Long Term Planning Hornby CE School - Juniors Cycle B (2022-2023)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Enquiry Question** | **Is it true to say that a Stone Age man was just a simple hunter?** | **How does Colorado differ to Florida? A comparison study** | **How can we discover what Ancient Egypt was like 5000 years ago?** | **How do the human and physical characteristics of the Rocky Mountains differ to the rest of Canada?** | **How does the Morecambe of today differ from the Morecambe of the past?** | **Using primary and secondary sources what can we find out about Morecambe?** |
| **Enrichment** | **Castlerigg and Long Meg stone circles visit.** |  | **Liverpool museum Egypt exhibition** |  | **Seaside - Morecambe** |  |
| **Reading for enjoyment** | Stig of the Dump | The land of Neverendings- Kate Saunders | Secrets of a Sun King A Mummy ate my homework  | Kidnap on the California Comet by M.G Leonard | The accidental President by Tom Mclaughlin | Runaway Robot by F Cotterill-Boyce |
| **English****Year 3 4** | **Autumn 1 Non-Fiction:**Information texts (Loch Ness) | **Autumn 2 Fiction:**Stories on a theme **Poetry**:Classic poetry for performance | **Spring 1 Fiction:**Play scripts (Ancient Egypt)Diary entry | **Spring 2 Fiction:**Fantasy (Night at the Museum)**Poetry**:Kennings | **Summer 1 Fiction:**Novel as a theme  | **Summer 2 Non-Fiction:**Discussion debate / report**Poetry:**Poems on a theme |
| **English** **Year 5 6** | **Autumn 1 Fiction:** Flashbacks/ Time shifts (Stone Age)**Poetry**:Poems with a structure (limericks) | **Autumn 2 non-fiction:**Recounts | **Spring 1 Fiction:** Fantasy (Night at the Museum) | **Spring 2 Non-fiction:**Explanation Text**Poetry**:Poems with a structure (learning by heart) | **Summer 1 Fiction:** Novel as a theme | **Summer 2 Non-fiction:**Discussion – formal debate**Poetry:**Poems- free verse |
| **Maths Year 3 and 4** | Place ValueAddition and Subtraction | Multiplication and Division | Multiplication and DivisionMeasure: Length and Perimeter | FractionsDecimals | Measure: Mass and CapacityMoneyShape: Symmetry, PositionTime | StatisticsProperties of Shape |
| **Maths Year 5 and 6** | Place ValueAddition and SubtractionMeasure: converting unitsPerimeter | Multiplication and DivisionProperties of number AreaStatistics | Fractions StatisticsVolumeRatio and Proportion (Year 6 booster) | Fractions and DecimalsAnglesAlgebra (Year 6 booster) | Decimals and PercentagesPosition and directionProperties of shape | DecimalsThemed projects and consolidation |
| **Science****Year 3 4** | **Rocks (Y3)**Compare and group together different types of rocks on the basis of their appearance and simple physical properties.Recognise that soils are made from rocks and organic matter.Describe in simple terms how fossils are formed when things that have lived are trapped within rock. |  **Sound**Know that sounds are produced when objects vibrate Suggest ways of changing the pitch and loudness of a sound made by a musical instrumentKnow that sound can travel through solids, water and air Make predictions and explain themSuggest ways of investigating how well sound travels through different materials and say how good my evidence is | **Living things and their habitat** Recognise that living things can be grouped in a variety of ways.Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things | **Plants (with a focus on their life-cycles)**Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Seeds are formed as a result of fertilisation.Many flowers produce fruits which protect the seed and/or aid seed dispersal.Seed dispersal, by a variety of methods, helps ensure that new plants survive.To observe the different stages of plant cycles over a period of time. | **Plants (focus on their needs)**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.Investigate the way in which water is transported within plants.Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit.Nutrients (not food) are taken in through the roots.Stems provide support and enable the plant to grow towards the light.Plants make their own food in the leaves using energy from the sun.Flowers attract insects to aid pollination.To identify the different parts of a plant and explain their functions. | **Electricity**Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.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. 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.  |
| **Science****Year 5 6** | **Evolution and Inheritance**Explain why parents and offspring look different.Explain simply how things change and evolve over time.Recognise the time scales involved in evolution.Explain how evidence can be used to support ideas.Explain what their results might mean.Make and present detailed observations.Decide if they agree with other people’s test results.Weigh up different theories and decide which has the strongest evidence.Find some evidence to support a theory about why dinosaurs became extinct.Use their results to make predictions and suggest further tests. | **Living things and their habitat (Y5)**Name and explain the functions of parts of a flower Describe the process of pollution, fertilisation, seed dispersal and germination Explain why living things need to reproduce if the species is to surviveRecognise the stages in the growth and development of humans Plan, carry out and explain how to carry out a fair test Use my observations and results to draw conclusions   |  **Life-cycles**To observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).To ask pertinent questions.To suggest reasons for similarities & differences.To try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.To observe changes in an animal over a period of time (for example, by hatching and rearing chicks).To compare how different animals reproduce and growTo explain how plants reproduce.To explain how new plants can be grown from cuttings and bulbs**.