



St John's Green Primary School
Learn to Live, Live to Learn

Headteacher Mr Simon Billings
Deputy Headteacher Mrs Tina Bourne
Assistant Headteacher Mrs Fiona Bullivant
Assistant Headteacher Mrs Clare Skinner



LONG TERM PLANNING 2022 2023



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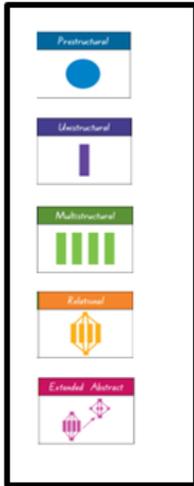
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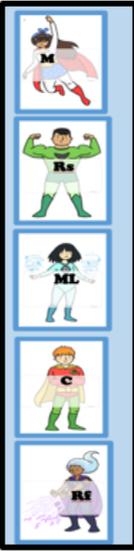
St. John's Green Primary School Long Term Curriculum Plan



BIG QUESTIONS
AP1 WHERE ARE MY ROOTS
AP2 WHO IS RESPONSIBLE FOR THE WORLD?
AP3 HOW DO I MAKE GOOD DECISIONS?

CONCEPTS
AP1 IDENTITY, COMMUNITY, DIVERSITY
AP2 DEMOCRACY, EDUCATION, ASPIRATIONS, RESPONSIBILITY
AP3 DIGNITY, EQUALITY, SAFETY, ENTERPRISE

UNICEF
R.R.S.
ARTICLES: 2, 12, 14, 17, 22 AND 28



Jigsaw!
The mindful approach to PSHE



We are growing our learning

We ❤️ Maths

We are all writers ...





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SUBJECTS	Year 1			Year 2		
	AP1 <u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u> <u>BIG QUESTION; WHERE ARE MY ROOTS?</u>	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> <u>BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?</u>	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> <u>BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?</u>	AP1 <u>IDENTITY, COMMUNITY AND DIVERSITY</u> <u>BIG QUESTION; WHERE ARE MY ROOTS?</u>	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> <u>BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?</u>	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> <u>BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?</u>
	Science	<p><u>PLANTS (Biology)</u> Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name variety of common wild and garden plants, including deciduous and evergreen trees. <u>ANIMALS INCLUDING HUMANS (Biology)</u> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>SKILLS:</p> <p>PLANTS I know and name a variety of common wild and garden plants I know and name the petals, stem, leaves and root of a plant I know and name the trunk, branches and leaves of a tree</p> <p>ANIMALS INCLUDING HUMANS I know and name a variety of animals including fish, amphibians, reptiles, birds and mammals I classify and know animals by what they eat (carnivore, herbivore and omnivore)</p>	<p><u>EVERYDAY MATERIALS (Chemistry)</u> Recognise the material an object is made from. Identify and name everyday materials, including wood, plastic, glass, metal, water and rock. Compare and sort objects based on their simple physical properties</p> <p>SKILLS</p> <p>EVERYDAY MATERIALS I distinguish between an object and the material it is made from. I know the materials that an object is made from. I know the difference between wood, plastic, glass, metal, water and rock I know about the properties of everyday materials. I group objects based on the objects that they are made from.</p> <p>WORKING SCIENTIFICALLY I know how to ask simple scientific questions I know how to use simple equipment to make observations I know to carry out simple tests I know how to identify and classify things.</p>	<p><u>SEASONAL CHANGES (Physics)</u> Observe changes in the 4 seasons. Recognise how things change in seasons and how it affect the length a day.</p> <p>SKILLS TAUGHT</p> <p>SEASONAL CHANGES I observe and know about the changes in the seasons. I name the seasons and know about the type of weather in each season.</p>	<p><u>EVERYDAY MATERIALS (Chemistry)</u> Recap on Yr. 1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard –for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>SKILLS TAUGHT</p> <p>EVERYDAY MATERIALS I distinguish between an object and the material it is made from. I know the materials that an object is made from I know the difference between wood, plastic, glass, metal, water and rock. I know the properties of everyday materials. I group objects based on materials they are made from</p>	<p><u>PLANTS (Biology)</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature, to grow and stay healthy.</p> <p><u>LIVING THINGS AND THEIR HABITATS (Biology)</u> Explore and compare things which are living, dead, never been alive. Identify that most living things, live in habitats, to which they are suited and describe how different habitats provide the basic needs for different kinds of animals and plants and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food.</p> <p>SKILLS TAUGHT</p> <p>PLANTS I know how seeds and bulbs group into plants I know what plants need in order to grow and stay healthy (water, light and suitable temperature)</p> <p>LIVING THINGS AND THEIR HABITATS Identify things that are living, dead and have never lived I know how a specific habitat provides for the basic needs of things living there (plants, and animals).</p>



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	<p>I know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals)</p> <p>I know how to sort living and nonliving things</p> <p>I know how to name the parts of the human body that I can see</p> <p>I know how to link the correct part of the human body to each sense</p>	<p>I know how to explain to others what I have found out</p> <p>I know how to use simple data to answer questions.</p>			<p>I identify and names plants and animals in a range of habitat</p> <p>I match living things to their habitat</p> <p>I know how animals find their food</p> <p>I name some different sources of food for animals</p> <p>I know and can explain a simple food chain</p>	
English RtW and Maths opps	<p><u>RtW</u> Fact files about animals</p> <p><u>Maths</u> Pictograms and data handling based on plants/animals</p>	<p><u>RtW</u> Wouldn't it be funny if...poetry based on materials</p> <p>Wouldn't it be funny if chairs were made of cotton wool</p> <p>Wouldn't it be funny if doors were made of jelly...</p> <p><u>Maths</u>: measuring and record lengths of materials collected and studied</p>	<p><u>RtW</u>: Season poetry</p> <p><u>Maths</u>: collect and measure rain</p>	<p><u>RtW</u> Letter to the 3 Little Pigs, about why their choices of building materials were inappropriate...offering alternative suggestions with scientific reasoning.</p> <p><u>Maths</u>: link material work to identifying 2D and 3D shapes</p>	<p><u>RtW</u>: leaflets 'how to look after a plant'</p> <p>Non-chronological report about living things and their habitats</p> <p><u>Maths</u>: fractions linked to habitats</p> <p>Shapes in nature</p> <p>Position and direction</p>	<p><u>RtW</u>: Use 'Monkey Puzzle' by Julia Donaldson to explore how some offspring do not look like their parents (caterpillars/butterflies, tadpoles/frogs etc).</p> <p><u>Maths</u>: link to PE and time/record activities and Link to position, direction and Turns.</p>
History	<p><u>I LIVE IN THE OLDEST RECORDED CITY</u></p> <p>Compare old and new school buildings – materials, shapes</p> <p><u>SKILLS TAUGHT</u></p> <p>I know about many of the changes since I was born</p> <p>I know how to ask and answer questions about old and new objects</p> <p>I use words and phrases like old, new and a long time ago</p> <p>I spot old and new things in a picture.</p> <p>I use words and phrases like; before, after, past, present, then and now.</p>	<p><u>ROMANS LANDMARKS</u></p> <p>Roman Circus</p> <p>Roman Wall and Balcerne Gate (fossils in wall at bottom of Castle Park)</p> <p><u>SKILLS TAUGHT</u></p> <p>I know about many of the changes since I was born</p> <p>I know how to ask and answer questions about old and new objects</p> <p>I use words and phrases like old, new and a long time ago</p> <p>I spot old and new things in a picture.</p> <p>I use words and phrases like; before, after, past, present, then and now.</p>	<p><u>THE GREAT FIRE OF LONDON</u></p> <p><u>SKILLS TAUGHT</u></p> <p>I know about many of the changes since I was born</p> <p>I know how to ask and answer questions about old and new objects (link to housing etc).</p> <p>I use words such as; old, new, a long time ago.</p> <p>I use words and phrases like: before, after, past, present, then and now.</p>	<p><u>GUNPOWDER PLOT</u></p> <p><u>SKILLS TAUGHT</u></p> <p>I can recount the life of someone famous from Britain who lived in the past</p> <p>I know about the life of a famous person from the past because I know how to research</p> <p>I know how to use books and the internet to find out more information about the past</p> <p>I know what certain objects from the past might have been used for</p>	<p><u>SETTLERS</u></p> <p>Looking at: Dutch settlers and the links to the Dutch Quarter, roads and shape of the town, entertainment – theatre, circus, markets and fairs. St Johns Green. use links to RE ...the cloth industry, Minorities, William Gilbert –Timperlys.</p> <p><u>SKILLS TAUGHT</u></p> <p>I can recount the life of someone famous from Britain who lived in the past</p> <p>I know about the life of a famous person from the past because I know how to research</p> <p>I know how to use books and the internet to find out more information about the past</p>	<p><u>QUEEN BOUDICCA (ROMANS)</u></p> <p>Significance of Boudicca, visit Colchester Castle and the site of the Roman Temple</p> <p><u>SKILLS TAUGHT</u></p> <p>I can recount the life of someone famous from Britain who lived in the past</p> <p>I know about the life of a famous person from the past because I know how to research</p> <p>I know how to use books and the internet to find out more information about the past</p> <p>I know what certain objects from the past might have been used for</p>



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	<p>I give examples about things that were different to when my Grandparents were children I know about someone famous who was born and lived near our town. I know why there is a monument to a famous person or event in a town centre.</p>	<p>I give examples about things that were different to when my Grandparents were children I know about someone famous who was born and lived near our town. I know why there is a monument to a famous person or event in a town centre</p>			<p>I know what certain objects from the past might have been used for</p>	
<p>English RtW and Maths oppo</p>	<p>RtW: create an information leaflet about Colchester. Maths: looking at a historical timeline and ordering dates chronologically (vocab: before, after, years...)</p>	<p>RtW: Biographies about the queens. Maths: looking at a historical timeline and ordering dates chronologically(vocab: before, after, years...)</p>	<p>RtW Vlad and the Great Fire of London -diary entries Maths: looking at a historical timeline and ordering dates chronologically(vocab: before, after, years...)</p>	<p>RtW: Retelling the story Maths: looking at a historical timeline and ordering dates chronologically(vocab: before, after, years...)</p>	<p>RtW: create an information leaflet about Colchester - choose a time period from the ones studied. Maths: looking at a historical timeline and ordering dates chronologically(vocab: before, after, years...)</p>	<p>RtW: Write a speech and perform about something they are passionate about (link to Martin Luther King) Maths: looking at a historical timeline and ordering dates chronologically(vocab: before, after, years...)</p>
<p>Geography</p>	<p>AROUND MY SCHOOL Use simple fieldwork and observational skills to study the geography of St. John's Green School and the location of both sites. Look at the grounds and key physical/human features. Use aerial photos to recognise landmarks (Computing). SKILLS TAUGHT: I know where I live and tell someone my address I know four main directions on a compass are North, East, South and West I know what I like and do not like about the place I live</p>	<p>HOT AND COLD PLACES Location of hot and cold areas of the world in relation to the Equator, North and South Poles. Look at the Equator and inform the children that it passes through 13 countries. Could use our children's nationalities where appropriate. SKILLS TAUGHT: I keep a weather chart and answer questions about the weather I know about some of the things that are in hot and cold countries I know which clothes I would wear in hot and cold places I know how the weather changes throughout the year and name the seasons</p>	<p>THE UK Name, locate and identify characteristics of the 4 countries and capital cities of the UK and the surrounding seas (map skills). Use aerial photos to recognise landmarks. SKILLS TAUGHT: I know the names of the four countries in the UK and locate them on a map I know about some of the features on an island I know four main directions on a compass are North,</p>	<p>THE GLOBE Name and locate the world's 7 continents and 5 oceans (map skills). SKILLS TAUGHT I name the continents of the world and locate them on a map I name the world's oceans and locate them on a map</p>	<p>WEATHER Identify seasonal and daily weather patterns in the UK. (Weather symbols also need to be taught and link to direction on compass.) SKILLS TAUGHT I name the capital cities of England, Wales, Scotland and Northern Ireland (link to weather forecasts in the UK)</p>	<p>LONDON COMPARED TO CHINA -BEIJING Human and physical features of both places. Understand geographical similarities and differences of a small area of the UK (London) and a non-European county (Cape Town). SKILLS TAUGHT I name the capital cities of England (London), Wales, Scotland and Northern Ireland (link to weather forecasts in the UK) I know what I like and do not like about a place that is different to the one I live in I describe a place outside Europe using geographical words</p>



