

Long Term Planning Sheet for Owls



		Theme (History/ Geography)	Significant people/places	English genre / books to be read	Science	Computing	Art/DT	Music	RE	PE	PSHE
Cycle A	Term 1	<p>Geography Theme</p> <p>What might the Polar Regions be like in 2050?</p> <p>Geographical skills Locational skills Human and Physical</p> <p>Study of the Arctic making some comparisons with Antarctica. Key features of the area: Northern Lights, types of ice, animals and vegetation. Why some places are cold and others hot? Biomes and Climate. Continents and oceans. Seven divisions of the Earth.</p>	<p>Ann Bancroft (Antarctica) First American women to explore both the North and South Poles.</p>	<p>Writing genre: Non-chronological report writing and persuasive letter writing</p> <p><i>Class read: Chronicles of Narnia (fiction)</i></p> <p><i>Non-fiction Arctic resource books</i></p>	<p>Living Animals and Cold Habitats</p>	<p>Information Technology. Digital Literacy. E-safety.</p> <p>Computing system and networks – communication</p> <p>Searching the web. Selecting search results. How search results are ranked. How are searches influenced. How we communicate. Communicating responsibly.</p>	<p>Art and Design Drawing, exploring and developing ideas and evaluating and developing work. Manipulating and experimenting with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Polar art picture using geometric and biomorphic patterns.</p> <p>Artist: Henri Matisse</p> <p>Art and Design Painting - Exploring colour mixing – primary/secondary/tertiary/cool</p>	<p>Song writer exploring lyrics and melody</p> <p>Exploring rhythmic notation and experimenting with setting words to rhythm patterns. Learning simple techniques for composing lyrics learning how to set these lyrics to melodies. Exploring the important role played by lyrics in songs and focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. Considering the cultural and social</p>	<p>How far will a Sikh go for his/her religion?</p>	<p>Invasion Sports: Hockey skills Dauntsey Outreach Programme. Apply basic principles suitable for attacking and defending.</p> <p>Outdoor Adventurous Activities – individual and as a team.</p>	<p>Being me in my world (Jigsaw)</p>

		<p>Locating of Arctic circle and countries within it. Sami settlement and land use. Climate Change.</p> <p>History Ann Bancroft expeditions: Order significant events, movements and dates on a timeline.</p>					shades/warm shades/hints/hues.	significance of lyrics in songs.			
	Term 2	<p>History</p> <p>Who was responsible for the sinking of the Titanic?</p> <p>Chronological understanding. Knowledge and understanding. Historical Interpretation. Historical enquiry. Organisation and communication</p>	Captain Edward Smith (Captain of the Titanic)	<p>Writing genre Discussion piece of writing based on who was responsible for the sinking of the Titanic. Introduction, for and against paragraphs and conclusion with own opinion. Newspaper Report</p> <p>Class read:</p> <p><i>Class read: Chronicles of Narnia (fiction)</i></p>	Evolution and Inheritance	<p>Information Technology.</p> <p>Creating media – 3D form (modelling)</p> <p>What is 3D modelling? Making changes to 3D model. Rotation and position. Making holes. Planning my own 3D model. Making my own 3D model.</p>	<p>Art and Design 3D form Exploring and developing ideas Evaluating and developing work</p> <p>Create a clay model of the Titanic. Develop skills in clay: score, slip, smooth and smooth. Work with slabs, rolling, flattening and use of dowelling for</p>	<p>Song writer exploring lyrics and melody</p> <p>Song writer exploring lyrics and melody</p> <p>Exploring rhythmic notation and experimenting with setting words to rhythm patterns. Learning simple techniques for composing lyrics</p>	<p>What would Jesus do?</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Invasion Sports: Hockey skills (Dauntsey Outreach Programme). Apply basic principles suitable for attacking and defending. Hockey tournament with other local primary schools.</p> <p>Bikeability</p> <p>Dance: Street Dance</p>	Celebrating difference (Jigsaw)

