



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



We are all
writers ...

We are growing
our learning

LONG TERM PLANNING

Subjects	Foundation		
	AP1	AP2	AP3
The World	Plants, animals, natural and found objects Growth, decay and changes over time Care and concern for living things and the environment	Similarities, differences, patterns and change	Similarities and differences in relation to places, objects, materials and living things Features of immediate environment/ observations of animals and plants - why some things occur/ changes
People and Communities	Significant events (own) Occupations Being unique	Family customs and routines	Past and present events in their own lives and in the lives of family members Similarities and differences; families, communities and traditions
Technology	Operate simple equipment Interest in technological toys	Simple computer programs ICT hardware (age-appropriate computer software)	Where is technology used Select and use technology for particular purposes.
Exploring and using media and materials	Dance (rhythmically) / ring games/ familiar songs. Explore colour/ how colours change Use lines to enclose a space / use shapes to represent objects Use construction materials (stack blocks vertically and horizontally/ build & balance)	Build a repertoire of songs/dances Explore; instruments/ mixing colour/ texture/ media Manipulate materials to achieve a planned effect and construct (purpose) Simple tools and techniques (to shape, assemble and join materials)	Sing songs, make music and dance, and experiment with ways of changing them Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
Being Imagination	Movement to express feelings/response to music Sing songs/ make up rhythms Imaginative role-play (first-hand experiences) / build stories around toys Use resources to create props (range of materials)	Representations of events, people and objects (colour for purpose) Movement and gesture to express and respond to feelings, ideas and experiences Storyline/ narrative in play (alongside other children) Develop and act out a narrative	Use media and materials (uses and purposes) Represent ideas, thoughts and feelings (design & technology, art, music, dance, role play and stories)
Physical Development	Travelling: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Catch a large ball One-handed tools and equipment / pencil grip and control	Negotiates space successfully when playing racing and chasing games Travels; around, under, over and through balancing and climbing equipment Pushing, patting, throwing, catching or kicking objects	Control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.
Health and Self-Care	Dress and undress Wash hands	Understand; exercise, eating, sleeping and hygiene can contribute to good health. Safety measures.	Good health of physical exercise/ healthy diet /healthy and safe. Manage basic hygiene and personal needs
PSED (MR/MF/SC&SA)	Emotions/ feelings Friendship groups Asking for help	Resolve conflicts Initiate conversations / speak to others (needs, wants, interest, opinion) Boundaries	Turn - taking Sensitivity to others' needs/ feelings/positive relationships



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SUBJECTS	Year 1			Year 2		
	AP1 CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY BIG QUESTION; WHERE ARE MY ROOTS?	AP2 DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?	AP3 DIGNITY, EQUALITY, SAFETY AND ENTERPRISE BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?	AP1 IDENTITY, COMMUNITY AND DIVERSITY BIG QUESTION; WHERE ARE MY ROOTS?	AP2 DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?	AP3 DIGNITY, EQUALITY, SAFETY AND ENTERPRISE BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?
Science	PLANTS (Biology) 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. ANIMALS INCLUDING HUMANS (Biology) 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).	EVERYDAY MATERIALS (Chemistry) <i>Recognise the material an object is made from.</i> <i>Identify and name everyday materials, including wood, plastic, glass, metal, water and rock.</i> <i>Compare and sort objects based on their simple physical properties.</i>	SEASONAL CHANGES (Physics) <i>Observe changes in the 4 seasons.</i> <i>Recognise how things change in seasons and how it affects the length of a day.</i>	EVERYDAY MATERIALS (Chemistry) 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.	PLANTS (Biology) 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. LIVING THINGS AND THEIR HABITATS (Biology) 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.	ANIMALS INCLUDING HUMANS (Biology) Notice that animals, including humans, have offspring which grow into adults. Find out about and describe, the basic needs of animals, including humans, for survival (water, food, air). Describe the importance for humans, of exercise and eating the right amounts of different types of food, and hygiene.



