

## Long Term Planning Year 4/5 Cycle B

	<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> <u>Fiction</u> : writing narratives, novels, stories by significant children's writers; <u>Non-Fiction</u> : recounts of events, activities from visits; observational records, news reports etc, instructional texts, rules, recipes, directions, instructions etc showing how things are done		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> <u>Fiction</u> : writing narratives, traditional stories, myths, legends, fables from a range of cultures; <u>Non-Fiction</u> : non-chronological reports; explanations		<u>Word Reading</u> <u>Reading Comprehension</u> <u>Handwriting</u> <u>Vocabulary, grammar &amp; punctuation</u> <u>Transcription/Spelling</u> <u>Composition</u> <u>Fiction</u> : writing narratives, novels, stories from a variety of cultures & traditions <u>Non-Fiction</u> : persuasive writing to put/argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. Dictionaries, thesauruses including IT sources	
<b>Science</b>	-States of Matter (Y4 unit)	-Investigation skills	-Earth & Space (Y5 unit)	- Investigation skills	- Sound (Y4 unit)	- Animals, including humans: changes as humans develop to old age
<b>Investigation skills throughout the term</b>						
<b>History</b>	-Ancient Greece, Who were the Ancient Greeks & how do we use Ancient Greek ideas today?		-World War 2-theme of British History since 1066			

<b>Geography</b>					-Region of a European country (Spain)	-Map work, 4 figure grid references & 8 pts of a compass
<b>Art</b>	- <b>Digital Media Art Express Unit 6</b> <b>Artists:</b> Paul Clifford.		-Collage & Textiles Art Express Unit 4 <b>Artists:</b> Emily Kngwarreye, Beth Tik, Kathleen Theriault,		-Painting Art Express Unit 2 <b>Artists:</b> Luis Melendez, Willem Heda, Edward Collier, Seurat, Fernand Leger, Caulfield	
<b>DT</b>		-Structures (Shelters)		-Bread		-Controllable Creations (Fairground)
<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

						-We are Marketeers Bk 6.6  -We are Market Researchers Bk 6.3  -Creating a year book.
	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>	- Sing & play an accompaniment (Stars hide your fires) -Listening to music, -notation skills		-Composing & performing simple songs (Song Writer) -Listening to music, -notation skills		-Compose music & use notation (Who Knows?) -Listening to music, -notation skills	
<b>RE</b>	What are the themes of Christmas?		What do Sikhs believe and how are these beliefs expressed?		What is religion? What concepts do religions have in common?	
<b>PSHE</b>	-Tolerance & respect for others (British Values)	-Developing a positive approach towards personal safety & risk taking (British Values)	-Body Changes & hygiene procedures	-Human reproduction & changing bodily needs	-Changes in human life, parenthood, bereavement, new relationships (British Values)	-Understanding of illegal substances & their risks
<b>MFL-French</b>	-French speaking and listening skills taught and developed					