

Autumn 2014 Long Term Plan

	Year 3	Year 4	Year 5	Year 6
Science	<p>Autumn 1 & 2 Unit Title: Light and Dark</p> <p>Activity: Shadow Puppets Circuits Investigation</p> <p>Expected Outcome: observe and name a variety of sources of light, including electric lights, flames and the sun, explaining that we see things because light travels from them to our eyes notice that light is reflected from surfaces associate shadows with a light source being blocked by something; find patterns that determine the size of shadows.</p>	<p>Autumn 1 Unit Title: Electricity</p> <p>Activity: construct a simple series electrical circuit based on whether or not the lamp is part of a complete loop with a battery Make a steady hand game</p> <p>Expected Outcome: identify common appliances that run on electricity recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Autumn 2 Unit Title: Sound</p> <p>Activity: Make string telephones Identify sounds Recreating sounds - outdoor learning</p> <p>Expected Outcome: observe and name a variety of sources of sound, noticing that we hear with our ears identify how sounds are made, associating some of them with something vibrating recognise that sounds get fainter as the distance from the sound source increases find patterns between the pitch of a sound and features of the objects that produced it find patterns between the volume of the sound and the strength of the vibrations that produced it.</p>	<p>Autumn 1 & 2 Unit Title: Properties of everyday materials and reversible change</p> <p>Activity: properties of everyday objects (elasticity, magnetism, strength), plan and carry out investigation finding out about properties Investigation into evaporation and condensation thinking about variables/ fair test, how to record data. Link with water cycle (Rivers work) Practical activities to separate solids from liquids</p> <p>Expected Outcome: Through practical investigation and experiment, find out and understand the water cycle and the science elements within this. Understand and describe the similarities and differences between different objects</p>	<p>Autumn 1 Unit Title: Electricity</p> <p>Activity: Creating a parallel circuit to wire a Victorian home. Expected Outcome: identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Autumn 2 Unit Title: Light Activity: create your own investigation to prove that shadows change size when you move the light source.</p> <p>Expected Outcome: understand that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>

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History	<p>Autumn 1 & 2 Unit Title: Stone Age</p> <p>Activity: Fire Making Conical bowl linked to Art. Stone Age Museum- Parents invited in to look.</p> <p>Expected Outcome: Start to place events and people into correct periods of time. Demonstrate knowledge of some of the main events, people and changes. Recognise some similarities and differences between periods. Ask and answer questions - (what questions can we ask about this object to help us find out about it) and start to select and record from information provided by the teacher. Communicate their knowledge and understanding about the period being studied in a variety of ways.</p>	<p>Autumn 1 Unit Title: Egyptians</p> <p>Activity: Make Egyptian masks</p> <p>Expected Outcome: Place events and people into correct periods of time Use vocabulary relating to the passing of time including BC, AD, century, modern and ancient, decade Use contemporary and secondary sources to identify different ways in which the past is represented and why people have different opinions Know about the characteristic features of the period and society studied such as the experiences and beliefs of people from the past</p> <p>Autumn 2 Unit Title: Egyptians</p> <p>Activity: Draw hieroglyphics and make a cartouche</p> <p>Expected Outcome: Know how to find out about events, people and changes using research skills and use these skills to answer specific questions Describe the main events and changes within the period and society studied and look at the result of these events</p>	<p>Autumn 1 & 2 Unit Title: Water (within Geography unit)</p> <p>Activity: Chn will explore the importance of rivers in history, e.g. the River Nile in Egypt. They will explore how and why canals were built and their use in industry.</p> <p>Expected Outcome: Chn will be able to understand and explain the importance of water and how the way that people use rivers and canals has changed throughout history.</p>	<p>Autumn 1 Unit Title: Victorians</p> <p>Activity: The lives of Victorian children.</p> <p>Expected Outcome: ·Place events and people and changes into correct periods of time ·Describe with increasing detail the features of different time periods, comparing and contrasting to present day ·Accurately and confidently use vocabulary relating to the passing of time and accurately use dates ·Demonstrate factual knowledge and understanding of events, people and changes in the past ·Identify and describe with evidence why historical events occurred, making some links between reasons ·Describe the main events and changes within the period and society studied and look at the result of these events with some evidence, making links ·Demonstrate factual knowledge of increasing depth</p> <p>Autumn 2 Unit Title: Monarchs</p> <p>Activity: Look at the Victorian empire and compare with today's Queen.