



## Long term plan      Ash

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Number – Place Value Number Addition and subtraction	Number Addition and subtraction Measurement Length and Perimeter Number – Multiplication and Division	Number – Multiplication and Division Measurement - Area	Number – Fractions Number - Decimals Consolidation	Number – Decimals Measurement – Money Measurement - Time	Statistics Geometry – Properties of Shape Geometry – Position and direction Consolidation
Mental maths	Count up and down in thousands, finding 1000 more or less than a number. Know multiplication tables- apply and extend Count in multiples of 6,7,9,25 and 1000 Count back through zero Identify all multiples and factors including finding all factor pairs Add and subtract £1, 10p and 1p to amounts of money. Know by heart, quickly derive number bonds to 100 and £1 Add and subtract any two 2 digit numbers by partitioning or counting on		Add to the next 1 and 10 from a decimal number Use knowledge of factors and multiples in multiplication, multiplying 2-digit numbers by partitioning. Estimate and calculate in different units of measure (find change from £10, £20 and £50) Use and extend counting in various multiples from different start points including through zero. (know 3x, 4x, 6x, 8x tables) Add and subtract £1, 10p and 1p to amounts of money. Know by heart, quickly derive number bonds to 100 and £1		Use and extend counting in various multiples from different start points including through zero. Count up/down in hundredths. Count in 7s and 9’s. Know 6x and 8x tables and relevant division facts Use understanding of place value and number facts in mental multi and division (36 x 5 is half of 36 x 10 and 50 x 60 = 3000 or 245 ÷20 is double 245 ÷ 10) Divide multiples of 100 by 1-digit numbers using division facts (3200 ÷ 8= 400)	
Multiplication tables	Teaching times tables document Inverse relationships- see pages 11-14 Y4: doubling (near doubles), halving, bridging, multiplication/investigating relationships, subtraction from a multiple of 10,100,1000; 6, 7, 9, 11 & 12s					
English	Narrative – creating settings, characters and plot Varying openings – non-finite verbs, fronted adverbials Non-fiction – non-chron reports – headings and sub-headings River shape poems The Lost words – poems about nature		Newspaper reports – create class newspaper (interviewing, book/film reviews, advertising, puzzles etc.) Performance poetry – e-safety /Democracy	The little mermaid – comparison of old, modern and film version of the story. Re-write the story from a different stance.	Playscripts, dialogue within stories Instructions Narratives – developing a sense of emotion/ applying imagery Developing writing at length	
Characteristics	Humorous, courageous, loyal, sensitive, malicious, despicable, envy					
Rainbow Grammar	Determiners Non-finite verbs – ed, ing, ly Adjectives of age, origin and material Fronted adverbials	Proper nouns Appropriate choice of nouns and pronouns Expansion after the noun	Connecting adverbs Non-finite phrases Fronted adverbials of manner Verb synonyms Prepositions	Stacking adverbials of time and place. Double see saw Double ed opener Verb synonyms Irregular verb forms	Dialogue Expansion after the noun Verb synonyms Past participle Placement of auxiliary verbs	Imagery – taste and smell Question, question, question
Spelling	18 words (based on least known Year 3/4 words from assessment)	Year 3 /4 words	Endings – ed, ly, ally, ary plus exceptions	Year 3 /4 words Plus homophones	Year 3 /4 words – recap those not retained	Year 3 /4 words – recap those not retained
Handwriting	HF words – letter formation and joining	HF words – letter formation and joining	Spellings - joining	Spellings - joining	Spellings - joining	Spellings - joining



