| Long Term Plan<br>2019-20 | | | | | | |
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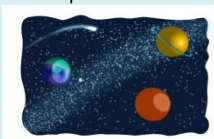
| | Discover | | Explore | | Create | |
| Theme: | Walk like an Egyptian<br>  | | Space Invaders<br>  | | The Olympics<br>  | |
| Wow starter<br><br>Visitor/trip | Egyptian Day | Big arts day – River Nile | UFO Landing | Bradford Media Museum | Ancient Greek Day<br><br>Cober Hill (Y6 residential)<br>Joint federation sports day | |
| Reading into writing process | **The Story of Tutankhamun**<br>Fiction: Diary entry<br><br>Non-Fiction: Biography, non-chronological reports, instructions, newspaper reports | **Cinderella of the Nile**<br>Fiction: diary entry, character description, own version of a traditional tale.<br><br>Non-fiction: advert, news report | **Robot Girl**<br>Fiction: Sci-fi narratives<br><br>Non-Fiction: Discussion (Y5/6), debate | **Cineliteracy linked to Wall.E**<br>Fiction: sci-fi traditional tales, setting descriptions<br><br>Non-Fiction: Formal letter writing/ persuasion | **Usborne Greek Myths**<br>Fiction: creating own myths<br>Poetry | **The Story of the Olympics**<br>Non-Fiction: non-chronological reports, newspaper reports<br><br>**Japanese Folk Tale: Green Willow**<br>Fiction: Retelling traditional tales, narratives |
| Cross-curricular writing | Non-chronological reports about Pharaohs | Non-chronological reports about River Nile<br>Advert about the River Nile | Holiday brochures for each planet<br>Non-chronological reports about space/planets | Report 'All about the ISS'<br>Autobiography about a famous astronaut | Research and summary about how the Olympic games started and evolved over time | Non-chronological report about Japan |
| Maths | **Year 3 and 4**<br>Place value<br>Addition and Subtraction<br>**Year 5 and 6**<br>Place Value<br>Four Operations | **Year 3 and 4**<br>Multiplication Division<br>Statistics<br>**Year 5 and 6**<br>Fractions<br>Statistics | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Fractions<br>Yr4: decimals<br>**Year 5 and 6**<br>Consolidation - Four operations including fractions (1 week)<br>Decimals and percentages<br>Yr6: Algebra | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Mass and Capacity<br>Length, area and perimeter<br>**Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Converting units<br>Perimeter area and volume<br>Yr6: Ratio | **Year 3 and 4**<br>Decimals including money<br>Time<br>**Year 5 and 6**<br>Properties of shape<br>Position and direction | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Properties of shape<br>Yr4: Position and direction<br>Statistics<br>**Year 5 and 6**<br>Investigations and Consolidation<br>Statistics |
| Cross-curricular maths | Measurement - capacity and volume<br>Measurement conversions<br>Co-ordinates – grid references | Statistics<br>Weather graphs comparing Egypt and UK<br>Co-ordinates – grid references | Compare and order numbers – looking at sizes of planets<br>Calculate the distance between planets | Sun dials – measure and use angles accurately | Statistics/active maths – Children could record their times measure distances<br>Time fastest and slowest times<br>Long jump/throwing – distances differences between | |
| Science | **Science Days***<br>**(End of Autumn Term 1)**<br>Y3: Light<br>Y4: Sound<br>Y5: Properties & changes of materials<br>Y6: Evolution & inheritance | | **Earth & Space**<br>Describe the movement of the Earth and other planets relative to the sun in the solar system.<br>Describe the movement of the moon relative to the Earth.<br>Describe the sun, Earth and moon as approximately spherical bodies.<br>Use the idea of the Earth's rotation to explain day and night.<br><br>**Forces/Magnets**<br>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces | | **Animals including humans**<br>Identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat<br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.<br>Describe the simple functions of the basic parts of the digestive system in humans<br>Identify the different types of teeth in humans and their simple functions<br>Describe the changes as humans develop to old age.<br>Researching the gestation periods of other animals and comparing | |

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| | | | Notice that some forces need contact between two objects, but magnetic forces can act at a distance<br>Observe how magnets attract or repel each other and attract some materials and not others<br>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials<br>Describe magnets as having two poles<br>Predict whether two magnets will attract or repel each other, depending on which poles are facing. | | them with humans; by finding out and recording the length and mass of a baby as it grows.<br>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>Describe the ways in which nutrients and water are transported within animals, including humans.<br><br>**Science Days***<br>(Summer Term 2)<br>Y3: Rocks<br>Y4:States of Matter<br>Y5: Light<br>Y6: Electricity | |
