

Long Term Plan	Year 2018/2019
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SUBJECTS	KEY OBJECTIVES	SUBJECTS	KEY OBJECTIVES
AUTUMN 1	THEME: Hunter Gatherers	AUTUMN 2	THEME: Intergalactic
KEY SUBJECT	<ul style="list-style-type: none"> Conduct research using a range of sources Devise historically valid questions Construct informed responses using relevant information 	KEY SUBJECT	<ul style="list-style-type: none"> Earth and Space(y5/6) Describe the movement of Earth and planets relative to sun Describe movement of moon relative to Earth Describe sun, earth , moon as spherical bodies and how this links to day and night
HISTORY (Stone age to Iron age)		Science	
LINKING SUBJECTS	<ul style="list-style-type: none"> Improve mastery of techniques using a variety of techniques. (Art) Choose from tools ,techniques and materials to make a product (DT) Recognise that living things have changed over time and that fossils provide information about living things inhabited the earth millions of years ago (Y6) (Science) Describe in simple terms how fossils are formed (Y3) (Science) 	LINKING SUBJECTS	Light and shadows (y3/4) Light travelling (y5/6) <ul style="list-style-type: none"> Record data and results in a variety of ways (ICT) Record data and results in a variety of ways (Science) Make predictions based on scientific understanding (Science) Should we spend money on space travel? Should we have sent animals to space?
Art (cave paintings/carving) DT Science (fossils)		Science - light and incl. data harvesting)	
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Use technology safely... Understanding Christianity Lower KS2 Unit 2a.2 Upper KS2 Unit 2b.3	DISCRETE SUBJECTS	<ul style="list-style-type: none"> A comparative study of local communities including festivals. Construct questions and ask opinions How do Hindu families practice their faith? What are the deeper meanings to Hindu festivals? A1, A2, A3, B1, C3/ A2, A3, C1
COMPUTING (e safety) RE		RE 2.8 (Religion, family & community: worship, celebration, way of living	
SPRING 1	THEME: On The Move	SPRING 2	THEME: Terrific Transformations
KEY SUBJECT	<ul style="list-style-type: none"> Design, write and debug programmes. Use sequence, selection and repetition in programmes; explaining how simple algorithms work. 	KEY SUBJECT	<ul style="list-style-type: none"> Plan different types of scientific enquiry Record data and results in a variety of ways Make predictions based on scientific understanding Study famous chemist
Computing (Programming)		Science)States of matter yr4/ properties and changes of materials y5	
LINKING SUBJECTS	<ul style="list-style-type: none"> Devise and carry out comparative studies and draw appropriate conclusions. (History) Design of cars - Visit – transport Museum Lincoln Perform dances using a range of movement patterns (PE) 	LINKING SUBJECTS	<ul style="list-style-type: none"> Select, use and combine a variety of software. (Database/Excel) (Computing) Apply technical knowledge to the design and making of a product. (DT)
History PE Science –		Computing (IT) DT	

DISCRETE SUBJECTS	<ul style="list-style-type: none"> Plan different types of scientific enquiry Take measurements accurately Magnets and Friction Y4/5 Forces: identify the effect of resistance between moving surfaces <i>e.g. IPad 'Cut the Rope'</i> Understanding Christianity Lower KS2 Unit 2a.3 Upper KS2 Unit 2b.4 Petrol power v electricity? Why should we protect the planet?	DISCRETE SUBJECTS	Understanding Christianity Lower KS2 Unit 2a.5 Upper KS2 Unit 2b.6 Need to add from Notts Agreed Syllabus 2.4 learning about Islam Is it right to mine all the natural resources in the ground?
Science & Comp (Forces/Scientists)		RE	
RE		SMSC link	
SMSC link			
SUMMER 1	THEME: On The Trail of Invention	SUMMER 2	THEME: The Tour of Britain
KEY SUBJECT	<ul style="list-style-type: none"> Conduct research using a range of sources Question reliability/validity of source Devise historically valid questions Construct informed responses using relevant information 	KEY SUBJECT	<ul style="list-style-type: none"> Use maps Observe, measure, record and present geographical information using a range of methods Use a range of available information sources Name and locate counties and cities of UK, key topographical feature, land use
History (Victorians)		Geography (UK BIG TOPIC) Computing	
LINKING SUBJECTS	<ul style="list-style-type: none"> Choose from tools, techniques and materials to make a product Apply understanding of technical knowledge to design and make a product Evaluate ideas and designs Understand that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect and use mechanical systems in their products Investigating Outputs – Lego Educator – Barefoot Curriculum 	LINKING SUBJECTS	<ul style="list-style-type: none"> Develop understanding of great artists (Art) Landscapes- Study of Van Gogh (visit the National Gallery) Food chains (yr3/4) Unfamiliar habitats (yr 5/6)
DT		Art	
Yr5 Science-mechanisms Exhibition of parents		Science-	
IT			
DISCRETE SUBJECTS	Understanding Christianity <ul style="list-style-type: none"> Lower KS2 Unit 2a.6 Upper KS2 Unit 2b.8 Using Publisher to create a leaflet	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Bar, Pie and Line graphs for data on diet and exercise Understanding Christianity Lower KS2 Unit 2a.1 Upper KS2 Unit 2b.2 <ul style="list-style-type: none"> Identify that humans and some animals have skeletons and muscles for support, protection and movement Name main parts of human circulatory system and describe function of heart, blood vessels and blood Recognise impact of exercise
RE		Computing	
IT-		RE	
		Skeletons and Muscles yr3/4 Yr 5/6 effects of exercise Circulatory system	