</p> <p>Expected Outcome: historical interpretations ·Use and evaluate contemporary and secondary sources to identify different ways in which the past is represented and interpreted by different people and societies and give reasons why people have different opinions ·Suggest their own areas of enquiry using independent research skills individually or working as part of a group and identify appropriate sources to help answer these questions historical enquiry ·Ask and answer more complex questions - and select and record information from a range of different sources ·Come up with their own enquiry questions and use appropriate sources to help answer these questions organisation and communication ·Recall, select, combine and organise historical information and know where to find it and how to use it appropriately and in depth ·Use a wider historical vocabulary to describe the period being studied. Use dates accurately ·Communicate their knowledge and understanding about the period being studied in a variety of ways, with increasing detail</p>
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RE	<p>Autumn 1 Unit Title: Christianity- Literature in the Bible: investigating the stories of the Old Testament (links to Judaism and Islam)</p> <p>Activity: Chn will investigate the stories and use inspiration from the Book of Kells to create pages that retell stories from the Old Testament in a similar style.</p> <p>Expected Outcome: K1: Sacred Writings: about the structure and content of the Bible, a range of material from it and a variety of other sacred writings; K1: The Importance of Sacred Writing: about the respect given to holy books by believers. A2: Enquiry: to develop an enquiring approach to life and encouraged to ask their own questions.</p> <p>Autumn 2 Unit Title: Christianity -Light -</p> <p>Activity: Production Chn will make an advent ring. Chn will make a Christmas card using their weaving skills learnt in Art.</p> <p>Expected Outcome: C3&K2: Symbols: about the meaning of a range of symbols. K2: Worship: about the places of worship of religious groups in the local and wider community; K2: Celebration: about the meanings of a range of religious festivals and celebrations including family ceremonies; A1: Forgiveness: to appreciate the need to give and receive forgiveness; S1: Language: to develop the ability to use and understand the language of religion, including metaphor. S2: Use of Language: to explore a variety of religious literature, recognising varieties of form and purpose, e.g: legend, myth, parable and allegory; S2: Creative Arts: to recognise the use of the creative arts in expressing religious ideas. S3: Self-Expression: to pose questions and express their own ideas with confidence.</p>	<p>Autumn 1 Unit Title: Hinduism: Festivals and Stories of significance</p> <p>Activity: Read Rama and Sita. Learn about Diwali Act out stories involving Gods and create own 'God'</p> <p>Expected Outcome: K1: The Importance of Sacred Writing: about the respect given to holy books by believers. K2: Celebration: about the meanings of a range of religious festivals and celebrations including family ceremonies; A1: Tolerance: to respect religion as an important element in human experience; A2: Enquiry: to develop an enquiring approach to life and encouraged to ask their own questions. S4: Use of Sources: to develop the ability to use a variety of primary and secondary sources; S2: Creative Arts: to recognise the use of the creative arts in expressing religious ideas. S3: Self-Expression: to pose questions and express their own ideas with confidence.</p>	<p>Autumn 1 Unit Title: World Religions: The significance of water in Religion</p> <p>Activity:Producing a presentation about the importance of water and religious views.</p> <p>Expected Outcome: C3&K2: Symbols: about the meaning of a range of symbols. K2: Celebration: about the meanings of a range of religious festivals and celebrations including family ceremonies; A1: Tolerance: to respect religion as an important element in human experience; S1: Language: to develop the ability to use and understand the language of religion, including metaphor. S2: Use of Language: to explore a variety of religious literature, recognising varieties of form and purpose, eg: legend, myth, parable and allegory; S3: Reflection: to reflect on their own and others' life experiences;</p> <p>Autumn 2 Unit Title: Angels</p> <p>Activity:Creating a stained glass effect angel (around Christmas time) Study stories from Christianity & Islam, looking at the significance of Angels and how their role and importance in different religions.</p> <p>Expected Outcome: C1: The Spiritual Dimension: to appreciate that there is a spiritual dimension to life; K1: Sacred Writings: about the structure and content of the Bible, a range of material from it and a variety of other sacred writings; K2: Celebration: about the meanings of a range of religious festivals and celebrations including family ceremonies; A2: Enquiry: to develop an enquiring approach to life and encouraged to ask their own questions. S2: Creative Arts: to recognise the use of the creative arts in expressing religious ideas. S3: Self-Expression: to pose questions and express their own ideas with confidence. E1: Spirituality: to be open to the mystery of life and the possibility of transcending the physical and the immediate; E2: Emotions: to explain their emotions and the causes;</p>	<p>Autumn 1 Unit Title: Salvation Army</p> <p>Activity: Focus on children in poverty</p> <p>Expected Outcome: K2: Prayer: about the reasons for and the importance of prayer to believers; including The Lord's Prayer; K3: Faith: about the effect of faith on the lifestyles of ordinary people; K3: People of Faith: about the lives of outstanding people of faith, including founders, and the actions of such people as expressions of faith. A1: Integrity: to value truth and be open about their feelings, attitudes and actions; A1: Social Awareness: to be aware of the needs of others; A1: Social Responsibility: to develop an awareness of their own capacity to contribute to the well-being of others in their family, school and community; S3: Empathy: to grow in understanding of the experience of others; E2: Emotions: to explain their emotions and the causes;</p>
