

## Long Term Planning Year 4/5 Cycle A

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y6)  Statistics (Y6)	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion (Y6)  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion  Statistics	Number & Place Value  Addition & Subtraction  Multiplication & Division  Fractions including decimals & %  Ratio & Proportion (Y6)  Algebra (Y6)  Measurement  Geometry: properties of shape  Geometry: position, direction, motion  Statistics
<b>English</b>	<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction : writing narratives, classic fiction by long established authors including, where appropriate study of a Shakespeare play; adaptations of classics on film/TV Non-Fiction: autobiography & biography, diaries, journals, letters, anecdotes, records of observations etc which recount experiences & events; journalistic writing; non-chronological reports		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction :writing narratives, longer established stories selected from more than one genre; eg mystery, humour, sci-fi, historical, fantasy worlds etc to study & compare; -Non-Fiction: discussion texts: texts which set out, balance & evaluate different points of view, eg pros & cons of a course of action, moral issue, policy; formal writing; notices, public information documents		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> -Fiction: <u>writing narratives</u> , comparison of work by significant children's author(s), work by same/ different authors' treatment of same theme (s). -Non-Fiction: explanations linked to work from other subjects; non-chronological reports linked to work from other subjects; reference texts, range of dictionaries, thesauruses, including IT sources	
<b>Science</b>	-Animals including humans: digestive system, teeth, food chains (Y4 unit)	Investigational skills	-Properties & changes of materials (Y5 unit)	Investigational skills	-Forces (Y5 unit)	- Living things & their habitats: differences in life cycles, life process of reproduction (Y5 unit)
	<b>Investigation skills throughout the term</b>					
<b>History</b>			-Anglo Saxons & Vikings		Local Study: Durham Cathedral	

<b>Geography</b>	-'Our World' different countries, use of globe, physical features			-Village Settlers		-Investigating Rivers & The Water Cycle
<b>Art</b>	-Printing Art Express Unit 3 <b>Artists:</b> William De Morgan, Victor Vasarely, Edward Burne-Jones, Mondrian		-Drawing Art Express Unit 1 <b>Artists:</b> Gustav Klimt, M C Escher, <b>Matisse</b>		-Sculpture Art Express Unit 5 <b>Artists:</b> Alexander Calder, Umberto Boccioni, Edgar Degas, Alberto Giacometti, Paul Manship.	
<b>DT</b>		-Textiles		-Controllable vehicles		-Structures (bridges)

<b>ICT</b>	Obj 1: Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  <b>Lesson Ideas:</b>  -Kodu Bk3  -Touch Develop B4  -Twinkl Scratch  -We are app Developers Bk 6.5  -PM Unit 5.1 Coding  PM Unit 6.1 Coding	Obj 2: Pupils should be taught to: use sequence, selection, and repetition in programs; work with variables and various forms of input and output  <b>Lesson Ideas</b>  -Logo B3  -App Inventors B4  -Twinkl Scratch Animated  -We are Game Developers Bk 5.1  -We are Artists Bk 5.3	Obj 3: Pupils should be taught to: use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  <b>Lesson Ideas:</b>  -Snap Bk3  -Python Bk4  -Twinkl Kodu  -We are Project Managers Bk 6.2	Obj 4: Pupils should be taught to: understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration  <b>Lesson Ideas:</b>  -We are Bloggers Bk 5.5  -We are Cryptographers Bk 5.2	Obj 5: Pupils should be taught to: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.  <b>Lesson Ideas:</b>  -Twinkl Flowol  -Twinkl Internet Research & Web Page Design  -We are Web Developers 5.4  -We are Architects Bk 5.6	Obj 6: Pupils should be taught to: select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  <b>Lesson Ideas:</b>  -Twinkl Website Design  -Twinkl Spreadsheet
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Obj 7 (e-safety): Pupils should be taught to: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>Lesson Ideas:</b> Website: Safer Internet for 8-11 y. Childnet International: The Adventures of Captain Kara, Winston and the SMART Crew. PurpleMash Online Safety.						
<b>PE</b>	-Indoor Athletics -Games	-Indoor Athletics -Games	-Gymnastics -Invasion Games	-Dance -Striking/ Fielding Games	-Net/Wall Games -Swimming	-Swimming -Athletics
<b>Music</b>	-Singing in Rounds (Roundabout) -Listening to music, -notation skills		-Cyclic & rhythmic patterns (Cyclic patterns) -Listening to music, -notation skills		-Changing, organising & controlling sounds (Journey into space) -Listening to music, -notation skills	
<b>RE</b>	Why do people use ritual in their lives?		Why are Good Friday and Easter Day the most important days for Christians?		So what do we now know about Christianity?	
<b>PSHE</b>	Relationships, honesty, loyalty & respect, why they are important (British Values)	- Know sources of help including helpline when facing problems (British Values)	-Puberty: know that body changes are a preparation for sexual maturity & understand the processes of contraception & birth including the physical details of human reproduction		- Explore attitudes & beliefs about drugs & the people who may use or misuse them; be able to recognise stereotypes	- Understand that pressure to take harmful or illegal substances may come from people they know such as friend's & neighbours
<b>MFL-French</b>	-French speaking and listening skills taught and developed					

