Long Term Plan – Year A

Subject	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Science	**Rocks and Fossils (Y3)** 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. **Evolution and Inheritance (Y6)** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	**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. **Light (Yr 6)** Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to	**Sound** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	**Sound** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. **Focus on famous scientist, e.g. Isaac Newton**	**Plants (Y3)** 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. **Living things and their Habitats (Y5 – Life Cycles)**	**Animals, including Humans: (Yr 4)** Construct and interpret a variety of food chains, identifying producers, predators and prey. **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. **Living Things and their Habitats: (Yr 6)** Describe how living things are classified into

	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. Mary Anning** Find out about the significance of the work of scientists.	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.		Find out about the significance of the work of scientists.	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.	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
History	**WW2** A local history study in living memory. Include focus on Battle of Britain as turning point in the War. A study of an aspect or theme in British history that extends pupils'		==**Ancient Egyptians** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.==		**Stone Age to Iron Age** Changes in Britain from the Stone Age to the Iron Age	

	chronological knowledge beyond 1066					
Geography		**Derbyshire local study** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Compare with another country.		**Geography of Egypt, ancient and modern. Types of settlement and land use in Egypt, focusing on the River Nile.** Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water**.**		**South America, including Rainforest environment.** 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. 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**
Art	**Poppy Art (WW2 link)** To create sketch books to record their observations and use them to review and revisit ideas. To learn about great artists, architects and designers in history. 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.	**WW2 Christmas Card design** 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.	**Egyptian portraits on papyrus. Silhouette/landscape painting of the Nile** To create sketch books to record their observations and use them to review and revisit ideas. 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]		**Caveman Art** To create sketch books to record their observations and use them to review and revisit ideas. 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] 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. **Making Fossils (alginate)** 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]	
D&T		**Moving Cards** Levers and sliders, within moving cards. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.		<mark>**Clay Cartouche in Egyptian style** **Design and construct a shaduf. (Link to Forest School curriculum.)** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</mark>	**Soups (link to South America)** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and

		Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.		<mark>individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</mark>		how a variety of ingredients are grown, reared, caught and processed. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Computing	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and

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.	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.	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.	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.	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.	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.
Connecting computers 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	**Creating Media** **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	**Creating Media** **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	**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	**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	**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

	opportunities they offer for communication and collaboration 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 **Years 5 and 6: (in addition): Sharing information** Design, write and debug programs that accomplish specific goals,	goals, including collecting, analysing, evaluating and presenting data and information **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.	(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 **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.	(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.	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 **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	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 **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

	including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Music (Under review)	**WW2- music of the 40s. (The Piano)** Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	**Christmas production** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		==**Harvest Songs Ancient Egyptian songs** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression==		**Rainforest inspired composition (Body percussion)** Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the

	and from great composers and musicians			<mark>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</mark> <mark>Listen with attention to detail and recall sounds with increasing aural memory.</mark>		inter-related dimensions of music. **Leavers' Service** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Languages	Je décris un monstre	À table !	À table !	Je fais du sport	Je fais du sport	En ville

Listen attentively to spoken language and show understanding by joining in and responding
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
Speak in sentences, using familiar vocabulary, phrases and basic language structures
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
Present ideas and information orally to a range of audiences*
Read carefully and show understanding of words, phrases and simple writing
Appreciate stories, songs, poems and rhymes in the language
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

PE	**Rounders** Play competitive games, modified	**Yoga** Develop flexibility, strength,	**Basketball** Play competitive games, modified where	**Dance** Perform dances using a	**Swimming** Perform safe self-rescue in different	**Swimming** Perform safe self-rescue in different

	where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **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	technique, control and balance [for example, through athletics and gymnastics] **Hockey** 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	appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Multi-Skills** Use running, jumping, throwing and catching in isolation and in combination	range of movement patterns **Football** 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	water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and proficiently over a distance of at least 25 metres **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	water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and proficiently over a distance of at least 25 metres **Athletics** Take part in outdoor and adventurous activity challenges both individually and within a team Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
RE	**UC L2a.2 What is it like for someone to follow God? PEOPLE OF GOD**	**U2.7 What matters most to Humanists and Christians? (C, M/J, NR)**	**U2.4 If God is everywhere, why go to a place of worship?** Covers key required outcomes	**U2.1 Why do some people believe in God and some people not? (C, NR)**	**UC U2b.4 Why do Christians believe Jesus was the Messiah? INCARNATION** Covers key	**U2.5 Is it better to express your belief in arts and architecture or in charity and generosity? (C, M,**

	Covers key elements from Understanding Christianity unit.	Covers key required outcomes from new Derbyshire Agreed Syllabus unit.	from new Derbyshire Agreed Syllabus unit.	Covers key required outcomes from new Derbyshire Agreed Syllabus unit.	elements from Understanding Christianity unit.	**NR)** Rolling 4 year programme covers required outcomes from new Derbyshire Agreed Syllabus unit.
RSE					**Changes**. Supported by Derbyshire Spiral approach to Sex Education – objectives for each year group.	**Growing Up** Supported by Derbyshire Spiral approach to Sex Education – objectives for each year group.
PSHE	**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.	**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.	**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.	**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	**Being Me (See RSE above)** 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.	**Relationships (See RSE above)** 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.

	Identifying where and how to get help. Developing strategies for keeping physically and emotionally safe in different situations. Understanding the importance of protecting information particularly online. Understanding how to become digitally responsible.	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 habit and why habits can be hard to change.	Recognising and challenging stereotypes.	and to know some substances can be harmful if misused. Learning rules about staying safe.		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'. Listening and responding respectfully. Understanding personal boundaries.
Forest School	Planting and Gardening (Dig for Victory)		<mark>Making mechanisms which use forces, e.g. pulleys, levers, gears, building pyramids.</mark>		Charcoal on stone Stone Age cooking Natural dyes/painting	
Potential Trips and Visitors into School	WW2 – local visitor		Open Centre		Cresswell Crags	