



# **St Martin's CE (Aided) Primary School**

## **School Curriculum**

### **Tier 2: Long Term Planning**

**Years 4, 5 and 6**

**Cycle 2**

**Please be aware that these plans are constantly reviewed and adapted to meet the needs of the children with the school.**

Years 4, 5 and 6 – Cycle 2

Autumn 1: Ancient Civilisations

Hook:

Outcome:

|                        | 1  | 2   | 3  | 4  | 5 | 6                       |
|------------------------|--|---|--|--|---|-------------------------|
| <b>English</b>         | Inspiration: Ancient Civilisations   |   |  | Inspiration: Topical/Ethical Issues<br>(e.g. sexism)   |   |                         |
|                        | Reading: a range of recounts including diary entries<br>Writing: recounts including diary entries (in the voice of a member of an ancient civilisation)<br>S and L: role play based on the writing |   |  | Reading: Bill's New Frock<br>Writing: to persuade and to inform (balanced arguments)<br>S and L: class debates |   |                         |
| <b>Maths</b>           | A1   |   |  | B2   |   |                         |
| <b>Science</b>         |  |   |  |  |   |                         |
| <b>R.E.</b>            |  |   | Understanding Christianity<br>Gospel: What Would Jesus Do?                                     |  |   |                         |
| <b>Geography</b>       |  |   |  |  |   |                         |
| <b>History</b>         | Ancient Civilisations<br>Overview of Ancient Civilisations including Egyptians, Indus, Suma and Shang and an in-depth study on one   |   |  |  |   |                         |
| <b>Computing</b>       | Computer Agreement   | Computer Studies<br>Giving instructions on Scratch      |  |  |   |                         |
| <b>Art and Design</b>  |  |   |  |  |   | Design a Christmas card |
| <b>D.T.</b>            | Technical Knowledge<br>How recipes can be adapted  |   | Cooking<br>Design, make and evaluate food using ingredients available in ancient civilisations |  |   |                         |
| <b>Music</b>           | Ancient Civilisations<br>Dynamics, Tempo and Structure   |   |  |  |   |                         |
| <b>P.E.</b>            | Dance: Creative Dance (inspired by ancient civilisations)<br>Games: Invasion Games (rugby and football) – use principles of REAL PE  |   |  |  |   |                         |
| <b>P.S.H.C.E</b>       | Class Charter  | Health and Wellbeing<br>Keeping Safe (including online) |  |  |   |                         |
| <b>French</b>          | General Greetings<br>1 Bonjour / Rigolo 2 Salut Gustave  |   |  |  |   |                         |
| <b>Visits/Visitors</b> |  |   |  |  |   |                         |

**Years 4, 5 and 6 – Cycle 2**

**Autumn 2: Welcome to Wales**

**Hook:**

**Outcome:**

|                        | <b>1</b>  | <b>2</b> | <b>3</b>                    | <b>4</b>   | <b>5</b>                          | <b>6</b> |
|------------------------|---|----------|-----------------------------|--|-----------------------------------|----------|
| <b>English</b>         | Inspiration: Wales  |          |                             | Inspiration: Wales   |                                   |          |
|                        | Reading: Black Hat<br>Writing: a range of genres based on narrative                         |          |                             | Reading: a range of letters<br>Writing: a letter to find out information |                                   |          |
| <b>Maths</b>           | C1  |          |                             | D1   |                                   |          |
| <b>Science</b>         | Living Things and Their Habitats (Yr 5)   |          |                             |  |                                   |          |
| <b>R.E.</b>            |   |          |                             | Living Difference<br>Holy – Mary   |                                   |          |
| <b>Geography</b>       | Wales<br>Use of maps, globes and atlases to identify Wales                                  |          | Wales<br>Physical geography |  | Wales<br>Human geography          |          |
| <b>History</b>         |   |          |                             |  |                                   |          |
| <b>Computing</b>       | Digital Literacy<br>Web based simulations sites linked to travel                            |          |                             |  | Email<br>E-Safety<br>Using e-mail |          |
| <b>Art and Design</b>  | Great Artists<br>Henri Rousseau   |          |                             | Collage<br>Design and make a collage inspired by Henri Rousseau          |                                   |          |
| <b>D.T.</b>            |   |          |                             |  |                                   |          |
| <b>Music</b>           | Welsh Singing<br>Pitch and Tempo  |          |                             |  |                                   |          |
| <b>P.E.</b>            | Gymnastics: Floor work<br>Games: Net and Wall Games (badminton) – use principles of REAL PE |          |                             |  |                                   |          |
| <b>P.S.H.C.E</b>       | Wider World<br>Other Communities (link with a school in Wales)                              |          |                             |  |                                   |          |
| <b>French</b>          | School Life<br>Rigolo 1 En Classe / Rigolo 2 A L'cole                                       |          |                             |  |                                   |          |
| <b>Visits/Visitors</b> |   |          |                             |  |                                   |          |