	<p>Study of the Titanic covering: Why the Titanic was so significant? How we know what happened to the Titanic (looking at the reliability of resources). What life was like on board? Why different people were on board? Did they have different reasons? Looking at individuals who were on board. Why were so many lives lost? Who was responsible for the sinking? Reflecting on how the sinking changed following events.</p> <p>Geography Geographical skills. Locational knowledge.</p> <p>Plotting of the route the Titanic was taking. Longitude and latitude</p>	<p>Various poetry based on the Titanic.</p> <p><i>Non-fiction Titanic resource books</i></p>			<p>support. Paint to add detail.</p> <p>Art and Design Drawing Draw a picture of the titanic exploring perspective in photographs and drawings.</p>	<p>learning how to set these lyrics to melodies. Exploring the important role played by lyrics in songs and focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. Considering the cultural and social significance of lyrics in songs.</p>			
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	Term 3	<p>Geography</p> <p>What makes Europe special?</p> <p>Geographical Skills. Locational knowledge. Human and physical.</p> <p>Explore key facts about Europe. Identify and locate the countries of Europe on a map. Investigate what makes each country different e.g. features, identities, histories, currencies, governments, capital cities and flags. Comparing Paris and London. Describing the human and physical characteristics of a chosen European country.</p>	<p>Queen of the United Kingdom, Queen Elizabeth II</p>	<p>Writing genre – Adventure Story</p> <p>Class read: European short stories Europeisnotdead.com</p> <p><i>Non-fiction countries\ resource books</i></p>	Light	<p>Information Technology. Creating media – web page creation</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>Art and Design Textiles/collage Exploring and developing ideas. Evaluating and developing work.</p> <p>Design and create a new flag for England post Brexit by using fabrics. Sewing techniques: running stitch to join two materials together. Blanket stitch to create a decorate edging.</p>	<p>Recorder playing</p> <p>Learn how to: Hold the recorder correctly. Blow in a controlled manner with tonguing. Finger and play notes B, A and G. Read simple musical notation.</p>	<p>Creation and science: conflicting or complementary ?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on the Earth?</p>	<p>Invasion Games: Football Dauntsey Outreach Sport</p> <p>PH Sports</p>	Dreams and goals (Jigsaw)