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Geography	<p>Autumn 1&2 Unit Title: Our Local Area</p> <p>Activity: Chn will create a 'Solihull of the future' design. Chn will create a pitch including points made about past, present and future Solihull.</p> <p>Expected Outcome: Ask some geographical questions e.g. What is this place like? How could it be better? How do we know? - answer in more detail Start to collect and record evidence through a few different methods - photographs, simple graphs, drawings, surveys Examine evidence and start to draw basic conclusions such as land use in the town or local area Begin to use appropriate fieldwork skills e.g. the digital camera, simple plans, labelled drawings Begin to use globes, maps and atlases to identify particular places locally and globally Begin to draw maps and plans introducing scale e.g. plan of the classroom Identify and begin to describe what places are like in terms of weather, employment - where the bus station is, links with local companies. Start to recognise how places fit in a wider geographical area e.g. Solihull within the West Midlands Recognise some physical and human processes - roadworks, pollution</p>	<p>Autumn 1 Unit Title: India</p> <p>Activity: Chembakoli comparisons</p> <p>Expected Outcome: Describe and understand different types of settlement Can use 4 figure grid references to locate towns Ask geographical questions e.g. What is this place like? How could it be better? How do we know? - answer in more detail</p> <p>Autumn 2 Unit Title: India</p> <p>Activity: Rangoli patterns, Bangra dancing</p> <p>Expected Outcome: Begin to analyse evidence and draw conclusions Communicate in ways appropriate to the task and audience e.g. displays simple presentation to another class, writing, pictures etc. Use appropriate geographical vocabulary</p>	<p>Autumn 1 & 2 Unit Title: Rivers</p> <p>Activity: Identifying features of a river Water cycle Visit to Hams Hall for a river study Importance of water literature (literacy)</p> <p>Expected Outcome:</p> <ul style="list-style-type: none"> • Ask and answer more complicated geographical questions • Collect and record evidence through a variety of methods. • Independently select an appropriate method. • Use appropriate geographical vocabulary confidently and accurately • Use a wider range of appropriate fieldwork skills, techniques and instruments e.g. use the digital camera, make simple plans, labelled drawings, rain gauge etc. <p>Begin to use globes, maps and atlases at a range of scales to identify particular places locally and globally.</p>	<p>Autumn 1 Unit Title: Map Reading</p> <p>Activity: Redridge follow up looking at maps of Wales and Victorian maps.</p> <p>Expected Outcome: Geographical enquiry and skills Ask and answer more complicated geographical questions Collect and record evidence through a wide variety of methods. Independently select an appropriate method and use appropriately Analyse a wide variety of evidence and draw more detailed conclusions Identify and explain a variety of different views that people hold, including themselves about topical issues Use a range of appropriate geographical vocabulary confidently and accurately in different circumstances Use a wider range of appropriate fieldwork skills, techniques and instruments e.g. use the digital camera, make simple plans, labelled drawings, rain gauge etc. Use globes, maps and atlases at a range of scales to identify a wide variety of places locally and globally Draw maps and plans at a range of scales and use appropriate symbols and keys Use a wider range of ICT Decision making skills - decide what measures are needed to improve environments and give appropriate reasons for choices</p>
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Computing	<p><u>Autumn 1</u> Unit Title: Technology around us Respect and Responsibility - Internet</p> <p>Activity: Exploring the Internet Evaluating search engines Bookmarking sites Email attachments Using advanced search to find copyright free images Personal safety Discussion forums Avatars</p> <p>Expected Outcome: Pupils understand how computer networks including the Internet work. Pupils know what the world wide web is and how to use and evaluate search engines in order to find information to support their search using keywords. Pupils will understand plagiarism in simple terms. Pupils know how to use email safely as a method of communication and collaboration. Pupils create avatars to use as an online alias when using discussion forums.