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					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.	
History	<p><u>I LIVE IN THE OLDEST RECORDED TOWN IN BRITAIN</u> What is my address? Which town do I live in? Where is Colchester on the map of the UK? How old is our town? How do we know? How old is my school? How old is Jumbo? How old is the Town Hall? How old is the castle? How do we know how old things are? <u>VISIT LANDMARKS - INC TOWN SITE AND ABBEY SITE-COMPARE AND CONTRAST</u></p>	<p><u>ELIZABETH 1 AND QUEEN VICTORIA QUEEN ELIZABETH 1</u> Who was she? How long was her reign? Only a king can be in charge of a country (discuss and viewpoints on Elizabeth 1 as a monarch)... <i>What can we learn from her?</i> <u>QUEEN VICTORIA</u> Who was she? How long was her reign? Similarities and differences between her and Elizabeth I and Elizabeth II Only a king can be in charge of a country -discuss. <i>What can we learn from her?</i> <u>QUEEN ELIZABETH II</u> Who is she? Who are the immediate family members of Queen Elizabeth II? Family tree (look at own and royal family) Only a king can be in charge of a country -discuss. <i>What can we learn from her?</i></p>	<p><u>THE GREAT FIRE OF LONDON</u> Where is London in comparison to Colchester? Timeline to identify the passing of time from 1666 - 2019 (etc.) - add to timeline already generated from AP1 and AP2. Similarities/ differences of how people lived in London in 1666 vs now. How did the GFL start and spread? How do we know about the GFL (primary and secondary sources)?</p>	<p><u>GUNPOWDER PLOT</u> Look at the timeline (which key dates do we know chronologically? Revisit last year's learning about Colchester, Queen Elizabeth I, Queen Victoria, Queen Elizabeth II, Great Fire of London etc.) <i>then place Gun Powder Plot</i> onto the timeline (1594). Look at Government structure, the Monarch (King James I). Discuss, who, what, why, when and where. Discuss the Catholic/Protestant divide. Link to Identity (religious beliefs), Community and Diversity.</p>	<p><u>HAS COLCHESTER ALWAYS BEEN THE SAME?</u> Sequence... Roman Colchester- Medieval Colchester- Tudor Colchester (Elizabeth I) -Stuart Colchester -Georgian Colchester - Victorian Colchester (Queen Victoria) ...Visit places in Colchester from these periods, what still remains today? Compare and contrast buildings, names, street names etc. Link to Education (school buildings), and Democracy.</p>	<p><u>EDITH CAVELL VS ROSA PARKS NELSON MANDELLA VS MARTIN LUTHER KING</u> Compare and contrast these key figures and link directly to the concepts of Dignity and Equality. <u>Rosa Parks (1913-2005)</u> "I would like to be remembered as a person who wanted to be free...so other people would also be free." Who was she? American activist and Civil Rights movement. When? Place on timeline. What happened? The Montgomery bus boycott. How do we know this happened? <i>What can we learn from Rosa Parks?</i> <u>Edith Cavell</u> "Take no part in the quarrel. Our work is for humanity." Role in WWI -what, when, why...was she so important and <i>what can we learn from her?</i> Place on time line. / Link to CONCEPTS AND Big Question. <u>Nelson Mandela</u> 1944-1999 he was the first black Head of State due to a DEMOCRATIC ELECTON (link to concept). South African anti-apartheid revolutionary, political leader (who, where, when (timeline), what and why... "May your choices reflect your hopes, not your fears." <i>What can we learn from him?</i> <u>Martin Luther King</u> American Christian Minister - a part of the Civil Rights Movement (1955-1968) when he was assassinated. "I have a dream" speech (discuss the importance and relevance linked to our concepts and Big Question "The time is always right to do what is right." <i>What can we learn from him?</i></p>



