

<b>Term Length (Whole School Focus)</b>	<b>Autumn 1 7 weeks (Respect)</b>	<b>Autumn 2 7 weeks (Tolerance)</b>	<b>Spring 1 6 weeks (Law)</b>	<b>Spring 2 5 weeks (Democracy)</b>	<b>Summer 1 7 weeks (Liberty)</b>	<b>Summer 2 6 weeks (My Values)</b>
<b>Learning challenge</b>	<b>What was Bradford like in Victorian times?</b>		<b>Who were the Anglo-Saxons?</b>		<b>How powerful is water?</b>	
<b>Our Values</b>	5.1 Democracy Monitor roles 5.1 Respect Peer/Self Assessment 5.2 Tolerance RE 5.3 My Values Target Tree Red pen edits 5.2/5.3 Respect Victorians – Dragons’ Den Respect 5.2 5.1/5.2/5.3 Law Science – white powders 5.4 Democracy Victorians child labour Law 5.4 E Safety 5.1 Tolerance – fundraising 5.4 Respect Talk partners, sharing work	5.2 Tolerance RE 5.3 My Values Target Tree Red pen edits Respect 5.2 Victorians – Dragons’ Den 5.1 Tolerance - fundraising 5.4 Respect Talk partners, sharing work 5.1 Liberty Water / Oxfam Barnado’s (Street Child)	5.2 Tolerance RE 5.4 Tolerance – Anglo Saxon Settlements 5.1 Tolerance – fundraising 5.4 Respect Talk partners, sharing work 5.4 Law-Anglo-Saxon laws	5.2 Tolerance RE 5.1 Tolerance – fundraising 5.4 Respect Talk partners, sharing work	5.2 Tolerance RE 5.3 Tolerance Mosque Visit 5.1 Tolerance – fundraising 5.4 Respect Talk partners, sharing work 5.4 Liberty Water Cycle 5.1 My Values Puberty 5.2 Liberty Puberty 5.4 My Values Birth Growth, Development 5.2 My Values Puberty 5.2 Democracy 5.3 Democracy 5.3 Liberty 5.1 Democracy Paint your rainbow	5.2 Tolerance RE 5.4 Tolerance Residential to RHB 5.3 Respect RHB resident debate 5.1 Tolerance – fundraising 5.4 Respect Talk partners, sharing work

<p><b>Geography /History topic (taken from NC)</b></p>	<p><b>KS2 History:</b> Local History - A study of Local History taking account of a period of history that shaped the locality</p>		<p><b>KS2 History:</b> Britain's settlements by Anglo-Saxons <u>and Scots</u></p> <p>- Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</p>		<p><b>KS2 Geography:</b> use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world;</p> <p>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	
<p><b>WOW hook</b></p>	<p>Visit to Industrial Museum Visit to Saltaire</p>		<p>Current blockbuster film trailer</p>		<p>Residential to Robin Hood's Bay</p>	
<p><b>Text(s)</b></p>	<p>Just So Stories Street Child</p>	<p>The Highwayman The Little Match Girl</p>	<p>Beowulf Dragon poems Non-chrons</p>	<p>Iron Man Field poems</p>	<p>The Water Tower</p>	<p>Explanations Tuesday</p>
<p><b>End of unit goal / reflection</b></p>	<p>Victorian Christmas at St Cuthbert's</p>		<p>Saxon Days in school</p>		<p>Make video</p>	
<p><b>Science topic</b></p>	<p>Life cycles of plants and animals</p>	<ul style="list-style-type: none"> <li>• Dissolving</li> <li>• Evaporating</li> <li>• Filtering</li> </ul> <p>Reversible and irreversible changes</p>	<ul style="list-style-type: none"> <li>• Gravity</li> <li>• Air resistance</li> <li>• Water resistance</li> <li>• Friction</li> </ul> <p>Gears, pulleys, levers and springs</p>	<p>Changes as humans develop from birth to old age</p>	<p>Birth, growth, development and reproduction</p>	<ul style="list-style-type: none"> <li>• Earth relative to the sun</li> <li>• Moon relative to the Earth</li> <li>• Relationship between sun, earth and moon</li> <li>• Earth's rotation</li> </ul> <p>Day and night</p>

