Long Term Curriculum Overview

TUTOR GROUP: MJ

	Autumn Term 1	Autumn Term 2	Spring 1 Term	Spring 2 Term	Summer Term 1	Summer Term 2
English	**Stories by the Same Author – Michael Foreman** **I'll Take You to Mrs Coles** **Dinosaurs and All That Rubbish** Grammar includes: Extending the range of sentences with more than clause. Use and punctuate direct speech. Choose nouns appropriately. Use adverbs appropriately. **Instructions and Explanations** **Creating Images** **Improving spelling** **Phonics**	**Stories from other cultures** **Seasons of Splendour** **The Tiger Child** **The Old Man and the Magic Bowl** Grammar includes: Use prepositions to express time, place and cause. **Non-chronological reports** **Various non-fiction books about sport** **Humorous Poems** **Letters** **Christmas Story** **Improving spelling** **Phonics**	**Stories about imaginary worlds** **Fantastic Mr Fox** by Roald Dahl Grammar includes: Introducing the idea of tense in verbs. Using pronouns for cohesion and to avoid repetition and ambiguity. Using dialogue punctuation. Using and punctuating direct speech. **Recounts** **Traditional Poems** **Improving spelling** **Phonics**	**Myths and Legends – Greek Myths** **Greek Myths** by Marcia Williams Grammar includes: Using powerful verbs and beginning to recognising the concept of a verb. Understanding that writing can be 3rd or 1st person. Using and punctuating direct speech. **Non-chronological Reports** **Performance Poems** **Improving spelling** **Phonics**	**Adventure Stories** **The Hodgeheg** by Dick King-Smith Grammar includes: Using fronted adverbials, including using commas after fronted adverbials. Extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although. **Persuasive writing** **Traditional poems** **Improving spelling** **Phonics**	**Plays and dialogues** **Proverbs animated tale** **The Witches** by Roald Dahl Grammar includes: Using and understanding the grammatical terminology. Using adverbs correctly. Using and punctuating direct speech. **Non-chronological reports** **Shape poems** **Improving spelling** **Phonics**
Maths	**Addition and subtraction** Revising the understanding and use of place value and number facts. **Multiplication and division** Multiplication and division facts and on doubling and halving. **Time; 3D shapes** Telling the time, describing and sorting 3D shapes. **Place value; difference** Placing 2- and 3-digit numbers on a line	**Multiplication and division; fractions** Doubling and halving. **Place value in addition and subtraction** Understanding place value, including in money. **Length; capacity** Units and measurement of length and capacity. **Place value; difference** Using number lines to compare and round numbers and to find differences. **Revision** Revision of key calculation strategies.	**Place value** Place value and properties of numbers. **Addition; times tables** Using partitioning in addition. **Fractions** Fractions as numbers. **Angles; 2D shapes** Angles, properties of 2D shapes and finding perimeters. **Addition and subtraction** Secure understanding of place value.	**Addition and subtraction** Place value underpins rounding, mental addition and subtraction, and column methods of addition. **Time** Time-telling on digital and analogue clocks. **Place value; subtraction** Using number lines to facilitate an understanding of place value in 3-digit numbers. **Multiplication and division** Developing multiplication strategies using doubling and halving and the grid method.	**Addition and subtraction** Addition and subtraction and rehearsing sound mental strategies. **Multiplication and division** Developing understanding and skills in multiplication and division. **Statistics and data; weight** Drawing and interpreting pictograms and bar graphs. **Addition and subtraction** Mental and written addition and subtraction.	**Addition and subtraction** Focus on mental and written addition and subtraction. **2D shapes; time** Developing understanding and vocabulary of shape and angle. **Multiplication and division; fractions** Consolidating written multiplication and division strategies. **Revision** Rehearsing and consolidating mental and written calculation skills in addition, subtraction, multiplication and division.
Science	**States of matter** Identifying solid liquids and gasses State changes Gasses The water cycle	**Living things and their Habitats** Grouping living things Vertebrates Invertebrates Habitats Environmental surveys	**Electricity** Conductors Circuits Switches Electrical devices	**Materials and their properties** Properties Insulators Separating mixtures Dissolving	**Animals including humans** digestive system teeth food chains	**Earth and space** The planets The solar system Day and night The seasons