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Close reads	<p>Valerie Bloom – Biog</p> <p>The River – Valerie Bloom</p> <p>James Carter Biog</p> <p>Egyptians – Friendly felines, Extract from Howard Carter diary</p> <p>Twinkl 60 Sec reads – Ancient Egypt pack</p> <p>World Religions – Dazzling Diwali</p> <p>World Religions – Lord Ganesh</p> <p>Animals and Living things – Incredible</p> <p>invertebrates</p> <p>Sports Activity – Breaking News</p> <p>Usain retires</p> <p>Lit Shed Comp+ - Modern Myths</p> <p>Grammarsaurus: How to mummify</p> <p>Discovering Tutankhamen's tomb</p>	<p>Wizard of Oz – 3 extracts</p> <p>L Frank Baum Biography</p> <p>Lit Shed – Silver Shoes with pointed toes</p> <p>Non-fiction – Nile</p> <p>Comprehension book</p> <p>Wind in the Willows – Opening chapter extract</p> <p>Mr Badger – Lit Shed</p> <p>Reading Vipers</p> <p>Twinkl - Reindeer</p>	<p>First class newspaper extracts</p> <p>Twinkl 60 Sec reads – Animals and Living things – Amazing facts about the human body</p> <p>Anglo Saxons Activity Pack</p> <p>Extreme Weather – Spotting a Tsunami</p> <p>Literacy Shed Comp+ - Hansel and Gretel</p> <p>Romans</p> <p>Madam Pamplemousse and her incredible edibles – Lit Shed writing unit</p> <p>Lit Shed – The lion and Albert</p>	<p>Hans Christian Anderson – Biography</p> <p>Grammarsaurus: The little mermaid 1 &amp; 2</p>	<p>Shakespeare – life and made up words – theatre production (C2)</p> <p>A midsummer night's dream (C2) Reading Vipers</p> <p>The Tempest – Reading Vipers</p> <p>Biography – TS Eliot</p> <p>The last Bear (Shared text)</p> <p>The prince and the pauper (Shared text)</p> <p>The lost words – poems</p> <p>The Eagle – Alfred Lord Tennyson</p> <p>The Crocodile – Lewis Carroll</p> <p>A midsummer night's dream – Lit shed writing</p> <p>Tudors – Non-fiction (Clothes, Food)</p>	<p>Shakespeare – life and made up words – theatre production (C2)</p> <p>A midsummer night's dream (C2)</p> <p>Grammarsaurus: Nelson Mandela</p> <p>King Henry VII</p> <p>Elizabeth I</p> <p>Globe Theatre Burns</p>
<b>Comprehension Ninja Texts</b>	<p>Pharoahs and mummies pg 8</p> <p>Howard Carter pg 152</p> <p>Rivers of the world pg 68</p> <p>Food Chains pg 172</p> <p>Animal habitats pg 160</p>		<p>Anglo-Saxons pg 28</p> <p>Teeth pg 38</p> <p>The digestive system pg 88</p>		Horrid Henry VIII pg 136	
<b>Guided group text</b>						
<b>Reading challenge</b>		Ash class recommends	Rainbow reading	Rainbow reading	Yellow brick road	



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<b>Whole class text/storybook</b>		The Lost words – Poetry Wind in the Willows				
<b>Visual literacy</b>	Pyramid animation Film clip of Howard Carter – Pathe news		Treasure Rukus The black hat		Dreamgiver Spyfox (transition FOM)	
<b>Role play/small world/Drama</b>	Egyptian dress up day Pyramid challenge day (discovering Tutankhamen's Tomb)		Norman soldiers – small world Playmobil Ruckus – Hot Seating witnesses		Tudor dress up day	Shakespeare performance – who was William Shakespeare
<b>Performance Poetry</b>	The River – Valerie Bloom Squiddly Diddly	Twas the night before Christmas	Democracy – performance poetry		McCavity – TS Eliot	
<b>History Focus</b>	<b>Egyptians</b>		<b>Normans</b>		<b>Tudors – Rich and poor Tudors, Who were the Tudors, Wealth and poverty, Tudor houses, inventories, Lives of the poor, lives of the rich</b>	
<b>Objectives</b>	<i>Can tell differences between times in the past. Uses dates and terms related to the topic and passing of time. Can distinguish between different sources and compare. Can select and record information relevant to the topic.</i>		<i>Can understand why people may have wanted to do something and the result of their actions. Can give reasons for main events and changes. Can tell differences between times in the past. Uses dates and terms related to the topic and passing of time. Can distinguish between different sources and compare. Can select and record information relevant to the topic.</i>		<i>Can understand why people may have wanted to do something and the result of their actions. Can give reasons for main events and changes. Can tell differences between times in the past. Uses dates and terms related to the topic and passing of time. Can distinguish between different sources and compare. Can select and record information relevant to the topic.</i>	