		<ul style="list-style-type: none"> DARE 	<ul style="list-style-type: none"> Digestive System, Teeth and Nutrition Dare Programme
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Long Term Plan Year 2019/2020

SUBJECTS	KEY OBJECTIVES	SUBJECTS	KEY OBJECTIVES
AUTUMN 1	THEME: Tomorrows World	AUTUMN 2	THEME: Wonderful Water
KEY SUBJECT	<ul style="list-style-type: none"> Make predictions based on scientific understanding. Record data and results 	KEY SUBJECT	<ul style="list-style-type: none"> Water Cycle –including role of condensation and evaporation in water cycle
Science (Electricity)	<ul style="list-style-type: none"> Use a simple model to record scientific ideas 	Geography Yr 3 Science(states of matter)	<ul style="list-style-type: none">
LINKING SUBJECTS	To understand communication and networks - (Tim Berners-Lee)	LINKING SUBJECTS	
Computing History	<ul style="list-style-type: none"> Use - Understanding the internet. Barefoot Ranking searches etc To use technology safely, respectfully and responsibly. Conduct research using a range of sources. Design a burglar alarm. 	DT Computing	<ul style="list-style-type: none"> Investigate and analyse straws Bug in the water cycle from Barefoot Curriculum
D and T			
DISCRETE SUBJECTS	Understanding Christianity	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Design, write & debug programmes... Use sequence, selection & repetition...
RE	Lower KS2 Unit 2a.4 Upper KS2 Unit 2b.5	RE 2.10 (Religion & the individual) ICT	What is expected of a person in following a religion or belief? Visit to St Peters (Leicestershire) Links to Understanding Christianity Lower KS2 Unit 2a.3 Digging Deeper Upper KS2 Unit 2b.4 Digging Deeper
SPRING 1	THEME: On The Catwalk	SPRING 2	THEME: Mystery of the Mayans
KEY SUBJECT	<ul style="list-style-type: none"> Use research skills to design innovative products and communicate these ideas in a variety of ways. Choose from a wide range of tools, techniques and materials to make a product. Evaluate ideas and designs based on analysis of existing products and key individuals. 	KEY SUBJECT	<ul style="list-style-type: none"> Use a range of available sources Conduct research using a range of sources.
DT (Design an item of clothing)		History (D&DR/IT) (Study of a non-European Society}	
		SMSC- link	What did the Mayans leave us that we still use today?
LINKING SUBJECTS	<ul style="list-style-type: none"> Develop understanding of great designers.(Art- fashion designers) Devise and carry out comparative 	LINKING SUBJECTS	<ul style="list-style-type: none"> Open a prepared database and identify the main features. Create a simple data base with different

