



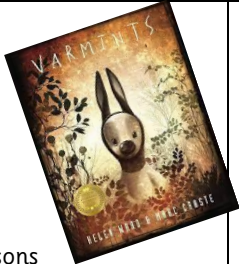



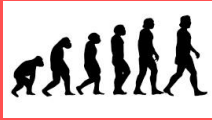
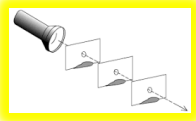


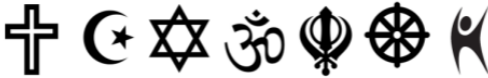





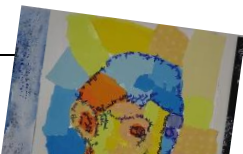


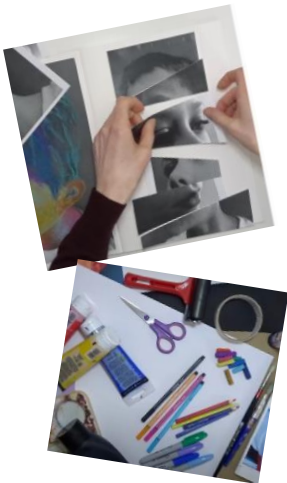




“I have set you an example that you should do as I have done.” (John 13:15)




2023 -2024 Long Term Planning: Sycamore class


Term Dates	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Learning Theme	LAW AND ORDER	
English: Literacy leaves (Reading)	<p>Books: <i>When the Stars Come Out</i> By Nicola Edwards</p>  <p><i>Fly Me Home</i> Polly Ho Yen</p> 	<p>Books: <i>Black and British: A short, essential history</i> By David Olusoga</p>  <p><i>Real-life Mysteries: Can you explain the unexplained?</i> By Susan Martineau and Vicky Barker</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: <i>Varmints</i> By Helen Ward</p>  <p><i>The Last Bear</i> By Hannah Gold</p>  <p>Writing genres:</p> <ul style="list-style-type: none"> Explanations Descriptive comparisons retellings setting description poetry Newspaper article character profile dialogue monologue log book entry scientific report 	<p>Books: <i>The Arrival</i> Shaun Tan</p>  <p><i>The Lion and the Unicorn</i> Shirley Hughes</p>  <p>Writing genres:</p> <ul style="list-style-type: none"> Extended narratives Letters lists of rules character descriptions diaries guides historical narratives character and setting descriptions non-chronological reports
Mathematics (White Rose units)	<p>Year 4 Shape – triangles and quadrilaterals, identify angles, compare and order angles, lines of symmetry, reasoning about 3-D shapes. Position and direction – describe position, draw on a grid, move on a grid, describe movement on a grid. Converting units – Kilometres. Money – Order money (link to decimals), estimating money, pounds and pence and calculating with decimals using four operations. Time – Hours, minutes and seconds, years, month, weeks and days, analogue to digital – 12-hour and 24-hour clocks. Roman Numerals – consolidation</p> <p>Year 5 Shape – Measuring angles in degrees, using a protractor, regular and irregular polygons, drawing accurate angles on a straight line, angles around a point, lengths and angles in shapes, reasoning about 3-D shapes.</p>	