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<p>English RtW and Maths opps</p>	<p>RtW: looking at labelling to add information (maps and plans)</p> <p>Maths: Measure and compare sizes of physical and human features at school and local area.</p>	<p>RtW: Fact files about hot/cold places</p> <p>Maths: looking at temperature / thermometers and simple measure scales.</p>	<p>RtW -labelling maps</p> <p>Maths - look at positional language linked to maps: above, next to, below</p>	<p>RtW: looking at labelling to add information (maps and plans)</p> <p>Maths - look at positional language linked to maps: above, next to, below</p>	<p>RtW: weather reports Link to computing and record on I pads after written</p> <p>Maths: answer questions about categorical data, linked to weather</p> <p>Re-cap time and sequences of the seasons and related weathers.</p>	<p>RtW: write postcards from Cape Town/London -describing the landmarks, sights, climate, people, culture...(link learning to History and Nelson Mandela)</p> <p>Maths: Using appropriate units of measure for temperature (Celsius) and look at thermometer recordings for London/Cape Town.</p>
<p>Art/Design</p>	<p>PORTRAITS</p> <p>Picasso, Paul Klee and/or Andy Warhol</p> <p>Focus- how people feel in paintings and drawings, moods, thickness of lines, colours, artists,</p> <p>Additional History based Art - sketching both buildings- line drawings (link to One Square Mile and drawing buildings in History)</p>	<p>NATURE SCULPTURES (Andy Goldsworthy)</p> <p>Ideal time for Forest School...Creating moods, patterns, cut, roll, coil, opinions and questions.</p> <p>SKILLS TAUGHT</p> <p>I know how to show how people feel in paintings and drawings</p> <p>I know how to create moods in art work</p> <p>I know how to use pencils to create lines of different thickness in drawings</p> <p>I name the primary colours and secondary colours</p>	<p>GREAT FIRE OF LONDON ART</p> <p>St. Paul's Cathedral (Twinkl Unit) Paul Klee</p> <p>Moods, colours, printing, opinions and questions.</p> <p>SKILLS TAUGHT</p> <p>I name the primary colours and secondary colours</p> <p>I know how to create a repeating pattern in print</p> <p>I know how to use it to create a picture</p>	<p>BONFIRE NIGHT ART</p> <p>Pencil grades, pastels, colour mixing.</p> <p>SKILLS TAUGHT</p> <p>BONFIRE NIGHT ART</p> <p>PENCIL GRADES, PASTELS, COLOUR MIXING.</p> <p>I choose and use three different grades of pencil when I am drawing</p> <p>I know how to use charcoal, pencil and pastel to create art,</p> <p>I know how to mix paint to create all the secondary colours</p>	<p>CLAY POTS</p> <p>Joining two finger pinch pots. Pattern, shape, sketch ideas- links to pencil grades.</p> <p>SKILLS TAUGHT</p> <p>I know how to make a clay pot.</p> <p>I know how to join two clay finger pots together.</p>	<p>PRINTING TECHNIQUES</p> <p>Banksy/William Morris</p> <p>Pressing, rolling, rubbing, stamping (Effect on IT paint package)</p> <p>SKILLS TAUGHT</p> <p>I know how to create a printed piece of art by pressing, rolling, rubbing and stamping.</p>



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	<p>SKILLS TAUGHT</p> <p>I know how to show how people feel in paintings and drawings</p> <p>I know how to create moods in art work</p> <p>I know how to use pencils to create lines of different thickness in drawings</p> <p>I name the primary colours and secondary colours</p> <p>I know how to create a repeating pattern in print</p> <p>I know how to use it to create a picture</p> <p>I describe what I can see and give an opinion about the work of an artist</p> <p>I ask questions about a piece of art</p>	<p>I know how to create a repeating pattern in print</p> <p>I know how to cut, roll and coil materials</p> <p>I know how to use it to create a picture</p> <p>I describe what I can see and give an opinion about the work of an artist</p> <p>I ask questions about a piece of art</p>	<p>I describe what I can see and give an opinion about the work of an artist</p> <p>I ask questions about a piece of art</p>	<p>I know how to create tints with paint by adding white</p> <p>I know how to create tones with paint adding black</p>		
<p>Design Technology</p>	<p>MOVING TOYS</p> <p>Design</p> <p>Practise skills/technical knowledge</p> <p>Make</p> <p>Evaluate</p> <p>SKILLS TAUGHT</p> <p>I use my own ideas to make something</p> <p>I describe how something works</p> <p>I make a product that moves</p> <p>I make my model stronger</p> <p>I explain to someone else how I want to make my product</p> <p>I choose appropriate resources and tools</p> <p>I make a simple plan before marking</p>	<p>PUPPETS - based on storybook characters or Christmas</p> <p>Explore & evaluate ways of joining fabric together</p> <p>Design and use a template to cut out felt</p> <p>Children join their pieces of fabric for their puppet, using their preferred technique of pinning, stapling or glueing.</p> <p>Decorate their puppet</p> <p>Evaluate final product</p> <p>Additional - One Square Mile History based DT-making card chariots</p> <p>SKILLS TAUGHT</p> <p>I use my own ideas to make something</p>	<p>BAKE BREAD (linked to GFOL)</p> <p>Design/plan recipe</p> <p>Practise skills/technical knowledge</p> <p>Make</p> <p>Evaluate</p> <p>SKILLS TAUGHT</p> <p>I cut food safely</p> <p>I choose appropriate resources and tools</p>	<p>FABRIC FACES (linked to Materials in Science - Twinkl)</p> <p>Design</p> <p>Practise skills/technical knowledge</p> <p>Make</p> <p>Evaluate</p> <p>SKILLS TAUGHT</p> <p>I think of an idea and plan what to do next.</p> <p>I choose tools and materials and explain why I have chosen them.</p> <p>I join materials.</p> <p>I explain what went well with my work.</p> <p>I explain why I have chosen specific textiles.</p>	<p>WINDMILLS</p> <p>Learn what a windmill is and design one.</p> <p>Decorate templates and construct the main part of their structure, making sure it stands freely</p> <p>Assemble- create the turbines attach them to the structure testing strength and stability.</p> <p>Testing and evaluating</p> <p>Additional History (One Square Mile) based Art- sketches of the Dutch Quarter houses (look at Major Bales' artwork)</p>	<p>COOKING - CHINESE FOOD (LINKED TO GEOGRAPHY)</p> <p>SKILLS TAUGHT</p> <p>I think of an idea and plan what to do next.</p> <p>I choose tools and materials and explain why I have chosen them.</p> <p>I explain what went well with my work.</p> <p>I describe the ingredients I am using.</p>



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		<p>I describe how something works</p> <p>I make a product that moves</p> <p>I make my model stronger</p> <p>I explain to someone else how I want to make my product</p> <p>I choose appropriate resources and tools</p> <p>I make a simple plan before marking</p>			<p>DT Cardboard loom making</p> <p>Weaving</p> <p>SKILLS TAUGHT</p> <p>I think of an idea and plan what to do next.</p> <p>I choose tools and materials and explain why I have chosen them.</p> <p>I join materials and components in different ways.</p> <p>I explain what went well with my work.</p> <p>I measure materials to use in a model or structure.</p>	
<p>English RtW and Maths opps</p>	<p><u>RtW:</u> using description to describe portraits by Paul Klee/Andy Warhol (saying a sentence out loud before writing it down, using the pronoun 'I'...I can see...I think...)</p> <p>Create moving toys linked to a Key Text...use iPads to film the use of them to retell the story.</p> <p><u>Maths:</u> recognise shapes in art work studied.</p>	<p><u>RtW:</u> Create puppets linked to Christmas story...use iPads to film the use of them to retell the story.</p> <p><u>Maths:</u> Measure length for materials for puppets.</p>	<p><u>RtW:</u> read and write bread recipes (link to GFOL).</p> <p><u>Maths:</u> weigh and measure for bread making.</p>	<p><u>RtW:</u> bonfire poetry</p> <p><u>Maths:</u> measure and cut lengths of materials for fabric faces. Look at 2D shapes in the collage</p> 	<p><u>RtW:</u> explanation text for how windmills work (could link to fantasy and Chris Riddell's 'Until I met Dudley).</p> <p><u>Maths:</u> Measure length for materials for windmills.</p>	<p><u>RtW:</u> read and write recipe for Potjiekos stew - linked to South Africa work in Geog and Hist (Nelson Mandela).</p> <p><u>Maths:</u> weigh and measure for stew making. Understand temperatures for cooking, understand time intervals and timing for cooking.</p>
RE	<p>USE THE NEW 2023 RE SYLLABUS</p>					
<p>English RtW and Maths opps</p>	<p><u>RtW:</u> retell (orally) and write the story of Rama and Sita.</p>	<p><u>RtW:</u> draw and label items that belong to them and record 'why' they are special.</p>	<p><u>RtW:</u> retell and write creation stories...make up their own.</p>	<p><u>RtW:</u> draw and label their own special place and use 'because' to explain why it is special.</p>	<p><u>RtW:</u> children bring in their own special book (personal choice) and write why they chose it.</p>	<p><u>Maths:</u> revisit time and days of week, months of the year etc.</p>
<p>Music</p>	<p>Charanga Year 1 Autumn 1: Introducing beat (How can we make friends when we sing together?) (GLOCKENSPIELS)</p> <p>Christmas production - will/could instruments be featured?</p>	<p>Charanga year 1 Spring 1: Introducing tempo and dynamics (How does music make the world a better place?) (UNTUNED PERCUSSION)</p> <p>Sue Nicholls (Charanga) Music Hub, Sue Nicholls Springboards to creativity, Great fire of London unit.</p>	<p>Charanga year 1 summer 1: Having fun with improvisation (What songs can we sing to help us through the day?)</p> <p>Sing up music curriculum - Colonel Hathi's</p>	<p>Charanga Year 1 Autumn 2: Adding rhythm and pitch How does music tell stories about the past? (GLOCKENSPIELS)</p> <p>Christmas production - will/could instruments be used?</p>	<p>Charanga year 1 Spring 2: Combining pulse, rhythm and pitch How does music help us to understand our neighbours? (RECORDERS)</p> <p>Sue Nicholls (Charanga - music hub tab - springboards to creativity) Kites KS1 unit</p>	<p>Charanga year 1 Summer 2: Explore sound and create a story How does music teach us about looking after the planet? (GLOCKENSPIELS)</p> <p>Sing up music curriculum - Carnival of the animals/creepy castle</p>



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			march/Magical musical aquarium (Glockenspiels)			
	SKILLS TAUGHT - I know how to use my voice to sing, speak and chant. - I know how to use instruments to perform. - I know how to clap rhythmic patterns. - I know how to make different sounds with my voice and with instruments. - I know how to repeat short rhythmic and melodic patterns. - I know how to make a sequence of sounds. - I know how to respond to different moods in music. - I know how to say whether I like or dislike a piece of music. - I know how to choose sounds to represent different things. - I know how to follow instructions about when to play and sing.			SKILLS TAUGHT - I know how to sing and follow a melody. - I know how to perform simple patterns and accompaniments keeping a steady pulse. - I know how to play simple rhythmic patterns on an instrument. - I know how to sing or clap increasing and decreasing tempo - I know how to order sounds to create a beginning, middle and an end. - I know how to create music in response to different starting points. - I know how to choose sounds which create an effect. - I know how to use symbols to represent sounds. - I know how to make connections between notations and musical sounds. - I know how to listen out for particular things when listening to music. - I know how to improve my own work.		
English RtW and Maths ops	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).	RtW/Eng.: Speaking and performing, reading lyrics, discussing new vocabulary... Maths: count beats, syllables (link to WOD).
PHSE	1) BEING ME IN MY WORLD 2)CELEBRATING DIFFERENCES	3)DREAMS AND GOALS 4)HEALTHY ME	5)RELATIONSHIPS 6)CHANGING ME	1)BEING ME IN MY WORLD 2) CELEBRATING DIFFERENCES	3) DREAMS AND GOALS 4) HEALTHY ME	5)RELATIONSHIPS 6)CHANGING ME
ICT/ COMPUTING P	<u>Technology in Our Lives</u> <u>Data Handling1</u> <u>Online Safety</u> Self - image and Identity Privacy and Security Managing Information Online https://projectevolve.co.uk/toolkit/resources/	<u>Coding/Programming</u> <u>Online Safety</u> https://projectevolve.co.uk/toolkit/resources/	<u>Multimedia1</u> Online Safety Health, Well-Being and Lifestyle Copyright and Ownership https://projectevolve.co.uk/toolkit/resources/	<u>Technology in Our Lives</u> <u>Data Handling1</u> <u>Online Safety</u> Self - image and Identity Privacy and Security Managing Information Online https://projectevolve.co.uk/toolkit/resources/	<u>Coding/Programming 1</u> <u>Online Safety</u> Online relationships Online Reputation Online Bullying https://projectevolve.co.uk/toolkit/resources/	<u>Multimedia1</u> <u>Online Safety</u> Health, Well-Being and Lifestyle Copyright and Ownership https://projectevolve.co.uk/toolkit/resources/