</p> <p>E-Safety Pupils know why it is important to keep personal information and passwords private. They respect the ideas and communications of others in work that is presented in electronic formats. They understand the need for rules to keep them safe when exchanging learning and ideas online. Pupils understand the need to develop an alias or avatar their identity online.</p> <p><u>Autumn 2</u> Unit Title: Technology around us Respect and Responsibility – Technology in the workplace</p> <p>Activity: Computers and devices in industry – robots and production lines (JLR) computerised parts inventory Simulators (flying, driving) Database search engines Data collection Sc light data logging Bits, bytes, binary Data storage and structure (file names, file extensions, folders etc)</p>	<p><u>Autumn 1</u> Unit Title: Evaluating the Internet</p> <p>Activity: Plagiarism Website suffixes/prefixes Evaluate websites for accuracy, reliability, bias, persuasion etc. Internet/health and well being</p> <p>Expected Outcome: Pupils are taught that information on some websites may not be reliable and that careful evaluation and verification is needed to ensure information accuracy. Pupils know what plagiarism is and that other people’s work should not be copied without crediting the source. Pupils learn the importance of using technology safely, respectfully and responsibly as misuse can lead to problems with health and well-being. Pupils learn about how emails are sent across the internet.</p> <p>E-Safety Pupils recognise the effect their writing or images might have on others (including bullying). They understand that the Internet contains facts and opinion and begin to distinguish between them. They recognise the difference between the work of others which has been copied and re- structuring and re-presenting materials in ways which are new and unique. They contribute to and use basic guidelines and practices that promote e-safety and socially healthy use of technology.</p> <p><u>Autumn 2</u> Unit Title: Technology in the workplace</p> <p>Activity: Control management systems (air, motorway traffic, CCTV etc) and imaging (X ray MRI and CT scanners, thermal imaging cameras etc.) Understand that if they make personal info available online it maybe seen, used and altered by others including still and moving images Data collection Sc sound data and moving images.</p>	<p><u>Autumn 1</u> Unit Title: Searching the Internet</p> <p>Activity: Strong Passwords Personal details Online</p> <p>Expected Outcome: Pupils are taught how to keep their online profile secure and to protect personal information. Pupils are taught to use search techniques effectively and know how results are ranked. Pupils are taught to evaluate and validate online digital content. Pupils understand the terms copyright and plagiarism and know how to credit sources of information in their own work.</p> <p>E-Safety Pupils are able to demonstrate in their own work they understand the laws of copyright and plagiarism and accrediting sources. They can explain ways in which they keep their own personal details private and how they would advise others to do so. They can use search engines effectively to find what they want and can evaluate the websites they use for accuracy and bias.</p> <p><u>Autumn 2</u> Unit Title: Technology in action</p> <p>Activity: Downloading Malware Viruses Copyright Plagiarism Computing programming language can be used to create games and simulations for a variety of entertainment systems such as Xbox, Wii, PS3 Databases Consequences of inaccuracies, data protection</p> <p>Expected Outcome: Pupils are taught that computer simulations can be used to imitate real-life situations e.g. learning to fly. They know that computer programming language can be used to create games and simulations and why games</p>	<p><u>Autumn 1</u> Unit Title: Respecting the Internet</p> <p>Activity: How internet search engines find and store data Positive/negative impacts of the use of computers/internet Online behaviour personal information and images e.g. sexting, digital footprint, create and publish own website.</p> <p>Expected Outcome: Pupils are taught how internet search engines find and store data. Pupils know that the impacts of technology on themselves and others can be both positive and negative. Pupils use technology safely, respectfully and responsibly. Pupils recognise acceptable and unacceptable behaviour and can identify a range of ways to report concerns about content and contact. Pupils know that information they put online leaves a digital footprint. Pupils create and publish their own web page.</p> <p>E-Safety Pupils are able to explain how search engines find out and store data. They know that using technology can impact on their own life and the lives of others in both positive and negative ways. They know and describe a range of ways in which concerns about contact and content can be reported. They can distinguish between acceptable behaviour and unacceptable behaviour and know that anything they do online leaves a digital footprint. They create and publish a web page.</p> <p><u>Autumn 2</u> Unit Title: Technology in our future</p> <p>Activity: Careers in computing –web design, games maker, programmers, animators etc. Use new technologies in ways which minimise risk e.g. responsible use of chat rooms and discussion forums, safe use of webcams.</p>