| RE | *Christian focus:* **Why do some people think God exists?**<br>What do different people believe about God?<br>Why do some people believe God exists?<br>What does it mean if God is holy and loving?<br>What is the Trinity? | | RE week: **Easter focus**<br>Why are festivals important to religious communities?<br>What difference does the Resurrection make for Christians? D U2.8 What kind of king was Jesus?<br>Why do Christians call the day he died good Friday?<br>When Jesus left , what next?<br>What did Jesus do to save human beings? | | What does it mean to be a Christian in Britain today?<br>What kind of king is Jesus? | Why is the Bible so important for Christians today? |
| History<br><br>All pupil (key skills):<br>1. Chronology (British, local and world). Is there a clear narrative within and between each period?<br>2. Knowledge and understanding – (Connections, contrasts and trends – change, cause, similarity and differences)<br>3. Historical Enquiry – terms. To use a range of source material) | **Ancient Egypt**<br>Recognise the achievements of the earliest civilisations. | | To identify significant turning points in the history of space – for both Britain and the world. | | **Ancient Greeks**<br>Recognise the achievements of the earliest civilisations – Ancient Greece, specifically the Olympics. Include the Paralympics and the history. | |
| Geography | **Locational knowledge**<br>Locate some of the world's countries, focusing on locating physical and human characteristics. | **Human & physical geography**<br>Describe and understand key aspects of human geography, including land use and how this changed over time. What items were exported during these times and how?<br>Describe and understand aspects of physical geography, including: climate zones, biomes and vegetation belts (specifically in Egypt and this compares to the UK).<br><br>**River Nile**<br>Describe and understand key aspects of rivers and the water cycle.<br>Describe how rivers have changed over time and how human activity affects rivers<br>Locate rivers on maps, globes and atlases. | | **Locational knowledge**<br>Identify the position and significant of Prime/Greenwich Meridian and time zones (including day and night) - linking to the significance of latitude and longitude. | | **Japan:**<br>**Place Knowledge**<br>Understand geographical similarities and differences through the study of human and physical geography of a region<br><br>**Locational knowledge**<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities |

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| Art & Design | **Collage**<br>Pharaoh's headdress – use collage skills | **Painting**<br>Use the river as inspiration for watercolours and class batik | **Collage**<br>Use collage to create the planets of our solar system for our big performance | **Design Technology**<br>Research, plan & make a space vehicle that moves | **Printing**<br>Study the artist Katsushika Hokusai and examine the most famous piece 'The Great Wave'.<br>Children to create their own prints inspired by Japan. | |
| STEM | | | Designing and making space rockets<br>**Forces & Magnets (Science)**<br>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.<br>Compare how things move on different surfaces | | | |
| Computing | **Using the internet**<br>Researching, editing and summarising<br><br>e-safety | | **Presentations**<br>Using Powerpoint to share learning, adding animation & sound<br><br>e-safety (internet safety day) | | **Databases**<br>Entering data and creating bar charts and other diagrams | |
| Computing (Mrs Braithwaite) | **Algorithms/programming**<br>Touch typing | | **Algorithms/programming**<br>Journey through space using Ozobot Touch typing | | **Databases**<br>Entering data and creating bar charts and other diagrams | |
| PE | Invasion games - *football*<br>Swimming<br>Cross country<br>Net/wall games | Invasion games - *football*<br>Swimming<br>Net/wall games | Dance<br>Swimming<br>Gymnastics | Dance<br>Swimming<br>Invasion games - *hockey* | Tennis<br>Athletics<br>Swimming<br>Invasion games - *rugby* | |
| Music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Machine music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Melody & accompaniment | Y3: Graphic notation – perform, create & understand<br>Y4: Music for effect<br>Y5: Ukulele<br>Y6: Performing together | | Y3: Dragon scales<br>Y4: Understanding melody<br>Y5: African drumming<br>Y6: African drumming | |