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Geography	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. <i>Use aerial photos to recognise landmarks.</i>	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.)	THE UK Name, locate and identify characteristics of the 4 countries and capital cities of the UK and the surrounding seas (map skills). <i>Use aerial photos to recognise landmarks.</i>	THE GLOBE Name and locate the world's 7 continents and 5 oceans (map skills).	WEATHER Identify seasonal and daily weather patterns in the UK. (Weather symbols also need to be taught and link to direction on compass.)	LONDON COMPARED TO CAPE TOWN Human and physical features of both places. Understand geographical similarities and differences of a small area of the UK (London) and a non-European country (Cape Town).
Art/Design	PORTRAITS Picasso, Paul Klee and/or Andy Warhol Focus- how people feel in paintings and drawings, moods, thickness of lines, colours, artists, questions about a piece of art. IT - 2Create a picture.	NATURE SCULPTURES (Andy Goldsworthy) Ideal time for Forest School...Creating moods, patterns, cut, roll, coil, opinions and questions.	GREAT FIRE OF LONDON ART St. Paul's Cathedral (Twinkl Unit) Paul Klee Moods, colours, printing, opinions and questions.	BONFIRE NIGHT ART Pencil grades, pastels, colour mixing.	CLAY POTS Harriet Caslin (Local Artist) Joining two finger pinch pots. Pattern, shape, sketch ideas- links to pencil grades.	PRINTING TECHNIQUES Banksy/William Morris Pressing, rolling, rubbing, stamping (Effect on IT paint package) First Site
Design Technology	MOVING TOYS Design Practise skills/technical knowledge Make Evaluate		BAKE BREAD (linked to GFOL) Design/plan recipe Practise skills/technical knowledge Make Evaluate	FABRIC FACES (linked to Materials in Science - Twinkl) Design Practise skills/technical knowledge Make Evaluate		SOUTH AFRICAN FOOD (possible link with parents) Potjiekos Stew (veg meat potato spices) <i>Linked to RRS - The Lunchbox Fund</i>
RE	SPECIAL PEOPLE Personal experience - What makes me 'special'? - Which people/pets are 'special' to me? What makes them 'special'? How do we make people feel 'special' at birthdays and at other times? Christianity - Who was Jesus and why is he 'special' to Christians? What do some Bible stories tell us about Jesus? - What does the Christmas story tell us about the special qualities of Jesus? - Why are there so many lights at Christmas time? Hinduism What story do people in India tell to show that Rama and Sita were 'special'? What makes Rama and Sita 'special' to Hindus? How do Hindus use lights to remember Rama and Sita as 'special' people at Diwali? Sikhism - Who was Guru Nanak and why is he 'special'? What stories do the Sikhs tell about the childhood of Guru Nanak to show that he was 'special'? How do Sikhs celebrate Guru Nanak's birthday?	SPECIAL SYMBOLS AND OBJECTS Personal experience - What 'special' things do I have in my home? Why are they special to me? How do I treat them? What animals do we resemble? Is this the 'outer me' or the 'inner me'? - What is a symbol? Christianity What special things might be found in a Christian home? Why are they special? Why is the cross the most important Christian symbol? What Easter symbols remind Christians of their belief that Jesus came back to life? Buddhism What do Buddhists 'see' in the Buddha image and why is it so special to them? How do Buddhists remember the Buddha as 'special' at the festival of Wesak/Vesak/Vaisakhi? Judaism Why is the Torah scroll so special for Jews and what is done to show how it is very special? What are the main events in the story of Moses and why is he so important to the Jewish people? What special foods do Jews have at the Seder meal during Pesach to remind them of the story of how Moses led the slaves to freedom?	SPECIAL THINGS IN NATURE Personal experience What aspects of the natural world can we enjoy around us? How can we help to look after the natural world? How do we feel in response to the wonder and beauty of the natural world? Christianity How do Christians believe the world began? How do Christians believe we should treat the natural world? What stories of Jesus and Christian hymns help us to think about the beauty of the natural world? Who was Saint Francis of Assisi? What sort of relationship did he have with things in nature? Why did Saint Francis think the natural world was special? Hinduism What nature gods do Hindus have and why do they	SPECIAL PLACES Personal experience - What makes our homes special? Where is my favourite place in my home? Why is it special? What makes our school and our town/village special? What special places have I visited? Why are these places special? How did I feel when I was there? Christianity Why are churches special places for Christians? What do we find inside and outside churches? What happens in church at Harvest Festival? What happens in church during Advent? Islam How did Muhammad decide where to build the first mosque? Who gave the first call to prayer? How would you recognise that a building is a mosque? Judaism What happens during the festival of Sukkot and what does this remind Jews of? Why is the Western Wall so special to Jews today? During the festival of Hanukkah, how do Jews remember the miracle that happened when temple was recaptured?	SPECIAL WORDS AND STORIES Personal experience - What are our special books and stories? Why are these special? What are our favourite nursery rhymes, poems and songs? Why are these our favourites? What were our first words? What are our favourite words? Why are these words our favourites? Christianity What is the Bible and why is it so special to Christians? What do some Bible stories tell us about Jesus? What is the Lord's Prayer and why is it special for Christians? - What is the Bible story of the death and resurrection of Jesus? What are Easter Gardens? Judaism What is the Megillat Esther and why is it so special for Jews? How do Jews remember the story of Esther during the festival of Purim? Sikhism What extraordinary experience led Guru Nanak to write songs in praise of God? What is the Guru Granth Sahib? How do Sikhs show	SPECIAL WAYS OF LIVING Personal experience - What are the 'special' times/events in my day/week/year? How do I care for others? What can I do to help make the world a better place? Christianity What does the story Jesus told about the Good Samaritan tell us about how we should live our lives? What happens in church on Sunday? What does a vicar do on Sundays and week days? Why does he or she live in this way? Buddhism Who was the Buddha? How do Buddhists try to live their lives? What happens to Buddhist boys in Thailand when they live as child monks? Islam What are the characteristic features of prayer in Islam? What do Muslims go without during the month of Ramadan? Why do Muslims fast during Ramadan? - How do Muslims celebrate the end of Ramadan at the festival of Id ul-Fitr?



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			have them? - How (according to one Hindu creation story) do Hindus say many things in nature came into existence? Islam Why is the cave on Mount Hira such a special place for Muslims? How do Muslims remember what happened at the cave during Laylat al-Qadr? What do stories about Muhammad and animals tell us about him and his beliefs?		that this is a very special book? How does the Sikh holy book help parents choose their baby's name?	
Music	CHARANGA- HEY YOU! CHARANGA - - RHYTHM IN THE WAY WE WALK AND THE BANANA RAP Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	CHARANGA- THE GROOVE CHARANGA- ROUND AND ROUND Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	CHARANGA-YOUR IMAGINATION CHARANGA- REFLECT, REWIND, REPLAY Listen with concentration and understanding to a range of high quality live and recorded music,	CHRISTMAS SONGS FOR NATIVITY (BETHLEHEM B AND B) CHARANGA-HANDS, FEET, HEART CHARANGA- HO HO HO Children should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	CHARANGA- I WANNA PLAY IN A BAND CHARANGA- ZOOTIME Play tuned and un-tuned instruments musically. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	CHARANGA- FRIENDSHIP SONG CHARANGA - REFLECT, REWIND AND REPLAY Listen with concentration and understanding to a range of high quality live and recorded music,
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 PURPLE MASH	Unit 1.1 ONLINE SAFETY AND EXPLORING PURPLE MASH 4 Lessons DIGITAL LITERACY: using technology safely and keeping personal information private. Unit 1.2 GROUPING AND SORTING 2 Lessons Create a series of instructions, storing and retrieving digital content. Unit 1.3 PICTOGRAMS 3 Lessons Data base and graphing, Information technology- creating storing and retrieving digital content.	Unit 1.4 LEGO BUILDERS 3 lessons Creating a series of instructions Coding Computational thinking <i>Need Lego for session 1</i> Unit 1.5 MAZE EXPLORERS 3 lessons Coding and computational thinking Algorithms and programming Unit 1.6 ANIMATED STORY BOOKS 5 lessons	Unit 1.7 CODING 6 lessons 2Code Need to use Beebots to support. Create a series of instructions. Understand what algorithms are and how they are implemented as programs on digital devices. Programs are executed by following precise and unambiguous instructions. Unit 1.8 SPREADSHEETS 3lessons 2Calculate Information Technology - creating digital content, storing and retrieving. Unit 1.9	Unit 2.1 CODING 5 lessons 2Code Algorithms, debugging, design and testing. Creating a series of instructions and plan as journey for a programmable toy, Create and debug simple programmes. Use logical reasoning to predict the behaviour of simple programs. Unit 2.2 ONLINE SAFETY 3 lessons Searching, sharing, emailing, digital footprints. Using technology safely and keeping personal information private.	Unit 2.4 QUESTIONING 5 lessons 2QWuestion 2Investigate Creating databases and sorting. Pictograms Yes/no questions to separate into binary trees Data bases and search tools Unit 2.5 EFFECTIVE SEARCHING 3 lessons Browser, using a website, using technology safely	Unit 2.7 MAKING MUSIC 3 lessons 2Sequecne Add sounds to tunes and change. Upload sounds from a bank. Record own sound and upload. Create a tune. Information technology- creating, storing and retrieving digital content. Recording sound and playing back.