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<p>PE</p>	<p>Dance Gym Circuit training Throwing and catching</p> <p>SKILLS TAUGHT</p> <p>Dance: I move to music. I copy dance moves. I perform my own dance moves. I make up a short dance. I move safely in a space.</p> <p>THROWING AND CATCHING (GAMES)</p> <p>I throw underarm I hit a ball with a bat I move and stop safely I throw and catch with both hands I throw and kick in different ways</p> <p>GYMNASTICS</p> <p>I make my body curled, tense, stretched and relaxed I control my body when traveling and balancing I copy sequences and repeat them I roll, curl, travel and balance in different ways</p>	<p>Attacking and defending Football Striking and fielding Bat and Ball skills</p> <p>SKILLS TAUGHT</p> <p>Games I throw and catch with control I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly</p>	<p>Athletics Sports day skills Tennis Agility Skills</p> <p>SKILLS TAUGHT</p> <p>Athletics I run at fast, medium and slow speeds; changing direction. I take part in relay, remembering when to run and what to do.</p> <p>Games I throw and catch with control I am aware of space and use it to support team-mates and to cause problems for the opposition I know and use rules fairly</p>	<p>Dance Gym Circuit training Multi-skills/Throwing and catching</p> <p>SKILLS TAUGHT</p> <p>Dance I change rhythm, speed, level and direction in my dance. I dance with control and coordination. I make a sequence by linking sections together. I use dance to show a mood or feeling</p> <p>Gym I plan and perform a sequence of movements. I improved my sequence based on feedback. I think of more than one way to create a sequence which follows some 'rules'. I work on my own and with a partner.</p>	<p>Attacking and defending Football Striking and fielding Bat and Ball skills</p> <p>SKILLS TAUGHT</p> <p>Games: I use hitting, kicking and /or rolling in a game. I decide the best space to be in during a game. I use a tactic in a game... I follow rules.</p>	<p>Athletics Sports day skills Tennis Agility Skills</p> <p>SKILLS TAUGHT</p> <p>I use hitting, kicking and /or rolling in a game. I decide the best space to be in during a game. I use a tactic in a game I follow rules.</p>
<p>English RtW and Maths opps</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: use directional and positional language.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or assess performance.</p> <p>Maths: use directional and positional language.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use</p>



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						playground markings for right angles)...
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SUBJECTS	Year 3			Year 4		
	AP1 <u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u> BIG QUESTION: WHERE ARE MY ROOTS?	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?	AP1 <u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u> BIG QUESTION: WHERE ARE MY ROOTS?	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?
SCIENCE	<p>LIGHT (Physics)</p> <p>Recognise that they need light in order to see things, and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when a light from a light source is blocked by a solid object. Find patterns in the way that the size of the shadows change.</p> <p>SKILLS TAUGHT</p> <p>I know that dark is the absence of light</p> <p>I know that light is needed to see</p> <p>I know that light is reflected from a surface</p> <p>I know and demonstrate how a shadow is formed</p> <p>I explore shadow size and explain changes</p> <p>I know the danger of direct sunlight and describe how to keep protected</p>	<p>ROCKS (Chemistry)</p> <p>Compare and group together, different kinds of rocks, on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived, are trapped within rock,</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>SKILLS TAUGHT</p> <p>FORCES AND MAGNETS (Physics)</p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces, need contact between 2 objects but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which pole it's facing.</p>	<p>ANIMALS INCLUDING HUMANS (Biology)</p> <p>Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food, they get nutrition from what they eat.</p> <p>Identify that humans and some animals, have skeletons and muscles for support, protection and movement.</p> <p>PLANTS (Biology)</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients form soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the parts that flowers play in the life cycle of flowering plant- including pollination, seed formation and seed dispersal.</p> <p>Skills Taught</p> <p>SKILLS TAUGHT</p> <p>ANIMALS INCLUDING HUMANS</p> <p>I know about the importance of a nutritious balanced diet.</p> <p>I know how nutrients, water and oxygen are transported within animals and humans.</p> <p>I know about the skeletal system of a human.</p> <p>I know about the muscular system of a human.</p> <p>I know about the purpose of the skeleton in humans and animals.</p>	<p>STATES OF MATTER (Chemistry)</p> <p>Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens, in degree Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate if evaporation with temperature.</p> <p>SKILLS TAUGHT</p> <p>States of Matter</p> <p>I group materials based on their state of matter (solid, liquid, gas)</p> <p>I know how some materials can change state.</p> <p>I explore how materials change state.</p> <p>I measure the temperature at which materials change state.</p> <p>I know about the water cycle.</p> <p>I know the plant played by evaporation and condensation in the water cycle.</p>	<p>ELECTRICITY (Physics)</p> <p>Identify common appliance which run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors.</p> <p>SOUND (Physics)</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sound, travel through a medium through the ear.</p> <p>Find patterns between the pitch of a sound and features of the object which produced it.</p> <p>Find patterns between the volume of sound and the strength of the vibrations that produced it. Recognise that sounds get fainter, as the distance from the sound increases.</p> <p>SKILLS TAUGHT</p> <p>ELECTRICITY (Physics)</p> <p>Identify and name appliances that require electricity to function.</p> <p>I construct a series circuit.</p> <p>I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</p> <p>I know how to draw a circuit diagram.</p> <p>I predict and test whether a lamp will light within a circuit.</p> <p>I know the function of a switch in a circuit.</p> <p>I know the difference between a conductor and an insulator: giving examples of each.</p>	<p>ANIMALS INCLUDING HUMANS (Biology)</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth and their functions.</p> <p>ALL LIVING THINGS AND THEIR HABITATS (Biology)</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and this can sometimes pose dangers to living things.</p> <p>SKILLS TAUGHT</p> <p>ANIMALS INCLUDING HUMANS (Biology)</p> <p>I identify and name the parts of the human digestive system.</p> <p>I know the function of the organs in the human digestive system.</p> <p>I identify and know the different types of teeth in humans. I know the functions of different human teeth.</p> <p>I use food chains to identify producers, predators, and prey.</p> <p>I construct food chains to identify producers, predators and prey.</p>



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		<p>SKILLS TAUGHT</p> <p>Rocks</p> <p>I compare rocks based on their appearance and physical properties, giving a reason.</p> <p>I know how fossils are formed.</p> <p>I know how soil is made.</p> <p>I know about and explain the difference between sedimentary, metamorphic and igneous rock.</p> <p>Forces and Magnets</p> <p>I know about and describe how objects move on different surfaces.</p> <p>I know how some forces require contact and some do not, giving examples.</p> <p>I know about and explain how objects attract and repel in relation to objects and other magnets.</p> <p>I predict whether objects will be magnetic and carry out an enquiry to test this out.</p> <p>I know how magnets work.</p> <p>I predict whether magnets will attract or repel and give a reason.</p>	<p>PLANTS</p> <p>I know the function of different parts of flowering plants and trees.</p> <p>I know what different plants need to help them survive.</p> <p>I know how water is transported within plants.</p> <p>I know the plant life cycle, especially the importance of flowers.</p>		<p>SOUND</p> <p>I know how sound is made.</p> <p>I know how sound travels from a source to an ear.</p> <p>I know how sounds are made associating some of them with vibrating.</p> <p>I know the correlation between pitch and the object producing the sound.</p> <p>I know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I know what happens to a sound as it travels away from its source.</p>	<p>ALL LIVING THINGS AND THEIR HABITATS</p> <p>I group living things in different ways</p> <p>I use classification keys to group, identify and name living things.</p> <p>I create classification keys to group, identify and name living things (for others to use)</p> <p>I know how changes to an environment could endanger living things</p>
<p>English RtW and Maths apps</p>	<p>RtW: explanation texts- functions of parts of a plant. Maths: Statistics: interpret and present data related to plant growth.</p>	<p>RtW: write predictions using appropriate vocabulary and write up investigations for Rocks/Soils and work on Forces and Magnets. Maths: Use fractions to explore and use diagrams to show how rocks are formed, layers in soil etc.</p>	<p>RtW: Funny Bones as stimulus - looking at skeletons, diagrams and labelling. Use of vocabulary to explain skeletons. Maths: measuring lengths of bones, scale models/representations of skeletons (revisiting Yr. 2 measuring content for length).</p>	<p>RtW: explanation of the water cycle. Maths: Statistics, using bar charts and time graphs to plot heating/cooling with changing states of materials.</p>	<p>RtW: explanation of how vibrations of sound, travel through a medium, through the ear. Write predictions using appropriate vocabulary and write up investigations for Electricity. Maths: looking at patterns in sound vibrations and ways to represent them.</p>	<p>RtW: persuasive writing about climate change, environment and habitats. Maths: Use of bar charts, pictograms, tables and graphs to represent some of the statistics linked to global warming, endangered animals, melting polar ice caps, climate change etc.</p>



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We ♥ Maths



We are ALL writers ...

We are growing our learning

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HIST ORY	STONE AGE, BRONZE AGE/IRON AGE	CELTIC TRIBES	ANCIENT GREECE	COLCHESTER LANDMARKS	ANCIENT CHINA - THE SHANG DYNASTY	ROMAN INVASION
	<p>AGE/IRON AGE</p> <p>IRON AGE WAS THE EARLIEST KNOWN SETTLEMENT START OF RECORDED HISTORY - ARCHEOLOGY, HILLY FIELDS & GARRISON, <i>Some Neolithic too</i></p> <p>COLCHESTER ARCHAEOLOGICAL TRUST MUSEUM</p> <p>SKILLS TAUGHT</p> <p>I know about how Stone Age people hunted for their food and what they ate.</p> <p>I know about many of the differences between the stone, bronze and iron ages.</p> <p>I know what people learnt from stone aged paintings.</p> <p>I am able to describe what a typical day would have been like for a Stone Age man, woman or child.</p>	<p>TRINOVANTES</p> <p>LOOKING AT STORYTELLING, PETER FROST PAINTINGS, ROUND HOUSES (<i>Garrison site</i>), LOOK AT COINS IN THE UNDERPASS BY SJG TOWN SITE <i>Cunoblin coins and Camulodunum mint mark. Weaving.</i></p> <p>SKILLS TAUGHT.</p> <p>Explain who the Celts are and place them on a timeline.</p> <p>Understand where the word 'Celt' came from.</p> <p>Explain how Celtic tribes were organised (Hierarchy and Democracy).</p> <p>Understand why the Celts were called the Iron Age Celts.</p> <p>Explain who the descendants of the Celts are.</p> <p>Understand the Celts' religious beliefs.</p> <p>Use Primary and Secondary source to explain how we know about the Celts.</p>	<p>ANCIENT GREECE</p> <p>ONE SQUARE MILE SUGGESTION: LINK TO THEATRE AND ROMAN THEATRE - NEAR The George in High Street – THEATRE, STONES ON COBBLES, PAINTING OUTSIDE THE THEATRE AND THE COULD ALSO LOOK AT GREEK ORTHODOX CHURCH</p> <p>SKILLS TAUGHT</p> <p>I know and can talk about the struggle between the Athenians and the Spartans.</p> <p>I know some of the things that the Greeks gave the world.</p> <p>I know that the Greeks were responsible for the birth of the Olympics.</p> <p>I know that the Greek Gods were an important part of Greek culture.</p> <p>I know how to locate Greece on a world map.</p>	<p>COLCHESTER LANDMARKS</p> <p>LOOK AT THE KEY LANDMARKS WITHIN THE ONE SQUARE MILE: JUMBO, TOWN, HALL, CASTLE, MONUMENTS ETC. LOOK AT COMMON THEMES IE: ELEPHANTS!</p> <p>CIVIC SOCIETY</p> <p>SKILLS TAUGHT</p> <p>I know about at least 3 things that the Romans did for our country</p> <p>I know why the Romans need to build forts in the country</p> <p>I know that Rome was a very important place, and many decisions were made there.</p> <p>I know about the lives of at least 2 famous Romans</p> <p>I summarise how Britain may have learnt from other countries and civilisations (historically and more recently)</p> <p>I research to find answers to specific historical questions about our locality</p> <p>I research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I know how our locality today has been shaped by what happened in the past.</p> <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>I know about the impact that one of these periods of history had on the world.</p>	<p>ANCIENT CHINA - THE SHANG DYNASTY</p> <p>An overview of where and when this 'first' civilisation appeared followed by a deeper study.</p> <p>Place on historical times (revisit learning from Yr. 1,2,3 and Yr. 4 so far).</p> <p>Social hierarchy of the Shang Dynasty- how was it organised? What was life like for different people? How do we know? (Sources of historical information.)</p> <p>Religious beliefs and practices. Oracle bones</p> <p>Fu Hao and the discovery of her tomb.</p> <p>Colchester Museum, China Terracotta Army</p> <p>SKILLS TAUGHT</p> <p>I summarise how Britain may have learnt from other countries (China) and Civilisations (China).</p> <p>I research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I know how historic items and artefacts have been used to help build a picture of life in the past.</p> <p>I know about the impact that one of these periods of history had on the world (China).</p>	<p>ROMAN INVASION</p> <p>LINKING TO EMPEROR CLAUDIUS, HIGH STREET, ELEPHANTS AND THE CASTLE/TEMPLE.</p> <p>LOOK AT MOSAICS</p> <p>SKILLS TAUGHT</p> <p>I summarise how Britain may have learnt from other countries (Iraq) and Civilisations Baghdad).</p> <p>I research what it was like for children in a given period of history and present my findings to an audience.</p> <p>I know how historic items and artefacts have been used to help build a picture of life in the past.</p> <p>I know about the impact that one of these periods of history had on the world (Baghdad).</p>