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Computing	<p>Bullying – recognise the effect writing or images might have on others</p> <p>Expected Outcome: Transferrable Skills to be covered across the year Pupils are taught about the role computers and other devices have in industry. Pupils learn that data can be collected and retrieved in many ways including for example data loggers. Pupils know how to structure and store their own data so that it can be easily retrieved. Pupils are taught to recognise the effect their writing or images might have on others (including bullying) and to respect ideas, work and communication of others. Pupils understand that if they make personal information available online it may be seen, used and altered by others.</p> <p>E- safety Pupils recognise the effect their writing or images have on others (including bullying/cyber bullying). They respect the ideas and communications of others in work which is presented in an electronic format. They understand how that if they make personal information available online it may be seen, used and altered by others. This includes still and moving images. Transferable skills to be covered across the year Presentation using video – e.g. iMovie Record and present and information integrating an appropriate range of electronic media for a given audience. Record a simple video Create sequences of sound using the computer/ipad Share and exchange their ideas to review their composition.</p>	<p>Expected Outcome: Pupils are taught about control systems in the home and wider world. Pupils use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; and can identify a range of ways to report concerns about content and contact. Pupils understand that if they make personal information available online it may be seen, used and altered by others. This includes still and moving images. Pupils recognise that data loggers are one of many devices that can be used to collect data for analysis, evaluation and presentation.</p> <p>E-Safety Pupils recognise the effect their writing or images might have on others (including bullying). They understand that if they make personal information available online it may be seen, used and altered by others. This includes still and moving images. They identify risks and rewards of using the Internet and use safe practices which help maintain both personal safety, and the safety equipment. Presentation: use BookCreator, ExplainEverything Design and create their own multimedia presentation showing awareness of audience.</p> <p>Comminucation: Develop and adapt their writing, showing awareness of audience. Use the more advance features of a word processor to help them match the work to an intended audience. Drafting and editing text including track changes etc. Data Handling: Identify and develop a means of data collection, collect appropriate data and use it to answer questions. Use tables to input data to answer a range of questions. Prove a theory by using spreadsheet tools such as plotting graphs.</p>	<p>carry PEGI labels. data protection. They understand the benefits and risks associated with gaming. They learn to identify e-safety risks to themselves and equipment and make safe choices when using ICT. They learn about the consequences of data loss, data inaccuracies and about data protection.</p> <p>E-Safety Pupils access and use information to identify e-safety risks to themselves or equipment and make safe choices when using ICT. They protect their personal information and that of others. They research current e-safety guidelines and practices which are relevant to their own use of ICT and take action to promote e-safety to their peers and family. Presentation: use <i>iCanAnimate, imovie, BookCreator, ExplainEverything</i> Design and create and evaluate their own presentations maximising the use if ICT to present information in different ways. Combine information and ideas from different sources, maximising the use of ICT to present information in different ways. Multimedia presentation using a range of software/apps (including internet services) based around data gathered about a local issue. Data Handling In order to answer a question children collect, organise, classify and interpret data and develop a simple database.</p> <p>Research: Interpret findings, check their plausibility and recognise that misinformation may be deliberate.</p>	<p>Select an appropriate tool to undertake activities which provide opportunities to collaborate safely with others within and beyond school databases. Right of individuals to data privacy/protection of others. Expected Outcome: Pupils will be taught about careers in computing and how technology is used in many aspects of employment. Pupils select and use appropriate tools and technologies to collaborate and communicate in ways which minimise risks, e.g. responsible use of chat rooms and discussion forums, safe use of webcams. Pupils know how to protect their personal data and that individuals have a right to data privacy/protection. Pupils know what sexting is and the risks that are associated with it.</p> <p>E-Safety Pupils access and use information to identify e-safety risks to themselves or equipment and make safe choices when using ICT. They protect their personal information and that of others. They research current e-safety guidelines and practices which are relevant to their own use of ICT and take action to promote e-safety to their peers and family. Transferable Skills to be covered across the year Presentation: Communicate information having made choices about the appropriate medium, content and structure demonstrating an understanding of audience and purpose. Film making Audience awareness, soundtrack Data Handling Generate process interpret and store (including large data sets) in order to investigate a problem, understanding the need for accuracy and use the data in other applications. Use spreadsheet tools to draw graphs to prove a theory. Use IF STATEMENTS and conditional formatting to identify certain data. Research: Interpret findings, check their plausibility, and understand the differences between original work and work that is copied.</p>
