






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

**2022 – 2023 Long Term Planning:**

Term Dates	<div> <b>Summer 1</b>  <b>17.04.23 – 25.05.23</b>  <b>(6 weeks)</b> </div> <div> <b>Summer 2</b>  <b>05.06.23 – 25.07.22</b>  <b>(7 weeks)</b> </div>	
Learning Theme	<div> <b>Amazing Americas</b>  </div>	
English	<div> <b>Key Texts:</b>  <b>Fiction:</b>  Journey to the river sea by Eva Ibbotson  <b>Poetry:</b>  Various  <b>Non-fiction:</b>  World Atlas  Various reference books  <b>Writing genres:</b> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Poetry:</li> <li>• Explanation</li> <li>• Narrative</li> </ul> </div> 	
Mathematics (White Rose units)	<p><b>Year 4:</b> Perimeter and area: perimeter of rectilinear shapes, comparing area. Statistics: comparing and interpreting charts, line graphs. Properties of shape: compare, order and identify angles, triangles and quadrilaterals, lines of symmetry.</p> <p><b>Year 5:</b> Perimeter, area and volume: compare and estimate volume, estimate capacity. Statistics: read, interpret and draw line graphs, read and interpret tables and timetables. Properties of shape: measure angles in degrees, find angles on a straight line and around a point, regular and irregular polygons. Position and direction: position in the first quadrant, reflection and translation.</p> <p><b>Year 6:</b> Perimeter, area and volume: Volume of a cuboid. Algebra: finding a rule, one and two step expressions, formulae. Statistics: read and interpret line graphs and pie charts, find the mean. Properties of shape: calculating and drawing angles, finding angles on a straight line, around a point and in triangles and quadrilaterals. Position and direction: four quadrants, reflections and translation.</p>	
Science	<p><b>Living things and their habitats:</b></p> <p>During this unit the children will:</p> <ul style="list-style-type: none"> <li>• Understand the life processes of a plant.</li> <li>• Understand the life cycles of mammals.</li> <li>• Compare the life cycles of insects and amphibians.</li> <li>• Understand the life cycle of birds and reptiles.</li> <li>• Know about the life and work of Jane Goodall and David Attenborough.</li> </ul>	<p><b>Animals, including humans:</b></p> <p>During this unit the children will:</p> <ul style="list-style-type: none"> <li>• Identify the key stages of a mammal's life cycle.</li> <li>• Explore the gestation period of mammals.</li> <li>• Learn about foetal development.</li> <li>• Investigate the hand span of differently aged children.</li> <li>• Describe the changes humans may experience during old age.</li> </ul>