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<p>English RtW and Maths apps</p>	<p><i>RtW: create a newspaper report about the discovery of Skara Brae.</i> <i>Maths: looking at a historical timeline and ordering dates chronologically (refer to key learning in Yr 1 and 2)</i></p>	<p><i>RtW: as children are making tribal, Celtic felt pouches for DT, write up instructions for this in RtW.</i> <i>Maths: measure and compare lengths of materials for felt pouches.</i></p>	<p><i>RtW: Hall of Fame of the Greek Gods, Goddesses - character profiles, fact files, non-chronological reports.</i> <i>Maths: looking at a historical timeline and ordering dates chronologically (refer to key learning in Yr 1,2 and AP1.)</i></p>	<p><i>RtW: non-chronological report about the Roman invasion and the cause/effects.</i> <i>Maths: looking at a historical timeline and ordering dates chronologically (refer to key learning in Yr 1,2 and 3).</i> <i>Roman numerals, looking at Roman mosaics and lines of symmetry in 2D shapes, 2D shapes in different orientations.</i></p>	<p><i>RtW: Use Mulan as 'hook'- look at Historical stereotypes and traditions. Write from the point of view of Mulan in the time she lived (diary entry, letter).</i> <i>Maths: looking at a historical timeline and ordering dates chronologically (refer to key learning in Yr 1,2,3 and AP1.)</i></p>	<p><i>RtW: Write a comparison of Early Islamic civilisation with society and life in Britain at the same time- (Vikings). Write a leaflet about Baghdad at the time -why was it so well organised and in its 'Golden Age'?</i> <i>Maths: Geometry and Islamic patterns: translations of shapes, angles... Plot Baghdad's city features on a grid- using coordinates .</i></p>
<p>GEOGRAPHY</p>	<p>REPRESENTING MY LOCAL AREA <i>Use fieldwork to observe, measure and record the human and physical features of the local area, using a range of methods; including sketching, maps, plans, graphs and digital technology.</i></p> <p>Representing my local area SKILLS TAUGHT <i>Use fieldwork to observe, measure and record the human and physical features of the local area</i> <i>Using a range of methods: including plans, tally charts, graphs, and digital technology.</i> <i>Use and sketch conventional maps.</i></p>	<p>MOUNTAINS AND VOLCANOES <i>What is a volcano?</i> <i>Cross-section of the earth.</i> <i>How a volcano erupts.</i> <i>Where are volcanoes found?</i></p> <p>SKILLS TAUGHT <i>I know why people may choose to live in one place rather than another.</i> <i>I know about, locate and name some of the world's most famous volcanoes.</i> <i>I know about and describe the key aspects of earthquakes.</i> <i>I know about and describe the key aspects of volcanoes.</i></p>	<p>GREAT BRITAIN <i>Name and locate countries and cities of the UK, geographical regions and identifying human and physical characteristics</i></p> <p>SKILLS TAUGHT <i>I know why people may be attracted to live in cities.</i></p> <p>Need to cover in Year 3: <i>I know the name of a number of countries in the northern hemisphere.</i> <i>I know the capital city of at least 6 European countries.</i> <i>I locate the Tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map.</i> <i>I know where a country is located in the Northern or Southern hemisphere.</i></p>	<p>MAPPING THE WORLD <i>Locate the world's countries using maps to focus on Europe (Inc. location of Russia and North/South America), concentrating on environmental regions, countries and major cities</i></p> <p>SKILLS TAUGHT <i>I know how to plan a journey from my town/city to another place in England.</i> <i>I know how to find at least 6 cities in the UK on a map.</i> <i>I research to discover features of villages, towns and cities and appreciate the differences.</i> <i>I know about, name and locate some of the islands that surround the United Kingdom.</i> <i>I know the areas of origin of the main ethnic groups in the United Kingdom and in our school.</i> <i>I know the difference between British Isles, Great</i></p>	<p>EARTHQUAKES <i>What is an earthquake?</i> <i>Main causes?</i> <i>What is the Richter scale?</i> <i>Seismograph?</i> <i>Revisit cross-section of Earth.</i></p> <p>SKILLS TAUGHT May need to revisit from Year 3: <i>I know the name of a number of countries in the northern hemisphere.</i> <i>I know the capital city of at least 6 European countries.</i> <i>I locate the Tropic of Cancer, the tropic of Capricorn and the Greenwich meridian on a map.</i> <i>I know where a country is located in the Northern or Southern hemisphere, - link these skills to locations of earthquakes.</i></p>	<p>LOCAL MAP WORK LINKED TO ONE SQUARE MILE PROJECT</p> <p>SKILLS TAUGHT <i>Use 4 compass points well;</i> <i>Begin to use 8 compass points;</i> <i>Use letter/no. co-ordinates to locate features on a map confidently.</i></p> <p><i>Make a map of a short route experienced, with features in correct order;</i> <i>Make a simple scale drawing.</i></p>



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				Britain and the United Kingdom.		
English RtW and Maths ops	RtW: write a persuasive letter to Colchester County Council asking for a new amusement facility. Explain the need using the terms human/ physical features to describe the area- use previous learning about the local area to support. Use maps, plans, diagrams and digital technology to support the proposal. Maths: interpret and present data, to support the proposal for RtW work.	RtW: Pack of Pompeii resources (Twinkl) write a non-chronological report about volcanoes. Write a news report from 79AD. Maths: Look at measuring time, related to Mount Vesuvius (79AD) - ordering the events and plot on timeline.	RtW: Write a biography about a famous Essex (link to work on counties and regional areas) person -dead or alive. Maths: compare durations of journeys between the counties/cities by car, train, bus...	RtW: write a travel review for Trip Advisor about one of the countries studied or a 'round the world trip' to highlight the location of the places studied in Geog. Maths: look at analogue and digital times and the 24 hr clock and compare the difference and time zones around the world, linked to places studied in Geog.	RtW: use the Great Wave Off Kanagawa as a writing stimulus - link to the learning about tsunamis and earthquakes -descriptive writing. Write a news report from Japan 2011, Indonesia 2004... Maths: interpret and present discrete and continuous data using appropriate graphical methods (bar charts and time graphs) linked to earthquakes, tsunamis and timelines of impact etc.	RtW: write an advert for an item which was/is/traditionally sold and traded in Middle East. Maths: use conversion of km/m and hr/min to work out travel distance in the trade links in Middle East re- Silk Road.
ART	THE FIRST DRAWING The First Drawing by Mordecai Gerstein Art from historical periods (Bronze/Stone age) Compare sketches, brushes for effect. SKILLS TAUGHT I know how to use sketches to produce a final piece of art. I know how to use different grades of pencil to shade and to show different tones and textures. I know how to use a range of brushes to create different effects in painting. I recognise when art is from different historical periods.	VOLCANO Hokusai - 36 views of Mount Fuji (Japanese art) Artists from other cultures. sketches, pencils, tone/texture, background wash and brushes for effect. SKILLS TAUGHT I know how to use sketches to produce a final piece of art. I know how to use different grades of pencil to shade and to show different tones and textures. I know how to create a background using a wash. I know how to use a range of brushes to create different effects in painting. I know how to identify the techniques used by different artists.	COLLAGE AND DIGITAL ART Collage and digital images linked to Ancient and Modern Greece... Recognising when art is from different historical periods and different cultures. SKILLS TAUGHT I know how to identify the techniques used by different artists. I know how to use digital images and combine with other media in my art. I know how to use IT to create art which includes my own work and that of others.	ROMAN BUSTS Sketching facial expressions, texture, line, tone, shape, represent figures & forms in movement, art from history. SKILLS TAUGHT I know how to show facial expressions and body language in sketches and paintings I know how to use marks and lines to show texture in my art. I know how to use line, tone, shape and colour to represent figures and forms in movement. I know how to show reflections in my art I know how to print onto different materials using at least 4 colours	SILK PRINT AND WALL HANGING (ART AND DT) Silk printing linked to Shang Dynasty (screen printing) Print onto different materials using at least four colours Experiment with styles used by other artists Features of art from, historical periods. SKILLS TAUGHT I know how to print onto different materials using at least four colours. I can explain some of the features of art from historical periods.	REFLECTIONS Monet - rivers Line, tone, shape, colour, digital images (photo with painting of reflections) Art LINKED TO ONE SQUARE MILE HISTORY- mosaics (Visit First Site) make a mosaic of elephant? - link to Claudius/High Street SKILLS TAUGHT I know how to show reflections in my art.



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		<p>I know how to compare the work of different artists. I recognize when art is from different cultures.</p>		<p>I know how to sculpt clay and other mouldable materials I know how to integrate my digital images into my art I experiment with the styles use by other artists I explain some of the features of art from historical periods</p>		<p>I know how to integrate my digital images into my art.</p>
Design Technology	<p>STONE AGE SOUP (poss idea for Forest School too) Design Practise skills/technical knowledge Make Evaluate</p> <p>Stone Age Soup SKILLS TAUGHT I prove that my design meets some set criteria. I follow a step-by-step plan, choosing the right equipment and materials. I select the most appropriate tools and techniques for a given task. I describe how food ingredients come together.</p>	<p>FELT POUCHES - linked to One Square Mile and 'tribes Find out about felt and make own felt. Design a pouch Make using home made felt if suitable or buy some. Evaluate pouch and felt as a material</p> <p>SKILLS TAUGHT I prove that my design meets some set criteria. I follow a step-by-step plan, choosing the right equipment and materials. I design a product and make sure it looks attractive. I choose a material for both its suitability and its appearance. I select the most appropriate tools and techniques for a given task. I work accurately to measure, make cuts and make holes.</p>	<p>MECHANICAL POSTERS(Twinkl) Concept: safety (possibilities e-safety, water safety, road safety) Design Practise skills/technical knowledge Make Evaluate SKILLS TAUGHT I make a product which uses both electrical and mechanical components. I prove that my design meets some set criteria. I follow a step-by-step plan, choosing the right equipment and materials. I design a product and make sure it looks attractive. I choose a material for both its suitability and its appearance. I select the most appropriate tools and techniques for a given task. I work accurately to measure, make cuts and make holes.</p>	<p>CATAPULTS Design, make, evaluate a Roman catapult (see Twinkl pack)</p> <p>SKILLS TAUGHT I use ideas from other people when I am designing I produce a plan and explain it I evaluate and suggest improvements for my design I evaluate products for both their purpose and appearance I explain how I have improved my original design I present a product in an interesting way I measure accurately</p>	<p>DT CHINESE WALL HANGING - linked to art - use silk print - woodwork to build the frame, drill holes to attach rope for hanging. Design Practise skills/technical knowledge Make Evaluate</p> <p>SKILLS TAUGHT I use ideas from other people when I am designing I produce a plan and explain it I evaluate and suggest improvements for my design I evaluate products for both their purpose and appearance I explain how I have improved my original design I present a product in an interesting way I measure accurately I persevere and adapt my work when my original ideas do not work.</p>	<p>DT- DESIGN AND MAKE A PIZZA for Claudius (must include mushrooms) linked to One Square Mile History</p> <p>SKILLS TAUGHT I know how to be both hygienic and safe when using food.</p>