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Art	<p>Autumn 1 Unit Title: Sketches Activity: Sketching our local area.</p> <p>Expected Outcome: Use a sketchbook as a notebook facility. Draw being more aware of composition.</p>	<p>Autumn 1 Unit Title: Rangoli patterns</p> <p>Activity: Design rangoli patterns and paint on fabric, outlining the pattern with stitches to enhance the design.</p> <p>Expected Outcome: Recreate designs from other times and cultures using a variety of materials. Match the tools to the materials. Refine and alter ideas and explain choices using art vocabulary. Paint on to cotton with fabric paint. discuss how colour can create different effects, moods, space, size etc. talk about hot and cold colours, contrasting and complimentary colours D&T - Use a range of textiles and employ common techniques such as sewing. Rangoli patterns Create a simple pattern. Understand the need for patterns</p>	<p>Autumn 1 & 2 Unit Title: Monet</p> <p>Activity: investigate the work by Claude Monet looking at style, techniques and colour. Practise paint techniques, emulating those by Monet, focussing on colour, style and technique. Practise using acrylic paints. Plan a Monet styled canvas painting.</p> <p>Expected Outcome: Paint a canvas, applying the skills and techniques taught.</p>	<p>Autumn 1 Unit Title: Lowry</p> <p>Activity: Create your own Art gallery.</p> <p>Expected Outcome: Drawing Make decisions as the work progresses. Show greater emphasis to detail. Facial expressions, folds on clothing, proportion, etc.</p> <p>Painting Recognise the work of certain artists by their style.</p>
	<p>Autumn 2 Unit Title: Weaving and Looms Activity: Making looms Expected Outcome: Make simple looms and practice weaving skills on a small or large scale. Begin to tie threads on a loom or frame.</p>	<p>Autumn 2 Unit Title: 3D lamps</p> <p>Activity: Make clay Diwali lamps</p> <p>Expected Outcome: shows an awareness of texture, form and shape by recreating an image in 3D form. Begin to look at colour and pattern in 3D structures, transferring the knowledge to their own work. Talk about their work understanding that it has to be sculpted, modelled or constructed. Use a variety of materials Reproduce texture through a range of marks recreate it in printing, drawing, painting and 3D work. Use a variety of skills and media to create the appropriate texture in their work.</p>		

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D&T	<p>Autumn 1 & 2 Unit Title: Moving Monsters Activity: By the end of the unit, children will have created a model of a dragon with moving parts. Expected Outcome: will have developed an understanding of simple pneumatic systems; have worked as part of a team to design and make a model monster with at least one moving part controlled by a pneumatic system. Have a clear knowledge of how the pneumatic system works. Have evaluated how the pneumatic system works, providing positive points and ways to improve their pneumatic system next time.</p>	<p>Autumn 1 Unit Title: Electricity - science link Activity: Constructing a circuit Expected Outcome: Construction incorporate a circuit with a bulb or buzzer into a model. Autumn 2 Unit Title: Electricity Activity: make a steady hand game Expected Outcome: Plan, design, make and evaluate simple electrical or electronic devices. Create shell or frame structures, strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Prototype frame and shell structures. Measure and mark square, strip and dowel. Use a glue gun with close supervision. Electricals and Electronics to carry out common diagnostic, maintenance and repair tasks on electrical and electronic appliances - rewire plug and replace fuse (pictures?)</p>	<p>Autumn 1 and 2 Unit Title: Cookery-Bread Activity: plan, prepare and make a 'bread based' food. Evaluate against criteria such as inclusion of 5 a day, seasonal foods, taste, texture, flavour. Understand about healthy eating and seasonal foods Expected Outcome: Produce a bread based product using the criteria set (above)</p>	<p>Autumn 1 Unit Title: King Kong City Scape Activity: City scape - linked to King Kong Literacy unit. Expected Outcome: Materials cut slots. Cut internal shapes. Use lolly ticks/card to make levers and linkages. Use linkages to make movement larger or more varied. Use and explore complex pop ups. Create nets.</p>