	<p>Term 4</p> <p>History</p> <p>What was the consequence of the assassination of Franz Ferdinand? WWI</p> <p>Chronological understanding. Knowledge and understanding. Historical interpretation. Historical enquiry. Organisation and communication .</p> <p>Exploring the start of WW1, why it happened and who were responsible and involved. Sinking of the Lusitania. Advancements in warfare. Animals in WW1. Exploring what life was like for people back in Britain.</p> <p>Geography Geographical skills. Locational Knowledge.</p>	<p>Franz Ferdinand</p>	<p>Writing genre: Recount of assassination of FF</p> <p>Instruction writing for Trench cake</p> <p>Formal letter to the PM during WW1 to ask as an American soldier to join the British army after the sinking of the Lusitania.</p> <p>Class read: Armistice Runner Tom Palmer</p> <p><i>Non-fiction WW1 resource books</i></p>	<p>Animals inc Humans</p>	<p>Data and information – spreadsheets</p> <p>What is a spreadsheet? Modifying spreadsheets. Working with formula. Calculating and duplicating and presenting data.</p>	<p>Art and Design Exploring and developing ideas.</p> <p>Explore the role of artists in WW1. Study the work of Paul Nash a WW1 artist.</p> <p>Art and Design Painting/ Drawing Exploring and developing ideas. Evaluating and developing work. Breadth of study.</p> <p>Explore the use of propaganda posters. Create shades and tints using black and white to design a propaganda poster</p>	<p>Recorder playing</p> <p>Hold recorder correctly placing fingers in appropriate places Blow gently to help produce good tone Blow d to help produce good tone Read basic staff notation Move fingers quick enough showing good co-ordination to play a tune Read dynamic symbols and adjust playing according</p>	<p>What difference does the resurrection make for Christians?</p> <p>Is anything ever eternal?</p>	<p>Invasion Sport: Football Dauntsey Outreach Sport</p> <p>Gym: Shapes and balances, symmetrical and asymmetrical body shapes, linking movements, movements in cannons and unison.</p>	<p>Healthy Me (Jigsaw)</p>
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		Map work showing countries involved in WW1.									
Term 5	<p>History</p> <p>Why was being a soldier in WW1 a dangerous life?</p> <p>Chronological Understanding. Knowledge and understanding. Historical Interpretation. Historical Enquiry. Organisation and Communication.</p> <p>Exploring Trench Life and how the war came to an end.</p>	Wilkinson (artist) Dazzle and camouflage painting in WW1.	<p>Writing genre: Diary entry (trench soldier)</p> <p><i>Non-fiction WW1 resource books</i></p> <p>Class Read: Poems from the First World War Various poets, selected by Gabby Morgan</p>	Animals in Humans	<p>Computer Science.</p> <p>Programming A – variables in games Exploring variables in games</p>	<p>D.T. Food and Nutrition – Making trench cake</p> <p>Art and Design Drawing. Exploring and developing ideas. Evaluating and developing work.</p> <p>Explore the use of Wilkinson’s dazzle and camouflage designs – elements of art (line, shape, colour and pattern).</p>	<p>Recorder Playing Continue recorder playing. Developing tone, accuracy of fingerings and of reading staff notation.</p> <p>Musical play performance Show increasing control of breathing, posture and sound projection. Sing with clear diction. Sings songs in tune in a group situation. Make expressive use of the musical elements to add interest to their singing. Control simple levels of dynamics e.g. forte and piano when singing.</p>	Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 1)	<p>Striking and Fielding: Cricket Dauntsey Outreach Sport.</p> <p>Striking and Fielding: Tennis</p>	Relationships (Jigsaw)	
Term 6	<p>Geography</p> <p>What are the human</p>	<p>Beeching</p> <p>Devizes Station</p>	<p>Writing Poetry genre Looking at a range of</p>	Electricity	Computer Science.	D. T. Food and Nutrition	Recorder Playing Continue recorder	Does belief in Akhirah (life after death) help Muslims	Striking and Fielding: Cricket	Changing Me (Jigsaw)	