| French | Greetings<br>Commands | Months/days/numbers<br>Christmas greetings | Weather/seasons<br>Colours/clothes | Hair and eyes<br>Easter in France | Food and drink | Meals<br>Likes/dislikes |
| SRE | | | | | | Sex & Relationships education (Year 6)<br>Personal Hygiene/puberty (Year 5 girls & Year 6) |
| Looking after ourselves | e-safety | Fell Rescue<br>Personal Hygiene | Internet Safety Day<br>Water safety | Gender/Family identity<br>Crucial Crew (Year 5)<br>NSPCC assembly & workshop (Y5/6 Grassington) | Y5/6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br><br>Fire-Safety (Cracoe & Grassington) | Lifesaving in water (Year 5/6) |
| PSHE | Friendships (Friendship Week) | | | | | |
| Learnology | Understanding the human brain | Reggie Relationships | Rosie Ready | Richard Resilient | Ronnie Resourceful | Rachel Reflective |
| Collective worship theme | Love | Kindness | Forgiveness<br>Celebrations | Thankfulness<br>Stories of Jesus | Trust<br>Right & Wrong | Light<br>Prayer |

*Science Days

| | Autumn Term | Summer Term |
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| Year 3 | **Light**<br>Recognise that they need light in order to see things and that dark is the absence of light<br>Notice that light is reflected from surfaces<br>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes<br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object<br>Find patterns in the way that the size of shadows change. | **Rocks**<br>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties<br>Describe in simple terms how fossils are formed when things that have lived are trapped within rock<br>Recognise that soils are made from rocks and organic matter. |
| Year 4 | **Sound**<br>Identify how sounds are made, associating some of them with something vibrating<br>Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it<br>Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>Recognise that sounds get fainter as the distance from the sound source increases. | **States of Matter**<br>Compare and group materials together, according to whether they are solids, liquids or gases<br>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
| Year 5 | **Properties and changes of materials**<br>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets<br>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating<br>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes<br>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | **Light**<br>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.<br>Recognise that light appears to travel in straight lines<br>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<br>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| Year 6 | **Evolution & Inheritance**<br>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. | **Electricity**<br>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>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<br>Use recognised symbols when representing a simple circuit in a diagram. |

| Long Term Plan<br>2020-21 | | | | | | |
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| | Discover | | Explore | | Create | |
| Theme: | Who Do You Think You Are?<br>(Local History through the Decades)<br>  | | Coast to Coast<br>  | | Earth Defenders<br>  | |
| Wow starter<br><br>Visitor/trip | The Big Dig | 1940s day | Visit to the coast | Treasure trail around the village | Imagine if… day | Climate Change conference |
| Reading into writing process | **Boy**<br><br>Non-Fiction: autobiography, research and present a family history study | **If Only They Could Talk**<br><br>Fiction: narratives set in the 1940s<br><br>Non-Fiction: Recount – 'a day in life of…' | **The Wreck of the Zanzibar**<br><br>Fiction: dilemma stories<br><br>Non-Fiction: explanations | **Treasure Island/ The Diary of Jake Carpenter**<br><br>Fiction: play scripts, diary entries | **The Carbon Diaries 2017/ Under the Weather**<br><br>Fiction: descriptive writing based on *The Blue Planet*<br><br>Non-Fiction: newspaper reports, speech writing | **Analysing Climate Change/ The Sandman and the Sea Turtles**<br><br>Fiction: narratives set in the future<br><br>Non-Fiction: Persuasive writing, debates |
| Cross-curricular writing | Research and present – history of my family and family tree | Instructions | Emails/blogs/informal letters | Report of the British Navy | Non-chronological report about climate change | |
| Maths | **Year 3 and 4**<br>Place value<br>Addition and Subtraction<br>**Year 5 and 6**<br>Place Value<br>Four Operations | **Year 3 and 4**<br>Multiplication Division<br>Statistics<br>**Year 5 and 6**<br>Fractions<br>Statistics | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Fractions<br>Yr4: decimals<br>**Year 5 and 6**<br>Consolidation - Four operations including fractions (1 week)<br>Decimals and percentages<br>Yr6: Algebra | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Mass and Capacity<br>Length, area and perimeter<br>**Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Converting units<br>Perimeter area and volume<br>Yr6: Ratio | **Year 3 and 4**<br>Decimals including money<br>Time<br>**Year 5 and 6**<br>Properties of shape<br>Position and direction | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Properties of shape<br>Yr4: Position and direction<br>Statistics<br>**Year 5 and 6**<br>Investigations and Consolidation<br>Statistics |