Art History	<ul style="list-style-type: none"> studies and draw appropriate conclusions.(History of fashion) 	ICT	types of fields and records
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Report and present findings in a variety of ways Recognise living things can be grouped in a variety of ways y 3/4 	DISCRETE SUBJECTS	<p>This became driving subject</p> <ul style="list-style-type: none"> Plan different types of scientific enquiry Take measurements accurately Record data and results Identify scientific evidence to support or refute ideas Classroom Sound Monitor – Scratch-Barefoot
Science (IT) (classification)	<ul style="list-style-type: none"> Explore classification keys – link IT Describe how living things are classified(inc micro organisms) Give reasons for classifying plants and animalsY5/6 	Science Sound y3/4,y5/6) Computing	<p>Understanding Christianity</p> <p>Lower KS2 Unit 2a.5</p> <p>Upper KS2 Unit 2b.7</p>
RE 2.11 Agreed Syllabus Beliefs and Questions	How do people’s beliefs about God, the world and others have impact on their lives?	RE	
SUMMER 1	THEME: The Circle of Life	SUMMER 2	THEME: Going...Going...Gone!
KEY SUBJECT	<ul style="list-style-type: none"> Explore the part that flowers play in the life cycle of plants y3/4 Describe life cycles of: mammals, amphibian, insect, bird y5/6 Describe the changes that develop in old age y5/6 	KEY SUBJECT	<ul style="list-style-type: none"> Devise and carry out comparative studies and draw appropriate conclusions. Use a range of available information sources. Observe, measure, record and present geographical information using a range of methods. Use maps, atlases, globes and digital computer mapping.
Science Life Cycles, Plants, animals, classification (yr ¾,) plant reproduction (y 5/6))		Geography (Coastal Erosion, weather) Settlements Geography (IT) (Grid references/OS)	
LINKING SUBJECTS	<ul style="list-style-type: none"> Food chains 	LINKING SUBJECTS	<ul style="list-style-type: none"> Fossils – Identify scientific evidence to support or refute ideas. A1, A2, B2, C2 Scratch- Barefoot- Fossil Formation
Science		Science (Fossils) Rocks and soils Computing	
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Construct informed responses using relevant information. Question the reliability of sources. (Replica or real?) Use a range of available information sources. (Travel brochures/internet) (Geog) Develop understanding of great architects. 	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Understanding Christianity Lower KS2 Unit 1.1 Digging Deeper Upper KS2 Unit 2b.1
Geography Comparison – Athens and London		RE:	<ul style="list-style-type: none"> Beliefs in action- British Values
SMSC link	Should we let people visit old buildings and places of interest or should we protect them by banning people?	Art (Landscape)	<ul style="list-style-type: none"> Create a sketchbook to review and revisit ideas. (Landscape/perspective) Watercolours – Van Gogh

RE 2.12 (Beliefs and action in the World)	<ul style="list-style-type: none"> How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? 		
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Long Term Plan	Year 2020/2021
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SUBJECTS	KEY OBJECTIVES	SUBJECTS	KEY OBJECTIVES
AUTUMN 1	THEME: Amazonian Adventure	AUTUMN 2	THEME: What a Wonderful World
KEY SUBJECT	<ul style="list-style-type: none"> Use a range of available information sources. Devise and carry out comparative studies and draw appropriate conclusions. <i>e.g. iPad – ‘Incredipede’</i> Should we protect the world in which we live?	KEY SUBJECT	<ul style="list-style-type: none"> Take measurements accurately Record data and results World map, cities To use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods - is there a more sustainable way to travel the world than flying?
Geography Comparative Study (South American country)		Geography	
SMSC link		SMSC link	
LINKING SUBJECTS	<ul style="list-style-type: none"> Variation/habitat Food chains (animals in the Amazon) Life cycles of animals/birds Use research skills to design innovative products and communicate these ideas in a variety of ways. (DT) Choose from a wide range of tools, techniques and materials to make a product. Improvise and compose music. 	LINKING SUBJECTS	Understanding Christianity Lower KS2 Unit 2a.3 Upper KS2 Unit 2b.4 Improve mastery of natural sculpture techniques (Goldsworthy)
Science		RE)	
DT Music		ART	
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Physical characteristics Topographical (Visit Hull as a port trade link & renewable energy site) UK hills, mountains, rivers Y5/6 Hagg Farm Y3/4 Trent How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Internet Safety	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Light to see/reflection/shadows Y3/4 Light travelling Y5/6 <ul style="list-style-type: none"> Data logging
Geography (IT)		SCIENCE (Light)	
RE Agreed Syllabus 2.15 Beliefs in action in the World		Computing	
Computing			
SPRING 1	THEME: Burps, Bones & Bile	SPRING 2	THEME: Traders and Raiders