	<p>features of our local area? Railways</p> <p>Geographical skills and fieldwork. Locational knowledge. Human and Physical.</p> <p>Locate and name countries and cities of the UK. Local area Economic – track an item of choice from the local area that is exported. Land use – How do you feel about the land use around school? How would you change it/why? Create a proposal. Settlement – functions of settlements, consider the services in different types of settlements.</p>		<p>figurative techniques.</p> <p>Class Read: The Railway Children E. Nesbit</p> <p><i>Non-fiction resource books</i></p>		<p>Programming B – sensing Exploring variables and the micro-bit.</p>	<p>Great British Savoury Dishes – Making a cottage pie</p> <p>Art and Design Printing. Exploring and developing ideas. Evaluating and developing work.</p> <p>Printmaking to illustrate poetry. Creating string printing blocks and layering.</p> <p>Art and Design Breadth of study – trip to art gallery</p>	<p>playing. Developing tone, accuracy of fingerings and of reading staff notation.</p> <p>Musical play performance Musical play performance Show increasing control of breathing, posture and sound projection. Sing with clear diction. Sings songs in tune in a group situation. Make expressive use of the musical elements to add interest to their singing. Control simple levels of dynamics e.g. forte and piano when singing.</p>	<p>lead good lives? (Part 2)</p> <p>How can following God bring freedom and justice?</p>	<p>Dauntsey Outreach Sport.</p> <p>Athletics: running styles and changes of speed, throwing and power accuracy, running in a competitive situation, explore footwork patterns, jumping for distance.</p> <p>Swimming & Lifeguarding</p> <p>PH sports</p> <p>Residential Trip – Kingswood Staffordshire. Outdoor Adventurous activities – individual and team building.</p>	
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		Theme (History/ Geography)	Significant people/places	English genre / books to be read	Science	Computing	Art/DT	Music	RE	PE	PSHE
Cycle B	Term 1	<p>Geography</p> <p>What makes Brazil unique?</p> <p>Geographical skills. Locational knowledge. Human and Physical.</p> <p>Continents and oceans. Grid references. Location of Brazil, border countries, capital city. Regions of Brazil and populations. Physical Geography of Brazil: rivers, land elevations, landscape, wildlife and climate. Topographical maps. Compare 3 regions – Amazon Basin, Pantanal and Highlands.</p>	Capital city of Brazil: Rio de Janeiro	<p>Writing genre: Discussion piece. For and against argument for deforestation.</p> <p>Postcard home: The day I visited Rocinha or Barra da Tijuca.</p> <p>Class read: Lion Boy Zizou Couder</p> <p><i>Non-fiction Brazil resource books</i></p>	Living Animals and Cold Habitats	<p>Information Technology. Digital Literacy. E-safety.</p> <p>Computing system and networks – communication</p> <p>Searching the web. Selecting search results. How search results are ranked. How are searches influenced. How we communicate. Communicating responsibly.</p>	<p>Art and Design Painting. Exploring and developing ideas. Evaluating & developing work.</p> <p>Explore colour mixing (primary/secondary/tertiary colours) whilst creating a gecko colour wheel picture.</p> <p>Art and Design Exploring and Developing Ideas. Evaluating and developing work. Drawing. Painting.</p> <p>Replicating city landscapes of Brazil using different mediums. Explore how the sky and light in photos of cityscapes changes at different times of the day.</p>	<p>Song writer exploring lyrics and melody</p> <p>Exploring rhythmic notation and experimenting with setting words to rhythm patterns. Learning simple techniques for composing lyrics learning how to set these lyrics to melodies. Exploring the important role played by lyrics in songs and focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story. Considering the cultural and social significance of lyrics in songs.</p>	<p>What is the best way for a Muslim to show commitment to God?</p>	<p>Invasion Sports: Hockey skills Dauntsey Outreach Programme. Apply basic principles suitable for attacking and defending.</p> <p>Outdoor Adventurous Activities – individual and as a team.</p>	Being me in my world (Jigsaw)

		Importance of the Amazon Rainforest. Deforestation. Urbanisation v rural. Major cities. Tourist destination sights. Culture of Brazil – religion, traditions and sport and leisure.					Explain what a silhouette is before looking at how to create some cityscape art using silhouettes and creative, colourful backgrounds.				
	Term 2	<p>History</p> <p>What is the impact of the Aztec civilisation?</p> <p>History Chronological understanding. Knowledge and Understanding. Historical Interpretation. Historical Enquiry. Organisation and Communication .</p> <p>Investigate who the Aztecs were and when they lived. Analyse a historical timeline. Explore how the Aztecs built the city of Tenochtitlan. Investigate how the Aztec</p>	Mexico	<p>Writing genre: Adventure Story</p> <p>Acoustic Poetry linked to Aztec religion.</p> <p>Class read: From Hereabout Hill Michael Morpurgo Selection of short stories</p> <p><i>Non-fiction Aztec resource books</i></p>	Evolution and Inheritance	<p>Information Technology.</p> <p>Creating media – 3D form (modelling)</p> <p>What is 3D modelling? Making changes to 3D model. Rotation and position. Making holes. Planning my own 3D model. Making my own 3D model.</p>	<p>Art and Design Textiles/Collage Exploring and developing ideas. Evaluating and developing work. Aztec weaving. Children to work independently to make an Aztec bracelet. Children to measure their wrist, make their loom, warp their loom and then weave their bracelet. Work with 3 colours.</p> <p>D.T. Food and Nutrition</p> <p>Explore foods from the Aztec era.</p>	<p>Song writer exploring lyrics and melody</p> <p>Exploring rhythmic notation and experimenting with setting words to rhythm patterns. Learning simple techniques for composing lyrics learning how to set these lyrics to melodies. Exploring the important role played by lyrics in songs and focus on the different functions of lyrics in conveying mood, expressing attitude or telling a story.</p>	<p>What would Jesus do?</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Invasion Sports: Hockey skills (Dauntsey Outreach Programme). Apply basic principles suitable for attacking and defending. Hockey tournament with other local primary schools.</p> <p>Bikeability</p> <p>Dance: Street Dance</p>	Celebrating difference (Jigsaw)