| Cross-curricular maths | Statistics | Temperature | | Measuring & capacity – making boats | Sorting and classifying using Venn and Carroll diagrams<br>Statistics | |
| Science | **Habitats**<br>Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>Recognise that environments can change and that this can sometimes pose dangers to living things.<br>Work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched. | | **Electricity**<br>Identify common appliances that run on electricity.<br>Construct a simple series of electrical circuits, identifying and naming basic parts.<br>Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.<br>Recognise that a switch opens and | | **Living Things**<br>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plans and animals.<br>Give reasons for classifying plants and animals based on specific characteristics.<br>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>Describe the life process of reproduction in some plants and animals. | |

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| | **Science Days*<br>(End of Autumn Term 1)**<br>Y3: Light<br>Y4: Sound<br>Y5: Properties & changes of materials<br>Y6: Evolution & inheritance | | closes a circuit. | | **Science Days***<br>Y3: Rocks<br>Y4:States of Matter<br>Y5: Light<br>Y6: Electricity | |
| RE | **What does it mean to be a Hindu in Britain today?** | | **Journeys**<br>Why do some people think that life is like a journey and what significant experiences mark this?<br>How and why do believers show their commitments during the journey of life? (Christians, Muslim,Hindu)<br>Why is pilgrimage important to some religious believers ? | What difference does it make to believe in ahimsa, grace and/or Ummah? | RE week: Christianity, Islam and Hinduism focus<br><br>Why do people pray?<br>If God is everywhere, why go to a place of worship? | |
| History<br>All pupil (key skills):<br>1. Chronology (British, local and world). Is there a clear narrative within and between each period?<br>2. Knowledge and understanding – (Connections, contrasts and trends – change, cause, similarity and differences)<br>3. Historical Enquiry – terms. To use a range of source material) | **A local history study**<br>A study over time tracing how several aspects of national history are reflected in the locality from late 1800s.<br>A study of an aspect of history or site dating from a period beyond 1066 that is significant in the locality<br>What do images tell us about where we live? Look at similarities and differences. Who are the characters/famous (local names) people that have been instrumental in creating the community we now live in?<br>Use the local church to delve into the archives to find out about local people. | | | **Events beyond living memory that are significant nationally**<br><br>Research project about famous ships: HMS Endeavour, Mary Rose, and Titanic. | | |
| Geography | **<u>Locational knowledge</u>**<br>name and locate counties and cities of the United Kingdom, geographical regions and<br>their identifying human and physical characteristics, key topographical features<br>(including hills, mountains, coasts and rivers), and land-use patterns; and understand<br>how some of these aspects have changed over time | **<u>Human Geography</u>**<br>including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | **<u>Coast to coast study</u>**<br>**Locational knowledge**<br>name and locate the UK's surrounding seas.<br>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time<br>**Physical geography**<br>describe and understand key aspects of: physical geography: coastlines<br>**Field work Skills**<br>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | **<u>Human & Physical Geography</u>**<br>Describe and understand the key aspects of human geography, including land use and how this has changed over time.<br>What items are imported and exported and why? What impact does this have?<br>Describe and understand key physical aspects of geography including: climate, zones, biomes and vegetation belts. | |
| Art & Design | **Printing**<br>Printing wallpaper designs | **3D & collage work**<br>Design & make a lampshade | **Drawing**<br>Coastal sketches – study *Claude Monet* | **Construction**<br>Design and make a boat using recycled materials | **Food Technology**<br>Making bread – investigating yeast and other microbes such as mould | **Drawing & Painting**<br>Depicting endangered animals |