** | **Forces**Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity).Gravity can act without direct contact between the Earth and an object.Friction, air resistance and water resistance are forces which slow down moving objects. Friction, air resistance and water resistance can be useful or unwanted.The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect.More than one force can act on an object simultaneously (either reinforcing or opposing each other). | **Materials** 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.To observe and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.To describe different ways to separamixtures.

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| To use their ideas to explain dissolving and separation.  |

 | **Electricity**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.Use recognised symbols when representing a simple circuit in a diagram.Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will ‘work’. |
| **History** | **The Stone Age**Year3 / 4:To use some words such as century and decadeTo give a few reasons for, and the results of some main events and storiesI can ask and answer questions about the significance of events and changes caused.Year 5 / 6:Describe specific features of past societies and periodsTo describe the impact of events on BritainGive reasons for and results of these changesAsk and find the answers to questions about changes and significance of events on Britain |  | **Ancient Egyptians**Year3 / 4:To understand the concept of ‘Ancient’ by placing the Ancient Egyptians on a timeline.To understand what artefacts tell us about the past?To find out about the Ancient Egyptians beliefs. Use more than one source of evidence in order to gain a more accurate understandingGive a few reasons for, and the results of some main events and stories.To examine artefacts, and am able to look at pictures and writing to tell me about people from the pastYear 5 and 6:Ask and answer questions about the significance of events and changes caused. Select from a variety of sources of information to find the answers I needDescribe what I know clearly in writing, drawing, role-play and speaking.Accurately describe and make links between people, events and changesCombine sources and information to form my opinionIdentify and evaluate different sources of information and select the most useful for a particular taskSelect and organise information to produce clearly structured work, making accurate use of dates and terms. |  | **Local History- Morecambe**Year3 / 4:To use some words such as century and decade.I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past in Morecambe. I can describe what I know clearly in writing, drawing, role-play and speakingYear 5 / 6:Describe specific features of past societies and periods in Morecambe.I can make some links between past societies and periodsI can combine sources and information to form my opinionI can select and organise information to produce clearly structured work, making accurate use of dates and terms related to the history of the seaside town of Morecambe. |  |
| **Geography** |  | **The geography of North America** locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesidentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricornunderstand geographical similarities and differences through the study of human and physical geography of a region within South America and compare to our previous study of Europedescribe and understand key aspects of Physical and Human geography.Year 3 / 4To show a developing understanding of places. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical and human features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To begin to use appropriate vocabulary to communicate their findings.To identify N. America, S. America and Oceania on globe. To identify physical and made features. To identify/name oceans and seas.To recognise where many settlements are located and where notYear 5 / 6To know and understand aspects of geography in the UK and the wider world. To begin to recognise how places fit within a wider geographical context To recognise and describe the physical and human features of places. To begin to understand how physical and human features can change the features of places and how these changes affect the lives of people living there. To have an increasing depth of knowledge and understanding of aspects of geography of the UK and wider worldTo be able to use this to describe physical and human characteristics of places within a wider locational and contextual framework. To demonstrate an understating of geographical diversity by describing how physical and human processes can lead to similarities