



Long term planning 2023 - 2024

Class: Seals

Teacher: Jeremy Guyler



Year group:	Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions	<i>Who are we?</i>	<i>Where are we in place and time?</i>	<i>How do we express ourselves?</i>	<i>How does the world work?</i>	<i>How do we organise ourselves?</i>	<i>How can we look after our planet?</i>
CHARACTER VIRTUES	Aspiration Respect Resourcefulness Resilience	Citizenship Critical Thinking Justice	Creativity Determination Cooperation	Confidence Compassion Motivation	Cooperation Gratitude Curiosity	Volunteering Courage Reflection
UN GOALS	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	13 Climate action 7 Affordable & clean energy 15 Life on land	4 Quality education 16 Peace, justice & strong institutions	1 No poverty 2 Zero hunger 14 Life below water
ENGLISH Including key texts.	Tale of Fear The Nightmare Man	Persuasion Gadgets	Information Monsters or Rhi-swano-zeb-tah	Narrative The Highway Man	Explanation	Suspense The Old Mill
MATHS	Place Value Addition and Subtraction Multiplication & Division	Fractions Convertin Units	Ratio Algebra Decimals	-Fractions, Decimals & Percentages Area, Perimeter & Volume Statistics	Shape Position & Direction Consolidation & problem solving	Consolidation & problem solving Transition maths

SCIENCE	Bright Sparks Materials, Light, Electricity		Following Darwins Footsteps: Evolution & Inheritance, Living Things		Healthy Body, Healthy Mind: Animals	
HISTORY	Shang Dynasty Early Civilisations		Anglo Saxons, Scots and Vikings		Victorians	
GEOGRAPHY		European region		United Kingdom* (fieldwork opportunity)		Local area and region - Upper KS2* (integrates fieldwork)
DT		Electrical systems: monitoring and control		Textiles: Combining diff. fabric shapes		Food: Celebrating Culture and Seasonality
ART	2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.		Mixed Media Land & City Scapes Explore how artists use a variety of media to capture the spirit of the place		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music	
COMPUTING	Video Creation	Programming	Photography & Digital Art	Presentation	Data Handling	Computer networks
MUSIC	Performing: ukuleles and keyboards		Performing: TooTs and Bamboo Tamboo		Performing: Jumbie Jams and glockenspiels	
MFL: Spanish	Phonics 1&2, I am	I know how to	Vegetables	Presenting Myself	My Family	In the Classroom



	Learning					
PSHE	PSHE: Me & My Relationships	PSHE: Valuing Difference	PSHE: Keeping Myself Safe	PSHE: Rights and Responsibilities	PSHE: Being My Best	PSHE: Growing & Changing
RE	2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.8 KINGDOM OF GOD: What kind of King is Jesus?	U2.7 Why do Hindus want to be good? Holi festival of spring 25th march	2b.7: SALVATION: What difference does the resurrection make to Christians? Easter	How does faith help people when life gets hard? Link to all religions	U2.10 What matters most to Humanists and other religions?
PE	Multi skills & Team building	Netball	Gymnastics/Dance	Football	Cricket	Athletics
ENRICHMENT	Spanish videos MFL & Computing	Sculpture exhibition incorporating light effects from D&T and Science	London Viking visitor	Uffculme Mill visit (prepare for Victorians and link to D&T)	Performance (play)	End of year food party (link to D&T)
INSPIRING CHANGE-MAKER CHALLENGES	Changemaker Challenge. SDG/International Link	Inspiring Speaker Inspiring researcher	Inspiring Skill building Inspiring Speaker	Inspiring Volunteer Inspiring skillbuilder	Adventurer (new place)	Inspiring speaker