Years 4, 5 and 6 – Cycle 2

Spring 1: Mythical Creatures

Hook:

Outcome:

|                        | 1  | 2 | 3  | 4   | 5 | 6 |
|------------------------|--|---|--|---|---|---|
| <b>English</b>         | Inspiration: Dragons   |   |  | Inspiration: Mythical Creatures   |   |   |
|                        | Reading: a range of short stories ad myths/legends<br>Writing: a narrative to entertain focusing on setting, characters and plot (short stories to make a book)<br>S and L: read their story to a parent |   |  | Reading: a range of descriptions<br>Writing: descriptions of mythical creatures, explanations of how to look after mythical creatures |   |   |
| <b>Maths</b>           | A2   |   |  | B2  |   |   |
| <b>Science</b>         |  |   |  |   |   |   |
| <b>R.E.</b>            | Living Difference<br>Devotion: Hindu Worship   |   |  |   |   |   |
| <b>Geography</b>       |  |   |  |   |   |   |
| <b>History</b>         | Stone Age  |   |  | Iron Age  |   |   |
| <b>Computing</b>       | Digital Literacy<br>Powerpoint presentations on mythical creatures<br>E-Safety<br>Downloading files  |   |  | Digital Literacy<br>Using art packages to produce pictures  |   |   |
| <b>Art and Design</b>  | Painting<br>Shading and blending skills  |   |  | Painting<br>Cave paintings  |   |   |
| <b>D.T.</b>            | Technical Knowledge<br>Sewing skills   |   | Sewing<br>Design, make and evaluate a 3D textile mythical creature |   |   |   |
| <b>Music</b>           | Fantastical Beasts<br>Pitch and Structure  |   |  |   |   |   |
| <b>P.E.</b>            | Gymnastics: Apparatus work<br>Games: Invasion Games (netball and basketball) – use principles of REAL PE   |   |  |   |   |   |
| <b>P.S.H.C.E</b>       | Health and Wellbeing<br>Healthy Lifestyles (including drug education)  |   |  |   |   |   |
| <b>French</b>          | Describing People<br>Rigolo 1 Encore!  |   |  |   |   |   |
| <b>Visits/Visitors</b> |  |   |  |   |   |   |

**Years 4, 5 and 6 – Cycle 2**

**Spring 2: Natural Resources**

**Hook:**

**Outcome:**

|                        | 1  | 2 | 3   | 4  | 5   | 6 |
|------------------------|--|---|---|--|---|---|
| <b>English</b>         | Inspiration: Natural Resources   |   |   | Inspiration: Saving The Earth  |   |   |
|                        | Reading: a range of non-fiction texts including websites about the natural resources<br>Writing: an information text about the natural resources |   |   | Reading: a range texts relating to sustainable energy<br>Writing: to persuade people |   |   |
| <b>Maths</b>           | C2   |   |   | D2   |   |   |
| <b>Science</b>         | Sound (Yr 4)   |   |   |  |   |   |
| <b>R.E.</b>            |  |   |   | Understanding Christianity<br>Salvation  |   |   |
| <b>Geography</b>       | Natural Resources<br>Impact on physical geography  |   |   | Natural Resources<br>Impact on human geography                                       |   |   |
| <b>History</b>         |  |   |   |  |   |   |
| <b>Computing</b>       | Digital Literacy<br>Using spreadsheets to calculate  |   |   |  | Computer Studies<br>Using data loggers to monitor sound (link to science) |   |
| <b>Art and Design</b>  | Artex  |   | Drawing<br>Pastels and charcoal                                 |  |   |   |
| <b>D.T.</b>            | Technical Knowledge<br>Mechanical systems  |   | Mechanical Systems<br>Design, make and evaluate a mining system |  |   |   |
| <b>Music</b>           | Funky Fives<br>Duration and Timbre   |   |   |  |   |   |
| <b>P.E.</b>            | Dance: Creative Dance (inspired by mining)<br>Games: Net and Wall Games (tennis) – use principles of REAL PE                                     |   |   |  |   |   |
| <b>P.S.H.C.E</b>       | Wider World<br>Money   |   |   |  |   |   |
| <b>French</b>          | Food<br>Rigolo 1 On Mange / Rigolo 2 La Nourriture   |   |   |  |   |   |
| <b>Visits/Visitors</b> |  |   |   |  |   |   |

