Long term plan Cycle B Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes First-hand experience/trip possibilities	Ancient Egypt	Amazing Me! (Circulatory systems)	Mayans/ Shakespeare Twelfth Night	Pole to Pole/ Shakespeare Twelfth Night	SATs/ Olympics	20th Century (leisure and entertainment/ Materials)
Hook	Theatre company	Visit to Science Centre Winchester (workshop)	Artefact box (Hampshire History Centre)	Visit from explorer?	Athletics afternoon	Film morning
Outcome	Exhibition for parents	Science fair for KS1	History films	Drama presentation	No outcome- SATs	Animation of story (Significant authors)
Lead display opportunity	Artefacts	Models of heart and lungs	Mayan art	Shakespeare posters/photos	Olympics pictures (people in motion)	Film festival
Blog opportunity	Photos and writing about the theatre visit	Photos and writing about models	Films	Photos of drama presentation	Photos of PE	Film reviews
British Values	Ongoing: Mutual respect and tolerance of people with different beliefs					
	Democracy	Respect	Democracy	Right from wrong	Self-confidence	Rule of law

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Science	**Forces** • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. **(building pyramids)** ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces	**Human body** • describe the changes as humans develop to old age. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans.	**Light** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to 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.	**Living things and their habitats** • 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.		**Properties of materials** • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
Computing *Ongoing in every topic:* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	**Research and Presentations** • 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	**Coding** • 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 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	**Animation** • 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	**Research** • 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	**Coding** 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 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	**Filming** • 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

History	know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between • between cultural and religious history • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	• how people's lives have shaped this nation and how Britain has influenced	• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	**(Historical Skills not yet covered)** • changes in an aspect of social history, such as leisure and entertainment in the 20th Century
Geography	• 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)		• locate the world's countries, using maps to focus on South America, countries and cities	• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area	• name and locate counties and cities of the United Kingdom • use maps, atlases, globes and digital/computer mapping to locate countries	

				using a range of methods, including sketch maps, plans and graphs, and digital technologies. • 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 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	**Clay** • 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]	**Sketching** • 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]	**Mayan masks and printing** • 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]	**Pen and ink drawing** • 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]		**20th Century Artists** • about great artists, architects and designers in history.
D & T	**Pulleys** *Design* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed	**Christmas gifts(fabric)** *Design* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,		**Arctic shelter** *Design* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,		**Electrical systems** *Design* • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,

	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 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	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 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		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 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		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 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

RE	**Places of worship** Concept: Sacred	**Angels** Concept: Imagery	**The Mosque and the five pillars of Islam** Concept: Umma	**The Empty Cross** Concept: Resurrection	**Jesus: His teaching and his message** Concept: Interpretation	
PE	**Ball Skills** • use running, 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]	**Invasion Games –Tag Rugby.** • use running, 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]	**Gymnastics - Balance, Rolling** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • Swimming ? • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.	**Football Skills - Music and movement (Dance).** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns	**Rounders/Cricket** • use running, 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]	**Field Sports and Athletics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • use running, jumping, throwing and catching in isolation and in combination
Music		**Singing** • perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression		• improvise and compose music for a range of purposes using the inter-related dimensions of music • 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	**SEAL New Beginnings**	**SEAL Getting on and falling out**	**SEAL Going for Goals**	**SEAL Good to be me**	**SEAL Relationships**	**SEAL Changes**
French	*See Separate Overview*	*See Separate Overview*	*See Separate Overview*	*See Separate Overview*	*See Separate Overview*	*See Separate Overview*