| STEM | | | Designing and making a lighthouse | | | |
| Computing | **Data Retrieving & Organising**<br>Using cameras to capture and edit images/footage<br>Using graphics on film/photos<br>e-safety | | **Presentation**<br>Using Prezi to showcase learning<br>e-safety | | **Podcasting**<br>Creating and sharing podcasts around current topic | |
| Computing (Mrs Braithwaite) | **Spreadsheets & databases**<br>Creating a fairground with light, sounds, on/off switches, audacity – music manipulation | | | | **Podcasting**<br>Creating and sharing podcasts around current topic | |

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|---|---|---|---|---|---|---|
| PE | Invasion games - *football*<br>Swimming<br>Cross country<br>Net/wall games | Invasion games - *football*<br>Swimming<br>Net/wall games | Dance<br>Swimming<br>Gymnastics | Dance<br>Swimming<br>Invasion games - *hockey* | Tennis<br>Athletics<br>Swimming<br>Invasion games - *rugby* | |
| Music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Machine music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Melody & accompaniment | Y3: Graphic notation – perform, create & understand<br>Y4: Music for effect<br>Y5: Ukulele<br>Y6: Performing together | | Y3: Dragon scales<br>Y4: Understanding melody<br>Y5: African drumming<br>Y6: African drumming | |
| French | Greetings<br>Basic questions and answers | Gifts/presents<br>Opinions<br>Christmas greetings | Animals/colours | Describing yourself<br>(physical) | Instruments<br>(UKS2 – verbs) | Sports/opinions<br>(UKS2 – verbs) |
| SRE | | | | | | Sex & Relationships education (Year 6)<br>Personal Hygiene/puberty (Year 5 girls & Year 6) |
| Looking After Ourselves | E-safety | Friendship<br>Friendship week | Internet safety day<br>NSPCC workshop (Cracoe & Burnsall)<br>Gender/Family | Fell Rescue<br>Crucial Crew (Y5) | E-safety<br>Fire safety (Kettlewell & Burnsall) | Personal hygiene<br>Lifesaving – water (Y5/6) |
| PSHE | | | Travelling by boat as an emigrant.<br>Read *'A Story Like The Wind Gill'* to provoke discussion and action for change during PSHE sessions. | | Y5/6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | |
| Collective worship | The Creation<br>Love | Image of God<br>Kindness | Differences<br>Forgiveness | The story of Easter<br>Thankfulness | Journeys<br>Trust | Pentecost<br>Trust |

| Long Term Planning<br>2021-22 | | | | | | |
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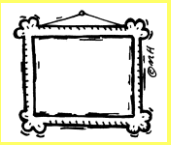
| | Discover | | Explore | | Create | |
| Theme: | Italia<br>  | | Settlements<br>  | | Arts & Architecture<br>  | |
| Wow starter<br><br>Visitor/trip | Italian Day | RSC workshop/trip | Anglo-Saxon workshop | Trip to Jorvik, York | Architecture trail | Visit to Leeds Art Gallery/ BIG arts week |
| Reading into writing process | **Travel Guide to Italy**<br>by Sheila Leon<br>Non-Fiction: Holiday brochures, instructions, recount of Italian Day, postcards<br><br>**Escape from Pompeii**<br>Non-Fiction: non-chronological reports about volcanoes<br><br>Emotive poetry | **Romeo & Juliet**<br><br>Fiction: play scripts, narrative based on the play, diary entries | **Anglo Saxon Boy by Tony Bradman/**<br>**Beowulf by Michael Morpurgo**<br>Fiction: character & setting, using dialogue<br><br>**Cineliteracy linked to The Dragon Slayer**<br>Fiction: descriptive narrative for a scene, writing a sequel | **Norse Myths**<br><br>Fiction: writing myths, re-telling original myth | **Cool Architecture**<br>**by Simon Armstrong**<br>Fiction: sci-fi narrative set in a futuristic city<br><br>Non-Fiction: Explanation texts, non-chronological reports | **Picture Books: by Shaun Tan, Anthony Browne and also**<br>**The Imaginary**<br>Fiction: narratives<br><br>Non-Fiction: Biography of an artist/illustrator<br><br>Poetry inspired by art |
| Cross-curricular writing | Non-chronological reports about Italy and volcanoes | | Explanatory text – advent of Christianity<br>Chronological reports – timelines of period studied | | Explanation texts about how buildings work<br>Non-chronological reports on architecture (local and international) | Museum labels |
| Maths | **Year 3 and 4**<br>Place value<br>Addition and Subtraction<br>**Year 5 and 6**<br>Place Value<br>Four Operations | **Year 3 and 4**<br>Multiplication Division<br>Statistics<br>**Year 5 and 6**<br>Fractions<br>Statistics | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Fractions<br>Yr4: decimals<br>**Year 5 and 6**<br>Consolidation - Four operations including fractions (1 week)<br>Decimals and percentages<br>Yr6: Algebra | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Mass and Capacity<br>Length, area and perimeter<br>**Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Converting units<br>Perimeter area and volume<br>Yr6: Ratio | **Year 3 and 4**<br>Decimals including money<br>Time<br>**Year 5 and 6**<br>Properties of shape<br>Position and direction | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Properties of shape<br>Yr4: Position and direction<br>Statistics<br>**Year 5 and 6**<br>Investigations and Consolidation<br>Statistics |