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		Creating and storing and retrieving digital content 2 Create Create and add fonts, sounds, record and play, copy and paste, open files, animate.	<u>TECHNOLOGY OUTSIDE OF SCHOOL</u> 2 lessons Recognise common uses of IT outside of school.	Using a website. <u>Unit 2.3</u> <u>SPREADSHEETS</u> 4 lessons 2 Calculate Reviewing learning Copy and paste, creating, storing and retrieving digital content. Use a spreadsheet to add amount, create a table and block graph	<u>Unit 2.6</u> <u>CREATING PICTURES</u> (may need to continue into AP3) 5 lessons 2 Paint Recreate artist styles. Creating, storing and retrieving digital content.	<u>PRESENTING IDEAS</u> Explore how a story can be presented in different ways. Creating, storing and retrieving. Using a camera.
PE	STRIKING AND FIELDING GAMES ORIENTEERING FOOTBALL MULTI-SKILLS	DODGEBALL GYM DANCE CATCHING AND THROWING	TENNIS ATHLETICS TENNIS MULTI-SKILLS (COL U)	FOOTBALL TAG-RUGBY MULTI-SKILLS CATCHING AND THROWING	DODGEBALL RACKET GAMES DANCE GYM	TENNIS ATHLETICS TENNIS STRIKING AND FIELDING



SUBJECTS	Year 3			Year 4		
	AP1 CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY BIG QUESTION: WHERE ARE MY ROOTS?	AP2 DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?	AP3 DIGNITY, EQUALITY, SAFETY AND ENTERPRISE BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?	AP1 CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY BIG QUESTION: WHERE ARE MY ROOTS?	AP2 DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY BIG QUESTION: WHO IS RESPONSIBLE FOR THE WORLD?	AP3 DIGNITY, EQUALITY, SAFETY AND ENTERPRISE BIG QUESTION: HOW DO I MAKE GOOD DECISIONS?
SCIENCE	PLANTS (Biology) Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers. 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. Investigate the way in which water is transported within plants. Explore the parts that flowers play in the life cycle of flowering plant-including pollination, seed formation and seed dispersal.	ROCKS (Chemistry) Compare and group together, different kinds of rocks, on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived, are trapped within rock. Recognise that soils are made from rocks and organic matter. FORCES AND MAGNETS (Physics) Compare how things move on different surfaces. Notice that some forces, need contact between 2 objects but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials, on the basis of whether they are attracted to a magnet and identify some magnetic materials. Predict whether 2 magnets will attract or repel each other, depending on which pole it's facing.	ANIMALS INCLUDING HUMANS (Biology) 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. Identify that humans and some animals, have skeletons and muscles for support, protection and movement. LIGHT (Physics) Recognise that they need light in order to see things, and that dark is the absence of light. 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. 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.	STATES OF MATTER (Chemistry) Compare and group materials together according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens, in degree Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	ELECTRICITY (Physics) Identify common appliance which run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop, with a battery. Recognise that a switch opens and closes a circuit and associate this whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors. SOUND (Physics) Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sound, travel through a medium through the ear. Find patterns between the pitch of a sound and features of the object which produced it. 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.	ANIMALS INCLUDING HUMANS (Biology) Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth and their functions. ALL LIVING THINGS (Biology) Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and this can sometimes pose dangers to living things.