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<p>English RtW and Maths opps</p>	<p>RtW: read and write Stone Age soup recipes.</p> <p>Maths: measures: looking at time intervals (cooking the soup) using an analogue clock.</p>	<p>RtW: as children are making tribal, Celtic felt pouches for DT, write up instructions for this in RtW.</p> <p>Maths: measure and compare lengths of materials for felt pouches. Look at tribal patterns.</p>	<p>RtW: research safety instructions and how they are set out. Learn the vocabulary and composition which supports the efficient delivery of safety instructions. Write instructions (cold link to Greek gladiators/chariot racers?). Maths: identify horizontal, vertical, parallel lines when designing and making the poster.</p>	<p>RtW: instruction writing for making catapults -instructional writing for HOW to use the catapult - from a Roman soldier's point of view? Maths: look at measures (measuring and calculating perimeter of a rectilinear figure) in cm and m - link to Roman battle filed, part of the catapult etc.</p>	 <p>RtW: use Chinese silk print images, as a stimulus to create fantasy or historically accurate stories.</p> <p>Maths: use squared paper to work out area of parts of Chinese silk painting images (enlarged) - rectilinear shapes, counting squares.</p>	<p>RtW: read and write Islamic food recipes. Use our Islamic school community to support.</p> <p>Maths: measures: converting measurements and units for cooking.</p>
<p>RE</p>	<p><u>USE THE NEW 2023 RE SYLLABUS</u></p>					
<p>English RtW and Maths opps</p>	<p>RtW: non-chronological report re Christianity and key info.</p>	<p>RtW: non-chronological report writing about places of worship.</p>	<p>RtW: non-chronological reports about rituals and worship in different religions.</p>	<p>RtW: Retelling of the story of Moses.</p>	<p>RtW: non-chronological report about Islam: the Qur'an, 5 pillars, Holy places...</p>	<p>RtW: children write their own set of 'how to live life' rules - linked to their learning in RE and sacred writings.</p>
<p>MUSIC</p>	<p>Charanga year 3 Autumn 1: Developing notation skills (How does music bring us closer together?) (glockenspiels)</p> <p>Recorder - blown away (instrument tab)/play it (music hub tab) recorder BAG notes only (progress if ready)</p>	<p>Charanga Year 3 Spring 1: Composing using your imagination (How does music make the world a better place?) (GLOCKENSPIELS)</p> <p>Sue Nicholls (Charanga - music hub tab - springboards to creativity) KS2 Knock on wood OR rainforest</p>	<p>Charaga Year 3 Summer 1: Learning more about musical styles (How does music make a difference to us every day?) (UNTUNED PERCUSSION)</p> <p>Chrome Music lab/lessons on SharePoint</p>	<p>Ukuleles (music tutor in)</p>	<p>Charanga Year 3 Autumn 2: Enjoying improvisation What stories does music tell us about the past? Link with assessment (Beethoven, Mozart, Elgar) (Glockenspiels)</p> <p>Production (include ukuleles?)</p>	<p>Charanga Year 3 Spring 2: Sharing musical experiences (How does music help us get to know our community?) (GLOCKENSPIELS)</p> <p>Charanga year 3 Summer 2: Recognising different sounds How does music connect us with the planet? (recorders)</p>



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	SKILLS TAUGHT			SKILLS TAUGHT		
	<ul style="list-style-type: none"> - I know how to sing a tune with expression. - I know how to play clear notes on instruments. - I know how to use different elements in my composition. - I know how to create repeated patterns with different instruments. - I know how to compose melodies and songs. - I know how to create accompaniments for tunes. - I know how to combine different sounds to create a specific mood or feeling. - I know how to use musical words to describe a piece of music and compositions. - I know how to use musical words to describe what I like and do not like about a piece of music. - I know how to recognise the work of at least one famous composer. - I know how to improve my work; explaining how it has been improved. 			<ul style="list-style-type: none"> - I know how to perform a simple part rhythmically - I know how to sing songs from memory with accurate pitch. - I know how to improvise using repeated patterns. - I know how to use notation to record and interpret sequences of pitches. - I know how to use notation to record compositions in a small group or on my own. - I know how to explain why silence is often needed in music and explain what effect it has. - I know how to identify the character in a piece of music. - I know how to identify and describe the different purposes of music. - I know how to begin to identify the style of work of Beethoven, Mozart and Elgar. 		
PHSE (Jigsaw Scheme)	1) BEING ME IN MY WORLD 2) CELEBRATING DIFFERENCES	3) DREAMS AND GOALS 4) HEALTHY ME	5) RELATIONSHIPS 6) CHANGING ME	1) BEING ME IN MY WORLD 2) CELEBRATING DIFFERENCES	3) DREAMS AND GOALS 4) HEALTHY ME	5) RELATIONSHIPS 6) CHANGING ME
ICT	<p>Technology in Our Lives</p> <p>Data Handling</p> <p>Online Safety</p> <p>Self - image and Identity</p> <p>Privacy and Security Managing Information Online</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT TECHNOLOGY IN OUR LIVES Save work on the school network, on the Internet and on individual devices Talk about the parts of a computer Use appropriate tools to collaborate on-line Use appropriate tools to communicate on-line</p>	<p>Coding/Programming</p> <p>Online Safety Online relationships Online Reputation Online Bullying</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT CODING/PROGRAMMING Plan & enter a sequence of instructions to achieve specific outcomes Test and debug/improve programmed sequences. Begin to type in Scratch and other graphic commands to achieve outcomes. Explore outcomes when giving sequences of instructions in software</p>	<p>Multimedia</p> <p>Online Safety Health, Well-Being and Lifestyle</p> <p>Copyright and Ownership https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT MULTIMEDIA Explore and begin to evaluate the use of multimedia to enhance communication Create and edit presentation documents and text, experimenting with fonts, size, colour, alignment for emphasis and effect Use a range of effects in art programs including</p>	<p>Technology in Our Lives Data Handling Online Safety</p> <p>Self - image and Identity</p> <p>Privacy and Security Managing Information Online</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT TECHNOLOGY IN OUR LIVES Talk about the school network & the different resources they can access, including the Internet Frame questions and identify key words to search for information on the Internet</p>	<p>Coding/Programming</p> <p>Online Safety Online relationships Online Reputation Online Bullying</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT CODING AND PROGRAMMING Create & edit procedures Solve open-ended problems with a floor robot, Scratch using efficient procedures to create shapes and letters Experience a variety of resources to extend</p>	<p>Multimedia</p> <p>Online Safety Health, Well-Being and Lifestyle</p> <p>Copyright and Ownership https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT MULTIMEDIA Explore how multimedia can create atmosphere & appeal to different audiences Be confident in creating and modifying text and presentation documents to achieve a specific purpose Use art programs and online tools to modify photos for a specific purpose using a range of effects</p>



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	<p>Use simple search tools and find appropriate websites Talk about the owner of information online</p> <p>DATA HANDLING Find out information from a pre-prepared database, asking straightforward questions Contribute towards a database Construct and use a branching database Record data in a variety of ways Present data for others Use a data logger to monitor changes and talk about the outcomes seen</p>	<p>Use repeat to achieve solutions to tasks Solve open-ended problems with a floor robot & Logo including creating simple regular polygons, making sounds & planning movements such as a dance Sequence pre-written lines of programming into order Talk about algorithms planned by others & identify any problems & the expected outcome</p>	<p>brush sizes, repeats, reflections Explore the use of video Use ICT tools to create musical phrases Use individual fingers to input text & use shift key to type characters Amend text by highlighting & using select/ delete & copy/ paste Evaluate own work and consider how it can be improved for effectiveness</p>	<p>Consider reliability of information and ways it may influence you Check who the owner is before copying photos, clipart or text Data Handling Plan and create a database to answer questions Identify different types of data Ask questions carrying out simple searches on a database Identify inaccurate data Present data in appropriate format for an audience Use a data logger to record and compare individual readings. Question the validity of data and it's sources.</p>	<p>knowledge and understanding of programming. Create an algorithm and a program that will use a simple selection command for a game Begin to correct errors (debug) as they program devices and actions on screen and identify bugs in programs written by others Use an algorithm to sequence more complex programming into order Link the use of algorithms to solve problems to work in Maths, Science & DT.</p>	<p>Explore the use of video and animation for a specific audience Use ICT tools to create music phrases for a specific purpose Use a keyboard effectively, including the use of keyboard shortcuts Know how to use a spell check Evaluate own work and a friends, providing feedback that is constructive and specific</p>
<p>PE</p>	<p>Tag rugby Badminton Football Multi-skills SKILLS TAUGHT</p> <p>Games I throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p> <p>Multi-skills I run fast, medium and slow speeds.</p>	<p>Gym Dance Cricket Hockey</p> <p>SKILLS TAUGHT Gym I adapt sequences to suit different types of apparatus and criteria. I explain how strength and suppleness affect performances. I compare and contrast gymnastic sequences.</p> <p>Dance</p>	<p>Swimming Athletics Orienteering</p> <p>SKILLS TAUGHT Athletics I run at fast, medium and slow speeds. I change direction and speed. I take part in a relay and remember when to run and what to do.</p> <p>Outdoor and adventurous. I follow a map in a familiar context.</p>	<p>Football Netball Tag rugby Dance</p> <p>SKILLS TAUGHT Football I hit a ball accurately and with control. I keep possession of the ball. I vary tactics and adapt skills depending on what is happening in a game.</p> <p>Tag Rugby I catch with one hand.</p>	<p>Swimming Gym Cricket SKILLS TAUGHT</p> <p>Gym I word in a controlled way I include change of speed and direction I include a range of shapes I work with a partner to create, repeat and improve a sequence with at least 3 phases.</p> <p>Cricket I can catch with one hand I throw and catch accurately</p>	<p>Hockey Orienteering Badminton Athletics</p> <p>SKILLS TAUGHT Hockey I to agreed rules. I explain rules to others. I can umpire. I make a team and communicate a plan. I lead others in a game situation.</p> <p>Orienteering(DANBURY RESIDENTIAL)</p>



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		<p>I improvise freely and translate ideas from a stimulus into movement. I share and create phrases with a partner and small group. I repeat, remember and perform phrases.</p> <p><u>Games</u> I throw and catch with control. I am aware of space and use it to support team-mates and to cause problems for the opposition. I know and use rules fairly.</p>	<p>I use clues to follow a route. I follow a route safely.</p>	<p>I throw and catch accurately I keep possession of the ball. I vary tactics and adapt skills depending on what is happening in a game. <u>Netball</u> I catch with one hand. I throw and catch accurately I keep possession of the ball. I vary tactics and adapt skills depending on what is happening in a game. <u>Dance</u> I take the lead when working with a partner or a group. I use dance to communicate an idea.</p>	<p>I hit a ball accurately and with control I vary my tactics to adapt skills depending on what is happening in a game</p>	<p>I plan a route and a series of clues for someone else. I plan with others, taking into account of safety and danger.</p> <p><u>Badminton</u> I can catch with one hand I throw and hit accurately I hit a birdie accurately and with control I vary my tactics to adapt skills depending on what is happening in a game</p> <p><u>Athletics</u> I run over a long distance I sprint over a short distance I throw in different ways I hit a target I jump in different ways</p>
<p>English RtW and Maths opps</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)....find area (rectilinear shapes) in playground.</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance. <u>Maths:</u> describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>
<p>MFL</p>	<p>Phonetics lesson 1 Classroom commands lesson 1 Salutations lesson 1 (EARLY) Numbers lesson 1 Days of the week lesson 1 Christmas lesson 1</p>	<p>I'm learning French (EARLY) OPTIONAL: The fruits (EARLY) link with JIGSAW</p>	<p>Shapes (EARLY) OPTIONAL Musical instruments (links with music) (E)</p>	<p>Phonetics lesson 2 Presenting myself (I) OPTIONAL Goldilocks and the three bears (I)</p>	<p>Family (I) OPTIONAL Habitats (links with science) (I)</p>	<p>My home (I) OPTIONAL Animals (E)</p>



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<p>(all above CORE)</p> <p>OPTIONAL: Nursery rhymes (EARLY)</p>					
	<ul style="list-style-type: none"> - (LISTENING) Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. - (SPEAKING) Communicate with others using simple words and short phrases covered in the units. - (READING) Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. - (WRITING) Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. - (GRAMMAR) Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' 				<ul style="list-style-type: none"> - (LISTENING) Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. - (SPEAKING) Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. - (READING) Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. - (WRITING) Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. - (GRAMMAR) Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'



SUBJECTS	Year 5			Year 6		
	AP1 <u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u> BIG QUESTION; WHERE ARE MY ROOTS?	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?	AP1 <u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u> BIG QUESTION: WHERE ARE MY ROOTS?	AP2 <u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u> BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?	AP3 <u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u> BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?
SCIENCE	<p>EARTH AND SPACE (Physics) Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation, to explain day and night and the apparent movement of the sun across the sky.</p> <p>SKILLS TAUGHT <u>Earth and Space:</u> I know about and can explain the movement of the Earth and the other planets relative to the sun I know about and can explain the movement of the sun relative to the moon I know and demonstrate how night and day are created I describe the Sun, Earth and Moon (using the term spherical)</p>	<p>FORCES (Physics) 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>PROPERTIES AND CHANGE OF MATERIALS (Chemistry) Compare and group together every day materials on the basis of their properties including their hardness, solubility, transparency and 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 or bicarbonate of soda.</p> <p>SKILLS TAUGHT <u>Forces</u> I know what gravity is and its impact on our lives I identify and know the effect of air resistance I identify and know the effect of water resistance</p>	<p>ANIMALS INCLUDING HUMANS (Biology) Describe the changes as humans develop from birth to old age.</p> <p>ALL LIVING THINGS (Biology) Describe the differences in the life cycles of amphibians, an insect and a bird. Describe the life processes of reproduction in some plants and animals.</p> <p>SKILLS TAUGHT <u>Animals Including Humans</u> I create a timeline to indicate stages of growth in humans.</p> <p>All Living Things and Their Habitats I know the life cycle of different living things; e.g. mammal, amphibian, insect, bird I know the differences between different life cycles</p>	<p>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 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.</p> <p>SKILLS TAUGHT <u>Light</u> I know how to plan different types of scientific enquiry I know how to control variables in a scientific enquiry I measure accurately and precisely using a range of equipment I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>ELECTRICITY Associate the brightness of a lamp or 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 diagram.</p> <p>ALL LIVING THINGS (Biology) Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>SKILLS TAUGHT <u>Electricity</u> I know how to plan different types of scientific enquiry I know how to control variables in a scientific enquiry</p>	<p>ANIMALS INCLUDING HUMANS (Biology) Describe the ways in which nutrients and water are transported within animals including humans. 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.</p> <p>EVOLUTION AND INHERITANCE Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth, millions of years ago. Recognise that living things produce offspring of the same kind, but normally off spring vary and are not identical to their parents.</p> <p>Identify how animals and plants adapted to suit their environment in different ways and that adaptation may lead to evolution (refer to Yr 2 learning and Monkey Puzzle!).</p>



