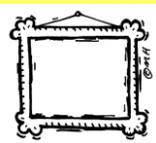


Long Term Plan 2021-22						
	Explore		Discover		Create	
Theme:	Italia 		The Roman Empire 		Arts and Architecture 	
Wow starter	Italian Day RSC workshop	Earthquake Day! DT project	Roman Day	Trip to a mosque	Visit a gallery & workshop	Trail to look at different buildings
Visitor/trip						
Reading into writing process	<b>Travel Guide to Italy</b> by Sheila Leon  Non-Fiction: Holiday brochures, instructions, recount of Italian Day, postcards  <b>Romeo &amp; Juliet</b> Fiction: play scripts, narrative based on the play, diary entries	<b>Escape from Pompeii</b> Non-Fiction: non-chronological reports about volcanoes/ newspaper report about earthquakes  Emotive poetry	<b>My Story – Roman Invasion</b> By Jim Eldridge  Fiction: Descriptive writing: setting/character, diaries  Non-Fiction: Non-chronological report	<b>The Orchard Book of Roman Myths</b> By Geraldine McCaughrean Fiction: Mythical stories, characterisation and setting  Non-Fiction: Explanation	<b>Theseus and the Minotaur: A Greek Legend</b> (playscript)  Fiction: play scripts  Non-Fiction: Newspaper reports  <b>Pandora's Box: A Greek Myth</b> Fiction: Descriptive writing	<b>Cool Architecture by Simon Armstrong</b> Fiction: sci-fi narrative set in a futuristic city  <b>Picture Books: by Shaun Tan, Anthony Browne and also The Imaginary</b> Fiction: narratives  Non-Fiction: Biography of an artist/illustrator
Cross-curricular writing	Case study of Venice compare to Leeds	Non-chronological reports about volcanoes and earthquakes	Explanatory text – advent of Christianity Non-chronological reports – timelines of period studied Non-chronological reports about the impact of the Romans on Britain		Non-chronological reports about the history of theatres	Museum labels Explanation texts about how buildings work Non-chronological reports on architecture (local and international)
Maths	Place Value and the Four Operations	Fractions	Fractions, Decimals and percentages Year 6: Algebra	Measurements, Area and Perimeter and Statistics	Geometry of Shape and position and direction	Measurements Volume and Consolidation
Cross-curricular maths	Area and perimeter	Roman numerals	Classifying and sorting using Venn and Carroll diagrams Measuring		Measuring Time Scale Ratio	
Science & Technology	<b>Science Days* (End of Autumn Term 1)</b> Y3: Light Y4: Sound Y5: Properties & changes of materials Y6: Evolution & inheritance		<b>Forces</b> 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		<b>Science Days* (Summer Term 2)</b> Y3: Rocks Y4: States of Matter Y5: Light Y6: Electricity	
RE Year 6	<b>Why do some people believe God exists?</b>	<b>UC: The Creation &amp; Science</b> Creation and Science – conflicting	<b>What do religions say to people when life gets hard?</b>	<b>UC: What do Christians believe Jesus did to save</b>	<b>Is it better to express your beliefs in arts and</b>	<b>UC: For Christians, what kind of king is Jesus?</b>