<b>Vocabulary</b>	Hieroglyphs, Pharaoh, pyramid, mummification, Ancient, Archaeologist, artefact, tomb, sarcophagus, papyrus, excavate, treasures, civilisation, empire		William Conqueror, Battle of Hastings, Bayeux Tapestry, motte and bailey, fortification		playwright, comedies, tragedies, court, jousting, War of Roses, Bosworth, battle, wattle, daub, banquet, divorce, execute	
<b>Knowledge</b>	Place and time, importance of the Nile, Tutankhamen and Howard Carter, Hieroglyphs, daily life, mummification.		3 Contenders - William of Normandy, Harold Godwinson, Harald Hardrada Battle of Hastings – 1066 Domesday book Bayeux Tapestry – recording the Battle of Hastings Norman fortification – Motte and Bailey		Henry VIII 6 wives (DBDDBS – Catherine of Aragon, Anne Boelyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr) House of York, House of Lancaster – Tudor Rose Battle of Bosworth House construction – wattle and daub, oak beams Jousting	
<b>Geography Focus</b>	<b>Rivers, water cycle and water conservation (River Trent and canal – local study)</b>		<b>Save the planet</b>		<b>Mapping Newark</b>	
<b>Objectives</b>	Use sources of evidence to respond to a range of questions Describe and offer geographical explanations and reasons for physical features. Continue to develop geographical vocabulary e.g. clouds, rainfall, human and physical environment.		<i>Describe and offer geographical explanations and reasons for physical features. Use atlases to find places. Use aerial photos and satellite images.</i>		Draw maps including key and scale. Start to sketch and label. Use the eight points of a compass.	
<b>Vocabulary</b>	Vocab – river, stream, lake, source, sea, delta, erosion, deposit, fertile, tide, current, river bank, meander, pollution		Vocab – co-operative, education, health, community, producer, consumer		– north, east, south, west, compass points, degrees, Ordnance Survey	
<b>Knowledge</b>	Journey of a river and key features		Why fair trade is important to countries and communities The Fairtrade symbol Types of food that are fair trade (cocoa, coffee, chocolate, flowers)		North, south, east and west Degrees Compass points	
<b>Science Focus</b>	Living things and their habitats (classification and food chains)		<b>Teeth, Digestion</b>	<b>Electricity</b>	<b>Sound</b>	<b>States of matter</b>
<b>Objectives</b>	Scientific enquiry – Creating food chains and food webs Survey local environment - minibeasts <b>They recognise why it is important to collect data to answer questions.</b>		Scientific enquiry – Effect of drinks on teeth (using eggshell) High in iron <a href="https://www.reachoutcpd.com/courses/upper-primary/food-and-feeding/">https://www.reachoutcpd.com/courses/upper-primary/food-and-feeding/</a>	Electricity: Scientific enquiry – Simple circuits debugging Testing different insulators and conductors <a href="https://www.reachoutcpd.com/courses/upper-primary/electricity/">https://www.reachoutcpd.com/courses/upper-primary/electricity/</a>	Scientific enquiry – Making string telephones Testing ear protectors Bottle chimes <a href="https://www.reachoutcpd.com/courses/upper-primary/sound/">https://www.reachoutcpd.com/courses/upper-primary/sound/</a>	States of Matter: Scientific enquiry – Making ice-cream Melting points <a href="https://www.reachoutcpd.com/courses/upper-primary/states-of-matter/">https://www.reachoutcpd.com/courses/upper-primary/states-of-matter/</a>