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HISTORY	<p>STONE AGE, BRONZE AGE AND IRON AGE</p> <p>When was the Stone, Bronze and Iron Age on our historical timeline? Link to Year 1 and 2 timelines and historical learning.</p> <p>What was Skara Brae?</p> <p>The mysteries of Stonehenge.</p> <p>How did bronze replace stone in the Bronze Age?</p> <p>What do 'grave goods' tell us about the Bronze Age?</p> <p>What was life like in an Iron Age hillfort? Look at art represented through the ages.</p> <p>How do we know what life was like?</p> <p>Focus on community as a concept -how the people lived and organised society. Can we learn anything from the way people lived at these times?</p>	<p>CELTIC TRIBES</p> <p>Who were the Celts?</p> <p>Place on timeline (Britain).</p> <p>Where did the word 'Celt' come from?</p> <p>How were the Celtic tribes organised? (Hierarchy and Democracy)</p> <p>Why were the Celts called the Iron Age Celts?</p> <p>Who are the descendants of the Celts?</p> <p>What sources of information help us to build a picture of Celt life? Who was in charge of the Celts? Link to Responsibility and Aspirations.</p> <p>What were the Celts' religious beliefs?</p> <p>How do we know about the Celts? (Primary and Secondary sources)</p>	<p>ANCIENT GREECE</p> <p>Focus on Ancient Greek life and achievements and their influence on the western world.</p> <p>Who were the ancient Greeks?</p> <p>When? (timeline)</p> <p>Ancient Greek democracy/hierarchy</p> <p>Gods and Goddesses</p> <p>Olympics</p> <p>The Trojan War</p>	<p>LOCAL HISTORY- ROMAN EMPIRE AND ROMAN INVASION</p> <p>43 AD (place on timeline - revisit leaning from Yr. 1,2 and 3)</p> <p>When and how did the Romans invade Britain?</p> <p>Why did the Romans invade Britain?</p> <p>What happened? Destruction and improvements?</p> <p>What do we know about Roman communities, social structure? (link to Identity, Community and Diversity)</p> <p>How do we know about the Romans? Look at Primary and Secondary sources.</p> <p>Visit Roman remains in Colchester.</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?</p> <p>How do we know? (Sources of historical information.)</p> <p>Religious beliefs and practices.</p> <p>Oracle bones</p> <p>Fu Hao and the discovery of her tomb.</p>	<p>NON-EUROPEAN SOCIETY-EARLY ISLAMIC CIVILISATION</p> <p>CE 900 (PLACE ON TIMELINE ANMD REVISIT PREVIOUS HISTORICAL CHRONOLOGY) CE 900</p> <p>Place on a historical timeline</p> <p>Where is Baghdad? What was life like in Baghdad for the people?</p> <p>Was it an advanced society? How? Why?</p> <p>What were people of this time, basing their decisions on?</p> <p>What was the House of Wisdom?</p> <p>Explore the great advances in health and medicine, commerce (Enterprise) and maths?</p>
GEOGRAPHY	<p>REPRESENTING MY LOCAL AREA</p> <p>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.</p>	<p>MOUNTAINS AND VOLCANOES</p> <p>What is a volcano?</p> <p>Cross-section of the earth.</p> <p>How a volcano erupts.</p> <p>Where are volcanoes found?</p>	<p>GREAT BRITAIN</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics</p>	<p>MAPPING THE WORLD</p> <p>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.</p>	<p>EARTHQUAKES</p> <p>What is an earthquake?</p> <p>Main causes?</p> <p>What is the Richter scale?</p> <p>Seismograph?</p> <p>Revisit cross-section of Earth_</p>	<p>MIDDLE EASTERN BUSINESS</p> <p>(LINK directly to History)</p> <p>Human geography, including types of settlement and land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water (Middle East).</p>



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LONG TERM PLANNING

ART	THE FIRST DRAWING The First Drawing by Mordecai Gerstein Art from historical periods (Bronze/Stone age) Compare sketches, brushes for effect.	VOLCANO Hokusai - 36 views of Mount Fuji (Japanese art) Artists from other cultures. sketches, pencils, tone/texture, background wash and brushes for effect.	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.	ROMAN BUSTS Sketching facial expressions, texture, line, tone, shape, represent figures & forms in movement, art from history.	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.	REFLECTIONS Monet - rivers Line, tone, shape, colour, digital images (Sunglasses photo with painting of reflections) First Site Visit
Design Technology	STONE AGE SOUP (poss idea for FS too) Design Practise skills/technical knowledge Make Evaluate		MECHANICAL POSTERS (Twinkl) Concept: safety (possibilities e-safety, water safety, road safety) Design Practise skills/technical knowledge Make Evaluate		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	ISLAMIC FOOD (BBC schools What food did they eat in Baghdad 900BC) School Dinner - create Cous cous/rice (school kitchen) Dates sweet treats for snack trolley. Parents link. Design an Islamic menu Practise skills/technical knowledge Make Evaluate following school meal/snack trolley
RE	CHRISTIANITY (Systematic) <i>The Teaching of Jesus</i> <i>Introducing Jesus</i> <i>Churches and What Happens Inside Them</i>	PLACES OF WORSHIP IN DIFFERENT RELIGIONS (Thematic) <i>Sikhism</i> The Guru Granth sahib and the gurdwara <i>Judaism</i> The synagogue <i>Islam</i> Holy places in Islam <i>Hinduism</i> Living as a Hindu	WORSHIP IN DIFFERENT RELIGIONS (Thematic) <i>Judaism</i> The Synagogue <i>Islam</i> Holy places in Islam <i>Hinduism</i> Living as a Hindu <i>Christianity</i> Churches and what happens inside them	JUDAISM (Systematic) <i>Judaism</i> The Jewish Home <i>Judaism</i> Moses	ISLAM (Systematic) <i>Islam</i> The Qur'an <i>Islam</i> The Five Pillars of Faith <i>Islam</i> Holy Places in Islam	SACRED WRITINGS IN DIFFERENT RELIGIONS (Thematic) <i>Sikhism</i> The Guru Granth Sahib and the gurdwara <i>Judaism</i> The Synagogue <i>Islam</i> The Qur'an <i>Christianity</i> The Bible



