

Term Length (Whole School Focus)	Autumn 1 7 weeks (Respect)	Autumn 2 7 weeks (Tolerance)	Spring 1 6 weeks (Law)	Spring 2 5 weeks (Democracy)	Summer 1 7 weeks (Liberty)	Summer 2 6 weeks (My Values)
Learning challenge	Who First Lived In Britain?		What was the Golden Age of Islam?	What makes the earth angry?	Has Greece always been in the news?	
Geography /History topic (taken from NC)	<i>KS2 History: Stone Age to the Iron Age, including:</i> - Hunter gatherers; Early farming; Bronze Age, and Iron Age.	<i>KS2 History: Stone Age to the Iron Age, including:</i> - Hunter gatherers; Early farming; Bronze Age, and Iron Age.	<i>KS2 History: A non-European society that provides contrast with British history</i> - eg. Early Islamic Civilization, including a study of Baghdad in AD 900.	<i>KS2 Geography: pupils to be taught physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</i>	<i>KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</i> <i>KS2 History: ancient Greece - A study of Greek life and achievements and their influence on the western world</i>	
WOW hook	Stone Age Dig in School Garden		Earthquake in the playground		Olympic afternoon	
English	Non-chronological Reports Descriptive Story Poetry-performance	Text Base Unit- Story with a dilemma Instructions Christmas Poetry	Letter Mystery stories	Ending of the story Newspaper reports Shape Poetry	Myths and Legends Leaflets Poetry – Similes – alliteration, powerful adjectives, nouns and verbs	Story of own Lost Happy Endings Postcards Poetry to perform

Text(s)	Stone Age Boy Dave's Rock	The Magic Faraway Tree	The Most Magnificent Mosque What Really Happened to Humpty?	Fox	Greek myths Leaflets	Lost Happy Endings
End of unit goal / reflection	Stone Age Feast- reflection on learning	School Linking	Volcano Dance and make erupting music		Greek toga day	
Science topic	Animals (including humans) Nutrition, linked to what we eat Skeletons and muscles	Forces and Magnets How magnets attract materials Floating and sinking	Rocks How rocks are formed Different kinds of rocks Fossils		Plants Function of different parts of plants What different plants need to flourish Journey of the food in a plant Life cycle of a plant	Light Sources, including the sun and electricity Shadows Reflection Vocab eg. translucent
Computing	Multimedia Twinkl – Word Processing skills ICT Suite Word/Google docs	Visual Media RS - We are presenters Unit 3.3 Twinkl – Presentation skills	Programming ICT Suite Code.org Course C	Programming Programming Turtle logo and scratch ICT Suite Code.org Course C continued/Scratch/Turtle logo	Information Literacy/E-safety RS - We are communicators Unit 3.5 Twinkl – Internet research and	Data handling RS -We are opinion pollsters Unit 3.6 ICT Suite Google sheets/google slides/Google

		ICT Suite/iPads Powerpoint/Google slides			communication ICT Suite Emails/G Suite email	forms
E Safety	Link to Computing topic Rules of E-Safety	Link to Computing topic Follow the rules for safe use of internet	Link to Computing topic E-mails – how to be safe	Link to Computing topic Understand personal information Can be shared online	Link to Computing topic Understand need to remain anonymous sometimes	Link to Computing topic Rules of E-Safety
PE	Invasion Basketball Net/wall Badminton	Gym Invasion Bull-tag	Gym Orienteering	Dance Multiskills	Dance Cricket Striking and fielding	Rounders Striking and fielding Athletics
Creative Curriculum Art/DT/Music/Drama Creative ICT/ Food Technology (Stone Age, Volcanoes/disasters, Islamic Civilisations, Ancient Greeks)	Creative ICT - Photography/Roaming Reporters Volcanoes/Disasters/ Ancient Greeks Architecture	DT Construction Constructing lamps	Art and Design - Clay Clay pots from different cultures and times/volcano disasters	Music Listen/Appraise, compose, perform music -	Art Colour mixing Tones Pencil lines Shades	Food Technology Breads from different cultures Greek Meze Knife skills Food hygiene

<p>French</p>	<p>GREETINGS (hello, goodbye, how are you, please, thank you)</p> <p>CLASSROOM INSTRUCTIONS “sit down”, “be quiet” (continue to use these throughout year)</p> <p>Grammar/language focus: learn about “tu” and “vous” forms of you.</p>	<p>NUMBERS 1-19</p> <p>DAYS OF THE WEEK</p> <p>Grammar/language focus : “Silent” letters</p>	<p>ABOUT MYSELF (learn to say name, age and where I live)</p> <p>ABOUT MY FAMILY (naming and describing brother, sister (I have 2 sisters, they are called.....</p> <p>Grammar/language focus: Verb “to have”</p> <p>End of unit write.</p>	<p>PETS (and other animals)</p>	<p>COLOURS</p> <p>Intercultural awareness: Learn where France is, how to get there, has anyone been?</p> <p>Paris- landmarks (make a leaflet about sights to see?)</p>	<p>Intercultural awareness:</p> <p>How is school different in France? What subjects do they learn? How long is the school day? What are school dinners like? Do they have snails?! (Other questions the children want to know)</p>
<p>RE</p>	<p>What do people believe about God?</p>	<p>What do people believe about God?</p>	<p>How do faith communities demonstrate what is sacred?</p>	<p>How do faith communities demonstrate what is sacred?</p>	<p>How do believers use symbolism to show their beliefs?</p>	<p>How do believers use symbolism to show their beliefs?</p>
<p>Garden/Outdoors</p>	<p>Archaeology dig for artefacts for Stone Age</p>	<p>Den building</p>	<p>WOW intro for Fox book- objects in the garden for clues for children to discover and infer about their meaning to the story. Mosaics/glass beads- using book The Most Magnificent Mosque</p>	<p>Ancient Greek cooking- pitta bread</p>	<p>History Focus: Research the first Olympics and then design and take part in their historically accurate first Olympic games (based on recreation of the actual events done)</p> <p>Science: Planting seeds-maths growth, amount of water</p>	<p>Geography Focus: Using the 100s square as a map, recreate a map of Bradford or Greece using pictures (Geographically accurate). Using the compass points, give the correct direction to different sites/ places.</p>

Long Term Plan 2016-17

					measuring	Science: Using plants ,trees etc for shadows-measuring and movement
PSHE	Identity, society and equality.	Physical health and wellbeing.	Keeping safe and managing risks: bullying.	Drugs, alcohol and tobacco.	Mental health and emotional wellbeing.	Careers, financial capability and economic wellbeing.