KEY SUBJECT	<ul style="list-style-type: none"> Use simple models to describe ideas (Science) Report and present findings (Science) 	KEY SUBJECT	Vikings and Saxons – struggle for the Kingdom of England to the time of Edward the Confessor
SCIENCE (Skeletons, muscles, Teeth, circulation, digestion and heart)		HISTORY	
LINKING SUBJECTS	<ul style="list-style-type: none"> Exercise and healthy eating 	LINKING SUBJECTS	<ul style="list-style-type: none"> Viking Raid animation (Scratch, Barefoot Curriculum)
PE		COMPUTING (IT)	
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Understand computer networks... Modelling the Internet (Barefoot Curriculum) 	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Plan different types of scientific enquiry Use simple models to describe ideas Make predictions based on scientific understanding Report and present findings Classroom Sound Monitor (Scratch – Barefoot) <p>Understanding Christianity Lower KS2 Unit 2a.2 Upper KS2 Unit 2b.3</p>
Computing		Science (Sound)	
RE		RE	
SUMMER 1	THEME: Tempus Fugit	SUMMER 2	THEME: Identity!
KEY SUBJECT	<ul style="list-style-type: none"> Conduct research using a range of sources. Question the reliability/validity of sources. Include Lincoln (The Collection) 	KEY SUBJECT	<ul style="list-style-type: none"> Create a sketchbook and review and revisit ideas. Self Portraits Develop understanding of great artists (Picasso). Improve mastery of techniques using a variety of techniques (drawing, Painting,)
History (Roman impact on Britain)		Art (Portraits)	
LINKING SUBJECTS	<ul style="list-style-type: none"> Use simple models to describe scientific ideas. (Earth & space/Ptolemy etc) (Science) Use maps, atlases and globes (Geog) 	LINKING SUBJECTS	<ul style="list-style-type: none"> Take measurements accurately. Make predictions based on scientific understanding. <p>(Puberty, reproduction, inheritance, offspring, genetics, evolution, Charles Darwin, lifestyles [Dare])</p>
Science Geography		Science (The body)	
DISCRETE SUBJECTS	<p>Design and debug programmes, Algorithms</p> <p>Understanding Christianity Lower KS2 Unit 2a.4 Upper KS2 Unit 2b.5</p>	DISCRETE SUBJECTS	<ul style="list-style-type: none"> RE through art (Portraits of Jesus) Spiritual and Moral development How do people express their religious and spiritual ideas on pilgrimages?
Computing		RE/Art Agreed Syllabus 2.6 Symbols and religious expression	
RE			

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Long Term Plan	Year 2021/2022
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SUBJECTS	KEY OBJECTIVES	SUBJECTS	KEY OBJECTIVES
AUTUMN 1	THEME: Active Planet	AUTUMN 2	THEME: Ready, Steady , Cook!
KEY SUBJECT	<ul style="list-style-type: none"> Use a range of available information sources Use maps, atlases, globes and digital/computer mapping Use a range of available information sources 	KEY SUBJECT	<ul style="list-style-type: none"> Use scientific models to describe scientific ideas Identify scientific evidence to support or refute ideas
GEOGRAPHY (Earthquakes and volcanoes)		SCIENCE (IT) (Healthy eating, nutrition, diets, Digestive system)	
LINKING SUBJECTS	<ul style="list-style-type: none"> Search Technology 	LINKING SUBJECTS	<ul style="list-style-type: none"> Use research skills to design innovative products Choose from and use a wide range of tools and materials to make a product (DT) Evaluate ideas based on analysis of existing products (DT)
Computing		Apply knowledge of Roman Britain Explore the eruption of Vesuvius	
History/ Drama			<ul style="list-style-type: none"> Devise and carry out comparative studies and draw appropriate conclusions (Geog) Choose from a wide range of tools, techniques and materials to make a product. (Art)
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Understand computer networks... (Communication: via email, blogging, Skype, Quip) E-Safety Components & circuits, appliances, conductors and insulators, symbols 	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Group together different rocks based on appearance and physical properties Recognise that soils are made from rocks and organic matter y3/4 Identify scientific evidence to support or refute ideas. (David Attenborough/Jane Goodall, Darwin Mary Anning) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago y5/6 Describe in simple terms how fossils are formed when things that have lived are trapped in rock y3/4 Fossil Formation (Scratch – Barefoot Curriculum) Bar charts/Pie Charts/Line Graphs link to diet & exercise
Computing		Science Rocks, Soils & Fossils	
Science (electricity)			
RE	Understanding Christianity Lower KS2 Unit 2a.1 Upper KS2 Unit 2b.2	Computing RE	Understanding Christianity Lower KS2 Unit 1.1 Digging deeper Upper KS2 Unit 2b.1

