



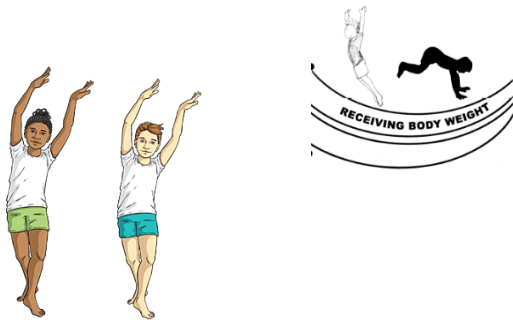


"I have set you an example that you should do as I have done." (John 13:15)

2022 – 2023 Long Term Planning:

Term Dates	Spring 1 04.01.23 – 17.02.23 (7 weeks)	Spring 2 27.02.23 – 31.03.23 (5 weeks)
Learning Theme	<p>Explorers: Extreme adventures</p> 	
English	<p>Key Texts:</p> <p>Fiction: Brightstorm: A sky-ship adventure By Vashti Hardy</p> <p>Poetry: The dreadful menace (uncredited)</p> <p>Non-fiction: Shackleton's Journey by William Grill</p> <p>Writing genres:</p> <ul style="list-style-type: none"> • Recount • Poetry: narrative • Biography • Non-Chronological report • Explanation 	
Mathematics (White Rose units)	<p>Year 4: Fractions: Subtracting fractions; finding fractions of amounts; fractions on a numberline; equivalent fractions. Decimals: recognising tenths and hundredths; divide by 10 and 100; write, compare and order decimals; round decimals. Measurement: lengths in cm, m and km; measure perimeter.</p> <p>Year 5: Fractions: add and subtract mixed numbers, find fractions of amounts, multiply fractions by whole numbers. Decimals and percentages: decimals up to 2 decimal places, decimals as fractions, rounding decimals; order and compare decimals; understand percentages; percentages as fractions and decimals Measurement: find perimeter, area and volume of shapes.</p> <p>Year 6: Fractions: multiply fractions by fractions; divide fractions by whole numbers; problem solving including fractions. Decimals and percentages: convert decimals to fractions and vice versa; multiply and divide decimals; multiply and divide by 10, 100, 1000; fractions to percentages; percentage of an amount. Measurement: find perimeter, area and volume of shapes.</p>	
Science	<p>Changes of Materials.</p> <p>During this unite children will learn to:</p> <ul style="list-style-type: none"> • Describe how to recover a substance from a solution; • Demonstrate that dissolving, mixing and changes of state are reversible changes; • Explain that some changes result in the formation of new materials and describe these as irreversible changes. 	<p>Earth and Space.</p> <p>During this unit children will:</p> <ul style="list-style-type: none"> • Learn more about the Earth and the celestial bodies in our solar system. • Explore each planet from Mercury to Neptune. • Explore how scientific ideas surrounding Earth's movement and placement have changed and developed over time. • Deepen their understanding of the Moon, time zones and the night and day cycle.

Computing	<h3>Unit 3.5: Email</h3> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> To think about the different methods of communication. To open and respond to an email. To write an email to someone from an address book. To learn how to use email safely To add an attachment to an email. To explore a simulated email scenario. <div data-bbox="467 517 737 573"> </div>	<h3>Unit 4.6: Animation</h3> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how animation can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging.
RE	<p>Expressing</p> <p>U2.4 – If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). 	
History		
Geography	<h3>Climate zones and Biomes</h3> <p>By the end of this unit, the children will be able to:</p> <ul style="list-style-type: none"> Describe and understand climate zones and biomes. Use maps, atlases and globes to locate countries. Begin to learn about indigenous populations of different biomes and how climate affects their lives. Find out how different climate impacts vegetation. Closely observe and then draw animals/plants. Understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions. <div data-bbox="1129 996 1417 1146"> </div>	
Art & Design (Following Kapow)	<h3>Drawing: I Need Space</h3> <p>By the end of this unit, children will:</p> <ul style="list-style-type: none"> Be able to develop ideas more independently from their own research, exploring and recording their plans, ideas and evaluation to develop their ideas towards an outcome. Use a broader range of stimulus to draw from, beginning to develop drawn ideas as part of an exploratory journey. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. Know that different marks and lines can be used to create specific effects. Know how to create texture on different materials. Know that prints need contrast between light and dark areas to make the image visible. 	

Design Technology (Following Kapow)	 	Structures: Bridges By the end of this unit, the children will be able to: <ul style="list-style-type: none"> • Identify stronger and weaker shapes. • Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. • Identify beam, arch and truss bridges and describe their differences. • Use triangles to create simple truss bridges that support a load (weight). • Cut beams to the correct size, using a cutting mat. • Smooth down any rough cut edges with sandpaper. • Follow each stage of the truss bridge creation as instructed by their teacher. • Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. • Identify some areas for improvement, reinforcing their bridges as necessary.
Music (following Charanga/stand-alone)	Developing Pulse & Groove through improvisation – How does Music improve our World?	Creating Simple melodies together – How does Music teach us about our community?
PE	Swimming & water safety @ Stratford Leisure centre During this unit, children will be able to: <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	
	Dance: At the Circus During these units, children will be taught to: <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Gymnastics :Receiving body weight 
PSHE (most units taken from our federation scheme: Coram Life Education SCARF')	Keeping Safe During these units, children will: <ul style="list-style-type: none"> • Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; • Understand and describe the ease with which something posted online can spread. 	Rights and Respect During these units, children will: <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Understand why people don't tell the truth and often post only the good bits about themselves, online;

	<ul style="list-style-type: none"> • Know how to keep their information private online. • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. • Explain how drugs can be categorised into different groups depending on their medical and legal context; • Describe some of the effects and risks of drinking alcohol. 	<ul style="list-style-type: none"> • Describe the different ways money can be saved, outlining the pros and cons of each method; • Explain what is meant by living in an environmentally sustainable way; • Learn about democracy in Britain.
Topic Enrichment Activities (which may take place as topic launch activities or end of topic celebration activities)	Trip to the Gurdwara and St Mary's Anglican Church	