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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 paintingText - 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 tripRetell of a myth Romulus and Remus  | Landscape artPostcardsPersuasive 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/observationsSeed dispersal drama InvestigationChanging variable re. plant growthObservational drawings (flower parts) | Maths: Reading/Comparing dataFood diary | Space centre trip Researching historical figure (Neil Armstrong) | Writing opportunity: (Roger rock - stone to soil)Investigation – rock featuresObservational drawings | Investigation: Length of shadows | Investigation: Strength of magnetsInvestigation: 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 PaulMoses and the burning bush | Rituals of prayerMuslimIslam 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>  | EasterCommunity festivals Traditional celebrationsEid Diwali | Christian: BaptismJudaism: Bah/bat mitzvahHindu: 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 trailExtended writing: How the London Olympics changed StratfordPersuasive letter about the plans for the future of Bedworth | Experience: Greek DayExtended writing: Medusa’s Cave setting descriptionOwn Greek MythText: Greek myths and legends | Experience: VR life in the Amazon (ICT)Extended writing: Explorer diary entryText: The Explorer | Text – BeowulfExperience 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 ballsConductor or insulator? | Investigation: Parachute size – air resistanceJamie Bond Friction Pulleys – How much weight?Water resistance (play dough shapes)Extended writing: Sir Isaac Newton biographyHow to make a pulley instruction | Extended Write – changing habitats Trip – Brandon Marsh (habitats and pond dipping) | Investigation – How sound waves travelInvestigation – 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 mixingMiro V MatisseMayan 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 TwycrossMoth Evolution Story – immersion day of learning including extended piece of writing Explanation text about the evolutionOwl pellet science investigationHaribo vs Liquorice investigation | Extended writing – Explanation text of How the heart worksInvestigationDissection 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 WW2Electricity and D+T link – Design a machine to clean up litter <https://www.stem.org.uk/elibrary/resource/35625> | Colour mixingShadingRecreating 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 SharpBe 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\_HonestyBe Secure & Be Kind (1 lesson) | Changes and managing changes \_transition supportrevisit 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 curriculumSafer Internet week | Character Education\_Cleanliness\_Fairness\_Friendliness\_Serving the community\_Patience\_Respect | Character Education\_Courtesy \_Forgiveness \_Determination \_Self-discipline\_Gratitude\_HonestyNSPCC Act Your AgeCEOPS – Too Much Time on Line | Changes and managing changes \_transition supportrevisit 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 curriculumSafer Internet week | Character Education\_Cleanliness\_Fairness\_Friendliness\_Serving the community\_Patience\_Respect | Character Education\_Courtesy \_Forgiveness \_Determination \_Self-discipline\_Gratitude\_HonestyNSPCC Act Your AgeCEOPS – Too Much Time on Line | Changes and managing changes \_transition supportrevisit protective behaviours |
| Year 6 | Taking Care – protective behaviours\_Early warning sings \_Safe Networks\_personal proximity Be SharpBe 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 curriculumSafer Internet week | Character Education\_Cleanliness\_Fairness\_Friendliness\_Serving the community\_Patience\_Respect | Character Education\_Courtesy \_Forgiveness \_Determination \_Self-discipline\_Gratitude\_HonestyBe Secure & Be Kind (2 lesson) | Changes and managing changes (2 sessions)\_transition supportrevisit 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 SharpBe Alert (1 lesson) | All About MeSafer Internet week | Be Secure Be Kind  |
| 4&5 | NSPCC Share Aware | All About MeSafer Internet week | NSPCC Act Your AgeCEOPS – Too Much Time on Line |
| 6 | Be SharpBe Alert (2 lessons) | All About MeSafer Internet week | Be Secure Be Kind |
| Curriculum Links | Knowledge organiser to include vocabulary for ICT/E-SafetyPSHE curriculum Assembly  | Knowledge organiser to include vocabulary for ICT/E-SafetySRE and PSHE curriculumAssembly | Knowledge organiser to include vocabulary for ICT/E-SafetyPHSE 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.