	Christian/non-religion	or complimentary?	Christianity/Hinduism/non-religion	people?	architecture or in charity and generosity? Christian/Muslim/non-religion	
RE Year 5	<b>UC: What does it mean if Christians believe God is holy and loving?</b>	<b>UC: Why do Christians believe Jesus was the Messiah?</b>	<b>What does it mean to be a Muslim today?</b>  Trip to a Mosque		<b>UC: Christians and how to live: What would Jesus do?</b>	<b>What matters most to Humanists and Christians?</b>
Collective worship	Love Light Awe and wonder: big questions about God	Kindness The story of creation (different religions) Christmas	Forgiveness Trinity Easter	Thankfulness Stories of Jesus	Trust Stories of Jesus Pentecost	Prayer Right & Wrong
Humanities	Italy <b>Place knowledge</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country	<b>Volcanoes/Earthquakes Human and physical geography</b> describe and understand key aspects of: volcanoes and earthquakes  Key skills – Latitude/longitude, North Hemisphere and Southern Hemisphere and Tropics of C and C and time zones	<b>The Roman Empire and its impact on Britain</b> Understand a chronological history of Britain. Have a general understanding of how the world developed to this point. Have knowledge of fundamental terms like empire, parliament etc. Understand key concepts like continuity and change / cause and effect. Use that understanding to write and analyse narrative history. Understand how to use documents and artefacts as evidence, and their inherent limitations (more use of archaeology and interrogation of documents). Make connections across a range of historical contexts: religious and economic, local and international.  Julius Cesar's attempted invasion in 55-54BC The Roman Empire by AD 42 and the power of its army. The successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance eg: Boudica 'Romanisation' of Britain, such as Caerwent or Silchester and the impact of technology, culture and beliefs, including Christianity.		<b>Art History</b> How did the Ancient Greeks and Romans influence modern architecture? What do paintings of the past tell us about life for ordinary people and especially children? The role of art in recording historical and religious events. Generate historically valid questions about what life was like. Compare paintings of different eras to find commonalities and differences between eras of interest. How did the Ancient Greeks perform plays and sports? How did they influence the arts and sporting events today?	<b>Chronological understanding</b> Create a timeline of architecture  <b>Knowledge and interpretation</b> Can describe the influences of the past on modern architecture Able to identify the period in which something was built based on knowledge  <b>Enquiry</b> Can describe why an architect has designed a building Can consider ways that future buildings will be created based on the needs of today's society
Art & Design	<b>Food Technology</b> Making Italian food  • Food storage • Growing products • Hygiene and safety • Presenting food  <b>3D</b> Make a 3D model of Italy with physical features and landmarks  <b>Drawing</b> The image of God	<b>3D</b> Making a volcano out of mod-roc  • 3D a range of scales • Combine materials  <b>Painting</b> How is the creation depicted by artists?	<b>Design Technology</b> Mechanical components & hydraulics Design and make a Roman chariot	<b>3D</b> Mosaic Tiles	<b>3D</b> Clay pots and sculpt day  <b>Drawing/Painting</b> Drawings and paintings inspired by Greek myths Painting a story from the Bible inspired by one of the following: Michaelangelo Leonardo Di Vinci <b>Botticelli</b> <b>Bellini</b>  <b>Drawings</b> Images of Jesus	<b>3D</b> Designing and making a building – explore <i>Hundertwasser's</i> work  <b>Observational drawings</b> Using a range of pencils and using a view finder to draw an aspect of a building  A combination of printing, painting, drawing, textiles & 3D work as part of BIG arts week and ongoing projects linked to different famous artists – <i>Warhol, Seurat, Bridget Riley</i>
Computing	<b>Using the internet</b> Researching, editing and summarising e-safety and acceptable user policy  Mrs Braithwaite: <b>Algorithms/programming</b> Ozobots and touch typing		<b>Presentations</b> Using Powerpoint to share learning, adding animation & sound  <b>E-safety</b>		<b>Databases</b> Entering data and creating bar charts and other diagrams	
PE	Invasion games - football Team Building Games Cross country Net/wall games	Invasion games - Netball Net/wall games Tri Golf	Dance Gymnastics	Dance Invasion games - hockey	Net/wall games –Tennis Invasion games – cricket/rounders/scatterball Athletics Invasion games - Tag rugby /Crown Green Bowling	
Music	Y5: Machine music	Y5: African drumming	Y5: Performing together		Y5: Melody & accompaniment	

Y5/6

	Y6: Machine music	Y6: African drumming	Y6: Performing together		Y6: Melody & accompaniment	
French	Y5: Question words, telling the time Y6 : Revision, weather	Y5: Breakfast and lunch foods Opinions of foods, Y6: Geography of France, countries, flags, nationalities	Y5: Sports and opinions, What you do/play Y6: Where you live, places in the town	Y5: Time phrases, Verb 'faire', 'er' verb Y6 : Describing your town/village, Regular 'er' verbs	Y5: Types of music, opinions, instruments Y6: Q&A basic conversation Holiday topic Verb 'aller'	Y5: verb 'jouer', reasons using 'parce que' Y6 : clothes, ice-creams Revision
SRE/PSHE	We are all Different  E-Safety	It's My Body Personal hygiene Fell Rescue Talk	Who Decides? E-Safety Water Safety	Who Decides? Gender/Family identity Crucial Crew (Y5) NSPCC assembly and workshop	Risks and Pressures Fire-safety talk	Risks and Pressures
Learnology	Developing oracy: Contributing Active listening Reasoning		Developing deep thinking and questioning: Curiosity Contributing Active listening Reasoning Empathy Reflective		Developing interdependence: Independence Collaboration Resourceful Reflective	