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P.E.	<p>Autumn 1&2 Unit Title: Movement and balance Squash Ball Skills Activity: Children will have created a sequence of moves and balances on different levels and body parts.</p> <p>(Squash to be taught by external provider)</p> <p>Expected Outcome: Children can copy, remember, explore & repeat simple actions varying speed & levels Children are beginning to select simple actions to construct basic sequences Children are beginning to identify the difference between their performance & that of others</p>	<p>Autumn 1 Unit Title: Invasion games</p> <p>Activity: tag rugby, football, netball</p> <p>Expected Outcome: Children can play in a small sided game and pass or shoot at the goal when have the time Children can control and catch a ball with movement Children can dribble in a small sided game whilst trying to outwit other players. Children can accurately pass to someone else Children can perform three different passes in netball Children can perform footwork and pivoting skills when in possession of the ball Children know the different areas of the pitch Children can move into space to receive a pass during practise Children can talk about reasons for warming up / why exercise is good for health</p> <p>Unit Title: Gymnastics</p> <p>Activity: Copy, remember, develop, create and mirror different movements and sequences.</p> <p>Expected Outcome: To develop an understanding of how the body can construct different shapes, balance, jump and roll. To perform various moves in a simple sequence on low and high apparatus.</p>	<p>Autumn 1 Unit Title: Movement and Dance</p> <p>Activity: Chn will learn and experiment with balances and movement and use gymnastic techniques such as cannon and symmetry. They will learn how their body changes as they warm up and stretches to participate safely. The chn will investigate jumps and balances, on and off equipment.</p> <p>Expected Outcome: The children will create a sequence in pairs with a given criteria, including jumps, types of movement and balances, and using gymnastic techniques such as cannon and symmetry.</p> <p>Unit Title: Netball</p> <p>Activity: Lessons will focus on the following skills- passing and receiving, shooting, moving with the ball, attacking and defending and positions.</p> <p>Expected Outcome: Chn will play a mini 3 person game then a 6v6 game, applying these skills, and playing in positions accurately.</p>	<p>Autumn 1 Unit Title: Dance</p> <p>Activity: Circle dance</p> <p>Expected Outcome: Children can perform & create motifs in a variety of dance styles with accuracy & consistency Children can select & use a wide range of compositional skills to demonstrate ideas Children can create group dances with their peers using a stimulus. Children can suggest ways to improve quality of performance showing sound knowledge & understanding Children can change and refine their dance to improve their performance. Children can lead their own warm up & demonstrate all round safe practice</p> <p>Autumn 2 Unit Title: Netball Activity: playing mini games of netball. Expected Outcome: Children can control the ball and turn when trying to outwit an opponent Children can combine accurate passing skills / techniques in game Children can demonstrate heading in defence and attack, pointing out the differences Children can pass the ball and shoot whilst moving. Children can advise and help others in their techniques in a game - suggesting ways they could improve their passing and shooting Children can use dodging, signals and body position to help receive a pass when marked. Children use marking and intercepting to make it hard for opponents to receive a pass Children understand & explain short term effects of exercise, warming, cooling Children understand & can explain long term effects of exercise</p>
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Spanish	<p>Autumn 1 Unit Title: Friendly Words Activity: - Introduction to Spanish by focusing on the recognition of cognates (i.e words that in two languages have similar spelling, pronunciation and same meaning) to start building vocabulary. - Repetition games and chants to aid familiarisation with sounds and rhythm of Spanish. - Use of animal icons and related actions to learn vowel letter-sound links, particularly 'e' and 'i'. Expected Outcome: - Pupils are aware of importance of cognates and ability to spot them. - Pupils respond to familiar spoken words and short phrases (i.e basic classroom instructions and praise words). -Pupils use greetings that are adequate to time of day and person they're addressing. - Pupils carry out basic communicative tasks with class teacher (i.e. doing the register and saying who collects them at the end of the day).</p> <p>Autumn 2 Unit Title: People in my school 1 Activity: - Identifying rhyming sounds and syllables, and syllable boundaries. - Using the Jack-in-the-box technique to mark stressed syllables. - Group word chains to develop fluency.</p> <p>Expected Outcome: - Pupils identify key members of staff using short 'Es' sentences with appropriate personal titles/forms of address. - Pupils read some familiar words aloud. - Pupils are familiar with key strategies to learn to say words with accurate pronunciation. -Pupils recognise and understand some familiar words and phrases in written form.</p>	<p>Autumn 1 Unit Title: In the classroom Activity: Pupils take part in a series of vocabulary building activities and games including: - Memory games to learn words for classroom resources - Card games to select and use correct definite articles - 'Amanda Manda' (Spanish version of Simon Says) - Short role plays</p> <p>Expected Outcome: -Pupils understand a wider range of classroom instructions. -Pupils know nouns are fem or masculine and are used with fem or masc articles (i.e 4 different words for 'the'). - Pupils use short phrases to communicate with others during Spanish lessons (e.g asking for permission, clarification, asking someone to do something)</p> <p>Autumn 2 Unit Title: People in my school 2 Activity: - Pupils access and use lists of cognates that describe personality/ qualities - Pupils put together a glossary of adjectives. - Pupils identify patterns to sort words out - Pupils use a simple reference framework to put sentences together</p> <p>Expected Outcome: - Pupils use 'Es' sentences to talk about occupations - Pupils use adjectives to describe someone's personality - Pupils extend sentences by using addition connectives (i.e. 