


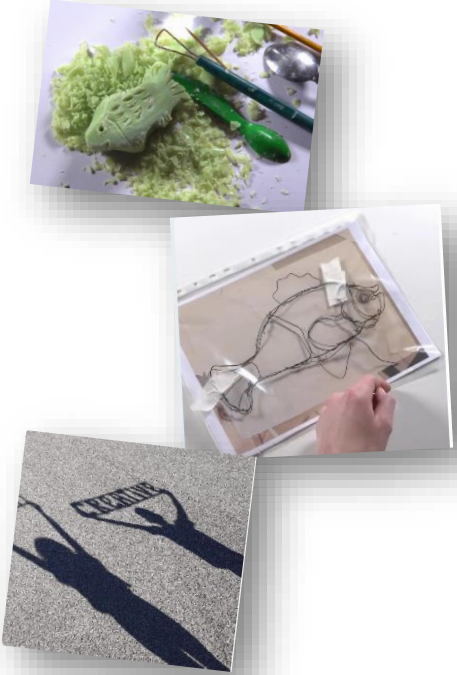







"I have set you an example that you should do as I have done." (John 13:15)

2023 -2024 Long Term Planning: Sycamore class

Term Dates	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)
Learning Theme	WHO LET THE GODS OUT?	
English: Literacy leaves (Reading)	<p>Books: Skygazing by Anna Claybourne and Kerry Hyndman</p>  <p>The poet's dog by Patricia MacLachlan</p>	<p>Books: When the stars come out By Nicola Edwards</p>  <p>Mythologica By Dr. Stephen P. Kershaw</p> 
	<p>Over the course of this term, we will be covering all of the NC reading content domains, including:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning 	
English: Writing Roots (Writing)	<p>Books: FARThER by Graham Baker Smith The selfish giant by Oscar Wilde</p>  <p>Writing genres:</p> <ul style="list-style-type: none"> Recount Retellings Setting descriptions Diary entries Instructions Letters First person recount, Letters Posters Reports 	<p>Books: Curiosity by Markus Motum Odyssey by Gillian Cross</p>  <p>Writing genres:</p> <ul style="list-style-type: none"> Recount Proposal to NASA Information labels Short explanation NASA log of Mars landing News report Speeches (proclamation, persuasive, soliloquy), Diary entry Dialogue Missing scene Postcard Advertisement 
Mathematics (White Rose units)	<p>Over the term, we will be covering the following areas of the curriculum whilst following the White Rose Maths scheme:</p> <p>Place Value Roman numerals; reading and writing whole numbers; comparing and ordering; rounding; negative numbers, Roman numerals</p> <p>Four Operations Addition, subtraction, multiplication and division; multiples and factors; primes, squares and cubes; order of operations</p> <p>Fractions Equivalence and simplifying; comparing and ordering; addition and subtraction; improper fractions and mixed numbers.</p> <p><i>During the week, the children will do regular times tables practise in their Maths Club Challenges, as well as weekly Tough Ten arithmetic revision.</i></p>	
Science	<p>This term we will be following the Developing Experts Science scheme and focusing on electricity, it's uses, electrical safety, electrical circuits and components.</p>	