Medium term planning 2023 - 2024

Class: 6

Teacher: JG



Autumn 1 2023 SELF							
Driver Subject	PSHE		Key Question	<i>Who are we?</i>			
Core texts:	The Lost Words The Outlaw Varjak Paw The Nightmare Man Mortal Engines		Character Virtues	Aspiration Respect Resourcefulness Resilience			
			UN sustainable goal links:	5 Gender Equality 10 Reduced inequalities			
Inspiring changemaker challenge	Changemaker Challenge. SDG/International Link		Enrichment opportunities/	Spanish videos MFL & Computing			
Weekly progress	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23
Character Virtues	Aspiration	Aspiration	Respect	Respect	Resourcefulness	Resilience	Resilience
PSHE SCARF	Working together	Working together	Solve the friendship problem	Behave yourself	Assertiveness skills	Don't force me	Acting appropriately
Writing	The Lost Words (Poetry)	Tale of Fear The Nightmare Man	Tale of Fear The Nightmare Man	Tale of Fear The Nightmare Man	Persuasion (Non Fiction)	Persuasion (Non Fiction)	Persuasion (Non Fiction)

Reading/ VIPERS	The Coming of the Surfman	The Coming of the Surfman	The Coming of the Surfman	Lucy and the wardrobe	The Listeners	Ghost Story	
Phonics/ Spelling	Meta language & Statutory words	Meta language & statutory words ough	ough	ough silent consonants	silent consonants	silent consonants personal spelling & coaching skills	personal spelling & coaching skills
Maths	Place-value	Place-value	4 operations	4 operations	4 operations	4 operations	4 operations
Science Plymouth Science <u>Light and electricity</u>	To 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.	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 that objects are seen because they give out or reflect light into the eye	To compare and give reasons for variations in how components function.
History	Where is China? Context and location Geographical map reading skills. Locating countries on a globe or world map	When was the Shang Dynesty? Chronology I know key dates, characters and events of time studies. I use relevant dates and terms. I can place the current study on a timeline in relation to other studies	Fact or fiction Learn about some Shang rulers and discuss which are fact and which are possibly fiction. I can bring knowledge from several sources together in a fluent account. I recognise primary and secondary	Would I lie to you? Learn about some Shang rulers and discuss which are fact and which are possibly fiction. I use a range of sources to to find out about and aspect of time past. I link sources and	How did the Shang Dynasty start? Research different sources I use a range of sources to to find out about and aspect of time past. I recognise primary and secondary sources I can bring	How did the Shang Dynasty keep control? Learn about the Shang army Link to the Terracotta Army I use a range of sources to to find out about and aspect of time past.	The Battle of Muye Evaluate the validity and reliability of texts that describe the Battle of Muye I link sources and understand how conclusions were formed. I consider ways to check the accuracy of interpretations.

			<p>sources. I use a range of sources to find out about and aspect of time past. I consider ways to check the accuracy of interpretations.</p>	<p>understand how conclusions were formed. I consider ways to check the accuracy of interpretations. I am aware that different evidence will lead to different interpretations.</p>	<p>knowledge from several sources together in a fluent account.</p>	<p>I recognise primary and secondary sources. I can find out about beliefs, behaviour and characteristics of people, recognising that these differ</p>	
<p>Art/DT Access Art/ POAP 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome</p>	<p>Introduce pupils to the work of Lubaina Himid Make visual notes Discuss art Sketch ideas</p>	<p>Use Negative Space and the Grid Method Using negative space to make people believe they are seeing a sculpture. Using the grid method.</p>	<p>Explore Mark Making, Tonal Value & Structure Using scaling up to go from a small to a larger drawing or object.</p>	<p>Explore Mark Making, Tonal Value & Structure in this session the children developed their drawings through collage and construction to transform them into sculptures. Adding buttons and details in 3D to their soldiers...</p>	<p>Explore Mark Making, Tonal Value & Structure in this session the children continue to develop their drawings through collage and construction to transform them into sculptures.</p>	<p>Share, Reflect, Discuss Time to see the work which has been made, talk about intention and outcome. Take photographs of the artwork using a proper camera to post on Dojo etc.</p>	<p>Share, Reflect, Discuss Children to display the work in a clear space and walk around the work as if they are in a gallery. Have sketchbook work present too. Give the work the respect it deserves. Remind the children of their hard work.</p>
<p>Music</p>	<p>Intoduction to Djembe playing Holding the Djembe,</p>	<p>Revising how to hold a ukulele, strum and play the open strings</p>	<p>Improvise individually on the chords of C and A min using glockenspiels</p>	<p>Revising how to play and read the chord of F; Learning how to</p>	<p>Learn to play the backing accompaniment to a song that uses the chords learned</p>	<p>Write own next steps targets based on evaluation of last week's videos</p>	<p>Self evaluation of progress this half term based on the video evidence. In small groups,</p>