Long Term Plan 2021-22					
	Explore		Discover		Create
Theme:	South America/Rainforests 		Slave Trade/Mayans 		Evolution of inventions
Wow starter	Carnival Day	Visit to theatre			Design and make a future invention and pitch in Dragon's Den
Visitor/trip					
Reading into writing process	Running Wild By Michael Morpurgo	<b>The Explorer</b> By Katherine Rundell  Non-Fiction: leaflet/holiday brochure about The Amazon, persuasive letter to the United Nations about the deforestation of the Amazon rainforest, non-chronological report about the plants and animals of South America  Fiction: a day in the life diary entry of the rainforest/traveller along the Amazon river	<b>The History Detective Investigates: Mayan Civilization</b> By Clare Hibbert  Fiction: a Mayan mystery story/time travel from the present day to the Mayan civilisation/a letter home to parents from time travelling visitor, A play script set in Ancient Maya, a traditional tale based on Mayan/Aztec folk stories  <b>Food and Fair Trade (Putting the Planet First)</b> By Paul Mason  Fiction: voice over/script for a film about fair trade, fictional 'day-in-the-life' of a fair trade farmer	<b>This Moose Belongs to Me</b> By Oliver Jeffers  Non-Fiction: instructions; how to look after a pet, discussion (Y5/6), debate, arguments for and against keeping animals in captivity  Fiction: adventure story	
Audience					
Cross-curricular writing	Letters	Non-chronological reports about plants and animals of the rainforest			
Maths	<b>Year 5 and 6</b> Place Value Four Operations	<b>Year 5 and 6</b> Fractions Statistics			
Cross-curricular maths	Area and perimeter	Roman numerals	Classifying and sorting using Venn and Carroll diagrams Measuring		

Science & Technology	<p><b>Science Days* (End of Autumn Term 1)</b>                  Y3: Light                  Y4: Sound                  Y5: Properties &amp; changes of materials                  Y6: Evolution &amp; inheritance</p>	<p><b>Habitats</b>                  Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.                  Describe the life process of reproduction in some plants and animals.                  Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.                  Give reasons for classifying plants and animals based on specific characteristics</p>			<p><b>Electricity</b>                  Associate the brightness of a lamp or the volume of a buzzer with the number of voltage of cells used in the circuit.                  Compare and give reasons in how components function, including the brightness, the loudness of the buzzers and the on/off position of switches.                  Use recognised symbols when representing a simple circuit in a diagram.</p> <p><b>Science Days* (Summer Term 2)</b>                  Y3: Rocks                  Y4: States of Matter                  Y5: Light                  Y6: Forces</p>	
RE Year 6	<p><b>Why do some people believe God exists?</b>                  Christian/non-religion</p>	<p><b>UC: The Creation &amp; Science</b>                  Creation and Science – conflicting or complimentary?</p>	<p><b>What do religions say to people when life gets hard?</b>                  Christianity/Hinduism/non-religion</p>	<p><b>UC: What do Christians believe Jesus did to save people?</b></p>	<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b>                  Christian/Muslim/non-religion</p>	<p><b>UC: For Christians, what kind of king is Jesus?</b></p>
RE Year 5	<p><b>UC: What does it mean if Christians believe God is holy and loving?</b></p>	<p><b>UC: Why do Christians believe Jesus was the Messiah?</b></p>	<p><b>What does it mean to be a Muslim today?</b>                  Trip to a Mosque</p>		<p><b>UC: Christians and how to live: What would Jesus do?</b></p>	<p><b>What matters most to Humanists and Christians?</b></p>
Collective worship	<p>Love                  Awe and wonder: big questions about love</p>	<p>Kindness                  The story of creation (different religions)</p>	<p>Forgiveness                  Friendships</p>	<p>Celebrations</p>	<p>Thankfulness                  Stories of Jesus</p>	<p>Trust                  Right &amp; Wrong</p>
Humanities	<p><b>Place knowledge</b>                  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America                  Human and physical geography describe and understand key aspects of:  <b>Physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p><b>Rainforest Deforestation</b></p>	<p><b>Mayan Civilisation (Non-European Civilisation)</b>                  Achievements of the earliest civilisations and their lasting impact on the world today. Connections, contrasts and significance.                  Agricultural revolution for Wharfedale. (local history focus)  <b>Human Geography</b>                  Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  <b>Fair Trade</b>  <b>Slave Trade</b>  <b>Chocolate</b></p>		<p>Take different inventions and look at evolution over time:                  Tools – starting in stone age                  Communication – starting in stone age/Egyptians                  Transport                  Music</p>	
Art & Design	<p><b>Painting/Drawing</b>                  Animals</p> <ul style="list-style-type: none"> <li>Create emotions through their sketches and apintintgs</li> </ul>	<p><b>Printing</b>                  Prints inspired by rainforest plans and animals – Henri Rousseau &amp; Haitian Pierre Maxo</p> <ul style="list-style-type: none"> <li>Colour theory</li> <li>Print to a criteria/overprint</li> <li>Onto different materials</li> </ul>	<p><b>3D</b>                  Design and make a Mayan Temple</p> <ul style="list-style-type: none"> <li>Research</li> <li>Say what their work was influenced by</li> <li>Architectual design</li> </ul>	<p><b>Photography</b>                  Understanding how to compose, frame, capture and edit images for effect</p> <ul style="list-style-type: none"> <li>Use of IT – digital art and design</li> <li>Integration of digital images they have taken</li> <li>Scan images</li> <li>Take photos</li> </ul>	<p><b>Drawing</b>                  Timetable of inventions</p> <p><b>Digital</b>                  Manipulating photos to create abstract art inspired by Shape of Light exhibition at Tate Modern</p>	<p><b>Design and Technology</b>                  Designing a future product</p> <p><b>Design and Technology</b>                  Designing and making a product for enterprise week</p> <ul style="list-style-type: none"> <li>Test and evaluation, improving a design and prototype#</li> <li>Design criteria</li> <li>Use of product and</li> </ul>