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	<a href="https://www.reachoutcpd.com/courses/upper-primary/environments-and-habitats/">https://www.reachoutcpd.com/courses/upper-primary/environments-and-habitats/</a>			<p>Pupils respond and evaluate suggestions and putting forward their own ideas about how to find an answer to a question.</p> <p>Can suggest ways to make a test fairer.</p> <p>Independently, where appropriate, they make predictions.</p> <p>Explain choices from a range of simple equipment.</p> <p>They measure quantities such as length or mass.</p> <p>They record their observations in a variety of ways and communicate findings using scientific language.</p> <p>They provide explanations for observations and for simple patterns in recorded measurements.</p> <p>They suggest improvements for their work.</p>		<p>Pupils respond and evaluate suggestions and putting forward their own ideas about how to find an answer to a question.</p> <p>Can suggest ways to make a test fairer.</p> <p>Independently, where appropriate, they make predictions.</p> <p>Explain choices from a range of simple equipment.</p> <p>They measure quantities such as length or mass.</p> <p>They record their observations in a variety of ways and communicate findings using scientific language.</p> <p>They provide explanations for observations and for simple patterns in recorded measurements.</p> <p>They suggest improvements for their work.</p>
Vocabulary	<i>Vocab –classification, food chain, habitat, attributes, herbivore, carnivore, omnivore</i>		<i>Vocab –incisor, molar, pre-molar, canine, bacteria, digestion, intestine, pancreas, liver, gall bladder, stomach,</i>	<i>Vocab –cell ( battery),bulb, switch, insulator, conductor, wires, buzzers, circuit, series,</i>	<i>Vocab – vibration, pitch, volume, wave, ear, middle ear, inner ear, earlobe, ear drum</i>	<i>Vocab – solid, liquid, gas, evaporation, condensation, cycle</i>
Knowledge	<p>Key Facts</p> <p>Fish, amphibians, mammals, birds, reptiles</p> <p>What herbivores and carnivores eat</p> <p>Producer</p> <p>consumer</p>		<p>Key Facts:</p> <p>Names of teeth in the human mouth and their job</p> <p>Age at which children loose teeth</p> <p>Construction of a tooth</p> <p>How to keep teeth healthy</p> <p>Sequence of the digestive system</p>		<p>Key Facts:</p> <p>Parts of the human ear</p> <p>How sound is made</p> <p>Sound waves</p>	<p>Key Facts:</p> <p>Matter can be affected by heat and cold</p> <p>Liquid – solid - gas</p>
Art Focus	<p>Self-portrait for assessment</p> <p>Sketching and shading – core skills</p> <p>Human form, proportion, landscape (palm tree), 3D shading cubes Hieroglyphs – symbolic/language and early mark making.</p>	<p>Shape in art – Paul Klee (cubism/surrealism/expressi onism, early 20<sup>th</sup> century)</p> <p>Tiffany (decorative artist , art nouveau early 20<sup>th</sup> century)– Christmas glass- using different styles and mediums</p> <p>Cutting with scissors</p>	<p>Watercolours – Impressionists (19<sup>th</sup> century)</p> <p>Textiles -Silk painting based upon Bayeux Tapestry</p>	<p>Pottery</p> <p>Drawing human form (Normans in pose)</p> <p>Soap sculptures – Henry Moore (semi-abstract sculptor mid 20<sup>th</sup> century)</p>	<p>Textiles – printing</p> <p>Fimo – Tudor rose sculpture</p> <p>Printing</p> <p>Hans Holbein younger (Northern Renaissance movement early 16<sup>th</sup> century) – fine detail fabrics and jewellery</p>	<p>Textiles – printing</p> <p>Printing – block printing, Tudor Shapes</p> <p>Hans Holbein younger – fine detail fabrics and jewellery</p>
Objectives	<p>-Draw for a sustained period of time, including single and grouped objects, planning and refining drawing as necessary</p> <p>-Make and match colours with increasing accuracy</p>	<p>-Use different media to achieve variations in line, texture, tone, colour, shape and pattern, making choices about which media to select for effect</p> <p>-Cutting with scissors</p>	<p>-Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>-Make and match colours with increasing accuracy, using more specific colour language e.g tint, tone, shade hue.</p> <p>-Use a variety of techniques, inc. printing, dying, weaving, paper and silk painting</p>	<p>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes</p>	<p>-Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them</p> <p>-Talk about the processes used to produce a simple print.</p> <p>-Research, create and refine a print using a variety of techniques.</p> <p>-Explore with different resist printing techniques such as marbling, silkscreen and coldwater paste.</p> <p>-Explain a few techniques, inc’ the use of poly-blocks, relief, mono and resist printing.</p>	<p>-Use a variety of techniques, inc. printing, dying, weaving, paper and silk painting</p> <p>-Make and match colours with increasing accuracy, using more specific colour language e.g tint, tone, shade hue.</p>
Vocabulary	Sketching, shading, cross hatching, stippling,	Collage,				



