

## Long Term Planning – Meadow Class: 2019 to 2020

Subject	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>Science</b>	<p><b>Forces and Magnets (Yr 3):</b> Compare how things move on different surfaces. 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.</p> <p><b>Forces (Yr 5):</b> Overview of each of Forces. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p><b>States of matter (Yr 4):</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Properties and Changes of Materials (Yr 5)</b> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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.</p>		<p><b>Electricity (Yr 4):</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b>Electricity (Yr 6):</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>	

## Long Term Planning – Meadow Class: 2019 to 2020

<b>History</b>	<p><b>Ancient Egyptians</b>          The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>		<p><b>Romans</b>          The Roman Empire and its impact on Britain (See NC for possible focus) Link to Roman Art, Architecture or Literature.</p>	<p><b>VE Day:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>
<b>Geography</b>		<p><b>Physical geography,</b> including: climate zones, biomes and vegetation belts, <b>rivers,</b> mountains, volcanoes and earthquakes, and the <b>water cycle</b>  <b>Human geography,</b> including: <b>types of settlement and land use,</b> economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>		<p><b>?? Country to be chosen: Environmental link. Pollution, recycling, deforestation, water shortage, climate change, plastics use, endangered animals. Renewable energy.</b>          Locate the <b>world's countries,</b> using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their <b>environmental regions,</b> key physical and human characteristics, countries, and major cities. <b>(Links: Mountains, climate zones).</b>          Needs to be revisited.</p>
<b>Art</b>	<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 <b>drawing, painting and sculpture</b></p>		<p>About great <b>artists, architects and designers</b> in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>About great <b>artists,</b> architects and designers in history.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p>

## Long Term Planning – Meadow Class: 2019 to 2020

	with a range of materials [for example, pencil, charcoal, paint, 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]		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]	
<b>D&amp;T</b>		<p>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.</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>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>		<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>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.</p> <p>Understand how key events and individuals in design and technology have</p>		<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>

## Long Term Planning – Meadow Class: 2019 to 2020

		<p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>		<p>helped shape the world.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Apply their understanding of computing to program, monitor and control their products</p>
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## Long Term Planning – Meadow Class: 2019 to 2020

<b>Computing</b>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	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 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	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	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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
<b>Music</b>	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 using the inter-related dimensions of music	Develop an understanding of the history of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
	Use and understand staff and other musical notations					

## Long Term Planning – Meadow Class: 2019 to 2020

	<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>Listen with attention to detail and recall sounds with increasing aural memory</p>				
<b>PE</b>	<p>Perform safe self-rescue in different water-based situations.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>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>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>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>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> <p>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>Use running, jumping, throwing and catching in isolation and in combination</p>		
<b>RE</b>	<p><u>Unit 2:10</u> What are the deeper meanings of festivals? (Harvest) Theme: Worship, pilgrimage and special places.</p>	<p><u>Unit 2:6a</u> Why is the Bible so important to Christians today? (Link to Christmas story). Theme: Teachings and Authority.</p>	<p><u>Unit 2:4</u> What makes a Leader worth following? (Non-Christian) Theme: Inspirational People.</p>	<p><u>Unit 2:16</u> Can religions help to build a fairer world? Theme: Beliefs in action in the world.</p>	<p><u>Unit 2: 3</u> What do religions say to us when life gets hard? Theme: Beliefs and questions.</p> <p><u>Unit 2.6c</u> Why is the Torah so important for the Jewish faith today? Theme: Teachings and Authority.</p>

## Long Term Planning – Meadow Class: 2019 to 2020

<b>PSHE</b>	<p><b>Anti-Bullying and Internet Safety</b>          Understand that actions affect themselves and others and the importance of working towards shared goals.</p> <p>Knowing how to recognise bullying and abuse in all its forms.</p> <p>Understand the importance of keeping themselves safe online and how to become digitally responsible, including understanding that images online may not be accurate.</p> <p>Understand that you cannot share information online.</p>	<p><b>Exploring Emotions and Being Healthy</b>          Recognising emotions in themselves and others and responding appropriately, including the intensity of feelings and how they can conflict with each other.</p> <p>Understanding how actions affect themselves and those around them and how to resolve disputes.</p> <p>Exploring what affects their physical, mental and emotional health and understanding the benefits of a balanced lifestyle, including making the right choices about food.</p> <p>Understand that images in the media do not always reflect reality and look at what habits are.</p> <p>Developing skills to make choices and setting manageable but challenging goals.</p>	<p><b>Being Responsible, Being Safe, Drug Education</b>          Research and discuss topical events and understanding that human rights are to protect everyone, understanding that some cultural practices are against British law.</p> <p>Explore rights and Responsibilities and develop skills to carry out these and what it means to be part of a community.</p> <p>Look at how to make informed choices including how to assess risks in different situations and that with increased independence brings increased responsibility.</p> <p>Explore why rules can keep us safe and how to get help and from who if needed.</p>	<p><b>Money Matters</b>          Understand the role of voluntary and charitable groups and how finance plays a part in people’s lives and how to manage money.</p> <p>Look at the concepts of interest, loan, debt and tax.</p> <p>Understand what enterprise is and develop enterprise skills.</p>	<p><b>Growing Up and Changes</b>          Celebrate our strengths and qualities and look into feelings.</p> <p>Explore the changes that happen as they grow up including the intensity of feelings.</p> <p>Look at simple hygiene and how this can keep us healthy.</p> <p>To understand the similarities and differences between people but that everyone is equal.</p> <p>The difference between acceptable and unacceptable physical contact.</p> <p>Body parts and puberty and understand stereotypes.(To be separated upper and lower key stage and girls/boys).          Understanding how to deal with changes (schools, loss,</p>	<p><b>Relationships, Being Me and Difference and Diversity</b>          Understand what a healthy and positive relationship is, recognise when it is an unhealthy relationship and where to go for help.</p> <p>Including when it is right to break a confidence or share a secret.</p> <p>Recognise different types of relationships including those between acquaintances, friends, relatives and families and understanding personal boundaries.</p> <p>Understanding the true meaning behind civil partnerships and marriage and understanding that forcing anyone to marry is a crime.</p> <p>Explore different kinds of responsibilities at school and within the community and what</p>
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## Long Term Planning – Meadow Class: 2019 to 2020

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<b>Potential Trips/Visitors into School</b>	Rolls Royce Heritage Centre	Pantomime visit				Residential outdoor activity
<b>Languages</b>	<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> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>					



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	<p>Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
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