				• Create digital images/animation		justification
Computing	<b>Using the internet</b> Researching, editing and summarising e-safety		<b>Presentations</b> Using Powerpoint to share learning, adding animation & sound e-safety (internet safety day)		<b>Databases</b> Entering data and creating bar charts and other diagrams	
Computing (Mrs Braithwaite)	<b>Algorithms/programming</b> Touch typing		<b>Algorithms/programming</b> Journey through space using Ozobot Touch typing		<b>Databases</b> Entering data and creating bar charts and other diagrams	
PE	Invasion games - <i>football</i> Swimming Cross country Net/wall games	Invasion games - <i>football</i> Swimming Net/wall games	Dance Swimming Gymnastics	Dance Swimming Invasion games - <i>hockey</i>	Tennis Athletics Swimming Invasion games - <i>rugby</i>	
Music	Y3: Combing Patterns Y4: Exploring musical elements Y5: ? Y6: Machine music	Y3: Combing Patterns Y4: Exploring musical elements Y5: ? Y6: Melody & accompaniment	Y3: Graphic notation – perform, create & understand Y4: Music for effect Y5: Ukulele Y6: Performing together		Y3: Dragon scales Y4: Understanding melody Y5: African drumming Y6: African drumming	
French	Greetings Commands	Months/days/numbers Christmas greetings	Weather/seasons Colours/clothes	Hair and eyes Easter in France	Food and drink	Meals Likes/dislikes
SRE	Y3/4 Keeping Safe in School Y5/6 We are all Different		Y3/4 Ups and downs in relationships Y5/6 Who Decides?		Y3/4 Changes in Families Y5/6 Risks and Pressures	
Looking after ourselves	e-safety	Fell Rescue Personal Hygiene	Internet Safety Day Water safety	Gender/Family identity Crucial Crew (Year 5) NSPCC assembly & workshop (Y5/6 Grassington)	Y5/6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Fire-Safety (Cracoe & Grassington)	Lifesaving in water (Year 5/6)
PSHE	Settling In	Making Friends	Keeping safe outside school		Rights, Respect, Rules and Democracy	Looking Ahead
Learnology	Understanding the human brain	Reggie Relationships	Rosie Ready	Richard Resilient	Ronnie Resourceful	Rachel Reflective
Collective worship theme	Love	Kindness	Forgiveness Celebrations	Thankfulness Stories of Jesus	Trust Right & Wrong	Light Prayer