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| **Year Group** | **Autumn**  **St. Giles Junior School Subject Long Term Plan**  Subject: Foundation Subjects Date of plan: September 2019\_20 | | | | | | | **Spring** | | | | **Summer** | | | | | | | |
| **3 Topic**  **Hist/Geo** | **Is it better to be a child now than in the past?**  **(Life for children in the past – Tudors, Victorians, Saxon)** | | | | | **Where on Earth are we?**  **(Seas, Oceans, Continents and time zones)** | | **What was new about the stone age?**  **(stone age life in Britain)** | | **Can the Earth shake, rattle and roll?**  **(Earthquakes and volcanoes)** | | **What Happened when the Romans came?**  **(Roman Britain)** | | | | | **Do you like to be beside the seaside?**  **(contrasting localities)** | | |
| First person recount (Victorian child)  Research – Dr. Barnardo  Non-fiction texts  <https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1> | | | | | Atlases/google maps/ globes | | Topic based art - Cave painting  Text - How to wash your woolly mammoth  Writing opportunity – Day in the life of a hunter-gatherer | | Links to English – Ext. writing. Volcano poetry  Escape to Pompeii text (description and recount) | | Roman Lunt Fort trip  Retell of a myth Romulus and Remus | | | | | Landscape art  Postcards  Persuasive poster/leaflet | | |
| **3 Science** | **Plants**  **(functions of parts, requirements for growth, water transport, flowers/pollination/seed dispersal)** | | | | | **Animals/Humans**  **(nutrition, skeletal/muscular systems)** | | **Space** | | **Rocks**  **(group/compare types, fossil formation, soil composition)** | | **Light**  **(sight, darkness, reflection, protection from sun, shadows)** | | | | | | | **Forces & Magnets**  **(movement /surfaces, magnetic forces, attraction/repulsion, , compare sort magnetic, poles, predict)** | |
| Celery investigation/observations  Seed dispersal drama  Investigation  Changing variable re. plant growth  Observational drawings (flower parts) | | | | | Maths: Reading/Comparing data  Food diary | | Space centre trip  Researching historical figure (Neil Armstrong) | | Writing opportunity: (Roger rock - stone to soil)  Investigation – rock features  Observational drawings | | Investigation: Length of shadows | | | | | | | Investigation: Strength of magnets  Investigation: Which materials are magnetic?  Observations: magnetic force (repel/attract) | |
| **3 PE** | **OAA**  **Swimming** | | | | | **Gymnastics –**  **Shape and travel**  **Swimming** | | **Dance – Rhythm and Beat**  **Swimming** | | | **Invasion Games**  **Swimming** | **Striking and Fielding Games**  **Swimming** | | | | | | | **Athletics**  **Swimming** | |
| **3 RE** | **What do different people believe about God? (L2.1)** | | **Why is the Bible so important for Christians today? (L2.2)** | | | | | **Why is Jesus inspiring to some people? (L2.3)** | | **Why do people pray? (L2.4)** | | **Why are festivals important to the religious communities? (L2.5)** | | | | | | **Why do some people think that life is a journey? (L2.6)** | | |
| Saul becomes Paul  Moses and the burning bush | | Rituals of prayer  Muslim  Islam Christianity  Lord’s prayer  <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p>  <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc> | | | | | Easter  Community festivals  Traditional celebrations  Eid  Diwali | | Christian: Baptism  Judaism: Bah/bat mitzvah  Hindu: Lifecycle moksha | |  | | | | | | Text: The bible | | |
| **3 ART/DT** | **Food (D&T)** | | **Topic – skills** | | | | | **Artist study** | | **Materials (D&T)** | | **Textiles D&T** | | | | | | **Art - Topic related** | | |
| Edible Garden | | Pencil techniques | | | | | T.S Lowry | | Kites | | Puppets | | | | | | Seascapes | | |
| **3 Music** | **I’ve been to Harlem**  **Mexican Wave**  **Make that Sound**  **Shinning Star** | | | | | | | **My Dog**  **Step Back Baby**  **Chilled Out Clap Rap**  **The Bare Necessities** | | | | **Sunshine in my Heart**  **Senwa Defende**  **Fair White Horses**  **BBQ Blues** | | | | | | | | |
| Christmas Performance | | | | | | |  | | | |  | | | | | | | | |
| **3 Spanish** | **Level one: Greetings and numbers** | | | **Level one: Colours** | | | | **Level one: cultural diversity and animals** | **Level one: Stories and conversation** | | | **Level one: Days of the week and food** | **Level one: The alphabet** | | | | | | | |