ICT	**What are Computers?** The aim of this unit is to give learners an understanding of the key components that make up a computer system, including inputs and outputs and hardware. In addition they will be introduced to binary and how to convert between binary and denary numbers and will gain a basic understanding of computer networks and operating systems. They will also look at health and safety issues surrounding the use of computers. **Grand Designs** This scheme of work aims to teach learners how to plan and carry out a project while applying a variety of IT skills, such as 3D modelling, spreadsheet modelling and presentation skills. Learners will plan their project by using a Gantt chart, design a house using Google SketchUp, calculate the expenditures of the project using Excel then produce a presentation to explain why their house should be built. The topic finishes with an evaluation of the work produced.	**Game Control** This a complete Scheme of Work and is designed to last one term and covers the basics of flowcharts and sequencing and introduces students to using Scratch to create animations and games.	**Hour of Code** The Hour of Code started as a one-hour introduction to computer science, designed to demystify "code", to show that anybody can learn the basics, and to broaden participation in the field of computer science. It has since become a worldwide effort to celebrate computer science, starting with 1-hour coding activities but expanding to all sorts of community efforts.	**Online Safety** A Huge piece of work in order to make you aware of the dangers that can be found online and how to keep your self safe the online world is evolving so fast there are so many risks online, it is imperative that you know how to act online to protect your self	**Welcome to 3D and games** Students get there first look at VR and the possibilities of developing moving 3d environments, objects and characters. **Presentation skills** Students create a presentation on power point	**VR Game Deveolpment** Whole school project where students work to put together a computer game this covers: • file types • team work • Programming • Presentation skills • UE4 essen**tials.**

History	**Stone Age to Iron Age Britain** **Pupils will:** • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).		**Invaders and Settlers Anglo-Saxons** **Pupils will:** • Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation. • Understand how people's lives have shaped Britain. • Understand cause and consequence. • Gain historical perspective by placing their knowledge into different contexts.		**British Clothing 1066 to Present Day** **Pupils will:** • To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, for example; changes in an aspect of social history such as clothing. • To address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information.	
Geography	**The Journey of a River** **Rivers for People** **River Art Inspired by Monet** **Pupils will:** • Understand and describe the key aspects of physical geography including: rivers, mountains and the water cycle. • Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied. • Use atlases, globes and digital/computer mapping to locate countries and describe features. • Extend knowledge to include the location and characteristics of a range of the world's most significant human and physical characteristics.		**Mountains – What Are They?** **Living in the Mountains** **Pupils will:** • Describe and understand key aspects of physical geography, including mountains and volcanoes. • Locate the world's countries, using maps to focus on Europe, North America and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles. • Name and locate the world's 7 continents.		**Coasts – Where the land meets the sea** **Mountain Views** **Oh I do like to be beside the seaside** **Pupils will:** • To describe and understand key aspects of physical geography, including coasts, cliffs and beaches. • To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.	
PE	**Multi Skills** Pupils will develop their balance, co-ordination and speed and running, jumping and throwing - intrinsic skills in most sport. **Table tennis** Pupils will develop the ability to land the ball in a target area and refining game strategies with the intention of outwitting an opponent.	**Badminton** Pupils will be able to use the correct technique for forehand and backhand lob; will be able to hit with accuracy and outwit their opponent **Netball** Pupils will be able to perform in a game situation and use minimum of one type of pass, with understanding of footwork when on the move	**Hockey** Pupils will be able to perform a minimum of one pass when on the move; attempt to perform in a full-sized game; and understand and perform in a set play without competition **Handball** Pupils will focus on how to use basic principles of attack and defence and to plan effective strategies and tactics in Handball. They will work on improving and developing core techniques to outwit opponents	**Swimming** **Front Crawl** Pupils will be able to demonstrate some understanding of front crawl leg kick and arm action.	**Football** Pupils will be able to perform in a game situation and use a minimum of one type of pass; will be able to perform and understand the effectiveness a set play in a game situation **Tennis** Pupils will aim to improve their individual technique. Pupils will develop their understanding of tactics and play shots within a rally more effectively and consistently	**Athletics** Pupils will develop the skills necessary to compete and achieve in a number of athletic events. **Rounders** Pupils will know the preparation of throwing and catching; will be able to perform in a game situation both batting and fielding and will be able to understand the purpose of deep and in fielders and what type of throw to use depending on distance

Art	Stone Age	Iron Age	Anglo Saxons	Anglo Saxons	British Clothing	British Clothing
	Linking to the whole school schemes of work • Study of Stone age art • Sgraffito • Collage and model making • Papier mache stone wall • Cave paintings	Continuation of project • Look at Iron age images • Continue with printmaking • Model making using air drying clay Painting using metallics	Studies into this period of time • Mindmaps and title pages, lettering and colour • Explore weaponry and armour/costume Make fabric hangings	Continuation • Research homes and buildings of the time. Take a look at art work from that period. Study different types of lettering used.	A look at fashion through the ages to modern day • Mindmapping and research • Designers and how fashion has changed Initial studies and observational drawings	Continuation of project • Planning and experimenting • Use of fabric pens, paints, dyes and embellishments • Batik and silk paints Decorate and customize an item of clothing.