and differences. To be able to use a range of geographical knowledge and understanding to help them investigate places and environments. To be able to communicate their findings using appropriate vocabulary.To compare political and physical maps and discuss features. To identify continents on the globe. To identify physical and made features. To identify/name oceans/seas/rivers and lakes.To introduce height on maps/contours. |  | **North American study - incl the Rocky Mountains (focus on physical features and its impact on life)**locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions  key physical and human characteristicsRecap - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circlesunderstand geographical similarities and differences through the study of human and physical geography of region within South Americadescribe and understand key aspects of Physical geography use maps, atlases, globes and digital/computer mapping to locate and describe features studiedYear 3 / 4To show a developing understanding of places. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical features of different localities offering explanations for some of those features.To use skills and sources of evidence to respond to a range of geographical questions about the environment.To begin to use appropriate vocabulary to communicate their findings.Year 5 / 6 To draw on knowledge to ask suitable geographical questions. To be able to use a range of geographical knowledge and understanding to help them investigate places and environments. To use primary and secondary sources of evidence in their investigations.To be able to draw upon their knowledge and understanding to suggest relevant geographical questions.To be able to communicate their findings using appropriate vocabulary.To present their findings both graphically and in writing.To compare physical maps and discuss features. To use data to support a knowledge of countries and continents. |  | **Local geography (Malham- linked to residentail)**Year 3 / 4To show a developing understanding of places. To know and explain some of the physical and human features of a place.To be aware that different places may have similarities and differences that influence the lives of people.To offer simple reasons for their observations about places and environments. To be able to describe the physical and human features of different localities offering explanations for some of those features.To look at the local area and compare between different scales. (1:50,000 scale) To identify the Ocean around Morecambe.Year 5 and 6To know and understand aspects of geography in the UK (Morecambe)To recognise and describe the physical and human features of places. To begin to understand how physical and human features can change the features of places and how these changes affect the lives of people living there.To understand that people can both improve and damage the environment.To demonstrate an understating of geographical diversity by describing how physical and human processes can lead to similarities and differences.To offer reasons for their own views about environmental change. |
| **D&T** | Construction – Stone Circle replica models and Skara BraeLKS2:Plan a sequence of actions to make a productRecord the plan by drawing (labelled sketches) or writingDevelop more than one design or adaptation of an initial designPropose realistic suggestions as to how they can achieve their design ideasCreate shell or frame structures, strengthen frames with diagonal strutsMake structures more stable by giving them a wide basePrototype frame and shell structuresConstruction- Model of Skara BraeUKS2:Investigate products/images to collect ideasSketch and model alternative ideasRecord ideas using annotated diagramsDraw plans which can be read/followed by someone elseJoin materials using appropriate methodsBuild frameworks using a range of materials e.g. wood, card corrugated plastic to support mechanismsUse glue gun with close supervisionUse craft knife, cutting mat and safety ruler under one to one supervision if appropriate. |  | Canopic JarsLKS2:Investigate similar products to the one to be made to give starting points for a designDraw/sketch products to help analyse and understand how products are madeDesign a functional and appealing productPlan a sequence of actions to make a productDevelop more than one design or adaptation of an initial designMake structures more stable by giving them a wide basePrototype frame and shell structuresDecide which design idea to developUKS2:Investigate products/images to collect ideasSketch and model alternative ideasDevelop one idea in depthMake prototypesDraw plans which can be read/followed by someone elseJoin materials using appropriate methodsUse glue gun with close supervisionUse the design criteria to inform their decisions about ways to proceedMake suggestions as how their design could be improved |  | Sheet materials – Art Deco buildingsLKS2:Plan a sequence of actions to make a productRecord the plan by drawing (labelled sketches) or writingBegin to use the computer to aid with designsCut slotsCut internal shapesUse and explore complex pop ups Create netsUKS2:Investigate products/images to collect ideasCut slotsCut accurately and safely to a marked lineJoin and combing materials with temporary, fixed or moving joiningsUse craft knife, cutting mat and safety ruler under one to one supervision if appropriateChoose an appropriate sheet material for the purposeUse the design criteria to inform their decisions about ways to proceed |  |