		<p>society was organised and what they believed in and how it impacted on their lives. Explore their daily life and the fall of the Aztec empire.</p> <p>Geography Geographical skills. Locational Knowledge. Human and Physical.</p> <p>Locate where the Aztecs lived on a map. Geographical features (human and physical) of Mexico.</p>					<p>Make and taste guacamole and an Aztec Salsa. Design own tortilla wrap.</p>	<p>Considering the cultural and social significance of lyrics in songs.</p>			
	Term 3	<p>Geography</p> <p>What do rivers offer us?</p> <p>Geographical Skills. Locational Knowledge. Human and Physical.</p> <p>Explore the water cycle. What is it and why is it important? What would</p>	The River Trust	<p>Writing genre: Explanation text based on the water cycle. Formal letter to the local water company to ask them what they are going to do to keep our rivers cleaner.</p> <p>Class read:</p>	Light	<p>Information Technology. Creating media – web page creation</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>D.T. Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. Evaluating processes and products.</p> <p>Building bridges to cross rivers.</p>	<p>Recorder playing</p> <p>Recorder playing</p> <p>Learn how to: Hold the recorder correctly. Blow in a controlled manner with tonguing. Finger and play notes B, A and G.</p>	<p>Creation and science: conflicting or complementary ?</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on the Earth?</p>	<p>Invasion Games: Football Dauntsey Outreach Sport</p> <p>PH Sports</p>	Dreams and goals (Jigsaw)

		<p>happen to the earth if there was no precipitation, evaporation and condensation? What effect can floods have on an area? Where does a river start and end? Explore why rivers are important and what uses they have – water, transport, habitat, energy, farming and leisure. Look at causes of river pollution and its effect on the environment. How do rivers erode, transport and deposit materials? The River Nile. Conduct a geographical enquiry.</p>		<p>Journey to the River Sea Eva Ibbotson</p> <p><i>Non-fiction Rivers resource books</i></p>			<p>Explore ways in which pillars and beams are used to span gaps across rivers. Investigate ways in which trusses and arches strengthen bridges. How do suspension bridges work? Design a prototype bridge to cross a river for a purpose.</p>	<p>Read simple musical notation.</p>			
	<p>Term 4</p>	<p>History What was the consequence of Germany invading Poland? WWII</p> <p>History Chronological understanding.</p>	<p>Neville Chamberlain</p>	<p>Writing genre: Instruction Writing (WWII Carrot biscuits)</p>	<p>Animals in Humans</p>	<p>Data and information – spreadsheets</p> <p>What is a spreadsheet? Modifying spreadsheets. Working with formula. Calculating and</p>	<p>D.T. Food and Nutrition</p> <p>Making WWII Carrot biscuits.</p>	<p>Recorder playing</p> <p>Hold recorder correctly placing fingers in appropriate places Blow gently to help produce good tone</p>	<p>What difference does the resurrection make for Christians? Is anything ever eternal?</p>	<p>Invasion Sport: Football Dauntsey Outreach Sport</p> <p>Gym: Shapes and balances, symmetrical and asymmetrical</p>	<p>Healthy Me (Jigsaw)</p>