| **Reading/**  **books** | **Non-fiction texts**  [**https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1**](https://www.bbc.co.uk/bitesize/topics/zcjxhyc/resources/1) | | |  | | | | **Text - How to wash your woolly mammoth** | **Text: Escape to Pompeii** | | | **Text: Romulus and Remus** |  | | | | | | | |
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| CYCLE 1 – Y4/5 | | | | | | | | | | | | | | | | | | | | |
| **4/5 Topic**  **Hist/Geo** | **Why should we remember the Maya?**  **(Looking at the life of the Mayan’s and why they died out)** | | **How is our country changing?**  **(find out about the regions**  **of the U K, discovering how some of these areas have changed over time)** | | | | | **Why should we thank the Ancient Greeks?**  **(Social, political and cultural aspects of Ancient Greek life)** | | **What is it like in the Amazon?**  **(Life there, destruction and conservation of)** | | **What impact did the Anglo-Saxons have?**  **(explore the Anglo-Saxons and why they came to Britain)** | | | | | **Where should we go on holiday?**  **(learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate)** | | |
| Trip: Cadburys World (Mayan talk essential part of the trip)  Extended writing: Life as a Maya (non-chronological report) | | Future Trip: Bedworth Town trail  Extended writing: How the London Olympics changed Stratford  Persuasive letter about the plans for the future of Bedworth | | | | | Experience: Greek Day  Extended writing: Medusa’s Cave setting description  Own Greek Myth  Text: Greek myths and legends | | Experience: VR life in the Amazon (ICT)  Extended writing: Explorer diary entry  Text: The Explorer | | Text – Beowulf  Experience Anglo-Saxon day | | | | | Extended write – travel brochure (persuasion) | | |
| **4/5 Science** | **Materials**  **(compare by properties, dissolving, separating mixtures, everyday uses by testing, reversible changes, irreversible changes)** | | | | | | | **Forces**  **(gravity, air/water resistance, friction, magnets, mechanisms/pulleys/gears** | | | | **Living Things**  **Animals/umans**  **(grouping, classification/keys, changing environments)** | | | | | **Sound and Hearing**  **(how made/vibration, sound travel, pitch, volume, distance)** | | |
| Investigation: Properties of materials – bouncing balls  Conductor or insulator? | | | | | | | Investigation: Parachute size – air resistance  Jamie Bond Friction  Pulleys – How much weight?  Water resistance (play dough shapes)  Extended writing: Sir Isaac Newton biography  How to make a pulley instruction | | | | Extended Write – changing habitats  Trip – Brandon Marsh (habitats and pond dipping) | | | | | Investigation – How sound waves travel  Investigation – Sound proofing | | |
| **4/5 PE** | **Invasion Games** | | | | | | **OAA** | **Paralympic Games –**  **Boccia, Goalball, seated Volley Ball** | | **Gymnastics – Balance and Routine** | | **S&F Games** | | | **Atheltics** | | | | |
| 4/5 RE | What do different people believe about God? (L2.1) | | What does it mean to be a Christian in Britain today? (L2.7) | | | | | What does it mean to be a Hindu in Britain today? (L2.8) | | What can we learn from religions about deciding what is right and wrong? (L2.9) | | Why do some people believe God exists? (U2.1) | | | | | What would Jesus Do? (U2.2) | | |
|  | | How Christians show their faith in and out of church (descriptive piece) | | | | |  | | Explanation text – what is temptation and does Jesus teach us about it? | |  | | | | | To write a mission statement for Jesus to communicate his values. | | |
| 4/5 ART/DT | **Topic Related Art work** | | **Construction** | | | | | **Art skills** | | **materials** | | **Artist study** | | | | | **Mechanics** | | |
| Basic sketching skills: shading, colour mixing  Miro V Matisse  Mayan mask design and creation | | Bridge to Lapland | | | | | Links: Hoplite art | | Henri Rousseau: Rainforest art | | Anglo-Saxon purses/money carriers | | | | | Musical Toy – (gears/pulleys/levers/linkages & cams) | | |
| **4/5 Music** | **Dem Bones**  **Poverty Knock**  **Keep the home fires burning**  **Winter wonderland** | | | | | | | **Mama Don’t Allow**  **Madina Tun Nabi**  **Firework**  **Three Little Birds** | | | | **A Keelie**  **Baloo Baleerie**  **Kis Nay Banaayaa**  **Life is a Highway** | | | | | | | |
|  | | | | | | | Whole School Performance – Easter | | | |  | | | | | | | |
| **4/5 Spanish** | **Level one: Greetings and numbers** | | | | **Level one: Colours** | | | **Level one: cultural diversity and animals** | | | **Level one: Stories and conversation** | **Level one: Days of the week and food** | | | | **Level one: The alphabet** | | | |