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MUSIC	<p>CHARANGA- LET YOUR SPIRIT FLY GLOKENSPIEL - STAGE 1</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>	<p>THE LANGUAGE OF MUSIC CHARANGA- THREE LITTLE BIRDS CHARANGA- THE DRAGON SONG</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>CHARANGA- BRINGING US TOGETHER CHARANGA- REFLECT, REWIND, REPLAY</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.</p>	<p>CHARANGA - MAMA MIA CHARANGA- GLOKENSPIEL STAGE 2</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>	<p>CHARANGA -STOP! CHARANGA- LEAN ON ME</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>CHARANGA- BLACKBIRD CHARANGA - REFLECT, REWIND, REPLAY</p> <p>Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.</p>
PHSE (Jigsaw Scheme)	<p>1)BEING ME IN MY WORLD 2)CELEBRATING DIFFERENCES</p>	<p>3)DREAMS AND GOALS 4)HEALTHY ME</p>	<p>5) RELATIONSHIPS 6) CHANGING ME</p>	<p>1) BEING ME IN MY WORLD 2) CELEBRATING DIFFERENCES</p>	<p>3) DREAMS AND GOALS 4) HEALTHY ME</p>	<p>5) RELATIONSHIPS 6) CHANGING ME</p>
ICT	<p>Unit 3.1 CODING 6 lessons 2Code Algorithms and programming Instructions (design) Link direction work with various forms of input and output. Write programs that accomplish specific goals.</p> <p>Unit 3.2 ONLINE SAFETY 3 lessons Safety in Numbers What makes a password safe? Fact/Fiction Appropriate content or ratings</p> <p>Unit 3.3 SPREADSHEETS 3 lessons 2Calculate</p>	<p>Unit 3.4 TOUCH TYPING 4 lessons Introduce typing terminology Sitting safely Use of left and right hands</p> <p>Unit 3.5 EMAIL 6 lessons 2Email 2Connect 2DIY</p> <p>Digital Literacy; using technology respectfully and responsibly Corresponding to emails Attachments</p>	<p>Unit 3.6 BRANCHING DATABASES Information technology Binary tree Key Using a range of software for similar purposes</p> <p>Unit 3.7 SIMULATIONS 2Simulate 2Publish Digital Literacy; explore a simulation Analyse Evaluate</p> <p>Unit 3.8 GRAPHING</p>	<p>Unit 4.1 CODING 3 lessons 2Code Algorithms and programming Create a variable, experiment with variables, Controlled simulation, understanding decomposition and abstraction.</p> <p>Unit 4.2 ONLINE SAFETY 4 lessons Protecting themselves from identity theft Risks/benefits of installing software</p>	<p>Unit 4.7 EFFECTIVE SEARCH 3 lessons Digital Literacy -recognise acceptable/unacceptable behaviour. Use search technologies effectively.</p> <p>Unit 4.8 HARDWARE INVESTIGATORS 2 lessons Understand the different parts which make up a computer.</p> <p>Unit 4.4 WRITING FOR DIFFERENT AUDIENCES (OPTIONAL) Could link to Road to Writing and News reports/Community Campaign</p>	<p>Unit 4.3 SPREADSHEETS 5 lessons Using a formula wizard Formula and formatting cells, timer, spin buttons, line graphs, spread sheets for budgeting (<i>link to ENTERPRISE</i>)</p> <p>Selecting and using software to accomplish given goals. Collecting and presenting data.</p> <p>Unit 4.5 LOGO 4 lessons Input simple instructions, repeat function, use and build</p>



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	Pie charts, bar graphs Use a range of software for similar purposes Collect, design content and present information.	Safety	3 lessons 2Graph Entering data, solve investigation, present results in a graphic form,.	Understanding plagiarism Identify positive and negative influences of technology on health and environment.		procedures. (Coding and computational thinking). Unit 4.6 ANIMATION 3 lessons 2Animate Onion skinning Information Technology - select and use software to accomplish given goals.
PE	TAG RUGBY NETBALL HIGH 5 BASKETBALL MULTISKILLS	DODGEBALL BADMINTON DANCE GYM	SWIMMING ATHLETICS SWIMMING ATHLETICS	HANDBALL TAG RUGBY HOCKEY FOOTBALL	SWIMMING DODGEBALL SWIMMING GYM	ROUNDERS ATHLETICS CRICKET ATHLETICS



SUBJECTS	Year 5			Year 6		
	<p><u>AP1</u></p> <p><u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u></p> <p><u>BIG QUESTION; WHERE ARE MY ROOTS?</u></p>	<p><u>AP2</u></p> <p><u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u></p> <p><u>BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?</u></p>	<p><u>AP3</u></p> <p><u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u></p> <p><u>BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?</u></p>	<p><u>AP1</u></p> <p><u>CONCEPTS; IDENTITY, COMMUNITY AND DIVERSITY</u></p> <p><u>BIG QUESTION; WHERE ARE MY ROOTS?</u></p>	<p><u>AP2</u></p> <p><u>DEMOCRACY, EDUCATION, ASPIRATIONS AND RESPONSIBILITY</u></p> <p><u>BIG QUESTION; WHO IS RESPONSIBLE FOR THE WORLD?</u></p>	<p><u>AP3</u></p> <p><u>DIGNITY, EQUALITY, SAFETY AND ENTERPRISE</u></p> <p><u>BIG QUESTION; HOW DO I MAKE GOOD DECISIONS?</u></p>
SCIENCE	<p><u>EARTH AND SPACE (Physics)</u></p> <p>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><u>FORCES (Physics)</u></p> <p>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><u>PROPERTIES AND CHANGE OF MATERIALS (Chemistry)</u></p> <p>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.</p>	<p><u>ANIMALS INCLUDING HUMANS (Biology)</u></p> <p>Describe the changes as humans develop from birth to old age.</p> <p><u>ALL LIVING THINGS (Biology)</u></p> <p>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><u>LIGHT</u></p> <p>Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain 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><u>ELECTRICITY</u></p> <p>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><u>ALL LIVING THINGS (Biology)</u></p> <p>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><u>ANIMALS INCLUDING HUMANS (Biology)</u></p> <p>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><u>EVOLUTION AND INHERITANCE</u></p> <p>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</p>



