Sumerians built large cities and invented a written script. They had a significant effect on the world as it is today.</i> <i>Indus Valley – civilisation covered an area four times the size of the UK. It centred in the Indus River, in modern day northeast Afghanistan, Pakistan and northwest India.</i>			
	Geography	Rivers A river has three main stages – upper course, middle course and lower course. Upper course of a river is characterised by steep land, turbulent water and V shaped river valleys. 80% of the world’s fresh water originates in mountains Middle course, land is flatter and rivers widen and begin to meander. Lower course, rivers are often at their widest and have the potential to form deltas. Erosion, transportation and deposition are the three main processes which shape rivers. Rivers flood for many reasons: in response to heavy or prolonged rainfall, due to the topography of the landscape, and morphology of rocks and soils. The source and journey of the river test, the mouth of the rivers which combine into Southampton.		The Ancient Egyptians <i>Cairo is the capital of Egypt</i> <i>The River Nile is the longest river in the world.</i> <i>People settled near the Nile as it was a useful source of water (used for drinking, washing, watering crops)</i> <i>Egyptians relied on the Nile’s flood to grow crops and farm.</i> <i>Area near the River Nile that flooded was known as the Black Land. Areas further away were known as the Red Land.</i> <i>The Nile is significant because of the ‘seasons’ it creates in a desert country.</i> <i>Akhet is when the Nile floods.</i> <i>Peret is the growing season – sediment is left behind creating rich soil for growing.</i> <i>Shemu is the harvest season.</i> <i>A river delta is a landform created by deposition of sediment as river enters ocean and that the Nile flows into the Mediterranean.</i>		Stand-alone Environmental Study: Oceans and sustainability Gyres are currents that move around in circles. Rubbish in the ocean is carried by currents. Its then forms huge piles or floating islands of plastic pollution. The largest is the Great Pacific Garbage Patch (GPGP) in the North Pacific. The GPGP is 4 times bigger than the United Kingdom. However, scientists believe it could double in size in the next ten years if practice for disposing of plastic do not change. The majority of materials in the trash island are discarded plastic or nylon fishing nets. Scientists believe it will take 450 years for a plastic bottle to degrade in the ocean. Animals get caught up in plastic, eat plastic and die from plastics. Microplastics - When plastic breaks down it doesn’t disappear, it gets smaller creating tiny particles called microplastics. Microplastics are swallowed by everything from microscopic zooplankton to giant blue whales, they enter the food chain and carry harmful toxins. Microplastics have even been found in human poo.	
Environment al Studies		Stand-alone Environmental Study: The world water crisis: Water covers about 71 percent of the Earth. 96.5 percent of that is ocean water. 2.5% of all the water on the planet is drinkable. Only 1% of all freshwater is easily accessible in rivers, lakes and streams. The rest of it is stuck in glaciers and snowfields. Out of around 7 billion people in the world, only about 6 billion of them have clean water. Over 80% of the disease in developing countries is related to 1) <u>poor drinking water</u> and 2) <u>sanitation</u> . 4,500 children die every day from preventable diseases related to a lack of access to clean water, adequate sanitation and hygiene. Handwashing with soap and water removes germs from hands. This helps prevent infections. (Compare and contrast UK to India/Ganges to test)?				Oceans The coast is the land along a sea. The boundary of a coast, where land meets water, is called the coastline. Waves, tides, and currents and the weather help create coastlines. When waves crash onto shore, they wear away at, or erode, the land. Many features are caused by erosion - bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, mudflat, rock pool. Waves leave behind little parts of the sea, such as shells and seaweeds. Sometimes these objects end up as more permanent parts of the coastline. Coastal changes can take hundreds of years. The way coasts are formed depends on what kind of material is in the land and water. The harder the material in the land, the harder it is to erode. Tides, the rise and fall of the ocean, affect where sediment and other objects are deposited on the coast. Coasts are dynamic, or constantly changing, they are important ecosystems. They provide unique homes for marine plants, animals, and insects. Coasts help us understand natural events, such as weather and changing sea levels.	

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Science	Sound Light		States of Matter Science Week Growth		Plants Living things and their habitat	
Art	<p>ART FOCUS Weaving</p>  <p>ARTIST: Art Appreciation Jay Mohler & Ojos de Dios</p> <p>KEY SKILLS DEVELOPED: To explore and discuss the work of weaving artists. To experiment with weaving a range of different materials including paper, materials and threads. To use sketchbooks to design weaving creations. To create a 'Gods Eye' weave.</p> <p>KEY KNOWLEDGE:</p> <p>OUTCOME: To create a 'Gods Eye' weave.</p>		<p>ART FOCUS Drawing</p> <p>To draw from first-hand observation and secondary sources images</p> <p>ARTIST: Giorgio Morandi & Van Gogh Still Life</p>  <p>KEY SKILLS DEVELOPED: Understands different pencil grades and can select these for purpose. Understands how to use hatching and cross hatching to show tone and textures in drawings. To draw a still life with table objects such as bottles or vases in the style of Giorgio Morandi or Van Gogh Still Life</p> <p>KEY KNOWLEDGE:</p> <p>OUTCOME:</p> 		<p>ART FOCUS Sculpture Structural Shapes</p> <p>ARTIST: Anthony Caro</p>  <p>KEY SKILLS DEVELOPED & KEY KNOWLEDGE:</p> <p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p> <p>To know that artists can focus on shapes when making abstract art.</p> <p>To know that negative shapes show the space around and between objects.</p>  <p>OUTCOME:</p>	
DT	<p>FOCUS: Mechanisms</p> <p>PROJECT OUTCOME: Picture Frames</p>  <p>Electrical elements</p>		<p>FOCUS: Egyptian Collars</p> <p>PROJECT OUTCOME:</p>  <p>To create an Egyptian Collar</p>		<p>FOCUS: Food Seasonal and Healthy Eating</p> <p>PROJECT OUTCOME: To Create a fruit product as a desert</p> 	
RE	<p>Life in the Jewish tradition (Identity in the context of Mezuzah & Shema) LDIV</p> <p>Judaism</p> <p>Start with reviewing children's knowledge of key beliefs in Jewish faith.</p>	<p>Incarnation Unit 2.3 UC</p> <p>What is the Trinity?</p> <p>Christianity</p>	<p>Life in the Jewish tradition - The Torah (authority) LDIV</p> <p>Judaism</p>	<p>Salvation unit 2.5 - UC</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Christianity</p>	<p>People of God unit 2.2 - UC</p> <p>What is it like to follow God?</p> <p>Christianity</p>	

Yearly Overview

CYCLE B

Kingfisher Class

Longparish C.E Primary School

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Well Being/SCAR F	Me and My Relationships Rights and Respect		Valuing Difference Being my Best		Keeping Safe Growing and Changing	
PE	Real PE	Real PE	Real Dance Ready for Performance	Real Gym	Ball Sports	Athletcs
Music	Recorders					
French	Language Angels Seasons	Language Angels Musical Instruments (E)	Language Angels Vegetables	Language Angels Ancient Britain	Language Angels In Class	Language Angels Habitats