	<p>Position and direction – Position in the first quadrant, translation, translation with coordinates, reflection and reflection with coordinates.</p> <p>Converting units – kilograms and kilometres, milligrams and millimetres, metric units, imperial units.</p> <p>Volume – what is volume? Compare volume, estimate volume and estimate capacity.</p> <p>Money – Order and compare pounds and pence (link to decimals), rounding decimals, calculate with decimals (pounds and pence), decimal sequences.</p> <p>Time – Converting units of time and timetables.</p> <p>Negative numbers – Understand negative numbers, count through zero in 1s, count through zero in multiples, compare and order negative numbers, find the difference.</p> <p>Year 6</p> <p>Shape (including angles) – measure and classify angles, calculate angles, vertically opposite angles, angles in a triangle, missing angles, angles in a quadrilateral, angles in polygons, circles, draw shapes accurately, nets of 3-D shapes.</p> <p>Position and direction – the first quadrant, read and plot points in four quadrants, solve problems with coordinates, translations, reflections.</p> <p>Ratio – use ratio language, ratio and fractions, scale drawings, use scale factors, similar shapes, ratio problems, proportion problems and recipes.</p> <p>Algebra – up to 2-step function machines, form expressions, substitution, formulae, from equations and solve equations.</p> <p>Themed projects, investigation and problem solving.</p> <p><i>During the month of April and May, Year 6 will also do continuous consolidation in preparation for their SATs.</i></p>	
<p>Science</p> 	<p>Evolution and Inheritance</p> <p>This unit introduces the children to the key concepts of evolution and inheritance by building upon previous topics, including animal characteristics and fossils. The children will learn about inheritance traits and apply their knowledge to various animals and plants, before being introduced to the work of Mary Anning and Charles Darwin. Through the presentations and tasks, the children will learn about the fascination history of the human race and discover links between extinct animals and those which are still living today!</p>	<p>Light</p> <p>In this unit, the children will learn how to: recognise that light appears to travel in a straight line; use the idea to explain that objects are seen because they give out or reflect light into the eye; explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes; and finally, children will learn how to use this to explain why shadows have the same shape as the objects they cast.</p>  
<p>Computing</p>	<p>Unit 6.2 Online safety, 4.7 effective searching, 4.10 introducing AI</p> <p>Artificial Intelligence is all around us and in the news on an almost daily basis. The 4.10 unit introduces children to the concept of artificial intelligence, focuses on how it is used in our lives, looks at the future of AI and finally, considers the role of Artificial Intelligence in creativity.</p> <p>Much of the lesson content; the images, resources and activities have been designed by artificial intelligence. Artificial Intelligence programs used in the creation of these lessons were:</p> <ul style="list-style-type: none"> ✚ Text and lesson content; Google BARD, ChatGPT ✚ Images; Gencraft and Kidgeni ✚ Presentations; Tome ✚ Music; MusicLM from Google Test Kitchen <p>By the end of these units, the children will be able:</p> <ul style="list-style-type: none"> • To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. • To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. • To identify the benefits and risks of giving personal information and device access to different software. • To review the meaning of a digital footprint and understand how and why people use their information. • To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. • To search effectively to locate information on the search results page. • To assess whether an information source is true and reliable. • To understand the basic concept of artificial intelligence and identify real-life examples. 	

	<ul style="list-style-type: none"> To understand the potential applications and impact of AI in the future and encourage critical thinking and creativity. To understand how and artificial intelligence is being used to create music and art and practice using it. 	
RE	<p>Living</p> <p>What matters most to Christians and to Humanists?</p> <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <div style="text-align: center;">  </div>	
History	<p>Crime and Punishment</p> <p>This thematic unit provides pupils with a broad chronological sweep of nearly a thousand years and it makes a significant contribution to pupils' grasp of the long arc of time. We will be studying how crime and punishment have changed through history by answering the following enquiry questions:</p> <ol style="list-style-type: none"> How were criminals punished 800 years ago, and how do we know? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years? 	<p>No History this ½ term</p> <div style="text-align: center;">    </div>
Geography	<p>No Geography this ½ term</p> <div style="text-align: center;">   </div>	<p>Where does our energy come from?</p> <p>By the end of this unit, the children should be able to:</p> <ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map.
Art & Design (Following Kapow)	<p>Painting & mixed media: Portraits</p> <div style="text-align: center;">  </div>	