<b>Computing</b>	<div data-bbox="300 96 683 136" data-label="Section-Header"> <h3>Unit 3.1 and 4.1 – Coding</h3> </div> <div data-bbox="300 136 1206 203" data-label="Text"> <p>The coding lessons in these units are structured around the <b>PRIMM</b> approach. The whole approach may take place during a lesson or series of lessons.</p> </div> <div data-bbox="300 203 638 235" data-label="Text"> <p><b>Predict...</b> what this code will do</p> </div> <div data-bbox="300 235 1264 300" data-label="Text"> <p><b>Run...</b> the code to check your prediction <b>Investigate...</b> trace thought the code to see if you were correct</p> </div> <div data-bbox="300 300 924 336" data-label="Text"> <p><b>Modify...</b> the code to add detail, change actions/outcome</p> </div> <div data-bbox="300 336 1174 369" data-label="Text"> <p><b>Make...</b> a new program that uses the same ideas in a different way. Get creative!</p> </div> <div data-bbox="300 369 935 403" data-label="Text"> <p><b>By the end of this unit, the children will be able to:</b></p> </div> <div data-bbox="300 403 1142 627" data-label="List-Group"> <ul style="list-style-type: none"> <li>• To understand what a flowchart is and how flowcharts are used in computer programming.</li> <li>• To understand that there are different types of timers.</li> <li>• To be able to select the right type of timer for a purpose.</li> <li>• To use coding knowledge to create a range of programs.</li> <li>• To understand the importance of nesting.</li> <li>• To begin to understand selection in computer programming.</li> <li>• To understand how an IF statement works.</li> <li>• To understand how to use co-ordinates in computer programming.</li> </ul> </div> <div data-bbox="300 627 577 667" data-label="Section-Header"> <h3>Unit 3.8- Graphing</h3> </div> <div data-bbox="300 667 935 698" data-label="Text"> <p><b>By the end of this unit, the children will be able to:</b></p> </div> <div data-bbox="300 698 1134 806" data-label="List-Group"> <ul style="list-style-type: none"> <li>• To set up a graph with a given number of fields.</li> <li>• To enter data for a graph.</li> <li>• To produce and share graphs made on the computer.</li> <li>• Extension: To select most appropriate style of graph for their data and explain their reasoning.</li> </ul> </div> <div data-bbox="1279 109 1461 257" data-label="Image"> </div> <div data-bbox="1141 291 1484 770" data-label="Image"> </div>
<b>RE</b>	<div data-bbox="300 808 376 842" data-label="Section-Header"> <h3>Living</h3> </div> <div data-bbox="347 842 1461 1095" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Make connections between the Muslim practice of the Five Pillars and a Muslim's beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul> </div>
<b>History</b>	
<b>Geography</b>	<div data-bbox="300 1200 743 1240" data-label="Section-Header"> <h3>North and South America</h3> </div> <div data-bbox="300 1240 935 1274" data-label="Text"> <p><b>By the end of this unit, the children will be able to:</b></p> </div> <div data-bbox="300 1274 1461 1480" data-label="List-Group"> <ul style="list-style-type: none"> <li>• Locate North and South America and understand that many environmental regions are found on the South American continent.</li> <li>• Identify The Amazon Basin in Brazil by using maps and atlases.</li> <li>• Understand the weather and climate in this region.</li> <li>• Use geographical vocabulary to describe rainforests.</li> <li>• Investigate the indigenous people of the Amazon Basin.</li> <li>• Locate and describe California by using maps and atlases.</li> <li>• Identify their location, characteristics and most significant human features.</li> </ul> </div> <div data-bbox="1038 1308 1422 1491" data-label="Image"> </div>
<b>Art &amp; Design</b> (Following Kapow)	<div data-bbox="300 1514 561 1554" data-label="Section-Header"> <h3>3D and sculpture</h3> </div> <div data-bbox="300 1554 655 1588" data-label="Text"> <p>During this unit the children will:</p> </div> <div data-bbox="347 1588 815 1957" data-label="List-Group"> <ul style="list-style-type: none"> <li>• identify and compare features of art installations.</li> <li>• investigate the effect of space and scale when creating 3D art.</li> <li>• problem-solve when constructing 3D artworks.</li> <li>• plan an installation that communicates an idea.</li> <li>• apply their knowledge of installation art and develop ideas into a finished piece.</li> </ul> </div> <div data-bbox="847 1554 1477 1939" data-label="Image"> </div>
<b>Design Technology</b> (Following Kapow)	<div data-bbox="300 2002 743 2237" data-label="Image"> </div> <div data-bbox="847 1991 1477 2080" data-label="Section-Header"> <h3>Cooking and Nutrition: What could be healthier?</h3> </div> <div data-bbox="847 2080 1477 2114" data-label="Text"> <p><b>By the end of this unit, the children will be able to:</b></p> </div>

		<ul style="list-style-type: none"> <li>• Understand how beef gets from the farm to our plates.</li> <li>• Present a subject as a poster with clear information in an easy to read format.</li> <li>• Contribute ideas as to what a 'healthy meal' means.</li> <li>• Notice the nutritional differences between different products and recipes.</li> <li>• Recognise nutritional differences between two similar recipes and give some justification as to why this is.</li> <li>• Work as a team to amend a bolognese recipe with healthy adaptations.</li> <li>• Follow a recipe to produce a healthy bolognese sauce.</li> <li>• Design packaging that promotes the ingredients of the bolognese.</li> </ul>
<b>Music</b> <i>(following Charanga/stand-alone)</i>	<b>Rainforests</b>  During this unit children will: <ul style="list-style-type: none"> <li>• identify structure and texture in music</li> <li>• use body percussion</li> <li>• create musical rhythms using body percussion</li> <li>• build and improve a composition</li> </ul> They will know that: <ul style="list-style-type: none"> <li>• deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>• combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>• changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>	
<b>PE</b>	<b>KS2 Physical Education</b> 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.  <b>Athletics and Striking and fielding games (rounders, cricket and longball etc)</b> <b>Pupils will be taught to:</b> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> </ul> 	
<b>PSHE</b> <i>(most units taken from our federation scheme: Coram Life Education SCARF')</i>	<b>Being my best!</b>  During these units children will: <ul style="list-style-type: none"> <li>• Identify aspirational goals and describe needed to set and achieve these.</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Identify risk factors in a given situation.</li> <li>• Know the concepts of basic first aid.</li> </ul>	<b>Growing and changing</b>  During these units children will: <ul style="list-style-type: none"> <li>• Understand that fame is short lived.</li> <li>• Identify qualities that people have, as well as their looks.</li> <li>• Define what is meant by the term stereotype</li> <li>• Understand that people can feel pressured to behave in a certain way because of the influence of the peer group.</li> <li>• Suggest positive strategies for dealing with change.</li> </ul>

<p><b>Topic Enrichment Activities</b> (which may take place as topic launch activities or end of topic celebration activities)</p>	<p>Trip to Birmingham Botanical Gardens 24/4/23</p>	
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