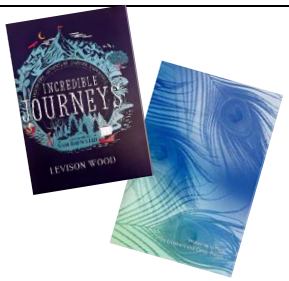
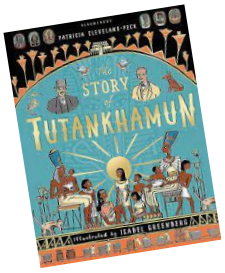
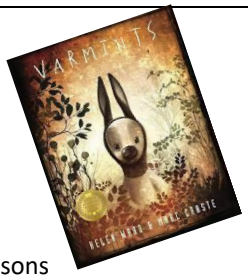
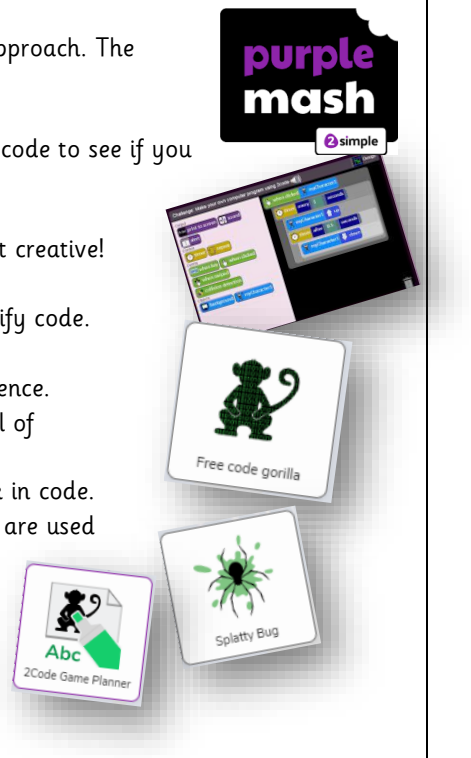
*"I have set you an example that you should do as I have done." (John 13:15)*

**2023 -2024 Long Term Planning: Sycamore class**

<table>
<tr><th>Term Dates</th><th>Spring 1<br>(5 weeks)</th><th>Spring 2<br>(5 weeks)</th></tr>
<tr><th>Learning Theme</th><td colspan="2">CHANGING EARTH</td></tr>
<tr><th>English: Literacy leaves (Reading)</th><td><u>Books:</u><br>Incredible journeys<br>By Levison Wood<br><br>The Listeners<br>By Walter de la Mare<br>  </td><td><u>Books:</u><br>Poems from the Green and Blue Planet<br>By Sabrina Mahfouz<br><br>The Explorer<br>By Katherine Rundell<br>  </td></tr>
<tr><td colspan="3">Over the course of this term, we will be covering all of the NC reading content domains, including:<ul><li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>asking questions to improve their understanding of a text</li><li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li></ul></td></tr>
<tr><th>English: Writing Roots (Writing)</th><td><u>Books:</u><br>Night Mail<br>By W. H Auden<br>The Story of Tutankhamun<br>By Patricia Cleveland-Pack<br>  <br><u>Writing genres</u>:<ul><li>Poetry</li><li>Letters</li><li>Diaries</li><li>Information leaflets</li><li>Instructions</li><li>Retelling</li><li>Character description</li><li>book review</li><li>Non-Chronological reports</li></ul>  </td><td><u>Books:</u><br>Varmints<br>By Helen Ward<br>The Last Bear<br>By Hannah Gold<br>  <br><u>Writing genres</u>:<ul><li>Explanations</li><li>Descriptive comparisons</li><li>retellings</li><li>setting description</li><li>poetry</li><li>Newspaper article</li><li>character profile</li><li>dialogue</li><li>monologue</li><li>log book entry</li><li>scientific report</li></ul>  </td></tr>
<tr><th>Mathematics<br>(White Rose units)</th><td colspan="2">Over the term, we will be covering the following areas of the curriculum whilst following the White Rose Maths scheme:<br><u>Year 4/5</u><br>Multiplication and Division – multiplication of up to 4-digits by 1-digit and 3-digits by 2-digits using the area model and formal multiplication. Division of up to 4 digits by 1-digit (including numbers with remainders)<br>Fractions, Decimals and Percentages - Equivalence and simplifying; comparing and ordering; addition and subtraction; improper fractions and mixed numbers. Decimals up to 2 decimal places. Multiplying by 10, 100 and 1000 into the tenths and hundredths. Understand percentages, percentages as fractions and decimals and equivalent fractions to decimal places.<br>Area and Statistics – Area of rectangles, triangles and irregular shapes. Reading and interpreting line graphs and tables.<br><u>Year 6</u><br>Decimals, Fractions and Percentages – Decimal and fraction equivalents, fractions as division, fractions to percentages, equivalent fractions, decimals and percentages, order fractions, decimals and percentages, percentage of an amount.</td></tr>
</table>