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	scumbling, watercolour, wash,					
<b>Knowledge</b>	Learn to break down the drawing of human form.					
<b>D &amp; T Focus</b>	How to water an Egyptian field Making bread		Motte and bailey model		Making Ice-cream (linked with science)	Cooking Tudor recipes
<b>Objectives</b>	Plans the order of their work before starting. Explores, develops and communicates design proposals by modelling ideas. Can measure, cut and score with some accuracy. Works safely and accurately with a range of simple tools. Can evaluate their product against original design criteria e.g. how well it meets its intended purpose.		Can measure, cut and score with some accuracy. Works safely and accurately with a range of simple tools. Can evaluate their product against original design criteria e.g. how well it meets its intended purpose.			Understand seasonality. Use a range of cooking techniques.
<b>Vocabulary</b>						
<b>Knowledge</b>	To know there can be arrange of solutions for a problem To select materials according to their properties To apply their knowledge of joining materials		To know there can be arrange of solutions for a problem To select materials according to their properties To apply their knowledge of joining materials To understand the role of research in a design solution			Understanding food has changed over time Understand the importance seasonality of food
<b>Cookery</b>	Making bread				Making Ice-cream	
<b>RE Focus</b>	Hinduism <b>Religion, family and community:</b> How do Hindus practise their faith? Deeper meaning of some Hindu festivals.	Journeys – Mary’s milestones	<b>Symbols and religious expression:</b> Pilgrimages. Christianity, Hinduism & Islam	<b>Lincoln Cathedral</b> – Christian places of worship.	<b>Lincoln Cathedral</b> – Christian places of worship.	2.5 <b>The journey of life and death:</b> How is life like a journey? Where do we go? What happens after death? Christianity, Hinduism & Islam
<b>Objectives</b>	<i>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within religious practices and lifestyles. Identify the influence religion has on lives, cultures and communities including their own.</i>	<i>Begin to recognise key similarities and differences. Identify the influence religion has on lives, cultures and communities including their own.</i>	<i>Identify the influence religion has on lives, cultures and communities including their own.</i>	<i>Know the function of objects/places/people within religious practices and lifestyles.</i>	<i>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</i>	<i>Identify ultimate questions and recognise that there are no universally agreed answers to these Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour. Recognise what influences them in their lives.</i>