<p><b>Computing</b></p>	<p><b>Programming, Coding and Controlling Devices</b></p> <p>Use programming skills including shortened procedures that use repeat command or grouped commands that use brackets to create a simple program that will make a turtle of sprite draw something on screen. Save the procedure, then use it as a sub-procedure in a second procedure.</p> <p>Programs to use:</p> <p>Scratch</p> <p>Light Bot</p>	<p><b>Digital exploration (Digital Literacy and Computer Science)</b></p> <p>Use search technology more efficiently.</p> <p>Create a presentation which acknowledges the web sites or books used</p>	<p><b>Communicating and collaborating</b></p> <p>Use a web site to create an E Safety Quiz for other children to try</p> <p>Use a forum to discuss an issue with other children</p> <p>Film trailers for Beowulf</p>	<p>(Revisit)<b>Programming, Coding and Controlling Devices:</b></p> <p>Build <b>code to control</b> a device or create a game which includes <b>inputs and outputs</b> and make use of:</p> <p><b>Sub-procedures</b></p> <p>Physical <b>inputs</b> such as a <b>sensor</b> and <b>outputs</b></p> <p><b>Values and/or variables</b></p> <p><i>If . . . then</i> conditional commands</p> <p>Refine procedures to improve desired outcomes through the use of loops or repeats</p> <p>Use Textease Turtle</p> <p>Lightbot</p> <p>Kodable Pro</p>	<p><b>Digital imagery / Multi media</b></p> <p>Design a new playground for the school</p> <p>Children create their own silent film with music they have composed</p> <p>Create an advert for healthy food, using either live action or animation</p> <p>Use iMovie, 2Paint a Picture, Strip Design etc.</p>	<p><b>Data Handling</b></p> <p>Use a range of data linked to a topic to create comparisons .eg create graphs comparing holiday destinations of their grandparents to them</p> <p>Search a data base using specific searches</p>
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<b>E Safety</b>	Show an understanding of personal safety when using devices and the possible implications of misuse	Talk confidently about cyber-bullying and how to prevent and respond to it	Provide opportunities for children to understand the importance of behaving responsibly when using on-line communities ie Social Media	Understand the importance of keeping personal information safe when working online, the importance of secure passwords and of keeping them confidential.	Know that there are risks when accessing resources on the Internet	Demonstrate that information held on databases may contain errors and that this can affect the use of data in the outside world (e.g. police/ doctors/banks/school database)
<b>PE</b>	Sportsleaders  Dance – unit 1 / 2	Sportsleaders  (Indoor) Athletics – unit 1	Gym – Use of the Limbs (Unit V)  Games – invasion unit 3	Games Invasion and target - unit 2  Dance – unit 2 / 3	Games Net/Wall (unit 1)  Gym – Spinning and turning (unit W)	Games - Striking and fielding unit 4  Athletics – unit 2
<b>Art</b>	Observational drawings of Victorian artefacts, showing lines and texture, shading, tone and colour  (Creative Carousel)	Printing of Victorian tiles onto different materials  Lowry industrial landscapes  (Creative Carousel)	Pottery  (Creative Carousel)	Fabric printing/painting  (Creative Carousel)	3D/ Hanging textiles, Tapestries  (Creative Carousel)	Collage, based upon water  (Creative Carousel)
<b>DT</b>	Cooking and Nutrition  Cook Victorian soup  (Creative Carousel)	Electrical and mechanical components- Victorian toy (Creative Carousel)	Mouldable materials  (Creative Carousel)	Cooking and Nutrition  Anglo-Saxon stew & scone cobblers  (Creative Carousel)	Textiles  (Creative Carousel)	Stiff and flexible sheet materials  Souvenir for gift shop  (Creative Carousel)

Long Term Plan 2016-17

<p><b>Music</b></p>	<p>Singing - weekly</p> <p>Appraising/ composing:</p> <p>Class orchestra – instrumental notation and composition</p> <p>(Creative Carousel)</p>	<p>Singing – weekly</p> <p>Performing:</p> <p>Class choir</p> <p>4 part Victorian songs</p> <p>(Creative Carousel)</p>	<p>Singing - weekly</p> <p>Appraising</p> <p>Composing</p> <p>(Creative Carousel)</p>	<p>Singing – Weekly</p> <p>Appraising/ composing/ performing</p> <p>(Creative Carousel)</p>	<p>Singing – Weekly</p> <p>Performing/appraising</p> <p>(Creative Carousel)</p>	<p>Singing – Weekly</p> <p>Performing:</p> <p>End of year production</p> <p>(Creative Carousel)</p>
<p><b>French (not statutory)</b></p>	<p>About our school</p>	<p>Weather</p>	<p>Transport</p>	<p>Place names in French</p> <p>Which other countries speak French and why?</p>	<p>Café</p>	<p>Choose a French speaking country and find out about life there, compare it to life in France and the UK</p>
<p><b>RE</b></p>	<p>Symbols</p>		<p>TBC</p>		<p>TBC</p>	