| **Reading**  **/books** | **Boy in the Girl’s Bathroom** | | | | **Clockwork**  **Wind in the Willows**  **Alma - Literacy Shed short film** | | | **Odysseus**  **Greek Myths and Legends** | | | **The Highway Man**  **The Explorer** | **Beowulf** | | | |  | | | |
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| **6 Topic**  **Hist/Geo** | **How did World War ll impact on our local area?**  (WW2, impact on the local area) | | | | | | | **Where does all of our stuff come from?**  **(trade, imports, exports and local economy)** | | | | **How will our World look like in the future?**  **(**consider the past, present and future of their local area) | | | | | | | |
| WW2 – Emersion Day (tea dance, ration baking, sketching tanks and spitfires)  Trip to Coventry for the impact WW2 had (cathedral, transport museum & Herbert Art Gallery)  Extended writing: diary as an evacuee, Biography of a political leader | | | | | | | Extended Writing piece- describing similarities and difference between UK and El Salvador | | | | Extended Writing piece- What will the future look like – description | | | | | | | |
| **6 Science** | **Light**  **(light travels, seeing by reflection, light sources, shadows)** | **Electricity**  **(voltage, comparing components/function, circuit symbols)** | | | | | | **Living Things:**  **(classification of plants and animals)** | | **Evolution/Inheritance**  **(fossils, offspring, adaptation)** | | **Animals/Humans**  **(circulatory system, impact of diet/drugs/ lifestyle, transportation of nutrients/water in animals and humans)** | | | | | | | |
| Crime Lab investigation – recognising light travels in straight lines | Electricity and D&T link – design a machine to clean-up litter  <https://www.stem.org.uk/elibrary/resource/35625> | | | | | | Trip to Twycross  Moth Evolution Story – immersion day of learning including extended piece of writing Explanation text about the evolution  Owl pellet science investigation  Haribo vs Liquorice investigation | | Extended writing – Explanation text of How the heart works  Investigation  Dissection of the heart.   Investigation: The art of being human – Gelatine/Egg | | Investigation: <https://www.stem.org.uk/resources/elibrary/resource/32036/air-survey-what-can-lichens-tell-us-about-air-quality> | | | | | | | |
| **6 PE** | **Health Related Fitness** | **Invasion Games** | | | | | | **Gymnastics – Complex Movements** | | **Paralympic Sports –**  **Boccia, Goalball and Seated Volleyball** | | **Play Maker – Junior Sports Leadership Award** | | | | | | | **Athletics** |
| **6 RE** | **What do religions say to us when life gets hard? (U2.3)** | | **If God is everywhere, why go to a place of worship? (U2.4)** | | | | | **Is it better to express your religion in arts/architecture or charity/generosity? (U2.5)** | | **What does it mean to be a Muslim in Britain today? (U2.6)** | | **What matters most to Christians and Humanists? (U2.7)** | | | | | **What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? (U2.8)** | | |
| Extended Writing piece –  Balanced argument of God’s existence | | Extended Writing piece – Afterlife description (figurative language focus) | | | | | Extended Writing piece – Balanced argument – Art + architecture Vs Charity and Generosity | |  | | Extended Writing piece –  Discussion text (for & against) | | | | |  | | |
| **6 DT/ART** | **Food/cooking**  **Topic Related Art work** | | **Construction/Model making** | | | | | **Art skills** | | **Construction/materials** | | **Artist study** | | | | | **Mechanics/moving parts** | | |
| Topic Related work – sketching Tanks and Spitfires  Cooking – carrot biscuits | | Structure linked to WW2  Electricity and D+T link – Design a machine to clean up litter <https://www.stem.org.uk/elibrary/resource/35625> | | | | | Colour mixing  Shading  Recreating half a Picasso | | Felt phone cases | |  | | | | |  | | |
| **6 Music** | **Hey, Mr Miller**  **Oleo**  **Touch the Sky**  **I wish it could be Christmas Everyday** | | | | | | | **Dona Nobis Pacem**  **Wonder**  **Ain’t Gonna let Nobody**  **Anderson’s Coast** | | | | **We go Together**  **Ame Sau Vala tara Bal**  **Shabuya**  **We are the Champions** | | | | | | | |
|  | | | | | | |  | | | | End of year leavers performance | | | | | | | |
| **6 Spanish** | **Level one: Greetings and numbers** | **Level one: Colours** | | | | | | **Level one: cultural diversity and animals** | | **Level one: Stories and conversation** | | **Level one: Days of the week and food** | | **Level one: The alphabet** | | | | | |