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<b>Vocabulary</b>	Hindu, Hinduism, India, Symbol, Mandir, Shrine, Gods, Goddesses, Ritual, Polytheism, Ohm, Ganesh, Vishnu, Shiva, Lakshmi, Krishna, Brahma, Divinity, Worship, Sacred, Belief, Temple, Holy.	Journey, Mary, Donkey, Bethlehem, Nazareth, Census, Nativity, Empathy,	Religion, Muslim, Hindu, Christian, Spiritual, Pilgrim, Pilgrimage, Ritual, Symbol, Community, Commitment, Values.	Cathedral, Lincoln, Christianity, Christian features and symbols, knowledge,	Words, religion, Christian, Worship, Spiritual, Devotion, Belief, Self-Expression.	Religion, Muslim, Hindu, Christian, Humanist, Beliefs, Life After Death, Worship, Ritual, Heaven, Paradise.
<b>Knowledge</b>	Understand where Hinduism originated and is practised today. Understand main beliefs of Hinduism. Identify features of worship at home and at the Mandir. Name and describe Hindu festivals of: Diwali, Holi, Name and explain the meanings of Hindu symbols e.g. Ohm, Lotus Flower, Diva lamp.	To understand the personal journey Mary made in the context of the Christmas story.	Look at Pilgrimages to Mecca, Varanasi, Lourdes, Iona and Holy Land. Learn details about the ritual and practice on pilgrimage. Reflect on spiritual journeys. Compare similarities and differences between religions.	To understand the role of a cathedral in Christian community. To compare features of a cathedral with Local church.	Identify different examples of spiritual expression and worship for Christians. Compare these with music that pupils find spiritually inspiring and interesting.	Identify key ways in which Hindus, Christians and Muslims see life as a journey. Identify key moments marked by rituals e.g. birth, becoming an adult, celebrating marriage and funeral rituals. Know the different concepts of an afterlife for Christian, Hindus and Muslims. Compare religious and non-religious views of life e.g. humanist.
<b>Computing Focus</b>	Animated poem decomposition, abstraction unplugged (Barefoot)	e-safety- SMART (childnet) 2D shape drawing debugging, bug in the water cycle	Publisher- finding pictures and saving them KS2 patterns unplugged.	Scratch (booklet)	Scratch	Lego Wedo
<b>Objectives</b>	<i>I can use logical thinking to solve an open-ended problem to solve an open-ended problem by breaking it up into smaller parts I can use photos, video and sound to create an atmosphere when presenting to different audiences I can collect and organise data and identify where it could be inaccurate I can choose the best way to</i>	<i>I can talk about the ways I can protect myself and my friends from harm online I use the safety features of websites as well as reporting concerns to an adult I know that anything I share online can be seen by others I choose websites, apps and games that are appropriate for my age I can talk about why I need to ask a trusted adult before downloading files and games from the internet I can tell you whether a resource I am using is on the internet, the school network or my own device</i>	<i>I can change the appearance of text to increase its effectiveness I can create, modify and present documents for a particular purpose Y4 I can use a keyboard confidently and make use of a spellchecker to write and review my work</i>	<i>I know that I need to keep testing my program while I am putting it together and debug errors I can use a variety of tools to create a program I recognise that an algorithm will help me sequence more complex programs</i>		<i>I can use a sensor to detect a change which can select an action within my program</i>





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	<b><i>present data to my friends</i></b>					
<b>Vocabulary</b>						
<b>Knowledge</b>	To know that images and text can be used to get a reaction from the viewer		To know how to use the tools in publishing applications to manipulate text and images To know how to use editing tools to check work e.g. spellchecker, thesaurus			
<b>PE Focus</b>	<b>Netball Gymnastics</b>	<b>Dance Swimming</b>	<b>Basketball Swimming</b>	<b>Swimming Tag Rugby</b>	<b>Swimming Athletics</b>	<b>Rounders Tennis</b>
<b>Objectives</b>	<p>Netball: Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept</p> <p>Gymnastics: Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	<p>Dance: Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Swimming: Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p>Basketball: Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p> <p>Swimming: Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	<p>Swimming: Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Tag Rugby: Sending &amp; receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.</p>	<p>Swimming: Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p> <p>Athletics: Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Rounders: Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.</p> <p>Tennis: Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.</p>
<b>Vocabulary</b>	Netball: outwit, opposition, opponent, contact, pivot, court, field, pitch	Dance: Reaction, unison, represent, dynamics, control	Basketball: outwit, opposition, opponent, contact, pivot, court, field, pitch	Swimming: stroke, huddle, alternate, survival, treading water, buoyancy	Swimming: stroke, huddle, alternate, survival, treading water, buoyancy	Rounders: stance, retrieve, opposition, stumped, technique  Tennis: receiver, backhand, outwit, court, forehand