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		<p>I identify and know the effect of friction</p> <p>I explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Properties and Changes of Materials</p> <p>I compare and group materials based on their properties (eg hardness, solubility)</p> <p>I know how a material dissolves to form a solution, explaining the process of dissolving</p> <p>I know how some materials can be separated - eg -through filtering, sieving and evaporating</p> <p>I know how some changes are reversible and some are not</p> <p>I know some changes result in the formation of a new material and this is usually irreversible</p> <p>I know that reversible and irreversible changes</p> <p>I give evidenced reasons why materials should be used for specific purposes</p>	<p>I know the process of reproduction in plants</p> <p>I know the process of reproduction in animals</p>	<p>I use the outcome of test results to make predictions and set up a further comparative and fair test</p> <p>I report findings from enquiries in a range of ways</p> <p>I know how to explain a conclusion from an enquiry</p> <p>I know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory</p> <p>I read, spell and pronounce scientific vocabulary correctly</p> <p>I know how light travels</p> <p>I know and demonstrate how we see objects</p> <p>I know why shadows have the same shape as the object that casts them</p> <p>I know how simple optical instruments work for example a periscope, telescope, binoculars, mirrors, magnifying glass etc</p>	<p>I measure accurately and precisely using a range of equipment</p> <p>I know how to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>I use the outcome of test results to make predictions and set up a further comparative and fair test</p> <p>I report findings from enquiries in a range of ways</p> <p>I know how to explain a conclusion from an enquiry</p> <p>I know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory</p> <p>I read, spell and pronounce scientific vocabulary correctly</p> <p>I know how the voltage from cells in a circuit links to the brightness of a lamp or the volume of a buzzer</p> <p>I compare and give reasons for why components work and do not work in a circuit</p> <p>I draw circuit diagrams using correct symbols</p>	<p>SKILLS TAUGHT</p> <p>I know how to plan different types of scientific enquiry</p> <p>I know how to control variables in a scientific enquiry</p> <p>I measure accurately and precisely using a range of equipment</p> <p>I know how to record data and results using scientific diagrams and labels, scatter graphs, bar and line graphs</p> <p>I use the outcome of test results to make predictions and set up a further comparative and fair test</p> <p>I report findings from enquiries in a range of ways</p> <p>I know how to explain a conclusion from an enquiry</p> <p>I know how to relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory</p> <p>I read, spell and pronounce scientific vocabulary correctly</p> <p>I identify and name the main parts of the human circulatory system</p> <p>I know the function of a heart, blood vessels and blood</p>
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LONG TERM PLANNING 2022 2023

						I know the impact of diet, exercise, drugs and lifestyle on health I know the ways in which nutrients and water are transported in animals including humans
English RtW and Maths opps	RtW: look at key figure in space exploration - biographical writing. Maths: Geometry - identify angles, turns, rotation... Measures: distances between planets, day/night...	RtW: persuasive letter/report, as Sir Isaac Newton. Maths: measures for forces and testing. - Using different units of metric measure (cm/m:cm/mm)	RtW: explanation text about familiar life cycle - key scientific vocabulary to be used. Maths: explore units of time - link to biological changes in animals and humans (gestation periods, life cycles etc). Create charts to represent this information.	RtW: explanation text about: light sources, shadows, how light travels...using scientific vocabulary. Maths: use statistics to record lengths of shadows during the course of the day -different times of year, different places across the globe?	RtW: debate - who invented the light bulb? Debate re- environmental impact of energy sources. Maths: calculate and interpret data and the mean as average, linked to data given for energy usage- make 'real like' using utility bills for electricity usage in an average home/school etc.	RtW: write a play script for different parts of the human body, for a main function i.e.: how blood travel around the body (characters in the playscript are the parts of the body) ... Maths: chronology timeline of evolution (link to previous History learning in different year groups).
HISTORY	ANGLO SAXONS, VIKINGS AND SCOTS. How did the Saxons, Vikings and Scots contribute to the development of institutions, culture and ways of life in Britain? What happened to Britain when the Romans left? How well did the Saxons and Vikings get on? Was life better in Anglo-Saxon or Roman Britain? What did the Anglo-Saxons and Vikings leave behind? Images of Saxons, Vikings and Scots- inferences made about them, comparisons...look at evidence.	LOCAL HISTORY STUDY/WHAT DID WE LEARN FROM THE ROMANS? LOCAL HISTORY FOCUS – WHAT DID WE LEARN FROM THE ROMANS? VISIT FIRST SITE- MOSCIACS, UNDER FLOOR HEATING, LOOK AT RESISTANCE AND BOUDICCA'S MOVEMENT Entertainment, mosaics, materials, roads Colchester Castle SKILLS TAUGHT I describe events from the past using dates when things happened. I know when happened. I know how an event or events from the past shaped life today.	Ring-O-Roses Colchester's Plague Colchester lost over half of their inhabitants SKILLS TAUGHT I describe events from the past using dates when things happened. I know when happened. I know how an event or events from the past shaped life today. I draw timeline with different historical periods showing key historical events I know how crime and punishment has changed over a period of time	TITANIC Children will gain an understanding of what happened to the Titanic and be able to explain why it sunk. They should be able to compare a range of sources and determine who they think was at fault based on a range of evidence. They should be able to explain why some sources of information may be biased and how this affects interpretation of the past, linked to the Titanic. They should be able to compare the social class system in place during the early 20th century and how this may have contributed to the disaster. They will be able to explain, based on	SIEGE OF COLCHESTER 1648 <small>LOOKING AT THE 11 WEEK-LONG SIEGE - USE OF PAINTING AS INITIAL STIMULUS AS IT WAS BASED ON THE BATTLE ON THE ABBEY GATE, ON THE GREEN -OUTSIDE SIG TOWN SITE...(PAGE 52 IN BOOK: HISTORY AND GUIDE, COLCHESTER BY PATRICK DENNEY)</small> <small>Look at Siege House, St. Botolph's, St. Martin's... maps. CCS On This Day diary of Siege in Resources + walks</small> SKILLS TAUGHT I research in order to find similarities and difference between two or more periods of history. I know how to place features of historical events and people from the past societies and periods in a chronological framework. I know about the main events from a period of	THE ROMAN LEGACY: WHAT DID THE ROMANS LEAVE BEHIND? 13 Things the Romans Did for us <ol style="list-style-type: none">1. Fast Food2. Advertising and Trade Marks3. Plumbing and Sanitation4. Towns5. Architecture6. Roads7. Calendar8. Currency9. Latin10. Beau racy



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<p>What were the challenges of establishing settlements? Chronology? Migration - reasons? SAXONS (410AD) AND VIKINGS (840AD)</p> <p>Normans- 1066 –archaeological evidence and look at religion –visit the Norman Church –West Stockwell Street and Trinity Street</p> <p>SKILLS TAUGHT</p> <p>I know where the Anglo-Saxons came from I know at least two famous Anglo-Saxons I use a timeline to show when the Anglo-Saxons were in England I know the link between Anglo-Saxons and Christianity I know that many Anglo-Saxons were farmers I know that the Anglo-Saxons gave us many of the words that we use today I describe events from the past using the dates when things happened I know how an event or events from the past has shaped our life today I draw a timeline with different historical periods showing key historical events or lives of significant people I know how crime and punishment has changed over a period of time</p>	<p>I draw timeline with different historical periods showing key historical events I know how crime and punishment has changed over a period of time I know how the lives of wealthy people were different from the lives of poorer people</p>	<p>I know how the lives of wealthy people were different from the lives of poorer people</p>	<p>evidence, who they think was to blame for the sinking of the Titanic". SKILLS TAUGHT</p> <p>I research in order to find similarities and difference between two or more periods of history. I know how to place features of historical events and people from the past societies and periods in a chronological framework. I know about the main events from a period of history, explaining the order of events and what happened. I can use a range of sources and discuss the value of them and whether they are primary or secondary sources. I can infer how multiple sources can build more of a picture of what life was like within a period of time.</p>	<p>history, explaining the order of events and what happened. I can use a range of sources and discuss the value of them and whether they are primary or secondary sources. I can infer how multiple sources can build more of a picture of what life was like within a period of time.</p>	<p>11. Under floor heating 12. Baths houses 13. Hadrian's Wall</p> <p>SKILLS TAUGHT</p> <p>I know that many of the early civilizations gave much to the world.</p>
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	<p>I know how Britain has had major influence on the world</p> <p>I know how the lives of wealthy people were different from the lives of poorer people</p>					
<p>English</p> <p>R t W a n d M a t h s o p p s</p>	<p>RtW: how to Train a Dragon book/film clips- life in Viking times...write own Historical based stories using Historical vocabulary and subject specific - Historically accurate information. <u>Maths:</u> chronological timeline of evolution (link to previous History learning in different year groups).</p>	<p>RtW: write a biography of influential Roman figure. <u>Maths:</u> build models of Roman aqueducts', villas, baths...use cm3 blocks to build cuboids...</p>	<p>RtW: using the House of Wisdom (Baghdad's Intellectual Powerhouse... Centre for learning) create/write an advert for the House of Wisdom, explaining reasons why people should study there. Write a one page prospectus for the House of Wisdom, based on the ideas in the prospectus. <u>Maths:</u> Arabic numbers ...</p>	<p>RtW: writing formal letters from a citizen in Eyam. <u>Maths:</u> place the event on chronological, historical timeline (refer to previous timeline learning in other year groups).</p>	<p>RtW: Diary of Anne Frank, children to write own diary entries in the role of Anne Frank. Use of War Horse- letters to/from soldiers and family. <u>Maths:</u> looking at and represent data information (statistics) re death tolls, look at dates of invasions and defeats/triumphs, use chronological, Historical timeline.</p>	<p>RtW: write a thank you letter /commendation letter to the Roman Empire (or last Roman Emperor) thanking them for the legacy they have left. Link all previous learning, from previous years. <u>Maths:</u> revisit Roman numerals and revisit and plot all Roman inventions, invasions etc on chronological timeline.</p>
<p>GEOGRAPHY</p>	<p><u>DIVIDING THE WORLD PART 1</u></p> <p>Identify the position and significance of longitude and latitude, Equator, Northern and Southern hemisphere.</p> <p><u>SKILLS TAUGHT</u></p> <p>I know, name and locate the capital cities of neighbouring European Countries</p> <p>I know the countries that make up the European Union</p> <p>I know about, name and locate many of the world's most famous mountainous regions</p>	<p><u>ATMOSPHERIC ELEMENTS</u></p> <p>Biomes Vegetation Belts Climate Zones</p> <p><u>SKILLS TAUGHT</u></p> <p>I know, name and locate the capital cities of neighbouring European Countries</p> <p>I know the countries that make up the European Union</p> <p>I know about, name and locate many of the world's most famous mountainous regions I know why most cities are situated by rivers I know about the course of a river</p>	<p><u>TECHNOLOGICAL MAPPING</u></p> <p>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</p> <p><u>SKILLS TAUGHT</u></p> <p>I know, name and locate the capital cities of neighbouring European Countries</p> <p>I know the countries that make up the European Union</p> <p>I know about, name and locate many of the world's most famous mountainous regions</p> <p>I know why most cities are situated by rivers</p> <p>I know about the course of a river</p>	<p><u>DIVIDING THE WORLD PART 2</u></p> <p>Revisit longitude, latitude, Equator, Northern and Southern Hemispheres.</p> <p>Introduce Tropics of Cancer /Capricorn, Arctic/Antarctic circles, Prime/Greenwich Meridian and time zones.</p> <p><u>SKILLS TAUGHT</u></p> <p>I know how to use an atlas by using the index to find places</p>	<p><u>H2O</u></p> <p><u>Water cycle</u> <u>Rivers</u></p> <p>I know how to use ordnance survey symbols and six figure grid references.</p> <p>I know why some places are similar and dissimilar in relation their human and physical features.</p>	<p><u>ALL MAPPED OUT</u></p> <p>Use points of the compass, four and six figure grid references, symbols and key (including ordnance survey maps) to build knowledge on UK and wider world_</p> <p><u>SKILLS TAUGHT</u></p> <p>I know how to use an atlas by using the index to find places</p> <p>I know how to use some basic ordnance survey map symbols</p>