| Cross-curricular maths | Area and perimeter | Roman numerals | Classifying and sorting using Venn and Carroll diagrams<br>Measuring | | Measuring<br>Properties of shapes | |
| Science | **Science Days***<br>**(End of Autumn Term 1)**<br>Y3: Light<br>Y4: Sound<br>Y5: Properties & changes of materials<br>Y6: Evolution & inheritance | | **Plants**<br>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers<br>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant<br>Investigate the way in which water is transported within plants<br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br>Older pupils will understand the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction. | | **Science Days***<br>Y3: Rocks<br>Y4:States of Matter<br>Y5: Light<br>Y6: Electricity | |

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| | | | Understand that plants respire and photosynthesis. | |
| RE | **The Creation**<br>What do Christians learn from the Creation Story<br>Creation and Science – conflicting or complimentary? | What does it mean to be a Muslim in Britain today? | **RE week – Festival of Eid**<br>Why are festivals important to religious communities?<br>What are the deeper meanings of Festivals?<br><br>What will make our village, town, city a more respectful place? | Is it better to express your beliefs in arts and architecture or in charity and generosity?<br><br>What is the Trinity? |
| History | | **The Roman Empire and its impact on Britain**<br>Julius Cesar's attempted invasion in 55-54BC<br>The Roman Empire by AD 42 and the power of its army.<br>The successful invasion by Claudius and conquest, including Hadrian's Wall.<br>British resistance eg: Boudica<br>'Romanisation' of Britain, such as Caerwent and the impact of technology, culture and beliefs, including Christianity. | **Anglo-Saxons & Vikings**<br>Roman Withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.<br>Scots invasion of Ireland to north Britain (now Scotland).<br>Anglo –Saxon invasions, settlements and kingdoms: place names and village life.<br>Christian conversion – Canterbury, Iona and Lindisfarne.<br>Local link: Tor Dyke above Kettlewell. Coverdale. | **Art History**<br>How did the Ancient Greeks influence modern architecture?<br>What do paintings of the past tell us about life for ordinary people and especially children?<br>The role of art in recording historical events.<br>Generate historically valid questions about what life was like.<br>Compare paintings of different eras to find commonalities and differences between eras of interest. |
| Geography | **Italy**<br>**Human and physical geography**<br>describe and understand key aspects of: volcanoes and earthquakes<br>**Place knowledge**<br>understand geographical similarities and differences through the study of human and<br>physical geography of a region of the United Kingdom, a region in a European country | | **Settlements**<br>**Locational Knowledge**<br>name and locate counties and cities of the United Kingdom, geographical regions and<br>their identifying human and physical characteristics, key topographical features<br>(including hills, mountains, coasts and rivers), and land-use patterns; and understand<br>how some of these aspects have changed over time<br>**Geographical skills and fieldwork**<br>use maps, atlases, globes and digital/computer mapping to locate countries and<br>describe features studied<br>use fieldwork to observe, measure, record and present the human and physical<br>features in the local area using a range of methods, including sketch maps, plans and<br>graphs, and digital technologies. | | **Place knowledge**<br>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |
| Art & Design | **Food Technology**<br>Making Italian food | **3D**<br>Using clay to make Roman pottery/sculptures | **3D**<br>Anglo-Saxon jewellery | **3D**<br>Designing and making a building – explore *Hundertwasser's* work | A combination of printing, painting, drawing, textiles & 3D work as part of BIG arts week and ongoing projects linked to different famous artists – *Warhol, Seurat, Bridget Riley* |
| Computing | **Communicating**<br>Use of word<br><br>e-safety | | **Using the internet**<br>Research, edit and summarise information<br>Safely storing information<br>e-safety | **3D modelling** | |

| Computing (Mrs Braithwaite) | **Animation**<br>Creation of a historical battle using green screen. BBC competition opportunity | | | | **Music Technology**<br>Creating and manipulating music | |