| | | |
|---|---|---|
| | **Area, Perimeter and Volume -** Shapes – same area, area and perimeter, area of a triangle, counting squares, area of a right-angled triangle, area of any triangle, area of a parallelogram, volume - counting cubes, volume of a cuboid.<br>**Statistics -** Line graphs, dual bar charts, read and interpret pie charts, pie charts with percentages, draw pie charts, the mean. | |
| **Science** *(following Developing Experts)* | **Animals including humans**<br>We will be looking in more depth at the digestive system and the different organs involved. We will also have a close look at our teeth and how they contribute to the digestive system.<br>We will then study the changes in humans from birth to old age.<br>  | **Animals including humans**<br>During this unit we will look more closely into the transport of nutrients, human circulation, impact of diet, exercise, drugs and lifestyle.<br>Some very important life skills will be covered in this unit.<br>  |
| **Computing** | **Unit 5.1 and 6.1– Coding**<br>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.<br>**P**redict… what this code will do<br>**R**un… the code to check your prediction **I**nvestigate… trace thought the code to see if you were correct<br>**M**odify… the code to add detail, change actions/outcome<br>**M**ake… a new program that uses the same ideas in a different way. Get creative!<br>**By the end of these units, the children will be able:**<br>• To review existing coding knowledge and begin to be able to simplify code.<br>• To understand what a simulation is.<br>• To know what decomposition and abstraction are in Computer Science.<br>• To take a real-life situation, decompose it and think about the level of abstraction.<br>• To begin to understand what a function is and how functions work in code.<br>• To understand what the different variable types are and how they are used differently.<br>• To design a playable game with a timer and a score.<br>• To plan and use selection and variables.<br>• To understand how the launch command works.<br>• To use functions and understand why they are useful.<br>• To understand how functions are created and called.<br>• To use flowcharts to create and debug code.<br>• To create a simulation of a room in which devices can be controlled.<br>• To understand how user input can be used in a program. To understand how 2Code can be used to make a text-adventure game.<br>  | |
| **RE** | **Is it better to express your religion in arts and architecture or in charity and generosity?**<br>**Expressing**<br>Pupils will learn from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. They will be looking at Christianity, Islam and non-religious beliefs, such as Humanism. | |
| **History** | **No history this term** | |
| **Geography** (Following Kapow) | **Why do our oceans matter?** | |

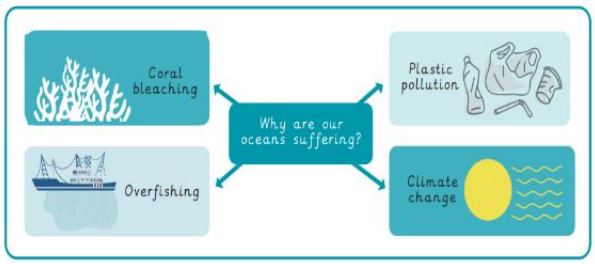
This term Sycamore will be looking closely at the importance of our oceans. By the end of the term, the children should be able to:

Describe the water cycle.

Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature.

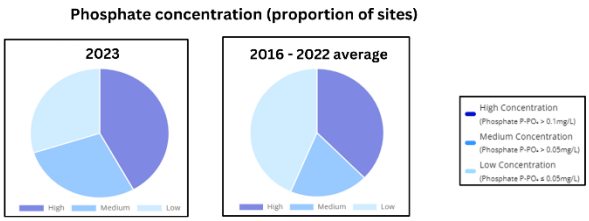
Identify the Great Barrier Reef as part of Australia and describe the benefits of the Great Barrier reef.

Describe how humans impact the oceans and the consequences of this and explain some actions that can be taken to help support healthy oceans.

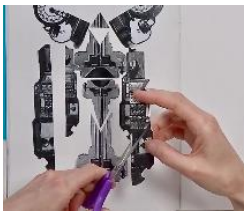



**Can I take part in an independent fieldwork enquiry?**

By taking part in a Geography field investigation, they will explain which data collection method would be best for a river fieldwork and why. Collect data using a tally chart, photographs and a sketch map. They will also be able to make suggestions for how to improve a river environment.




**Art & Design (Following Kapow)**



**Drawing: Power prints.**

During this topic, we will be using different tools to create marks and patterns when scratching into a painted surface.