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	<p>I know why most cities are situated by rivers</p> <p>I know about the course of a river</p> <p>I name and locate many of the world's famous rivers</p> <p>I know why ports are important and the role they play distributing goods around the world.</p>	<p>I name and locate many of the world's famous rivers</p> <p>I know why ports are important and the role they play distributing goods around the world.</p>	<p>I name and locate many of the world's famous rivers</p> <p>I know why ports are important and the role they play distributing goods around the world.</p>	<p>I know how to use some basic ordnance survey map symbols</p> <p>I know how to use ordnance survey symbols and 6-figure grid references</p> <p>I collect and accurately measure information for example rainfall, temperature, wind speed, noise</p> <p>I know why some places are similar and dissimilar in relation to their human and physical features</p> <p>I know how time zones work and calculate time differences around the world</p> <p>I name the largest deserts in the world and locate desert regions in an atlas</p>		<p>I know how to use ordnance survey symbols and 6-figure grid references</p>
<p>English RtW and Maths opps</p>	<p>RtW: explanation texts about latitude and longitude as the system of lines used to describe the location of any place on earth. Maths: converting between miles and km, looking at distances between locations on world map.</p>	<p>RtW: non-chronological reports about what our atmosphere is made of. Weather or climate/global warming issues - news reports. Maths: Percentages / fractions linked to what our atmosphere is made of: Nitrogen 78%, Oxygen 21%, Argon 0.93 percent etc...ways to represent this information.</p>	<p>RtW: Use maps, atlas, globe to plan and write a 'round the world' trip (could use Phileas Fog's Around the World in 80 Days)...(link to AP1 learning and longitude, latitude equator etc). Maths: units of time for journeys -time zones (link to AP1 learning and longitude, latitude equator etc).</p>	<p>RtW: non-chronological report about latitude and longitude as the system of lines used to describe the location of any place on earth(recapping learning from AP1) and adding in information about hemispheres, Tropics of Cancer, Capricorn), arctic circles... Maths: converting between miles and km, looking at distances between locations on world map.</p>	<p>RtW: writing an adventure story as an explorer, travelling down the Amazon River (can choose the river!). Maths: compare lengths of rivers, rank in length across the world...position rivers on a full coordinate grid.</p>	<p>RtW: Me on the Map Research and write about a place of the child's choice (could be home country, Colchester, holiday destination). Use this information to write an advert for this place, using reference points, compass / directional information -link to learning from AP1, to describe the location - longitude, latitude, distance from equator etc. Maths: distances, coordinates for location - to feed into RtW text.</p>



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ART	VIKING BOATS/ WATER SCENES	CHARCOAL	FLORAL ISLAMIC ART (no human/animal images, has to be patterns)	MIEIEVAL ART	BRITISH ART OF WW1	LOCAL ARTIST STUDY
	<p>Represent figures & forms in movement Research an artist - Edward Munch, starry night -replicate their style. Virtual tour - National Museum of Art - The Scream.</p> <p>SKILLS TAUGHT I identify and draw objects and use marks and lines, to produce texture I know how to successfully use shading to create mood and feeling I know how to organise line, tone, shape and colour to represent figures and forms in movement I know how to use shading to create mood and feeling I know how to express emotion in my art I know how to create an accurate print design following criteria I know how to use images which I have created, scanned and found; altering them where necessary to create art I research the work of an artist and use their work to replicate a style</p>	<p>Colchester - castle/Roman influences around our town. Charcoal - draw objects & use marks and lines to produce texture, shade for mood and feeling, express emotion in art</p> <p>Research an artist - Valerie Irwin - reproduce charcoal sketches in her style, linked to Roman landmarks in Colchester.</p> <p>SKILLS TAUGHT I identify and draw objects and use marks and lines, to produce texture I know how to successfully use shading to create mood and feeling I know how to organise line, tone, shape and colour to represent figures and forms in movement I know how to use shading to create mood and feeling I know how to express emotion in my art I know how to create an accurate print design following a criteria I know how to use images which I have created, scanned and found; altering them where necessary to create art</p>	<p>Mosques of Baghdad Create accurate print design following criteria, use images created, scanned, found, altering them to create art (Lino but on polystyrene)</p> <p>Research an artist - Nadia Janjua NADIA J ART - Home</p> <p>SKILLS TAUGHT I identify and draw objects and use marks and lines, to produce texture I know how to successfully use shading to create mood and feeling I know how to organise line, tone, shape and colour to represent figures and forms in movement I know how to use shading to create mood and feeling I know how to express emotion in my art I know how to create an accurate print design following a criteria I know how to use images which I have created, scanned and found; altering them where necessary to create art I research the work of an artist and use their work to replicate a style</p>	<p>- TES Culture & Art - Black Death (also reflects on previous learning of Islamic art) https://www.tes.com/teaching-resource/culture-and-art-black-death-6266095 Paint (effect of the Plague on art) Explain why I have used different tools and specific techniques to create my art</p> <p>SKILLS TAUGHT <u>Line, Shape and Form</u> To be able to demonstrate the illusion of depth using line, tone and hatching. To draw using a range of media To look closely during observational drawing. To create the illusion of depth using different tones, white and black with charcoal, chalk and pastel with increasing skill. To use viewing frames to focus on detail. To compose pictures with foreground and background, applying skills of perspective. <u>Colour</u> To be able to mix any colour needed without help. Learn how to apply paint with increasing control and choose the correct brush size, use different types of paint for effects. <u>Form</u> Combine wire sculpture and papier mache to create a more robust piece.</p>	<p><u>WW2</u> compare/contrast <i>How do we learn about history from art?</i> I explain the style of my work and how it has been influenced by a famous artist. e-resources</p> <p>SKILLS TAUGHT I explain the style of my work and how it has been influenced by a famous artist. I know how to use feedback and make amendments and improvements to my art. I know how to use a range of e-resources to create art.</p>	<p>Their influences, how they influence you - following gallery visit First Site visit</p> <p>MAKING PROPS FOR PRODUCTION</p> <p>SKILLS TAUGHT I explain the style of my work and how it has been influenced by a famous artist.</p>



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We ♥
Maths



We are ALL
writers ...

We are growing
our learning

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		<p>I research the work of an artist and use their work to replicate a style</p>		<p>Embellish with a variety of material in an appropriate way. To use precise skills of cutting, layering etc to create collages using a range of fabrics and materials. To select and apply collage techniques appropriately to satisfy artistic expression. <u>Pattern</u> To use a combination of all printing techniques to create a design. To use increasing skill to create more intricate blocks. Look at printing in art work. Use as inspiration to make print block (relief) <u>Evaluate their work and others</u> Provide frequent opportunities to discuss art works brought into the classroom. Express likes and dislikes and give reasons why encourage written evaluations of their thoughts and feelings Provide opportunities for children to comment on their own work and that of others. Encourage positive comments and also suggestions for further improvements. Encourage correct use of vocabulary. Encourage written evaluations of their work and others.</p>		
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<p>English RtW and Maths opps</p>	<p>RtW Research and write biography for Edvard Munch - Norwegian artist 1863-1944. (visitoslo.com)</p> <p><u>Maths:</u> work out perimeters of famous (ncluding Edvard Munch) paintings. Compare sizes - ie: The Mona Lisa is tiny!</p>	<p>RtW:  Valerie Irwin, Suffolk artist - fact file/biography. <u>Maths:</u> looking at shapes, position, (geometry) in the buildings/landmarks the children will sketch.</p>	<p>RtW: Nadia Janjua Write a letter to Nadia - find out about her inspirations, life etc. <i>This, precisely, is what my art work is all about. I am deeply inspired by my spiritual and emotional connection to my faith, and it is the search for insight and understanding that has led to an infinite source of inspiration for my creative works. I deeply love color. I love texture. I love materiality. I love up-cycling found objects, and I love writing. All of that love gets poured into each and every one of my works</i> <u>Maths:</u> look at shapes, position, (geometry) in her paintings.</p>	<p>RtW: using Medieval art to write narratives - what is the picture showing us? <u>Maths:</u> translating shapes on coordinate plane - to reproduce Medieval art image.</p>	<p>RtW: using a famous work of art from WW1/WW2  i.e: What is this image showing us about WW2? How do we learn about History from Art? <u>Maths:</u> looking at shape, lines, position in art works.</p>	<p>SATs</p>
<p>Design Technology</p>	<p>VIKING BOATS Wooden boats Design Practise skills/technical knowledge Make Evaluate SKILLS TAUGHT I came up with a range of ideas after collecting information from different sources I produce a detailed, step-by-step plan I suggest alternative plans: outlining the positive features and draw backs I explain how a product will appeal to a specific audience I evaluate appearance and function against original success criteria I use a range of tools and equipment competently I make a prototype before making a final version</p>	<p>FRUIT PLATTER (Roman Feast) Food Tech Fruit Platter to appeal to wealthy Romans Design Practise skills/technical knowledge Make Evaluate SKILLS TAUGHT I came up with a range of ideas after collecting information from different sources I produce a detailed, step-by-step plan I suggest alternative plans: outlining the positive features and draw backs I explain how a product will appeal to a specific audience I evaluate appearance and function against original success criteria I use a range of tools and equipment competently</p>	<p>FELT PHONE CASES Design for a target market Learn two types of stitches Make a paper template Measure and mark a sewing cutting line. SKILLS TAUGHT I came up with a range of ideas after collecting information from different sources I produce a detailed, step-by-step plan I suggest alternative plans: outlining the positive features and draw backs I explain how a product will appeal to a specific audience I evaluate appearance and function against original success criteria I use a range of tools and equipment competently I make a prototype before making a final version</p>	<p>FASHION Learn sewing skills making links to phone cases made in year 5. Design and create an item to be worn in a fashion show. Consider sustainable fabric, purpose and a statement (current events if poss link) SKILLS TAUGHT I use market research to inform my plans and ideas I follow and refine my plans I justify my plans in a convincing way I show that I can consider culture and society in my plans and designs I show that I can test and evaluate my products I explain how products should be stored and give reasons I work within a budget I evaluate my product against a clear criteria</p>	<p>NIGHT LIGHT Learn to design innovative, functional, appealing products SKILLS TAUGHT I use market research to inform my plans and ideas I follow and refine my plans I justify my plans in a convincing way I show that I can consider culture and society in my plans and designs I show that I can test and evaluate my products I explain how products should be stored and give reasons I work within a budget I evaluate my product against a clear criteria</p>	<p>FOOD TECH: to cook and apply the principles of nutrition and healthy eating by creating a balanced meal (could be breakfast, lunch or dinner) for sports day/an athlete. I use market research to inform my plans and ideas I follow and refine my plans I justify my plans in a convincing way I show that I can consider culture and society in my plans and designs I show that I can test and evaluate my products I explain how products should be stored and give reasons I work within a budget I evaluate my product against a clear criteria Continued from Year 5</p>



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		I know I can be both hygienic and safe in the kitchen				I use a range of tools and equipment competently I know I can be both hygienic and safe in the kitchen
English RtW and Maths opps	RtW: instructional writing - how to make the Viking boat. Maths: measuring parts for the design and construction of boat.	RtW: write an evaluation of the Fruit Platter. Maths: present information in a chart statistics) about fruit preferences. Use of fractions -for fruit platter.	RtW: write an advert for Etsy/Not on the High Street - to sell the phone case. Maths: convert units of measures, cm/m/cm/mm to design and make the phonce case.	RtW: magazine article (think, VOGUE!) to report on the fashion show. Maths: tessellation, shapes, lines, etc for designs.	RtW: who invented to lightbulb? Instruction writing- how to make the nightlight. Maths: area of materials needed.	RtW: advertise the summer fayre - encourage people to come a play the Wire Loop Game. Maths: money - work out purchase list, profit margin, pricing etc.
RE	USE THE NEW 2023 RE SYLLABUS					
English RtW and Maths opps	RtW: Ch'n write as Reflecting Roxys and reflect on the stories to see whether they have anything to say to the children about their own lives (AT2)	RtW: Does a beautiful world mean there is a beautiful God/Gods/Higher Being? Children write a debate style piece about Gods/Goddesses/ Higher Beings, using the information learned.	RtW: understand the symbolic significance of the Five Ks and the turban and why these are so important to Sikhs (AT1) Children to write a non-chronological report about the Five Ks.	RtW: Write a step to step guide to being a Buddhist - Buddhism for Beginners.	RtW: Write a newspaper report about the trial and lead up to Jesus' crucifixion. Think about bias and who the report is for. 'King of the Jews' was mockingly scribed above the cross- this could be the discussion point.	RtW: create a factual poster for schools (Audience and Purpose) to highlight the key information about the religious studied.
MUSIC	Charanga Year 5 Autumn 1: Getting started with music tech (How does music bring us together? (chrome lab) Recorder - blown away(instrument tab)/play it (music tab) recorder recap BAG (more complex pieces) and possibly ED progression	BBC ten pieces Han Zimmer - Earth/Carrie Andrews - No place like Chranga year 5 Spring 1: Exploring key and time signatures (How does music improve our world?) (GLOCKENSPIELS)	Charanga Year 5 Summer 1: Words, meaning and expression (How does music shape our way of life?) (RECORDERS) Ukulele - Sing Up Singing and playing Compose	Year 5 Autumn 2: Emotions and musical styles (How does music connect us with our past?) (GLOCKENSPIELS) Band lab (trailing)/garage band/chrome lab	Year 5 Spring 2 Introducing chords How does music teach us about our community? (ukuleles) BBC Ten pieces (Doctor Who - tech based using band lab/garage band) (SATS time)	Year 5 Summer 2: Identifying important musical elements How does music connect us with the environment? (glockenspiels/recorder) Charanga original scheme - music and me unit Leavers rap
	<ul style="list-style-type: none"> - I know how to breathe in the correct place when singing. - I know how to maintain my part whilst others are performing their part. - I know how to improvise within a group using melodic and rhythmic phrases. - I know how to compose music which meets specific criteria. - I know how to describe, compare and evaluate music using musical vocabulary. - I know how to explain why I think music is successful or unsuccessful. - I know how to suggest improvement to my own work and that of others. 			<ul style="list-style-type: none"> - I know how sing in harmony confidently and accurately. - I know how to perform parts from memory - I know how to take the lead in a performance - I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords). - I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. 		