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	Gymnastics: quality, perform, inverted, technique, apparatus, extension	Swimming: stroke, huddle, alternate, survival, treading water, buoyancy	Swimming: stroke, huddle, alternate, survival, treading water, buoyancy	Tag Rugby: outwit, opposition, opponent, contact, pivot, court, field, pitch	Athletics: Power, stamina, officiate, perseverance, determination, accuracy, personal best	
Knowledge	<p>Netball: Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.</p> <p>Gymnastics: Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking</p>	<p>Dance: Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p> <p>Swimming: Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p>	<p>Basketball: Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.</p> <p>Swimming: Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p>	<p>Swimming: Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p> <p>Tag Rugby: Sending &amp; receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.</p>	<p>Swimming: Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules.</p> <p>Athletics: Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events.</p>	<p>Rounders: Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.</p> <p>Tennis: Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.</p>





Long term plan

Ash

	forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting.					
Spanish Focus	EARLY LANGUAGE TEACHING Fruits (+Phonetics Lessons 1&2 C)	EARLY LANGUAGE TEACHING Vegetables	EARLY LANGUAGE TEACHING Ancient Britain	INTERMEDIATE LANGUAGE TEACHING Presenting Myself	INTERMEDIATE LANGUAGE TEACHING Classroom	INTERMEDIATE LANGUAGE TEACHING Family
Objectives	Name, recognise and remember up to 10 fruits in Spanish. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in Spanish if they like a particular fruit. • Say what fruits we like and dislike in Spanish.	*Name and recognise up to 10 vegetables in Spanish. *Attempt to spell some of these nouns (including the correct article) *Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. *Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Name in Spanish, the six key periods of ancient Britain, introduced in chronological order. • Say in Spanish three of the types of people who lived in ancient Britain, where they lived and what their hunting tool was. • Remember accurately from memory and use the Spanish for ‘I am’ (soy), ‘I have’ (tengo) and ‘I live’ (vivo).	Count to 20 in Spanish. • Ask somebody how they are feeling, their age, name and where they live in Spanish. • Say how we are feeling, how old we are, what our name is and where we live in Spanish. • Apply rules of adjectival agreement when saying our nationality in Spanish.	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in Spanish. • Describe what we have and do not have in our pencil case/rucksack.	Remember the nouns for family members in Spanish from memory. • Describe our own or a fictitious family in Spanish by name, age, and relationship. • Count to 100 in Spanish. • Understand possessive adjectives better in Spanish (‘my’ form only).
Vocabulary	Una manzana An apple Las manzanas The apples Una fresa A strawberry Las fresas The strawberries Un melocotón A peach Los melocotones The peaches Un plátano A banana Los plátanos The bananas Una cereza A cherry Las cerezas The cherries Una naranja An orange Las naranjas The oranges Una ciruela A plum Las ciruelas The plums Una pera A pear Las peras The pears Un kiwi A kiwi Los kiwis The kiwis Un albaricoque An apricot Los albaricoques The apricots Me gustan... I like... No me gustan... I do not like...	Hola Hello Los guisantes The peas ¿Puedo ayudarte? Can I help you? Los champiñones The mushrooms ¿Algo más? Is that all/anything else? Las zanahorias The carrots ¿Cuánto cuesta? How much is that? Las patatas The potatoes Gracias Thank you Hasta luego Goodbye En mi cesta tengo... In my basket I have...	La historia de la antigua Gran Bretaña. The history of Ancient Britain Soy una mujer de la edad de bronce I am a woman from the bronze age La edad de piedra The stone age Soy un hombre de la edad de hierro I am a man from the iron age La edad de bronce The bronze age Soy una mujer de la edad de hierro I am a woman from the iron age La edad de hierro The iron age Tengo... I have... El imperio Romano The Roman Empire Un sílex a flint Los Anglosajones The Anglo-Saxon period Un hacha an axe La época Vikinga The Viking period Una espada a sword Soy.... I am.... Vivo... I live ... Un hombre A man Vivo en... I live in... Una mujer A woman Una cueva A cave Soy un hombre de la edad de piedra I am a man from the stone age Una choza A hut / shelter Soy una mujer de la edad de piedra I am a woman from the stone age Una casa redonda A round house Soy un hombre de la edad de bronce I am a man from the bronze age	Buenos días Hello (formal) Soy... I am Hola Hello (informal) español/española Spanish ¿Cómo estás? How are you? inglés/inglesa English Estoy bien I am good galés/galesa Welsh Doce Estoy mal I am bad irlandés/irlandesa Irish Más o menos So, so escocés/escocesa Scottish Catorce Fourteen Estoy muy bien I am very good Soy de... I am from... Quince Fifteen Estoy muy mal I am really bad Soy de Inglaterra I am from England Dieciséis Sixteen Adiós Goodbye Hasta luego See you later ¿Cómo te llamas? What is your name? Me llamo... My name is ... Veinte Twenty ¿Cuántos años tienes? How old are you? Tengo...años I am ... years old ¿Dónde vives? Where do you live? Vivo en... I live in... Numbers 1-20	un libro a reading book ¿Qué tienes en tu estuche? What do you have in your pencil case? un cuaderno an exercise book En mi estuche tengo... In my pencil case I have.. un lápiz a pencil En mi estuche no tengo.. In my pencil case I do not have.. un bolígrafo a pen mi my (singular nouns) un sacapuntas a sharpener mis my (plural nouns) un estuche a pencil case y and una calculadora a calculator una regla a ruler una barra de pegamento a glue stick una goma a rubber una mochila a rucksack unas tijeras a pair of scissors tengo I have no tengo I do not have	La familia The family Los abuelos The grandparents El padre / El papá The father / The dad Los hermanos The siblings/ brothers and sisters La madre / la mamá The mother / The mum Mi, Mis My El hermano The brother ¿Tienes hermanos? Do you have any brothers or sisters? La hermana The sister Sí, tengo un hermano Yes, I have a brother El abuelo The grandfather Sí, tengo una hermana Yes, I have a sister La abuela The grandmother Sí, tengo dos hermanos Yes, I have two brothers El tío The uncle Sí, tengo dos hermanas Yes, I have two sisters La tía The aunt No, soy hijo único No, I am an only child (boy) El padrastro The stepfather No, soy hija única No, I am an only child (girl) La madrastra The stepmother ¿Cómo te llamas? What is your name? El hermanastro The stepbrother/halfbrother ¿Cómo se llama tu [family member] ? What is your [family member]'s name? La hermanastra The stepsister/halfsister Me llamo... My name is... El hijo The son Se llama... His/her name is... La hija The daughter ¿Cuántos años tienes? How old are you? El primo The cousin (male) ¿Cuántos años tiene___? How old is ___? La prima The cousin (female) Tengo ___ años I am ___ years old Los padres The parents Tiene ___ años He/she is ___ years old
Knowledge	• Stress Placement. Words that end in a vowel or ‘n’ and ‘s’ are normally stressed	Nouns and articles/determiners in plural form. Learning that the plural definite article/determiner (the word for ‘the’) is either los or las in Spanish. The	Recommended phonics focus: CH J Ñ LL RR • CH sound in hacha & choza • J sound in Anglosajones & mujer • Ñsound in Gran Bretaña • RR sound in hierro • Stress	Recommended phonics focus: CA CE CI CO CU • CA sound in catorce • CE sound in once, doce, trece etc • CI sound in cinco, cincuenta & cien. • CO sound in cómo • CU sound in cuatro &	Recommended phonics focus: CA CE CI CO CU •CA sound in calculadora & sacapuntas •CU sound in calculadora & cuaderno •Accents. Accents can only	Recommended phonics focus: CA CE CI CO CU • CA sound in única • CI sound in cien • CO sound in único • CU sound in cuarenta, cincuenta • Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’)