	<p>Electricity (Y4 PoS)</p> <ul style="list-style-type: none"> • Explore electrical appliances and electrical safety. • Learn about electrical components in a series circuit. • Investigate electrical circuits. • Explore conductors and insulators. • Learn about electrical switches. • Investigate how electrical components can change within a circuit. <p>Inspirational Scientist: Thomas Edison</p>	<p>Electricity (Y6 PoS)</p> <ul style="list-style-type: none"> • Describe the parts of an electric circuit. • Explore voltage and its effect on an electrical circuit. • Apply knowledge to identify and correct problems in a circuit. • Investigate what affects the output of a circuit. • Build a set of traffic lights. • Apply knowledge of conductors and insulators. <p>Inspirational Scientist: Nikola Tesla</p>
Computing	<p>Unit 4.1 (review) 5.1– Coding</p> <p>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.</p> <p>Predict... what this code will do</p> <p>Run... the code to check your prediction</p> <p>Investigate... trace thought the code to see if you were correct</p> <p>Modify... the code to add detail, change actions/outcome</p> <p>Make... a new program that uses the same ideas in a different way. Get creative!</p> <p>By the end of these units, the children will be able to:</p> <ul style="list-style-type: none"> • To review existing coding knowledge. • To begin to be able to simplify code. • To create a playable game. • To review existing coding knowledge. • To begin to be able to simplify code. • To create a playable game. • To know what decomposition and abstraction are in Computer Science. • To take a real-life situation, decompose it and think about the level of abstraction. • To use decomposition to make a plan of a real-life situation. • To understand how to use friction in code. • To begin to understand what a function is and how functions work in code.   	
RE	<p>Believing</p> <p>What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?)</p> <ul style="list-style-type: none"> • I can outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 	
History	<p>Who let the God's out: Journeys to the afterlife</p> <p>Key enquiry question: "How does the journey to the afterlife compare throughout history?"</p> <p>This term we will be exploring and comparing religion, rituals and beliefs surrounding life after death throughout some of the major periods in history, including:</p> <ul style="list-style-type: none"> • Ancient Egyptians • Ancient Greeks • Stone Age Britain • Anglo Saxons and Vikings <p>We will be using our historical skills to determine how each of the ancient civilisations above treated their dead and looking for evidence of what they believed happened in the afterlife. We will interpret clues left over centuries in ancient burial sites, both around the world and here in Britain. From these clues we can compare the similarities and differences that appear throughout history and make suggestions about why they exist.</p> <p>We will understand how our knowledge of the past is constructed from a range of sources and be able to offer explanations about why people lived and behaved the way they did.</p> <p>One of the major influences we will study will be the role of religion and begin to understand the importance of beliefs in shaping burial rituals.</p> <p>We will study the gradual conversion to Christianity and learn how peoples' lives changed as a result.</p> <p>*During these lessons we will be looking at photos of ancient human remains*</p>	

<p>Geography</p> <p>Art & Design (Following Kapow)</p>	<p>No Geography this term</p> <p><i>Example finished products:</i></p> 	<p>Sculpture and 3D: Mega materials</p> <p>During this topic, we will be exploring different materials that can be used to create 3D sculptures before designing and making our own creations.</p> <p>By the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.
<p>Design Technology (Following Kapow)</p>	<p>Textiles: Fastenings</p> <p>During this topic we will be designing and making a book sleeve for their favourite book.</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are comfortable with. 	<p><i>Example finished product:</i></p> 
<p>Music (following Kapow)</p>	<p>Samba and Carnival sounds (and instruments)</p> <p>By the end of this unit the children should be able to:</p> <ol style="list-style-type: none"> 1 Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. 1 Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm. 1 Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). 1 Play their break in time with the rest of their group and play in the correct place in the piece. 1 Play in time and with confidence; accurately playing their break. 	<p>Christmas</p> <p>1 During this term, the children will be learning Christmas songs and practising singing them together, with harmonies and getting ready for performance.</p> 
<p>PE</p>	<p>KS2 Physical Education: Tennis and Tag Rugby</p> <p>Pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Lessons will encourage communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	

	<p>In tennis lessons, pupils will be taught to:</p> <ul style="list-style-type: none"> • To know and describe the correct grip and stance when holding a racket. • To adopt a good ready position. • To use a variety of different shots, and serves, hitting with increased consistency. • To employ tactics in games. • To play shots on the forehand and backhand side of the body. • To follow the rules and score correctly. 	<p>In tag rugby lessons, pupils will be taught to:</p> <ul style="list-style-type: none"> • To travel at speed with the ball. • To watch and evaluate the professional game. • To dodge and fake passes when running with the ball. • To decide on ways to attack when playing games. • To catch the ball whilst under pressure. • To decide on the best ways to defend in games. 
<p>PSHE (most units taken from our federation scheme: Coram Life Education SCARF')</p>	<p>Protective Behaviours – 5th – 8th September</p> <p>Me and my relationships:</p> <ul style="list-style-type: none"> • Under pressure • Collaboration Challenge! • Give and take • Working together • Let's negotiate • Solve the friendship problem 	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Why pay taxes? • What's the story? • Fact or opinion? • Two sides to every story • Fakebook friends • What's it worth? 
<p>Topic Enrichment Activities</p>	<p>TBC</p>	