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	I know how to contrast the work of a famous composer with another and explain my preferences.			I know how to analyse features within different pieces of music. I know how to compare and contrast the impact that different composers from different times have had and people of that time.		
English RtW and Maths opps	RtW: Shared Reading of lyrics- write summary of the meaning of the song (Living on a Prayer).	RtW/Computing: Take photos/video record performances -either solo or ensemble- write evaluation of performance using correct musical vocab.	RtW: write a review/s of live and record music recorded (Audience and Purpose) for a music magazine/website.	RtW/Computing: Take photos/video record performances -either solo or ensemble- write evaluation of performance using correct musical vocab.	RtW: write a descriptive piece (narrative) linked to piece/s listened to.	RtW: write a review/s of live and record music recorded (Audience and Purpose) for a music magazine/website. Journalistic style.
ICT	<p><u>Technology in Our Lives</u></p> <p><u>Data Handling</u></p> <p><u>Online Safety</u></p> <p>Self - image and Identity</p> <p>Privacy and Security Managing Information Online</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p>I can explain how identity online can be copied, modified or altered</p> <p>I can demonstrate how to make responsible choices about having online identity, depending on context</p> <p>I can explain the benefits and limitations of using different types of search technologies.</p> <p>I can explain how some technology can limit the information I am presented with</p> <p>I can explain what is meant by 'being</p>	<p><u>Coding/Programming</u></p> <p><u>Online Safety</u></p> <p>Online relationships Online Reputation Online Bullying</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p>I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs)</p> <p>I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my/our fault</p> <p>I can search for information about an individual online and summarise the information found</p> <p>I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect</p> <p>I can recognise online bullying can be different to</p>	<p><u>Multimedia</u></p> <p><u>Online Safety</u> Health, Well-Being and Lifestyle</p> <p>Copyright and Ownership</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p><u>Multimedia</u></p> <p>Select an appropriate ICT or online tool to create and share ideas.</p> <p>Explore the effects of multimedia (photos, video, sound) in a presentation or video and show how they can be modified</p> <p>Develop skills using transitions and hyperlinks to enhance the structure of presentations</p> <p>Use a wide range of effects in art programs and online tools, discussing the choices made and their effectiveness</p> <p>Know how to use text and video editing tools in programs to refine their work</p>	<p><u>Technology in Our Lives</u></p> <p><u>Data Handling</u></p> <p><u>Online Safety</u></p> <p>Self - image and Identity</p> <p>Privacy and Security Managing Information Online</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p><u>Data Handling</u></p> <p>Use the whole data process - generate, process, interpret, store, and present information - realising the need for accuracy and checking the plausibility</p> <p>Select appropriate data tool</p> <p>Identify and present results</p> <p>Interrogate a database, refining searches to provide answers to questions</p>	<p><u>Coding/Programming</u></p> <p><u>Online Safety</u> Online relationships Online Reputation Online Bullying</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p><u>Coding and Programming</u></p> <p>Predict the outputs for the steps in an algorithm</p> <p>Record in some detail the steps (algorithm) that are required to achieve an outcome & refer to this when programming</p> <p>Increase confidence in the process to plan, program, test & review a program</p> <p>Write a program which follows an algorithm to</p>	<p><u>Multimedia</u></p> <p><u>Online Safety</u> Health, Well-Being and Lifestyle</p> <p>Copyright and Ownership</p> <p>https://projectevolve.co.uk/toolkit/resources/</p> <p>SKILLS TAUGHT</p> <p><u>Multimedia</u></p> <p>Identify the purpose for selecting an appropriate online tool</p> <p>Discuss audience, atmosphere and structure of a presentation or video</p> <p>Collect information and media from a range of sources (considering copyright issues) into a presentation for a specific audience</p> <p>Use sound, images, text, transitions, hyperlinks and HTML code effectively in presentations</p> <p>Store presentations and videos online where they</p>



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	<p>sceptical'; I can give examples of when and why it is important to be 'sceptical'</p> <p>I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results</p> <p>I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence</p> <p>I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads</p> <p>I can describe ways of identifying when online content has been commercially sponsored or boosted</p> <p>I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others</p> <p>I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful</p>	<p>bullying in the physical world and can describe some of those differences</p> <p>I can describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying</p> <p>I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult</p> <p>I can identify a range of ways to report concerns and access support both in school and at home about online bullying</p> <p>I can explain how to block abusive users</p> <p>I can describe the helpline services which can help people experiencing bullying, and how to access them</p> <p>Explore procedures using repeat to achieve solutions to problems with Scratch and floor robots</p> <p>Talk about procedures as parts of a program</p> <p>Refine procedures to improve efficiency</p> <p>Use a variable to replace number of sides in a regular shape</p> <p>Explore instructions to control software or hardware with an input & using if... then... commands</p> <p>Change inputs on a model to achieve different outputs</p> <p>Refine & extend a program</p>		<p>Plan investigations using the outcomes from a data logger to show findings</p> <p>Technology in Our Lives</p> <p>Describe different services provided by the Internet and how information moves around the Internet</p> <p>Describe different parts of a computing device and how it connects to the Internet</p> <p>Connect a computing device to a keyboard, mouse or printer</p> <p>Identify appropriate forms of online communication for different audiences</p> <p>Use search engines as part of an effective research strategy</p> <p>Describe how search results are selected and ranked</p> <p>Acknowledge who resources belong to that they have found on the internet</p>	<p>solve a problem for appropriate planning software</p> <p>Control on screen mimics & physical devices using one or more input and predict the outputs</p> <p>Understand how sensors can be used to measure input in order to activate a procedure or sequence and talk about applications in society</p> <p>Create variables to provide a score/trigger an action in a game</p> <p>Link errors in a program to problems in the original algorithm</p>	<p>can be accessed by themselves and shared with others</p> <p>Evaluate the effectiveness of their own work and the work of others</p>
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We ♥
Maths



We are ALL
writers ...



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	<p>I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share</p> <p>I can explain what a strong password is and demonstrate how to create one</p> <p>I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others</p> <p>I can explain what app permissions are and can give some examples</p> <p>Identify different parts of computing devices.</p> <p>Identify different parts of the Internet</p> <p>Choose appropriate tools for communication and collaboration and use them responsibly</p> <p>Use effective strategies to search with appropriate search engines</p> <p>Talk about the different elements on web pages</p> <p>Find out who the information presented on a webpage belongs to.</p> <p>Collect and record information using spreadsheets and databases</p>	<p>Group commands as a procedure to achieve a specific outcome within a program</p> <p>Write an algorithm to achieve an outcome and refer to this when programming.</p>				
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	<p>Carry out complex searches (e.g. using and/or; \leq / \geq)</p> <p>Solve problems and present answers using data tools</p> <p>Analyse information and question data</p> <p>Identify poor quality data.</p> <p>Select appropriate use of a data logger for an investigation and interpret the findings</p> <p>Question the validity of data and it's sources.</p>					
PE	<p>Swimming</p> <p>Dance</p> <p>Squash</p> <p><u>Dance</u></p> <p>I compose my own dances in a creative way.</p> <p>I perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p> <p><u>Squash</u></p> <p>I use forehand and backhand with a racket.</p>	<p>Gym</p> <p>Netball</p> <p>Football</p> <p>Tag rugby</p> <p><u>Gym:</u></p> <p>I make complex extended sequences</p> <p>I combine action balance and shape</p> <p><u>Netball</u></p> <p>I gain possession by working in a team</p> <p>I pass in different ways</p> <p>I choose a tactic for defending and attacking</p> <p>I use a number of techniques to pas and shoot</p> <p><u>Football</u></p> <p>I gain possession by working in a team</p> <p>I pass in different ways</p> <p>I choose a tactic for defending and attacking</p>	<p>Hockey</p> <p>Rounders</p> <p>Badminton</p> <p>Athletics</p> <p><u>Games:</u></p> <p><u>Hockey/Rounders/Badminton</u></p> <p>I gain possession by working in a team</p> <p>I pass in different ways</p> <p>I choose a tactic for defending and attacking</p> <p>I use a number of techniques to pas and shoot</p> <p><u>Football</u></p> <p>I gain possession by working in a team</p> <p>I pass in different ways</p> <p>I choose a tactic for defending and attacking</p> <p>I use a number of techniques to pass, dribble and shoot</p> <p><u>Athletics</u></p>	<p>Squash</p> <p>Netball</p> <p>Swimming</p> <p><u>Games:</u></p> <p>I play to agreed rules</p> <p>I explain rules to others</p> <p>I can umpire</p> <p>I make a team and communicate a plan</p> <p>I lead others in a game situation</p> <p>Residential Trip to Kingswood:</p> <p>Outdoor and Adventurous:</p> <p><i>I plan a route and a series of clues for someone else</i></p> <p><i>I plan with others, taking account of safety and danger</i></p>	<p>Dance</p> <p>Gym</p> <p>Tag rugby</p> <p>Hockey</p> <p><u>Dance:</u> I develop sequences in a specific style</p> <p>I choose my own music and style</p> <p><u>Gymnastics:</u></p> <p>I combine my own work with that of others</p> <p>I sequence to specific timings</p> <p><u>Games</u></p> <p><u>Tag Rugby / Hockey</u></p> <p>I play to agreed rules</p> <p>I explain rules to others</p> <p>I can umpire</p> <p>I make a team and communicate a plan</p> <p>I lead others in a game situation</p>	<p>Football</p> <p>Rounders</p> <p>Athletics</p> <p>Badminton</p> <p><u>Games:</u></p> <p><u>Football/Rounders/Badminton</u></p> <p>I play to agreed rules</p> <p>I explain rules to others</p> <p>I can umpire</p> <p>I make a team and communicate a plan</p> <p>I lead others in a game situation</p> <p><u>Athletics</u></p> <p>I demonstrate stamina</p>



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		<p>I use a number of techniques to pass, dribble and shoot</p> <p>Tag Rugby</p> <p>I gain possession by working in a team</p> <p>I pass in different ways</p> <p>I choose a tactic for defending and attacking</p> <p>I use a number of techniques to pass and score</p>	<p>I am controlled when taking off and landing</p> <p>I throw with accuracy</p> <p>I combine running and jumping</p>			
	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>	<p>Eng. / Computing: Take photos or film performances on iPads - write sentences in books to explain the learning or performance.</p> <p>Maths: describe position, direction, and movement including half, quarter and three quarter turns. Use the language and demonstrate straight lines and use playground markings for right angles)...</p>
MFL	<p>Phonetics lesson 3 Pets (I)</p> <p>OPTIONAL In the classroom (I) (revisits year 3 language deeper)</p>	<p>Date (I)</p> <p>OPTIONAL The weather (I) (geography biomes link)</p>	<p>Clothes (I)</p> <p>OPTIONAL The planets (science link)</p>	<p>Phonetics lesson 4 At school (P)</p> <p>OPTIONAL Regular/irregular verbs (to meet the objective/solidify understanding)</p>	<p>Weekend (P)</p> <p>OPTIONAL healthy lifestyle (P) (Jigsaw link)</p>	<p>Me in my world (P)</p> <p>OPTIONAL Regular/irregular verbs (to meet the objective/solidify understanding)</p>
	<p>- (LISTENING) Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>- (SPEAKING) Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>- (READING) Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'</p> <p>- (WRITING) Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>			<p>- (LISTENING) Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>- (SPEAKING) Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>- (READING) Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>- (WRITING) Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to</p>		



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	<p>- (GRAMMAR) Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...'; 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat').</p>	<p>incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>- (GRAMMAR) Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.</p>
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