**Years 4, 5 and 6 – Cycle 2**

**Summer 1: Fascinating Fossils**

**Hook:**

**Outcome:**

|                        | <b>1</b>   | <b>2</b> | <b>3</b>  | <b>4</b>        | <b>5</b>                         | <b>6</b> |
|------------------------|--|----------|---|-----------------|----------------------------------|----------|
| <b>English</b>         | Inspiration: News Reports  |          |   |                 |                                  |          |
|                        | Reading: a range of newspaper reports<br>Writing: a newspaper report informing of a discovery of a rare fossil               |          |   | Poetry          |                                  |          |
| <b>Maths</b>           | A3   |          |   | B3<br>Yr 6 SATs |                                  |          |
| <b>Science</b>         | Rocks (Yr 3)<br>Fossils  |          | Rocks (Yr 3)<br>Soil  |                 | Evolution and Inheritance (Yr 6) |          |
| <b>R.E.</b>            | Living Difference<br>Ummah: Community  |          |   |                 |                                  |          |
| <b>Geography</b>       |  |          |   |                 |                                  |          |
| <b>History</b>         |  |          |   |                 |                                  |          |
| <b>Computing</b>       | Digital Literacy<br>Internet research  |          | Digital Literacy<br>Databases on different fossils  |                 |                                  |          |
| <b>Art and Design</b>  | Sculpture<br>Clay  |          |   |                 |                                  |          |
| <b>D.T.</b>            | Technical Knowledge<br>Electrical systems  |          | Electrical Systems<br>Design, make and evaluate a system to protect the valuable sculpture they have made<br>in art |                 |                                  |          |
| <b>Music</b>           | Song Writing<br>Pitch and Texture  |          |   |                 |                                  |          |
| <b>P.E.</b>            | Games: Striking and Fielding (cricket) – use principles of REAL PE<br>Games: Athletic Activities – use principles of REAL PE |          |   |                 |                                  |          |
| <b>P.S.H.C.E</b>       | Relationships<br>Protected Characteristics and Discrimination  |          |   |                 |                                  |          |
| <b>French</b>          | Clothing<br>Rigolo 2 Les Vetements   |          |   |                 |                                  |          |
| <b>Visits/Visitors</b> |  |          |   |                 |                                  |          |

**Years 4, 5 and 6 – Cycle 2**

**Summer 2: Who's In Charge?**

**Hook:**

**Outcome:**

|                        | 1   | 2 | 3                                      | 4   | 5   | 6                     |
|------------------------|---|---|--|---|---|-----------------------|
| <b>English</b>         | Inspiration: Famous Monarchs of the Past  |   |  |   |   |                       |
|                        | Reading: a range of biographies and autobiographies<br>Writing: biography (link to history)                                   |   |  | Narrative   |   |                       |
| <b>Maths</b>           | C3  |   |  | D3  |   |                       |
| <b>Science</b>         | Animals including Humans  |   |  |   |   |                       |
| <b>R.E.</b>            | Understanding Christianity<br>Kingdom of God - What Kind of King is Jesus?  |   |  |   |   |                       |
| <b>Geography</b>       |   |   |  |   |   |                       |
| <b>History</b>         | Changing Power of the Monarchy<br>John  |   | Changing Power of the Monarchy<br>Anne |   | Changing Power of the Monarchy<br>Victoria  |                       |
| <b>Computing</b>       | Digital Literacy<br>Animations  |   |  |   |   |                       |
| <b>Art and Design</b>  | Sculpture<br>3D work  |   |  |   |   |                       |
| <b>D.T.</b>            |   |   |  |   |   |                       |
| <b>Music</b>           | End of Year Performance<br>Pitch and Texture  |   |  |   |   |                       |
| <b>P.E.</b>            | Games: Striking and Fielding (rounders) – use principles of REAL PE<br>Games: Athletic Activities – use principles of REAL PE |   |  | Sports Day  | Games: Striking and Fielding (rounders) – use principles of REAL PE<br>Games: Athletic Activities – use principles of REAL PE |                       |
| <b>P.S.H.C.E</b>       | Relationships<br>Yr 4 Positive Relationships<br>Year 5 and 6 Sex and Relationships Education                                  |   |  | Achievements this year<br>(child view for report) | Looking forward to next year (concerns and expectations)  | Targets for next year |
| <b>French</b>          | Holidays<br>Rigolo 2 En Vacances  |   |  |   |   |                       |
| <b>Visits/Visitors</b> |   |   |  | Year 6 Think Safe<br>Year 5 Taster Days           | Year 6 Transition Days  |                       |