| **Reading/**  **books** | **Rose Blanche**  **Beyond the Lines** | **Goodnight Mr Tom** | | | | | | **Moth**  **Skellig** | |  | |  | |  | | | | | |

PSHE and Personal Development

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| PHSE | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | Taking Care – protective behaviours  \_Early warning sings  \_Safe Networks  \_personal proximity  Be Sharp  Be Alert (1 lesson) | Character Education  \_Caring  \_Helpfulness  \_Cooperation  \_Courage  \_National Kindness week | SRE -  (covered over 1 week)  Money matters (2 sessions)  \_saving  \_daily living costs  – SRE curriculum  Safer Internet week | Character Education  \_Cleanliness  \_Fairness  \_Friendliness  \_Serving the community  \_Patience  \_Respect | Character Education  \_Courtesy  \_Forgiveness  \_Determination  \_Self-discipline  \_Gratitude  \_Honesty  Be Secure & Be Kind (1 lesson) | Changes and managing changes  \_transition support  revisit protective behaviours |
| Year 4 | Taking Care – protective behaviours  \_Early warning sings  \_Safe Networks  \_personal proximity  NSPCC Share Aware | Character Education  \_Caring  \_Helpfulness  \_Cooperation  \_Courage  \_National Kindness week | SRE -  (covered over 1 week) +  Money matters (2 sessions)  \_saving  \_daily living costs  ­– SRE curriculum  Safer Internet week | Character Education  \_Cleanliness  \_Fairness  \_Friendliness  \_Serving the community  \_Patience  \_Respect | Character Education  \_Courtesy  \_Forgiveness  \_Determination  \_Self-discipline  \_Gratitude  \_Honesty  NSPCC Act Your Age  CEOPS – Too Much Time on Line | Changes and managing changes  \_transition support  revisit protective behaviours |
| Year 5 | Taking Care – protective behaviours  \_Early warning sings  \_Safe Networks  \_personal proximity  NSPCC Share Aware | Character Education  \_Caring  \_Helpfulness  \_Cooperation  \_Courage  \_National Kindness week | SRE -  (covered over 1 week) +  Money matters (2 sessions)  \_saving  \_daily living costs  – SRE curriculum  Safer Internet week | Character Education  \_Cleanliness  \_Fairness  \_Friendliness  \_Serving the community  \_Patience  \_Respect | Character Education  \_Courtesy  \_Forgiveness  \_Determination  \_Self-discipline  \_Gratitude  \_Honesty  NSPCC Act Your Age  CEOPS – Too Much Time on Line | Changes and managing changes  \_transition support  revisit protective behaviours |
| Year 6 | Taking Care – protective behaviours  \_Early warning sings  \_Safe Networks  \_personal proximity  Be Sharp  Be Alert (2 lessons | Character Education  \_Caring  \_Helpfulness  \_Cooperation  \_Courage  \_National Kindness week | SRE (covered over 1 week) +  Getting on and Falling out (SEAL curriculum)  \_friendship  \_resolving conflict  \_changing relationships  – SRE curriculum  Safer Internet week | Character Education  \_Cleanliness  \_Fairness  \_Friendliness  \_Serving the community  \_Patience  \_Respect | Character Education  \_Courtesy  \_Forgiveness  \_Determination  \_Self-discipline  \_Gratitude  \_Honesty  Be Secure & Be Kind (2 lesson) | Changes and managing changes (2 sessions)  \_transition support  revisit protective behaviours (2 sessions)  Money matters (2 sessions along with their enterprise project)  \_saving  \_daily living costs |

On-Line Safety Long-Term Plan

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| Year Group | Autumn | Spring | Summer |
| 3 | Be Sharp  Be Alert (1 lesson) | All About Me  Safer Internet week | Be Secure  Be Kind |
| 4&5 | NSPCC Share Aware | All About Me  Safer Internet week | NSPCC Act Your Age  CEOPS – Too Much Time on Line |
| 6 | Be Sharp  Be Alert (2 lessons) | All About Me  Safer Internet week | Be Secure  Be Kind |
| Curriculum Links | Knowledge organiser to include vocabulary for ICT/E-Safety  PSHE curriculum  Assembly | Knowledge organiser to include vocabulary for ICT/E-Safety  SRE and PSHE curriculum  Assembly | Knowledge organiser to include vocabulary for ICT/E-Safety  PHSE curriculum  Assembly |

Throughout the year we will also have set dates for assemblies and themed days such as: anti-bullying, internet safety, Personal Safety (e.g. staying safe of railways, getting lost etc), healthy eating and exercise, water safety, sun-safety, hygiene, drugs/alcohol and smoking (year 6), valuing difference, community and British Values.