

Long Term Plan – Year C

| Subject | Autumn 1 | Autumn 2 | Spring 3 | Spring 4 | Summer 5 | Summer 6 |
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| Science | <p>Rocks (Fossils): (Yr 3) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.</p> <p>Evolution and Inheritance: (Yr 6) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> | <p>Light: (Yr 3) Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces`. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p>Light: (Yr 6) Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to</p> | <p>Earth and Space: (Yr 5) Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Earth and Space: (Yr 5) Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> | <p>Plants: (Yr 3) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Living Things and their Habitats: (Yr 6) Describe how living things are classified into</p> | <p>Animals, including Humans: (Yr 4) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Living Things and their Habitats: (Yr 4) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To include plants.</p> <p>Living Things and their Habitats: (Yr 6) Describe how living things are classified into</p> |

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| | <p>Evolution and Inheritance: (Yr 6) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Focus on scientist, e.g. Charles Darwin</p> | <p>explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> | | | <p>5) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Link to plants and animals in other geographical regions. Animals, including Humans. (Yr 5) Describe the changes as humans develop to old age.</p> | <p>broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> |
| History | <p>Anglo-Saxons Invasions and settlement by Anglo-Saxons and Scots Conversion to Christianity (Lindisfarne, Iona, Canterbury)</p> | | <p>Reign of Queen Victoria The changing power of monarchs using case studies such as John, Anne and Victoria</p> | | <p>Theme: Crime and Punishment Changes in an aspect of social history. A study of an aspect or theme in British history that extends pupils' chronological</p> | |

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| | | | | | knowledge beyond 1066. | |
| Geography | | <p>UK Study of Anglo-Saxon sites (including Sutton Hoo and Offa's Dyke)</p> <p>A depth study linked to one of the British areas of study listed above</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links.</p> | | <p>Volcanoes and Earthquakes - Europe Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | | <p>European study - Russia</p> <p>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.</p> |
| Art | <p>Anglo-Saxon brooches (Silver)</p> <p>Anglo-Saxon lettering</p> | | William Morris wallpaper / home decoration design | | <p>Plant / Flower Art – Monet</p> <p>To create sketch books to record their observations</p> | |

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| | <p>(Illuminated lettering)</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | | <p>Planet Art – tone and shade (Link to Science)</p> <p>To learn about great artists, architects and designers in history.</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | | <p>and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | |
| D&T | | <p>Bayeux Tapestry</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> | | <p>Design a space station (to include a shell structure).</p> <p>Investigate famous rocket scientists.</p> <p>Select from and use a wider range of materials and components,</p> | | <p>Focus on chef Jamie Oliver Make his Savoury Scones</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly</p> |

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| | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Connecting computers</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the</p> | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Creating Media</p> <p>Years 3 and 4: Animation Years 5 and 6: Vector Drawing Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given</p> | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Creating Media</p> <p>Year 3 and 4: Desktop publishing Years 5 and 6: Video editing Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software</p> | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Data and Information Years 3 and 4: Branching databases 5/6 Flat- File databases. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software</p> | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Programming Years 3 and 4: Sequence in music Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a</p> | <p>know how to report concerns Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.</p> <p>Programming Years 3 and 4: Events and actions Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a</p> |
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| | <p>opportunities they offer for communication and collaboration</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Years 5 and 6: (in addition): Sharing information Design, write and debug programs that accomplish specific goals,</p> | <p>goals, including collecting, analysing, evaluating and presenting data and information</p> <p>Years 5 and 6 (In addition): use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>(including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Years 5 and 6 (In addition): Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>(including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.</p> | <p>range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Years 5 and 6: Selection in physical computing. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> | <p>range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Years 5 and 6: Selection in quizzes Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and</p> |
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| | <p>including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> | | | | <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> |
| <p>Music (Under review)</p> | <p>Music composition (percussion and tuned instruments) – to accompany Anglo-Saxon poem or represent an Anglo-Saxon god.</p> <p>Improvise and compose music for a range of purposes using the inter-related</p> | <p>Christmas production</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> | <p>Holst: Planet suite – appreciation.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> | <p>Composition (Audacity or similar software)</p> <p>Use and understand staff and other musical notations.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> | <p>Carnival of the Animals – listening, comparing.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> | <p>Leavers' service</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> |