Long term plan

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	<p>on the second to last syllable like pe-ra, ce-re-za, ci-rue-la and al-ba-ri-co-que.</p> <ul style="list-style-type: none"><li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in plá-ta-no and me-lo-co-tón.</li></ul> <p>Nouns, gender, article s/determiners and plu ral form.</p> <p>We will be exploring the concept of gender in Spanish and starting to understand better that nouns in Spanish are either masculine or feminine. Learning that this has nothing to do with what things look like. Gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and una.</p> <p>Understanding that the plural definite article/determiner is los or las in Spanish. This is also affected by gender.</p> <p>Exploring how to make the fruits plural in Spanish. Learning to look and listen more closely as Spanish can be very different to English! Seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question in Spanish. No exceptions!</p>	<p>article/determiner is dependent on the whether the vegetable is a masculine or feminine noun (gender). This does not exist in English. Also seeing the upside down question mark (¿) is used at the beginning of all questions. It is always used at the beginning of a sentence that is a question. No exceptions!</p>	<p>Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable as in ed-ad. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like hom-bre.</p> <ul style="list-style-type: none"><li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in sí-lex.</li><li>• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound like in the English word onion.</li></ul> <p>Verbs. We will explore the 1st person singular of two high frequency irregular verbs: ser, tener (soy and tengo) and one regular verb vivir (vivo). We will notice that in Spanish the pronoun I (yo) is missing and just the verb is used. This never happens in English, but it happens often in Spanish. We will see this a lot in other units.</p>	<p>cuántos</p> <ul style="list-style-type: none"><li>• Stress Placement. Words that end in a consonant (apart from ‘n’ or ‘s’ should be stressed on the last syllable. For words that end in a vowel or ‘n’ and ‘s’ it is normally the second to last syllable like in-gle-sa and vein-te.</li><li>• Accents. Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in dó-nde</li><li>• Ñ tilde. This changes the ‘n’ to a ‘ny’ sound as in español &amp; española.</li></ul>	<p>be written over vowels in Spanish and indicate the vowel is stressed. They can also indicate a question as seen in ¿qué tienes en tu estuche?</p> <p>Nouns, gender, articles/determiners &amp; use of the negative. Understanding that nouns in Spanish are gendered and that this affects the choice of article/determiner. Moving from revisiting tengo... (‘I have’) to learning the negative option no tengo...(‘I do not have’) in Spanish.</p>	<p>should be stressed on the last syllable in the word. For words that end in a vowel or ‘n’ and ‘s’ it is normally the penultimate syllable like her-man-o or her-man-a (remembering silent ‘h’ in Spanish unless a foreign origin word).</p> <ul style="list-style-type: none"><li>• Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in tí-o and ú-ni-ca.</li></ul> <p>Nouns, articles/determiners &amp; possessive adjectives. Exploring possessive adjectives in Spanish with a focus only on ‘my’. Understanding that there are two words in Spanish mi and mis for our one word ‘my’ in English. Moving from ‘I am’ and ‘I have’ to ‘he/she is’ and ‘he/she has’.</p>
PSHE Focus	<p>Bullying, Discrimination, equality e-safety</p>	<p>Bullying, Discrimination, equality e-safety</p> <p>Mini Rabbit Not Lost Chicken Clicking</p>	<p>Democracy – origins, voting, human rights</p> <p>Your mind is like the sky David gets in trouble Miles is the boss of his body</p>	<p>Healthy eating, health and safety</p> <p>Stardust Ruby’s wish The King who banned the dark</p>	<p>Laws Relationships</p> <p>Along came a different The bad seed</p>	<p>Making decisions</p> <p>What can a citizen do A castle on Viola St The red bicycle</p>



## Long term plan Ash

	The Bear, the Piano, the Dog and the Fiddle I Hate Everything! The Squirrels who squabbled	Diary of Elle – Elle gets a phone Charlie is broken!				
Vocabulary:	Bullying, Discrimination, equality, e-safety, cross, support, communication, emergency, first aid, risk, mobile phones, negative emotions, thoughts, mental health		Democracy – origins, voting, human rights, law, justice, fairness, ballot, government, leaders, healthy eating, bodies, eating, balanced diet, nutrition, safety, exercise, aspirations, wishes, dream, worries, enterprise		Laws, relationships, making decisions, differences, liberty, diversity, volunteers, community, citizen, initiative, work, anxiety, discrimination, exclusion and inclusion, empathy, diversity, anti-social, cause and effect, redemption	
Knowledge:	<ul style="list-style-type: none"><li>- What bullying looks like</li><li>- What exclusion and inclusion is</li><li>- How to stay safe online</li><li>- How reading texts is different to hearing someone’s tone of voice</li><li>- How to protect yourself and others when online</li><li>- How to stay safe</li><li>- What first aid is</li><li>- Who can help you if you need first aid</li></ul>		<ul style="list-style-type: none"><li>- What democracy is</li><li>- How different governments are formed</li><li>- Who creates our laws and justice system</li><li>- How we vote</li><li>- How to look after our bodies through nutrition and exercise</li><li>- How to keep safe in the world</li><li>- Who we can trust to keep us safe</li><li>- What dreams, aspirations and ambitions are: and how we can reach them</li><li>- How to express concerns about our world and worries</li></ul>		<ul style="list-style-type: none"><li>- Who makes decision in different communities</li><li>- What individual liberty is and how this ties in with diversity</li><li>- What the difference is between a volunteer and an enterprise</li><li>- How to make and raise money</li><li>- How to spot discrimination</li><li>- What anti-social behaviour is</li><li>- How different treatments of people can cause anti-social behaviour</li><li>- How to redeem ourselves if we misbehave.</li></ul>	
Music	SEE INSPIRE MUSIC PLANNING Toot Maintain an instrumental part in a group piece. Sing in tune. Control breathing when singing. Play simple parts on tuned or untuned instruments using a limited range of notes. Create a short simple musical piece contributing within a group. Describe the way the elements express the music using musical vocabulary. Know how music is used for particular purposes. Know how time and place can influence the way that music is created, performed and heard.					
Curriculum enhancement	Egyptians dress up day	River Trent visit Notts Schools Choir Christmas performance	Norman Day	Lincoln Cathedral	Gainsborough Old Hall	Halle Concert Tudor day in school