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		<p>Give reasons, based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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>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.</p>
HISTORY	<p>ANGLO SAXONS, VIKINGS AND SCOTS.</p> <p>How did the Saxons, Vikings and Scots contribute to the development of institutions, culture and ways of life in Britain?</p> <p>What happened to Britain when the Romans left?</p> <p>How well did the Saxons and Vikings get on?</p> <p>Was life better in Anglo-Saxon or Roman Britain?</p> <p>What did the Anglo-Saxons and Vikings leave behind?</p> <p>Images of Saxons, Vikings and Scots- inferences made about them, comparisons...look at evidence.</p> <p>What were the challenges of establishing settlements?</p> <p>Chronology?</p> <p>Migration - reasons?</p>	<p>LOCAL HISTORY STUDY/WHAT DID WE LEARN FROM THE ROMANS?</p> <p>Inventions vs development</p> <p>Drainage (D)</p> <p>Sewers (D)</p> <p>Alphabet (D)</p> <p>Roads (D)</p> <p>Underfloor heating (I)</p> <p>Concrete (I)</p> <p>Modern Calendar (I)</p> <p>Why did the Romans want to invent/develop these things?</p> <p>How do we know?</p> <p>Can we use the local area as evidence?</p>	<p>NON-EUROPEAN SOCIETY BAGHDAD- STUDY - EARLY ISLAMIC CIVILISATION</p> <p>Locate Baghdad on the map and plot other large and successful cities of that time (globally) and link back to Yr. 4 learning.</p> <p>History timeline in conjunction with other events.</p> <p>House of Wisdom - and how it is used to tell people how to do things in the future- what would they choose for essentials of life in present day?</p>	<p>THE BLACK DEATH</p> <p>Study of an aspect that extends pupils chronological knowledge beyond 1066.</p> <p>What was The Black Death and why was it called this?</p> <p>Place on historical timeline.</p> <p>Explain how one of the most devastating pandemics in human history.</p> <p>What was its origin?</p> <p>Life during the Black death (plague pits, facial masks, boat travel, crosses on doors).</p> <p>The spread of the Black Death (causes).</p> <p>Symptoms and treatments (plague doctors).</p> <p>How did it end?</p> <p>What was learnt from The Plague, did it provoke change?</p>	<p>WORLD WAR I AND WORLD WAR II</p> <p>Development of a secure knowledge and understanding of world history.</p> <p>WWI</p> <p>What was the cause of WWI? Whose RESPONSIBILITY?</p> <p>The 2 coalitions</p> <p>-the triple Entente and the Triple Alliance</p> <p>Roles and responsibilities of men and women</p> <p>Role of the British Empire and the Royal family.</p> <p>WWII</p> <p>What was the cause of WWII?</p> <p>Whose responsibility?</p> <p>Roles and responsibilities of men and women.</p> <p>The Holocaust/ anti-Semitism and discrimination by the Third Reich.</p> <p>(Anne Frank)</p>	<p>THE ROMAN LEGACY: WHAT DID THE ROMANS LEAVE BEHIND?</p> <p><u>(Local History - link to National and Global)</u></p> <p>Re-cap learning (previous years' chronology on the timeline).</p> <p>Use 'Diamond 9' -children using sort cards of 9 things the Romans 'did' for 'us'. Place on the Diamond 9 to show importance (link to DECISION MAKING and justifying).</p> <p>*Language and calendar</p> <p>* Roman numerals</p> <p>* Law and order</p> <p>* Roads and towns</p> <p>* Summarise/show an understanding of the impact of the Roman Empire on our lives today.</p> <p>*** Understanding that our knowledge of the past is constructed from a range of sources.</p>