'y' -and, and 'tambien' - also).</p>	<p>Autumn 1 Unit Title: In the classroom Activity: - Pupil take part in a series of vocabulary building activities and games including: - Memory games to learn words for classroom resources - Card games to select and use correct definite articles - 'Amanda Manda' (Spanish version of Simon Says) - Short role plays</p> <p>Expected Outcome: -Pupils understand a wider range of classroom instructions. -Pupils know nouns are fem or masculine and are used with fem or masc articles (i.e 4 different words for 'the'). - Pupils use short phrases to communicate with others during Spanish lessons (e.g asking for permission, clarification, asking someone to do something)</p> <p>Autumn 2 Unit Title: The flower of los Andes Activity: - Collective telling of the Mexican story of the Poinsettia - Card games to learn a word order rule to construct noun phrases (i.e. noun +(de)+ adjective) -</p> <p>Expected Outcome: -Pupils extend sentences by using noun phrases. - Pupils perform a song confidently with fluency and good pronunciation.</p>	<p>Autumn 1 Unit Title: All about me Activity: - Pupils use pictures, diagrams and short texts to revisit familiar vocabulary related to personal information (name, age, nationality, family, birthday, personality, favourite subject and hobbies)</p> <p>Expected Outcome: - Pupils prepare and give a short presentation about themselves. -Pupils read aloud short texts with mostly familiar language with fluency and increasing accurate pronunciation.</p> <p>Autumn 2 Unit Title: Christmas in Latin America Activity: Pupils will use short texts to compare Christmas traditions in different countries</p> <p>Expected Outcome: Pupils identify details from texts Pupils read short texts aloud with fluency and increasing accurate pronunciation Pupils write extended sentences about new year resolutions</p>

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PSHE	<p>Autumn 1 Unit Title: New Beginnings Activity: Chn will send emails to their previous teachers to let them know about Sharmans. Expected Outcome: Belonging I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I know how to join a group. Self-awareness I can tell you one special thing about me. Understanding my feelings I know how it feels to be happy, sad, scared or excited, and can usually tell if other people are feeling these emotions. I can predict how I am going to feel in a new situation or meeting new people. Understanding the feelings of others I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions. Autumn 2 Unit Title: Good to be me Activity: Children to create an emotions booklet. Expected Outcome: Knowing myself I know about myself and how I learn. I can extend my learning. I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. Understanding my feelings I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same. I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed.</p>	<p>Autumn 1 Unit Title: New beginnings Activity: Act out village story, role play different viewpoints, and produce class charter. Expected Outcome: I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome. I can use the problem-solving process to solve a problem. I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school. Autumn 2 Unit Title: Getting on and falling out Activity: Produce story/comic strip/role play illustrating friendship qualities, draw and anger map, produce working together display with roles in teams. Expected Outcome: I can tell you lots of ways to give 'friendship tokens' to other people. I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some ways I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger. I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties.</p>	<p>Autumn 1 Unit Title: New Beginnings Activity: Children will have opportunities to celebrate differences and similarities between themselves, and to explore how it feels to be valued in a group. They will also consider how it feels to do or start something new. Expected Outcome: Chn will know that they are valued at school and know how it feels to do or start something new and consider other's feelings when they are in an unfamiliar situation. Autumn 2 Unit Title: Getting on & falling out Activity: Children focus again on the value of diversity and cooperation in continuing to build a positive classroom ethos. Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry. Expected Outcome: Chn will understand and recognise their triggers for anger and know strategies to calm themselves down.</p>	<p>Autumn 1 Unit Title: New Beginnings Activity: creating a before and after feelings graph. Expected Outcome: Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Autumn 2 Unit Title: Going for Goals Activity: creating their goals for Y6. Expected Outcome: Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>
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