| **Art** |  | Drawing - animals and their habitats / digital art (David Hockney)LKS2:Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Annotate work in sketchbook.Record and collect visual information using digital cameras and video recordersExperiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purposePresent recorded visual images using software e.g. Photostory, PowerPoint UKS2:Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Annotate work in sketchbook.Record, collect and store visual information using digital cameras, video recordersBe able to Import an image (scanned, retrieved, taken) into a graphics packageUnderstand that a digital image is created by layeringCreate layered images from original ideas (sketch books etc.) |  | Collage (Emma Amos inspiration for a class collage and Claire Youngs)LKS2:Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.Use collage as a means of collecting ideas and information and building a visual vocabulary.Annotate work in sketchbook.UKS2:Add collage to a painted, printed or drawn backgroundUse a range of media to create collagesUse different techniques, colours and textures etc when designing and making pieces of workUse collage as a means of extending work from initial ideasAnnotate work in sketchbook.Explore the roles and purposes of artists, craftspeople and designers working in different times and culturesUse a sketchbook to collect and develop ideas |  | Painting landscapes (local artist Chas Jacobs and Yvonne Coomber)LKS2:Mix and use tints and shadesUse more specific colour languageColour Mix colours and know which primary colours make secondary coloursCreate different effects and textures with paint according to what they need for the task.Work on a range of scales e.g. thin brush on small picture etc.Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects UKS2:Develop a painting from a drawingCarry out preliminary studies, trying out different media and materials and mixing appropriate coloursColour Mix and match colours to create atmosphere and light effects. Be able to identify primary secondary, complementary and contrasting colours. Work with complementary colours |
| **Local**  | **Prayer and meditation** What is prayer? Know that prayer is a way of communicating with God. Know that prayer is connected to faith. Know that Christian beliefs are revealed in the content of prayer. Be able to talk about similarities and differences in the way people of faith pray. Be able to talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. Identify similarities and differences between the way believers pray across world faiths.  | **People of Faith** What kind of king is Jesus? Know that there are people who live and have lived extraordinary lives of faith and we can be inspired by them. Know that there are similarities and differences between the behaviours and values of all people of faith. Know that Christian people are called to live out the teaching in the Bible and build God’s kingdom through righteous living. Describe and illustrate with examples the ways in which the actions of Christian people are building God’s kingdom here on earth. Use an increasingly wide range of religious vocabulary to explain what motivates people of faith. Talk with understanding about the characteristics of a person living out their Christian faith. Explain aspects of the lives of people of faith that inspire them. Interpret Bible stories and explain how that story answers questions about what it means to have faith.  | **God, David and the Psalms** What was it like to follow God? Know that David is a key figure in God’s plan for his people. Know that some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way. Retell stories about David. Explore the theme of friendship in David’s life. Consider how your own beliefs impact your choices and your friends. Recognise their own values and the values of others. Connect Christian values and beliefs to events and teachings in the Bible. Ask important and relevant questions. Show that they understand how the imagery of the Psalms  reveals Christian beliefs about the nature of God.  | **Joy and Sadness in the Easter Story** What difference does the resurrection make for Christians? Consider the events of holy week through the perspective of key characters, considering their emotions, their impact on each other and their relationship with Jesus. Reflect on the way Jesus’ relates to the people he encounters and the impact this has on Christians today.  | **Journey, Growth and Pilgrimage** How can following God bring freedom and justice? Investigate the significance of journeys in our own lives and others including refugees. Explore significant journeys of religious pilgrimage (Kumbh Mela, Hajj, Lourdes. Consider the connection between a person’s beliefs and their goals and life choices. Reflect on your goals and life choices.  | **Loss, Death and Christian hope** How can following God bring freedom and justice? Explore physical and spiritual journeys in the Bible (Adam and Eve, Noah, Abraham, Jacob, Ruth, Joseph, Moses, Joshua, David, the exile, Elijah, Ezra and Nehemiah. Nativity journeys, Jesus’ journeys, journeys of the apostles and early church leaders). Explore other journeys made for God (eg Brother Andrew, Mary Jones). Consider life goals and the beliefs that lie behind them.  |