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GEOGRAPHY	DIVIDING THE WORLD PART 1 Identify the position and significance of longitude and latitude, Equator, Northern and Southern hemisphere.	ATMOSPHERIC ELEMENTS Biomes Vegetation Belts Climate Zones	TECHNOLOGICAL MAPPING Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.	DIVIDING THE WORLD PART 2 Revisit longitude, latitude, Equator, Northern and Southern Hemispheres. Introduce Tropics of Cancer /Capricorn, Arctic/Antarctic circles, Prime/Greenwich Meridian and time zones.	H2O Water cycle Rivers	ALL MAPPED OUT Use points of the compass, four and six figure grid references, symbols and key (including ordinance survey maps) to build knowledge on UK and wider world_
ART	VIKING BOATS/ WATER SCENES Represent figures & forms in movement Research an artist -Edward Munch, starry night	CHARCOAL 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 Research an artist - Valerie Irwin	FLORAL ISLAMIC ART (no human/animal images, has to be patterns) Mosques of Baghdad Create accurate print design following criteria, use images created, scanned, found, altering them to create art (Lino but on polystyrene) Research an artist -	MEDIEVAL ART - 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.	BRITISH ART OF WW1 WW2 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	LOCAL ARTIST STUDY Their influences, how they influence you - following gallery visit First Site visit MAKING PROPS FOR PRODUCTION
Design Technology	VIKING JEWELLERY Pendant made from clay (dragon eye) (PlanBee) Design Practise skills/technical knowledge Make Evaluate	FRUIT PLATTER (Roman Feast) Food Tech Fruit Platter to appeal to wealthy Romans Design Practise skills/technical knowledge Make Evaluate				WIRE LOOP GAME Enterprise Link - Summer Fayre Using circuits to make a buzzer game (wire loop game) BBCBitesize Design Practise skills/technical knowledge/budget Make Evaluate
RE	HINDUISM (Systematic) <i>Hinduism</i> Hindu Gods and Goddesses	CREATION ACCOUNTS IN DIFFERENT RELIGIONS (HUMANISM, ISLAM) (Thematic)	SIKHISM (Systematic) <i>Sikhism</i> First Last Human Gurus Khalsa 5 K's	LIVING WITHOUT GOD IN BUDDHISM AND HINDUISM <i>Humanism</i> <i>Buddhism</i> The Buddha	CHRISTIANITY Easter (Systematic) <i>Christianity</i> The Last Day of Jesus' Life	CENTRAL BELIEFS IN DIFFERENT RELIGIONS AND HUMANISM (Thematic)



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LONG TERM PLANNING

	Hinduism Brahman the Trimurti and Creation Stories	Hinduism Brahman the Trimurti and Creation Stories Christianity The Bible		Buddhism Living as a Buddha		Sikhism The Guru Granth Sahib and the gurdwara Islam The Five Pillars of faith Humanism Hinduism Living as a Hindu *Revision of many ideas: some new and some covered before.
MUSIC	CHARANGA- LIVIN' ON A PRAYER CHARANGA- CLASSROOM JAZZ 1 Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	CHARANGA- MAKE YOU FEEL MY LOVE CHARANGA- THE FRESH PRINCE OF BEL AIR Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.	CHARANGA- DANCING IN THE STREET CHARANGA - REFLECT, REWIND, REPLAY Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.	CHARANGA- HAPPY CHARANGA- CLASSROOM JAZZ 2 Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	CHARANGA-A NEW YEAR CAROL CHARANGA - NEW UNIT - CHECK WITH MUSIC LEAD (CR) Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.	CHARANGA- YOU'VE GOT A FRIEND CHARANGA - REFLECT, REWIND, REPLAY Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.
ICT	Unit 5.1 CODING 6 lessons 2Code Analyse, evaluate information Write more complex programs, introduce functions, use user inputs, flowcharts and control simulations and make text based	Unit 5.5 GAME CREATOR 5 lessons 2DIY 3D Coding Algorithms and programming Combining sequencing of instructions and procedures to turn devices on and off.	5.3 SPREADSHEETS 5 lessons 2Calculate Show excel Conversions, formulae, text variables. DATABASE 4 lessons 2Question	UNIT 6.1 CODING 6 lessons 2Code Use inputs, functions Algorithm and programming Logical reasoning to detect errors in algorithms	UNIT 6.5 TEXT Adventures 4 lessons 2Code 2Connect Story based adventures-facilitate creation	UNIT 6.5 5 lessons 2CALCULATE Exploring probability Creating computational model Spreadsheet for spending Planning school events (school fair)



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our learning

LONG TERM PLANNING

	<p>adventures. (Algorithms and Programming)</p> <p>Unit 5.2 ONLINE SAFETY 3 lessons</p> <p>Greater understanding of the impact of sharing digital content. Advantages/Disadvantages and maintaining security.</p>	<p>Design algorithms which use repetition and 2-way selection.</p> <p>Unit 5.6 3D MODELLING 4 lessons</p> <p>2Design and Make Algorithms and programming.</p>	<p>2Investigate</p> <p>Analysing and evaluating info.</p>	<p>and exploring What if Qs</p> <p>UNIT 6.2 ONLINE SAFETY 3 lessons</p> <p>Benefits and risks of broadcasting location Digital footprints <i>Balancing screen time</i> <i>Positives and negatives-influences of technology on health and environment.</i></p>	<p>UNIT 6.7 QUIZZING 6 lessons</p> <p>2Quiz 2DIY Text Toolkit 2Investigate Use a range of tech for a specific project.</p>	<p>UNIT 6.6 NETWORKS 3 lessons</p> <p>Digital Literacy 3 lessons Understanding How computer networks do and how they provide multiple services.</p>
PE	<p>TAG RUGBY SWIMMING NETBALL SWIMMING</p>	<p>FOOTBALL DODGEBALL DANCE GYM</p>	<p>TENNIS ATHLETICS ROUNDERS ATHLETICS</p>	<p>FOOTBALL SWIMMING HOCKEY SWIMMING</p>	<p>DODGEBALL SQUASH HANDBALL SQUASH</p>	<p>TENNIS ATHLETICS CRICKET ATHLETICS</p>