SPRING 1	THEME: Digging up the past	SPRING 2	THEME: Life On Earth
KEY SUBJECT	<ul style="list-style-type: none"> Conduct research using a range of sources Question the reliability/validity of sources Devise historically valid questions Construct informed responses using relevant information <p>Is it always right to dig objects up from the past?</p>	KEY SUBJECT	<ul style="list-style-type: none"> Report and present findings in a variety of ways. Plan different types of scientific enquiry. Identify scientific evidence to support or refute ideas. Plant reproduction/classification
HISTORY (D&DR/IT) (Ancient Egypt)		Science - animals (Micro-organisms, water transportation.) Life Cycles +Plants	
SMSC link			
LINKING SUBJECTS	<ul style="list-style-type: none"> Use maps atlases and digital computer mapping (Geog) Use a range of available sources (Geog) Improves mastery of techniques in clay (Art) – Canopic jars 	LINKING SUBJECTS	<ul style="list-style-type: none"> Use research skills to design innovative products and communicate these ideas in a variety of ways. (DT) Savoury dishes to design, make and use identification keys using computer software
GEOGRAPHY (IT) (mapping & physical features) ART(Clay)		DT – cooking (IT) Computing Branching Data Bases	
DISCRETE SUBJECTS	<ul style="list-style-type: none"> Plan different types of scientific enquiry Take measurements accurately Record data and results <p>Make predictions based on scientific understanding</p> <p>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p> <p>PPT - Legacy of the Egyptians</p>	DISCRETE SUBJECTS	<ul style="list-style-type: none"> Use scientific models to describe scientific ideas Understanding Christianity Lower KS2 Unit 1.5 Digging Deeper Upper KS2 Unit 2b.7 <p>Flowers & Plants Create a sketchbook Review and revisit ideas Improve mastery of drawing techniques (pencil, oil pastels & charcoal)</p>
Science (IT) (materials/changing state)		RE	
RE 2.13 (Teachings, wisdom and authority) Computing		Art	
SUMMER 1	THEME: People Power	SUMMER 2	THEME: Behind enemy lines!
KEY SUBJECT	<ul style="list-style-type: none"> Do we have the power to create change? Should 16 years olds have the right to vote? Was it fair women couldn't vote in the past? 	KEY SUBJECT	<ul style="list-style-type: none"> Conduct research using a range of sources Question the reliability/validity of sources Devise historically valid questions Construct informed responses using relevant information Trip – Holocaust Centre Y5/6 Perlethorpe/ Eden Camp Y3/4 <p>Should women have been allowed to fight in WW2? Who fought for Britain? What is an ally? prejudice towards Jewish people</p>
British Values		HISTORY WW2	
SMSC link		SMSC link	
LINKING SUBJECTS	<ul style="list-style-type: none"> UK geography Name and locate countries and cities in the UK UK geographical regions 	LINKING SUBJECTS	<ul style="list-style-type: none"> Bailey bridges
GEOGRAPHY		D&T	

DISCRETE SUBJECTS		DISCRETE SUBJECTS	
RE	<p>Understanding Christianity Lower KS2 Unit 2a.6 Upper KS2 Unit 2b.8</p> <ul style="list-style-type: none"> • Create a programme which includes sequence, selection and repetition 	<p>Science (IT) - FORCES (Friction & magnets)</p> <p>History</p>	<ul style="list-style-type: none"> • Plan different types of scientific enquiry • Take measurements accurately • Record data and results • Make predictions based on scientific understanding <p>Local study - Laxton</p>
ICT	<ul style="list-style-type: none"> • Create a programme that responds to various inputs and outputs • Use logical reasoning to detect and correct errors in algorithms and programmes 	<p>RE 2.16 (Beliefs in action in the world)</p>	<ul style="list-style-type: none"> • What was the holocaust? What can we learn from people, including religious figures, who resist discrimination and persecution? What examples of resistance to prejudice and discrimination can we learn from today?