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| | dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory | | Listen with attention to detail and recall sounds with increasing aural memory | | Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. | |
| Languages | Je décris un monstre | À table ! | À table ! | Je fais du sport | Je fais du sport | En ville |
| <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences*</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> | | | | | | |
| PE | Rounders Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable | Yoga Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Hockey Play competitive games, modified | Basketball Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable | Dance Perform dances using a range of movement patterns Football Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, | Swimming Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and | Swimming Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and |

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| | <p>for attacking and defending</p> <p>Tag Rugby Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>for attacking and defending</p> <p>Multi-Skills Use running, jumping, throwing and catching in isolation and in combination</p> | <p>football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>proficiently over a distance of at least 25 metres</p> <p>Tennis Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <p>proficiently over a distance of at least 25 metres</p> <p>Athletics Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> |
| RE | <p>UC L2a.1 What do Christians learn from the Creation story? CREATION Covers key elements from Understanding Christianity unit.</p> | <p>L2.8 What does it mean to be Hindu in Britain today? (H) Covers key required outcomes from new Derbyshire Agreed Syllabus unit.</p> | <p>L2.7 What does it mean to be a Christian in Britain today? (part 1) Covers key required outcomes from new Derbyshire Agreed Syllabus unit.</p> | <p>UC L2a.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION Covers key elements from Understanding Christianity unit.</p> | <p>L2.7 What does it mean to be a Christian in Britain today? (part 2) Covers key required outcomes from new Derbyshire Agreed Syllabus unit.</p> | <p>L2.9 What can we learn from religions about deciding what is right and wrong? (C, M/J, NR) Covers key required outcomes from new Derbyshire Agreed Syllabus unit.</p> |
| RSE | | | | | <p>Changes. Supported by Derbyshire Spiral approach to Sex</p> | <p>Growing Up Supported by Derbyshire Spiral approach to Sex</p> |

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| PSHE | <p>Being Safe Understanding how to make informed choices. Exploring how to recognise, predict and assess risks in different situations. Understanding that increased independence brings increased responsibility to keep themselves safe. Understanding how rules can keep them safe. Identifying where and how to get help. Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of</p> | <p>Being Healthy Exploring what affects their physical, mental and emotional health. Understanding the concept and benefits of a balanced healthy lifestyle. Exploring how we make choices about the food we eat. Identifying how to make informed choices. Developing skills to make their own choices. Recognising how images in the media do not always reflect reality. Setting simple but challenging goals. Exploring what is meant by the term</p> | <p>Difference and Diversity Identifying how to listen and respond respectfully to a wide range of people. Recognising the differences and similarities between people, but understand everyone is equal. Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes.</p> | <p>Drug Education Recognising how to make informed choices. Understanding that people have different attitudes to risk. Recognising, predicting and assessing risks in different situations. Where to get help and how to ask for help. Distinguishing between safe and harmful and to know some substances can be harmful if misused. Learning rules about staying safe.</p> | <p>Being Me Exploring different kinds of responsibilities at school and in the community. Identifying what being part of a community means. Identifying that differences and similarities between people arise from a number of factors.</p> | <p>Relationships Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. Recognising different types of relationship. Understanding that actions affect themselves and others. Understanding when it is right to 'break a confidence' or 'share a secret'.</p> |

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| | protecting information particularly online. Understanding how to become digitally responsible. | habit and why habits can be hard to change. | | | | Listening and responding respectfully. Understanding personal boundaries. |
| Forest School | Stone sculptures Building Huts Anglo-Saxon Cooking (Stew and Bread) | | Building a Solar system Volcanoes Rockets Space Station | | Building hides Planting seedlings, plug plants | |
| Potential Trips/Visitors into School | Theme Day "Dress as Anglo Saxon" Theatre Workshop | | Space Centre Sudbury Hall | | | |