**By the end of this unit, pupils will:**

- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in their drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.
- Try out multiple arrangements of cut images to decide on their composition.
- Use different tools to create marks and patterns when scratching into a painted surface.
- Show some awareness of how to create contrast by including areas with more and less marks.
- Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.
- Work co-operatively to create a joint artwork, experimenting with their methods.

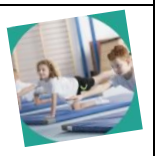
**Design Technology (Following Kapow)**

**Mechanical systems**

During this topic, we will be designing and making a pop-up book.

**Pupils will be able to:**

- Produce a suitable plan for each page of their book.
- Produce the structure of the book.
- Assemble the components necessary for all their structures/mechanisms.
- Hide the mechanical elements with more layers using spacers where needed.
- Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.
- Use appropriate materials and captions to illustrate the story.

<table>
<tr><td>Music<br>(following Kapow)</td><td>BLUES<br>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</td></tr>
<tr><td>PE</td><td>
<h2>KS2 Physical Education: Dance</h2>
During the dance unit, the children will use a variety of dance techniques and elements to perform a class dance together. But they will also be responsible for creating their own dance phrase that will become part of the overall dance. This gives them to opportunity to be creative and express themselves - key elements in any dance choreography - cooperation, working together and communication will be important skills that the children will develop throughout the unit and should be emphasised throughout.
<h3>Gymnastics</h3>
In Gymnastics, children will learn, develop, and refine the key elements required to perform gymnastic sequences. These elements build on previous learning and include key shapes, balances, movement and travelling, such as jumps, leaps and rolls, and skills needed to work in pairs, small groups and individually. Our lessons help children understand, a range of compositional principles and apply them fluently and effectively.
<table>
<tr>
<td>In dance lessons, pupils will be taught to:<br>  <br>
• Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.<br>
• Use basic compositional principles when creating dances – combining movements fluently and effectively.<br>
• Perform a range of movements accurately with a sense of rhythm.<br>
• Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.<br>
• Move in a way that reflects the music.<br>
• Perform dances in both canon and unison, with clarity and confidence.<br>
• Explore and practice movement ideas inspired by a stimulus.<br>
• Explore, improvise, and combine movement ideas fluently and effectively.<br>
• Perform movements to an audience with rhythm and confidence.</td>
<td>In gymnastics lessons, pupils will be taught to:<br>  <br>
• Complete challenges, with quality and fluency, which incorporate a variety of travelling activities.<br>
• Use combinations of dynamics using the space effectively e.g., different pathways.<br>
• Develop and progress a variety of rolling techniques showing good body tension and control.<br>
• Perform key gymnastic skills with a partner, being able to change dynamics and movement concepts.<br>
• Perform a variety of jumps with strength, control and finesse.<br>
• Perform combinations of actions and movements that show clear differences between levels, speeds and direction.<br>
• Develop movement concepts through partner sequences and routines.</td>
</tr>
</table>
</td></tr>
<tr><td>PSHE<br>(most units taken from our federation scheme: Coram Life Education SCARF')</td><td>
<table>
<tr>
<td>Keeping myself safe:<br>During this unit, the children will:<br>
• Understand that we can be influenced both positively and negatively.<br>
• Explain what a habit is, giving examples and describe why and how a habit can be hard to change.<br>
• Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;<br>
• Understand and describe the ease with which something posted online can spread.<br>
• Demonstrate strategies to deal with both face-to-face and online bullying;<br>
• Demonstrate strategies and skills for supporting others who are bullied;</td>
<td>Rights and responsibilities:<br>During this unit, the children will:<br>
• Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';<br>
• Understand how a payslip is laid out showing both pay and deductions;<br>
• Identify, write and discuss issues currently in the media concerning health and wellbeing;<br>
• Express their opinions on an issue concerning health and wellbeing;<br>
• Understand what biased reporting is and the need to think critically about things we read.<br>
• Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them.</td>
</tr>
</table>
</td></tr>
</table>

| | | |
|---|---|---|
| | • Recognise and describe the difference between online and face-to-face bullying.<br>• Know that it is illegal to create and share sexual images of children under 18 years old;<br>• Explore the risks of sharing photos and films of themselves with other people directly or online;<br>• Know how to keep their information private online. | • Describe the language and techniques that make up a biased report.<br>• Know the legal age (and reason behind these) for having a social media account.<br>• Understand why people don't tell the truth and often post only the good bits about themselves, online.<br>• Describe the different ways money can be saved, outlining the pros and cons of each method. |
| **Topic Enrichment Activities** (which may take place as topic launch activities or end of topic celebration activities) | Blue Planet live lesson (in<br><br>River fieldtrip to Stratfor | |