Long term plan Cycle B Overview

Term	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 4 ½ weeks	Summer 1 7 weeks	Summer 2 6½ weeks
Themes First-hand experience/trip possibilities	Magnets and forces	Saxon & Scots Settlements	Materials (Material changes)	Light, Sound	Viking and Anglo-Saxon Conflicts	Plants and Animals
Hook	Paultons Park Visit Learning Visit Forces	Costume role play battles	Making Water proof insulated Boots	Shadow Puppets Hose and cord communicators	Day Visit to Ancient Technology Centre	Plant dissection Use of microscopes to see plant cells
Outcome	Roller Coaster ride design and Model	Card and paper model Settlement	Boot display and testing results	Shadow Puppet Show	Pupils Presentation	Art display
Lead display opportunity	Forces Displace	Mother and Child Art	Boot display and testing results	Shadow Puppet Models	Residential photo board	Flower painting and collage.
Blog opportunity	Visit Image	Role play images	Boots Display	Shadow Theatre	Residential	Food recipes
British Values	Democracy	Rule of Law	Self Confidence	Respect	Right or Wrong	Honesty and Fair play.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	**Magnetism and Forces.** ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ making systematic and careful observations……. ▪ setting up simple practical enquiries, comparative and fair tests ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ using straightforward scientific evidence to answer questions or to support their findings. ▪ compare how things move on different surfaces		**Materials changes.** *Rocks.* ▪ 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.	**Light and sound** *Light* ▪ 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 an opaque object ▪ find patterns in the way that the size of shadows change. 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		**Plants and Animals adaptations for survival and habitat** *Plants.* ▪ 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. ▪ Animals. identify that animals, including humans, need the right types and amount of

		▪ notice that some forces need contact between two objects, but magnetic forces can act at a distance ▪ observe how magnets attract or repel each other and attract some materials and not others ▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ▪ describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.			▪ 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.		nutrition, and that they cannot make their own food; they get nutrition from what they eat ▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Computing	**B-Bot programing, Word processing Skills** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Purplemash Programing Chimp.** ▪ use maps, digital/computer mapping ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	**Word processing skill** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ▪ select, use and	**Purplemash Programing Chimp** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	**Digital media research. Word processing Skill** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about	**Digital Art – Airbrush.** ▪ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	ways to report concerns about content and contact. • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	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	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	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	• 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
History	**Famous Scientist - Isaac Newton, Laws of motion.** • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil	**Saxons and Scots Settlements** • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture *Christian conversion – Canterbury, Iona and Lindisfarne*			**Viking and Anglo-Saxon Conflicts** • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice *Edward the Confessor and his death in 1066*	**Olympics Games around the world** • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements.

		Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ▪				
Geography		**Locations in Scotland and Europe.** ***Geographical skills and fieldwork*** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ***Place knowledge*** ▪ 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	**Physical Geography. Rock Types.** In the context of material change.		**European Countries.** *Locational knowledge* ▪ 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 ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including	**Climate - Rain forest, deserts, temperate** *Locational knowledge* ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ***Human and physical geography*** ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and

					hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	• 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
Art		Sketching : Mother and Child (Religious icons). • 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] • about great artists, architects and designers in history.			Shield and heraldry designs. • 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] • about great artists, architects and designers in history.	Collage and Model flowers and animals. (Clay and or Mod rock medium) • 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] • about great artists, architects and designers in history.
D & T	Wheel Vehicle to run on a track.		Design and Make footwear.	Pin Hole Viewers *Levers Shadow*		Food Tech linked to materials and cooking

	Design ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction		**Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction	*puppets.* **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]		reaction of Bread. *Cooking and nutrition* ▪ 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 how a variety of ingredients are grown, reared, caught and processed.

	materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** ▪ 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 ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
RE	Sukkot. Concept: Ritual	Mary Mother of God Concept Holy	Making Choices Concept Temptation	Paschal Candle Concept: Ritual	Prayer Concept: Ritual	Creation Stories Concept Creation.
PE	Throwing, Catching, Batting skills. ▪ use running,	Invasion Games –Tag Rugby. ▪ use running,	Gymnastics Balance, Rolling ▪ develop flexibility,	Football Skills Music and movement. Dance	Throwing, Catching, Batting skills Rounders/Cricket ▪ use running,	Field Sports and Athletics ▪ develop flexibility,

	jumping, throwing and catching in isolation and in combination ■ 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 ■ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	jumping, throwing and catching in isolation and in combination ■ 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 ■ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	strength, technique, control and balance [for example, through athletics and gymnastics] ■ perform dances using a range of movement patterns	■ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ■ perform dances using a range of movement patterns	jumping, throwing and catching in isolation and in combination ■ 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 ■ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	strength, technique, control and balance [for example, through athletics and gymnastics] ■ use running, jumping, throwing and catching in isolation and in combination
Music	<u>Listen2me</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and compose music for a range of purposes	<u>Listen2me+Consert</u> <u>Carrol Concert</u> <u>Parents to view.</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and	<u>Listen2me</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and compose music for a range of purposes	<u>Listen2me+Consert</u> <u>Parents to view.</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and compose music for	<u>Listen2me</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and compose music for a range of purposes	<u>Listen2me+Consert</u> <u>Summer Play</u> <u>Parents to view.</u> ■ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ■ improvise and

	• using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	• using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	• using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.	compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
PSHE/Burley values	New beginnings P4C	Good to be me. P4C	Say no to Bulling P4C	Getting on and falling out.	Going for Goals P4C	Changes P4C
French	See Separate Overview	See Separate Overview	See Separate Overview	See Separate Overview	See Separate Overview	See Separate Overview