	<p>Knowledge and Understanding. Historical Interpretation. Historical Enquiry. Organisation and Communication</p> <p>Explore how WW2 started, which were the countries involved and who were the Allies and Axis Powers. Sequence key events on a timeline. How was Britain changed through The Blitz? How did people keep safe - air raids? Rationing. Propaganda posters. Different people have different experiences during WWII such as the Jews and Anne Frank.</p> <p>Geography Locational Knowledge Identifying on a world map the countries</p>	<p>Class read: Goodnight Mr.Tom</p> <p><i>Non-fiction WWII resource books</i></p>		<p>duplicating and presenting data.</p>		<p>Blow d to help produce good tone Read basic staff notation Move fingers quick enough showing good co-ordination to play a tune Read dynamic symbols and adjust playing according</p>		<p>body shapes, linking movements, movements in cannons and unison.</p>	
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		involved in WWII.									
	Term 5	<p>History What was it like to be evacuated during WWII?</p> <p>History Knowledge and Understanding. Historical Interpretation. Historical Enquiry. Organisation and Communication</p> <p>Explore who was evacuated, what the process entailed and how families coped with it.</p>	Henri Moore (artist)	<p>Writing genre: Diary entry as an evacuee.</p> <p>Class read: Goodnight Mr.Tom</p> <p><i>Non-fiction WWII resource books</i></p>	Animals in Humans	<p>Computer Science.</p> <p>Programming A – variables in games Exploring variables in games</p>	<p>Art and Design Exploring and developing ideas. Evaluating and developing work. Drawing with charcoal.</p> <p>Who was Henri Moore? When did he live? What events happened during his life? Study some of his works. Charcoal sketches depicting the harrowing times of war. Study of how the body form can be drawn using charcoal, creating perspective and shades.</p>	<p>Recorder Playing Continue recorder playing. Developing tone, accuracy of fingerings and of reading staff notation.</p> <p>Musical play performance Show increasing control of breathing, posture and sound projection. Sing with clear diction. Sings songs in tune in a group situation. Make expressive use of the musical elements to add interest to their singing. Control simple levels of dynamics e.g. forte and piano when singing.</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 1)</p>	<p>Striking and Fielding: Cricket Dauntsey Outreach Sport.</p> <p>Striking and Fielding: Tennis</p>	Relationships (Jigsaw)
	Term 6	<p>What are the physical features of our local area?</p> <p>Cheddar Gorge</p>	<p>Cheddar Man</p> <p>CH4 doc The First Brit: Secrets of the 10,000 year-old.</p>	<p>Writing genre: Poetry Looking at a range of figurative techniques.</p>	Electricity	<p>Computer Science.</p> <p>Programming B – sensing</p>	<p>Breadth of study – trip</p> <p>Cheddar Gorge</p>	<p>Recorder Playing Continue recorder playing. Developing tone, accuracy</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 2)</p>	<p>Striking and Fielding: Cricket Dauntsey Outreach Sport.</p>	Changing Me (Jigsaw)

	<p>Geographical skills. Locational Knowledge. Human and Physical.</p> <p>Climate – Is the weather the same all over the UK? Make comparisons between local weather and that of the averages for the UK. Rivers – identify and locate the major rivers of the UK on a map and rivers in the local area. Local river study. Uplands- identify major upland areas in the UK. Are there any near us? (Marlborough Downs). Local study.</p>	<p>Class read: The Borrowers Mary Norton</p> <p><i>Non-fiction resource books</i></p>		<p>Exploring variables and the micro-bit.</p>		<p>of fingerings and of reading staff notation.</p> <p>Musical play performance Musical play performance Show increasing control of breathing, posture and sound projection. Sing with clear diction. Sings songs in tune in a group situation. Make expressive use of the musical elements to add interest to their singing. Control simple levels of dynamics e.g. forte and piano when singing</p>	<p>How can following God bring freedom and justice?</p>	<p>Athletics: running styles and changes of speed, throwing and power accuracy, running in a competitive situation, explore footwork patterns, jumping for distance.</p> <p>Swimming & Lifeguarding</p> <p>PH sports</p> <p>Residential Trip – Kingswood Staffordshire. Outdoor Adventurous activities – individual and team building.</p>	
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