| **Computing****Year 3 4** | Teach computing Stem programme  Computing systems and networks  Explain how digital devices functionIdentify input and output devicesRecognise how digital devices can change the way we workExplain how a computer network can be used to share informationExplore how digital devices can be connectedRecognise the physical components of a network. | Programming - Sequence in Music  To explore a new programming environmentTo identify that commands have an outcomeTo explain that a program has a startTo recognise that a sequence of commands can have an orderTo change the appearance of my projectTo create a project from a task description | Creating Media – Desktop publishing  Choose appropriate page settingsTo recognise how text and images convey informationTo recognise that text and layout can be editedTo consider how different layouts can suit different purposesConsider the benefits of desktop publishing | Branching databases To develop their understanding of what a branching database is and how to create one.To create a branching databaseTo select objects to arrange in a branching databaseRecognise how to group objects using my own yes/no questionsUnderstand how to test my branching database to see if it works | Creating Media / Animation  To explore how digital devices can be connectedRecognise the physical components of a networkTo explain that animation is a sequence of drawings or photographsTo relate animated movement with a sequence of imagesTo plan an animationIdentify the need to work consistently and carefully | Programming - Events and Actions  To explain how a sprite moves in an existing projectTo create a program to move a sprite in four directionsAdapt a program to a new contextTo develop my program by adding featuresTo identify and fix bugs in a programDesign and create a maze-based challenge |
| **Computing****Year 5 6** | Computing systems and networks: sharing informationExplain that computers can be connected together to form systems.Recognise the role of computer systems in our lives.Use the web to search for and answer questions.Describe how search engines select results.Explain how search results are ranked.Recognise why the order of results is important, and to whom. |  Programming A: selection in physical computingControl a simple circuit.Write a program that includes count-controlled loops.Explain that a loop can stop when a condition is met.Explain that a loop can be used to repeatedly check whether a condition has been met.Design a physical project that includes selection.Create a program that controls a physical computing projectImplement my algorithm as code | Creating media: video editingExplain what makes a video effective.Use a digital device to record video.Capture video using a range of techniques.Create a storyboard.Identify that video can be improved through reshooting and editing.Consider the impact of their choices made when making and sharing videos. | Data & Information: flat-file databasesTo use a form to record informationTo compare paper and computer-based databasesTo outline how grouping and then sorting data allows us to answer questionsTo explain that tools can be used to select specific dataTo explain that computer programs can be used to compare data visuallyTo apply my knowledge of a database to ask and answer real-world questions |  Creating media: vector drawingIdentify that drawing tools can be used to produce different outcomes.Create a vector drawing by combining shapes.Use tools to achieve a desired effect.Recognise that vector drawings consist of layers.Group objects to make them easier to work with.Apply what I have learned about vector drawings |  Programming B: selection in quizzesExplain how selection is used in computer programs.Relate that a conditional statement connects a condition to an outcome.Explain how selection directs the flow of a program.Design a program that uses selection.Create a program that uses selection.Evaluate my program. |
| **PSHE** |  Rights and Responsibilities Suggest different methods of looking after the school environment. Understand what ‘being responsible’ means. Identify people in our community who help us and identify how we can help them Understand the need for rules. Know how to contribute to decision making processes in school and how in a democracy we can all make a difference. Understand the difference between fact and opinion. Understand what biased reporting is and the need to think critically.  | Relationships Explain what a dare is and understand strategies to use if anyone makes them feel uncomfortable by daring them. Understand a healthy relationship. Identify qualities they admire in others. Recognise when and how to say ‘no’ to a friend (being assertive) Explain what collaboration means and give examples of how they have worked collaboratively. Describe what attributes you need to work collaboratively. Understand the terms ‘negotiate and compromise’ Explain strategies for resolving difficult issues.  | Valuing Difference Explain that people living in the UK have different origins. Identify similarities and differences between a diverse range of people. Identify the qualities needed to get along with people from a diverse range of backgrounds. Understand you have the right to protect your personal body space. Recognise how others' non-verbal signals indicate how they feel when people are close to their body space and know who to talk to if you feel uncomfortable. Understand the key qualities of friendship and how to make a friendship last. Understand why some friendships end. Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers.  | Being My Best Identify their achievements and areas for development. Explain why some groups of people are not represented as much in the media. Appreciate ways in which everyone is unique. Identify that there are times when they will make the same/different choices as others.  Give examples of choices they make for themselves, and choices others make for them. Understand the importance of sleep, diet, exercise and stress on the body. Understand the main functions of the systems within the body. Know the importance of and how to live by the 5 ways to well-being (connect, be active, take notice, keep learning, give)  | Keeping Myself Safe Identify the key risks from alcohol and cigarettes. Understand that most people do not smoke. Define the word ‘drug’ Define and identify the terms ‘danger’, ‘risk’, and ‘hazard’. Suggest strategies for managing risk. Understand the term habit. Understand how a habit can be changed. Accept that responsible and respectful behaviour is necessary online and face-to-face. Understand the ease which things posted online can spread.  | Growing and Changing Recognise that babies come from the joining of an egg and a sperm. Understand what happens when an egg does not meet a sperm. Understand that for girls periods are a normal part of puberty. Understand some of the changes that happen in life and suggest people who can help them deal with change. Recognise changes that have already happened in our lives and our emotional responses to them. Suggest positive strategies for dealing with change. Know people who can help us during challenging periods of change. Identify qualities people have as well as their looks.  Recognise that fame can sometimes be short lived. Understand that photos can be changed to align with societies view of perfect |
| **French** | **LKS2 - Family** Recognise and respond to sound patterns and words. Listen attentively and show understanding by joining in and responding. Speak with increasing confidence. Perform simple communicative tasks using single words, phrases, and short sentences. Respond to written language from a range of sources. Recognise some familiar words in written form.  Grammar: nouns (singular and plural) and gender. Develop an awareness of sound spelling link to be able to write with increasing accuracy. **UKS2 – Family** Listen attentively and understand more complex phrases and sentences; join in to show understanding. Prepare and practise a simple conversation using familiar vocabulary and structures in new contexts. Speak in sentences using familiar vocabulary, phrases, and basic language structure. Write words, short phrases, and short sentences, using a reference. Begin to use adjectival agreements with accuracy.  | **LKS2 – All About Me** Listen attentively and understand by joining in and responding. Appreciate stories, songs, and poems in the language. Read and understand a range of familiar words and written phrases. Read some familiar words and phrases aloud and pronounce them accurately. Write simple words and phrases using a model. Begin to use a dictionary to look words up and find meaning. Grammar: Definite and indefinite articles, and recognise different word classes. **UKS2 – All About Ourselves** Listen attentively to spoken language and show understanding by joining in and responding. To speak in sentences, using familiar vocabulary, phrases, and language structures. To describe people, places, things, and actions orally and in writing in context. Grammar; Personal pronouns and conjugate regular high frequency verbs.  | **LKS2 – Food Glorious Food** Appreciate stories, songs, and poems in the language. Listen and respond to simple rhymes, stories, and songs. Understand singular and plural forms. Recognise questions and negatives and politeness conventions. Grammar: Develop an awareness of the place of the adjective in the sentence. Use of determiners. Question words  **UKS2 – That’s Tasty** Engage in conversation; ask and answer questions. Read carefully and show understanding of words, phrases, and simple writing. Write phrases from memory, and adapt these to create new sentences. Understand basic grammar rules, how to apply them and how these differ from or are similar to English.  | **LKS2 – All Around Town** Imitate pronunciation and intonation so that others can understand. Listen attentively and show understanding by joining in and responding. Make links between some phonemes, rhymes and spellings and apply knowledge to decode text. Memorise language and present ideas and information. Use a dictionary to look up words and find meaning. Grammar: Preposition and possession adjectives. Develop an awareness of sound spelling link to be able to write with increasing accuracy.   **UKS2 – This is France** Write phrases from memory and adapt these to make new sentences. Speak with increasing fluency. Initiate and sustain conversation. Express ideas clearly. To write words, short phrases, and short sentences, using a reference. Using present and/or imperfect tense and the correct form of adjective.  | **LKS2 – Time** Imitate pronunciation and intonation so that others can understand. Listen for specific words and phrases. Make links between some phonemes, rhymes, and spellings, and read aloud familiar words. Listen attentively and understand by joining in and responding. Perform simple communicative tasks using single words, phrases, and short sentences. Grammar: Using key forms of the verb ‘to be.’ Singular and plural forms.   **UKS2 – Our Precious Planet** Broaden vocabulary and develop ability to understand new words. Listen attentively to spoken language and show understanding by responding (and joining in). To describe people, places, things, and actions orally and in writing. Develop an awareness of verb patterns.  | **LKS2 – What is the time?** Follow a short familiar text listening and reading at the same time. Speak with increasing confidence and ask and answer questions. Write some phrases from memory. Grammar: Simple adverbs of time. Develop an awareness of word order. Question words. **UKS2 – Our Precious Planet** Speak in sentences, using familiar vocab, phrases, and language structures. To write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Present ideas and information orally to a range of audiences. Use near future tense and choosing the correct verb in the infinitive.  |
| **Music** | **Earth – An exploration of the piece by Hans Zimmer** Listen to and reflect on a piece of orchestral music. Play and perform in ensemble contexts, using voices and playing musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Learn musical language appropriate to the task.  | **Dance music – The Nutcracker by Tchaikovsky** Listen to and reflect on a piece of orchestral music. Create their own dance to this music. Create their own rhythmic ostinatos and structure them into a piece. Perform a waltz as an ensemble. Begin to learn simple staff notation. Learn musical language appropriate to the task. Play and perform in an ensemble context, using their voices and playing musical instruments. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.  | **World Music – South American and Carribean – BBC 10 Pieces: Little Train of the Caipira – Heitor Vila-Lobos** Listen and reflect on a piece of orchestral music. Create their own piece of music using instruments and voice. Play and perform as an ensemble using voices and playing musical instruments. Learn musical language appropriate to the task. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Develop and understanding of the history of music. Play musical instruments with increasing accuracy, fluency, control and expression.  |  **Rhythmic Skills – BBC 10 Pieces: Mambo – Leonard Bernstein.** Listen to and reflect on a piece of orchestral music. Appreciate and understand a wide range of high quality live and recorded music drawn from different cultures and great composers and musicians. To create and perform a multilayer percussive Latin composition. To introduce notion of call and response. To introduce relevant vocabulary including ostinato and riff. Listen to, evaluate and appraise their work. Compose and improvise. Know how music is created: pitch, tempo, timbre etc. Develop an understanding of the history of music. Play musical instruments with increasing accuracy, fluency and expression.   | **Playing instruments – Ukulele** Play and perform in solo and ensemble contexts. Play tuned instruments with increasing accuracy, fluency, control, expression and rhythmic accuracy. Practice, rehearse and present performances with an awareness of the audience Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Perform melody patterns and chords. Recognise and use differences in dynamic levels and describe their effect on the mood of the music. Identify the tempo of the music. Recognise the effect of tempo on the mood of the music and use variations of tempo to impact the mood in composition. Recognise the difference between the verse and refrain/chorus of a song  | **Playing and Singing** Sing songs, speak chants and rhymes in unison and two parts, with clear diction and control of pitch. Play and perform in solo and ensemble contexts. Play tuned/untuned instruments with increasing accuracy, fluency, control, expression and rhythmic accuracy. Improvise and develop rhythmic and melodic material in preparation for a performance. Explore, choose, combine and organise musical ideas within musical structures. Indicate the pulse whilst singing including moments of silence. Use instruments to keep a steady beat whilst accompanying other parts. Perform simple melody patterns. Demonstrate an understanding of tempo and dynamics when performing and composing pieces of music.  |
| **PE** | Morecambe football- skillsSwimmingTower Wood day visit | Morecambe football- invasion gamesSwimmingGymnastics | DanceSwimming | DanceSwimmingClimbing - local crag | Team sports, Hitting & Striking gamesAthleticsTower Wood day visit | Team sports, Hitting & Striking gamesAthleticsTournamentsSports day |