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| PE | Invasion games - *football*<br>Swimming<br>Cross country<br>Net/wall games | Invasion games - *football*<br>Swimming<br>Net/wall games | Dance<br>Swimming<br>Gymnastics | Dance<br>Swimming<br>Invasion games - *hockey* | Tennis<br>Athletics<br>Swimming<br>Invasion games - *rugby* | |
| Music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Machine music | Y3: Combing Patterns<br>Y4: Exploring musical elements<br>Y5: ?<br>Y6: Melody & accompaniment | Y3: Graphic notation – perform, create & understand<br>Y4: Music for effect<br>Y5: Ukulele<br>Y6: Performing together | | Y3: Dragon scales<br>Y4: Understanding melody<br>Y5: African drumming<br>Y6: African drumming | |
| French | Introductions | Basic conversation | Body parts | Describing yourself – personality | School<br>Subjects and opinions<br>UKS2 – masculine/feminine | School continued<br>Rooms of school |
| SRE | | | | | | |
| Looking After Ourselves | E-safety | Friendship<br>Friendship week | Internet Safety Day<br>NSPCC workshop and assembly (Kettlewell & Grassington) | Gender/Family<br>Crucial Crew (Y5) | Road Safety | Lifesaving – water (Y5/6)<br>Personal hygiene |
| PSHE | | | | | Y5/6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | |
| Learnology | Taking Ownership<br>Reggie Relationships | Taking Ownership<br>Rosie Ready | Growth Mindset<br>Richard Resilient | Our Learning Environment<br>Ronnie Resourceful | Our Learning Environment<br>Rachel Reflective | Me & My Learning Project |
| Collective worship theme | Love<br>Creation stories | Kindness<br>Life in Modern Britain | Forgiveness<br>Lent | Thankfulness<br>Easter – special festival to Christians | Trust<br>Exploring artwork | Hope<br>The Trinity |

| Long Term Planning<br>2022-23 | | | | | | |
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| | Discover | | Explore | | Create | |
| Theme: | British History through the Decades<br>  | | South America<br>  | | Trading<br>  | |
| Wow starter<br><br>Visitor/trip | Big Dig | Trip to museum | Carnival Day | Visit to theatre | Swap Shop | Fair Trade event |
| Reading into writing process | **Street Child**<br><br>Fiction: diary entry 'a day in the life'<br><br>Non-Fiction: comparisons, non-chronological reports | **Cogheart/ 12 Minutes to Midnight**<br><br>Fiction: narrative piece based on text<br><br>Non-Fiction: explanations, newspaper reports | **The History Detective Investigates: Mayan Civilization**<br>By Clare Hibbert<br><br>Fiction: a Mayan mystery story/time travel from the present day to the Mayan civilisation/a letter home to parents from time travelling visitor,<br>A play script set in Ancient Maya, a traditional tale based on Mayan/Aztec folk stories | **The Explorer**<br>By Katherine Rundell<br><br>Non-Fiction: leaflet/holiday brochure about The Amazon, persuasive letter to the United Nations about the deforestation of the Amazon rainforest, non-chronological report about the plants and animals of South America<br><br>Fiction: a day in the life diary entry of the rainforest/traveller along the Amazon river | **Food and Fair Trade (Putting the Planet First)**<br>By Paul Mason<br><br>Fiction: voice over/script for a film about fair trade, fictional 'day-in-the-life' of a fair trade farmer<br><br>Non-Fiction: information text/non chronological report | **This Moose Belongs to Me**<br>By Oliver Jeffers<br><br>Non-Fiction: instructions; how to look after a pet, discussion (Y5/6), debate, arguments for and against keeping animals in captivity<br><br>Fiction: adventure story |
| Cross-curricular writing | Comparing and contrasting/ formats of non-chronological reports | Explanations | Letters | Non-chronological reports about plants and animals of the rainforest | Non-chronological reports | Discussion<br>Arguments for and against |
| Maths | **Year 3 and 4**<br>Place value<br>Addition and Subtraction<br>**Year 5 and 6**<br>Place Value<br>Four Operations | **Year 3 and 4**<br>Multiplication Division<br>Statistics<br>**Year 5 and 6**<br>Fractions<br>Statistics | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Fractions<br>Yr4: decimals<br>**Year 5 and 6**<br>Consolidation - Four operations including fractions (1 week)<br>Decimals and percentages<br>Yr6: Algebra | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Mass and Capacity<br>Length, area and perimeter<br>**Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Converting units<br>Perimeter area and volume<br>Yr6: Ratio | **Year 3 and 4**<br>Decimals including money<br>Time<br>**Year 5 and 6**<br>Properties of shape<br>Position and direction | **Year 3 and 4**<br>Consolidation – four operations (1 week)<br>Properties of shape<br>Yr4: Position and direction<br>Statistics<br>**Year 5 and 6**<br>Investigations and Consolidation<br>Statistics |