	<p>producing a gone tone; playing a steady beat in unison; copying back a repeated phrase; improvising creating short repeated patterns; As an ensemble, playing in two parts - one part to maintain the steady beat whilst the other plays one of the repeated patterns, led by its creator.</p>	<p>Revising how to play and read the chords of C and A minor</p>	<p>while everyone else plays the chords in time to a drumbeat and using a simple strumming pattern suggested by a child and changing chords firstly every 4 bars, then every 2 bars, then every bar. Video for self and peer evaluation.</p>	<p>read and play one or more other simple chords that will be required for the song chosen by the class to be performed in KS2 Music Assembly.</p>	<p>so far using a given simple strumming pattern</p> <p>Learn to sing the song</p> <p>Divide into two groups and rehearse playing and singing the song to prepare for performance at KS2 Music Assembly and video for self / peer assessment. Swap the parts over.</p>	<p>then rehearse and then perform the song in KS2 Music Assembly (which will also be videoed for self and peer assessment).</p>	<p>create a short repeated chord progression over which one or more children play an improvised melody based on the chosen chords.</p>
<p>PE Team Building and Multiskills</p>		<p>I can work as part of a team to get from one location to another with success.</p>	<p>I can work with others to make use of space effectively.</p> <p>Pupils to explore</p>	<p>I can take part in a mass team challenge and make a difference.</p>	<p>To achieve a goal under pressure as part of a team.</p> <p>Pupils will take part in various</p>	<p>I can take part in team games that involve trust with great success.</p> <p>Pupils will be put</p>	<p>I can work in a group to produce a game for others to play.</p> <p>The pupils will be</p>

		Children to come up with and explore ways of getting from one location to another whilst working as part of a team.	the use of space in different situations.	Children will explore skills and tactics that will help them be successful in mass team challenges.	water games in teams.	in a variety of situations that will require them to trust others.	given the chance to come up with a short activity for others in the group to complete.
COMPUTING Mr P ICT DARES Our own Game in Scratch Coding/programming & computational thinking Online safety		Design: Tinker Time I know how to identify the need for, and work with, variables	Design: Project Design I know how to recognise and make use of patterns in my design	Apply: Create game using success criteria I know how to decompose a design or code to focus on specific parts I know how to use abstraction and create procedures to hide complexity in my design or code	Refine: Peer Feedback I know how to critically evaluate my work and suggest improvements	Evaluate: I know how to Debug and edit code to improve my game.	
MFL: Spanish Language Angels	Introducing the Spanish world	Numbers and colours	Greetings	Transport	In my town	Seasons	Mini beasts

<p>RE Devon agreed syllabus.</p> <p>Creation & Science - conflict or complimentary?</p>		<p>Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p>	<p>To develop understanding behind why some scientists have criticised the Genesis narrative To begin to suggest reasons/make connections why Christians find science and faith go together</p>	<p>Make clear connections between Genesis 1 and Christian concern with God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together. Begin to weigh up how far the genesis 1 creation narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.</p>	<p>Make clear connections between Genesis 1 and Christian concern with God as Creator. Show understanding of why many Christians find science and faith go together.</p> <p>Weigh up how far the genesis 1 creation narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the genesis 1 creation narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>Weigh up how far the genesis 1 creation narrative is in conflict, or complimentary, with scientific account, giving good reasons for views.</p>
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