		<p>This unit offers pupils opportunities to develop skills in creating interesting portrait drawings using words, experimenting with materials and techniques, and constructing self-portraits that represent aspects of themselves.</p> <p>By the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them • Show they have considered the effect created by their choice of materials and composition in their final piece.
Design Technology (Following Kapow)	<p>Electrical systems: Doodlers</p> <p>During this unit, the children will be designing and making an electrical machine that will doodle on a piece of paper.</p> <p>By the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • Identify simple circuit components (battery, bulb and switch) with a basic explanation of their function. • Explain that a series circuit is assembled in a loop to allow the electricity to flow along one path. • Describe a motor as a circuit component that changes electrical energy into movement. • Provide examples of motorised products that use movement to rotate or spin different parts. • Remove and replace different parts of a Doodler, as part of a team. • Suggest ways to switch the configuration to amend the form or function of the Doodler. • Explain, in an investigation report, each of the changes they made and the effect this had on the Doodler's ability to draw scribbles (function) and appearance (form). • Develop design criteria with consideration for the target user, the purpose of their Doodler, a key function and the Doodler's form and final appearance (e.g. fun, bright, soft). • Explain simply why their Doodler has a certain configuration based on the findings of their investigation (e.g. I used four pens because the Doodler would fall over with two). • Create a functional Doodler that creates scribbles on paper with or without a switch. 	  
Music (following Charanga/stand-alone)	<p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph of good over evil.</p> <p><i>(After half term)</i></p> 	
PE	<p>KS2 Physical Education: Orienteering & Volleyball</p> <p>In Orienteering, children will develop physical fitness and can describe its importance in orienteering. Children will use a map confidently, designing routes to controls and building detailed maps. Children will take part in orienteering events, choosing and applying appropriate skills for the challenge. Also, children</p>	

	<p>will understand that communicating is vital to achieving success in team games, and will work well as part of a team, contributing effectively.</p> <p>In Volleyball, children will learn to perform and combine skills, at speed, with confidence and control. Children should choose and apply skills that meet the needs of the situation such as shot selection, height, depth and speed. Our lessons give children an opportunity to play competitively, using tactics to deceive their opponents. Through cooperative and competitive rallies, children can see and celebrate their success.</p> <p>In Orienteering lessons, pupils will be taught to:</p> <ul style="list-style-type: none"> To orientate themselves and map correctly keeping track of their position with increasing accuracy. Work within a team trusting and valuing each other. Develop communication skills and use these skills to achieve success. Make a map with symbols and legend and begin to understand scale. Compete in orienteering events, problem solving with team members. Build confidence during team activities. Takes part in orienteering events, such as picture orienteering and control orienteering, with success. Use a map to confidently orientate yourself around - Use previous knowledge to navigate and design a route to the controls. Develop map reading and map building skills. Develop physical fitness and be able to describe its importance in orienteering. 	<p>In Volleyball lessons, pupils will be taught to:</p> <ul style="list-style-type: none"> Adopt a good ready position on court and show good awareness of others in game situations. Direct the ball towards the opponent's court or target area. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps. Participate in competitive games, modified, and adapted where appropriate. Apply basic principles suitable for defending. Show good position on court. Use good footwork that allows the ball to be hit with good technique. 
<p>PSHE (Coram Life Education SCARF')</p>	<p>Being My Best</p> <ul style="list-style-type: none"> Different skills Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. My school community Understand what is meant by community Explain what being part of a school community means to them; Suggest ways of improving the school community. Independence and responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Five Ways to Wellbeing project Look at the 5 ways to wellbeing and consider how they can be implemented to contribute to a healthy life. This will be your life! Identify aspirational goals; Describe the actions needed to set and achieve these. 	<p>Growing and Changing</p> <ul style="list-style-type: none"> Growing up and changing bodies Identify products they may need during puberty and why Know what menstruation is and why it happens Changing bodies and feelings To know the correct words for the external sexual organs To discuss some of the myths associated with puberty It could happen to anyone Identify consequences of behaviour on others Media manipulation Define and challenge 'stereotypes' Pressure online Understand risks of sharing images online and define 'peer pressure' Is this normal? Define puberty and recap on changes associated. Suggest strategies for support and where it could be accessed if needed.

<p>Topic Enrichment Activities (which may take place as topic launch activities or end of topic celebration activities)</p>	<ul style="list-style-type: none"> • Rockstars and Robots Day 17th April • Whole school trip to St John's Museum 4th May • Road Safety Talks 5th June • School's 150th Birthday Celebration 14th June • Circus Skills Day 25th June 
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