| Cross-curricular maths | | Statistics | | Perimeter & area | Decimals including money | |

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| Science | **Science Days*<br>(End of Autumn Term 1)**<br>Y3: Light<br>Y4: Sound<br>Y5: Properties & changes of materials<br>Y6: Evolution & inheritance | **Electricity**<br>Identify common appliances that run on electricity.<br>Construct a simple series of electrical circuits, identifying and naming basic parts.<br>Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.<br>Recognise that a switch opens and closes a circuit. | **Habitats**<br>Recognise that environments can change and that this can sometimes pose dangers to living things.<br>Explore examples of human impact (both positive and negative) on environments,<br>for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation | | **Plants**<br>Consider how plants adapt to the environment they live<br>Examine how plants that are grown in certain areas are used for trading purposes<br>**Science Days***<br>Y3: Rocks<br>Y4:States of Matter<br>Y5: Light<br>Y6: Electricity | |
| RE | What can we learn from religions about deciding what is right and wrong?<br>What matters most to Christians and Humanists? | | RE week: Christian focus<br>What kind of world did Jesus want? Why is Jesus inspiring to some people? What would Jesus do? | Was Jesus the Messiah?(incarnation)<br>Why do some people believe in God and others don't? | What do religions say to us when life gets hard? | RE week: Christian focus<br>How do religions help people through the good and bad times?<br>How can following god bring freedom and justice? |
| History<br>All pupil (key skills):<br>1. Chronology (British, local and world). Is there a clear narrative within and between each period?<br>2. Knowledge and understanding – (Connections, contrasts and trends – change, cause, similarity and differences)<br>3. Historical Enquiry – terms. To use a range of source material) | **British History**<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br>What significant events happened in British history from 1900 to 1970? | | **Mayan Civilisation<br>(Non-European Civilisation)**<br>Achievements of the earliest civilisations and their lasting impact on the world today.<br>Connections, contrasts and significance. | | **British History**<br>The industrial revolution<br>Impact of the railways and river system on trading<br><br>Agricultural revolution for Wharfefdale. (local history focus) | |
| Geography | | | | **Place knowledge**<br>understand geographical similarities and differences through the study of human and<br>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America<br>Human and physical geography<br>describe and understand key aspects of:<br>**Physical geography**, including: climate zones, biomes and vegetation belts, rivers,<br>mountains, volcanoes and earthquakes, and the water cycle | | **<u>Human Geography</u>**<br>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| Art & Design | **Portraits**<br>Sketching portraits | **Op Art**<br>Using ink to create op art – *Bridget Riley* | **3D**<br>Design and make a Mayan Temple | **Printing**<br>Prints inspired by rainforest plans and animals – Henri Rousseau & Haitian Pierre | **Photography**<br>Understanding how to compose, frame, capture and edit images for effect | **Painting/Drawing**<br>Animals |

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| Computing (Mrs Braithwait) | **Algorithms/programming**<br>Touch typing | | **Algorithms/programming**<br>Journey through space using Ozobot Touch typing | | **Databases**<br>Entering data and creating bar charts and other diagrams | |
| Computing | **Music Technology**<br>Creating and manipulating music<br>**Communicating**<br>Use of word | | **Presentations**<br>Using Powerpoint to share learning, adding animation & sound<br><br>e-safety (internet safety day) | | **Multimedia**<br>Podcasting and videos | |
| PE | Invasion games - *football*<br>Swimming<br>Cross country<br>Net/wall games | Invasion games - *football*<br>Swimming<br>Net/wall games | Dance<br>Swimming<br>Gymnastics | Dance<br>Swimming<br>Invasion games - *hockey* | Tennis<br>Athletics<br>Swimming<br>Invasion games - *rugby* | |
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| French | Questions and Answers | Role-play | Rooms in a house | Self and family | France<br>French speaking countries | Paris<br>French culture |
| SRE | | | | | | |
| PSHE | | | | | Y5/6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function | |
| Learnology | | | | | | |
| Collective worship theme | Love<br>Right and wrong | Kindness | Thankfulness<br>Stories of Jesus | Trust<br>Stories of Jesus | Justice | Freedom |