

Long Term Plan Year B

Fountains and Central

	Autumn I	Autumn II	Themed Week	Spring I	Spring II	Summer I	Summer II	Themed Week
Fountains/Centra I	Climates-	Sutterton/Swineshead v London –	The Commonwealth Autobiography Australian aboriginal paintings	Transport through the Ages-		Roman Britain-		Maps of the World Explanation text of geog features of chosen country. Design, build and evaluate a chariot model
Theme	location of continents, vegetation types, biomes, extreme climates, plants for humans, mega-diversity (Geography)	location, capital cities, use of maps, physical and human features, tourism, comparisons (Geography)		development of the railways and impact on society, rail networks, development of steam and the industrial age, other transport systems (History)		the Roman invasion, the impact on native Britain, roman influence, the Celts (History)		
Enquiry Questions	Q1 Where are the plants found? Q2 What is a biome? Q3 How do plants survive in extreme climates? Q4 Which plants do we eat? Q5 How else do humans use plants? Q6 What do we mean by mega-diverse?	Q1 Where is London? Q2 What are some important landmarks in London? Q3 How to navigate between different landmarks? Q4 What are the main physical geographical features in London? Q5 What would you do on a day trip to London? Q6 How do Swineshead and London compare?		Q 1 How did early transport hold back developments in society? Q 2 What were the earliest locomotives like? Q3 How did steam trains develop? Q4 How did the rail network expand and contract? Q5 What impact did the railways have on society? Q 6 How have trains changed to the current day? Q7 How have other transport forms changed?		Q 1: When did the Romans invade and why? Q 2 Did the native Britons welcome or resist the Romans, and why? Q3 How did the Romans influence the culture of the people already here?		
Text based writing	Grandad’s Island-Davies (2 wks.)	Fire Makers daughter-Pullman		Journey The Boy who biked the World Sinbad the Sailor- Yeoman		Roman Myths and Legends (Horowitz)-3 wks. One of Shakespeare’s Roman plays		
English Nonfiction	Explanation text of geog features of chosen country 2 wks.)	Balanced argument		Report 2 weeks		Newspaper report Diary of a roman soldier		
Science	Living things and habitats Yr4-grouping and selecting a selection of living things	Animals inc humans-nutrition, food chains		Electricity-electricity generation, electricity in the home, features of a circuit, fixing circuits		Plants-function of different parts of a flowering plant, requirements for growth Transpiration, role of flowers	Light-need for light, reflection, dangers of light. Formation of shadows.	
	Q 1 How can we classify animals? Q 2 What is a vertebrate? Q 3 What do we mean by dichotomous?	Q 1 How do living things obtain food? Q2 What are the 5 food groups and what does each group provide?		Q 1 How is electricity generated? Q 2 Which appliances use electricity? Q3 How does the circuit work? Q 4 What are conductors and Insulators? Q5 How does a switch work? Q6 Will this circuit work?		Q1 What are the different parts of a plant? Q2. What Do Plants Need to Grow Well?	Q 1 What is the difference between light and dark? Q 2 What do we mean by reflective.	

	Q 4 How can we classify invertebrates?	Q3 Which foods belong to which groups? Q4 Why do humans need the right type of nutrients? Q5 How can we identify the similarities and differences between animals based on their diets. Q6 What is a food web?			Q3 What is transpiration? Q 4 What are pollination and dispersal?	Q 3 Why is the sun dangerous? Q 4 What are shadows? Q 5 What affects shadow size?	
RE	God – Hinduism How are deities and key figures described in Hindu sacred texts and stories? Key scriptures: Vedas, Bhagavad Gita, Ramayana, Mahabharata *Creation stories *Concept of Trimurti – Brahma, Vishnu, Shiva. Other deities, e.g., Ganesh, Lakshmi, Parvathi	God – Islam What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?		God/incarnation – Christianity UC 2a.3 (core and digging deeper) Know that Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.	Salvation – Christianity UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’? Know the texts about the entry into Jerusalem, and the death and resurrection of Jesus. ?	Big Questions – Christianity, Humanism and Islam Opportunity to look at guidelines and laws in various religions and non-religious Worldviews.	
Enquiry Questions	Q1. Who are you and what do you mean to different people? Q2. What do Hindus believe about God? Q3. What do Hindus say that God is like? Q4. How can God (Brahman) be everywhere and in everything? Q5 How can God look like so many things?	Q1. Why do people believe in God? Q2. How does believing in God shape a Muslim’s life? Q3. What is the best way for a Muslim to show commitment to God?		Q1. Why does Christmas matter to Christians? Q2. What is the Trinity? Q3. Why are Christians amazed at the incarnation? Q4. How can God be a person?	Q1. Why do Christians call the day Jesus died ‘Good Friday’? Q2. What does the ultimate sacrifice mean? Q3. What do Christians believe about the sacrifice of Jesus? Q4. How does Jesus’ sacrifice affect the way Christians lead their lives?	Q1 Who am I? Q2 What is a good life? Q£ Does God exist? Q4 Is there life after death?	
Art/DT	Van Gogh- Explore the life and paintings of a famous painter	Electrical designs- Design, build and evaluate a model of the London Eye		Axles and chassis- Design, build and evaluate a moving vehicle	Sculptures- Roman bust sculptures		

<p>Enquiry Questions</p>	<p>Q1 What do we know about the life of van Gogh? Q2 What are some of his most important paintings? Q3 What techniques did he use in his paintings? Q4 How do we create depth? Q5 How do we make shades and tints?</p>	<p>Q1 What is rotation? Q2 How does electricity cause things to rotate? Q3 What is the London Eye? Q4 How can I recreate this structure? Q5 How can I include my motor? Q6 Can I evaluate the finished model?</p>		<p>Q1 What are the name parts of a vehicle? Q2 How can I attach wheels to axles? Q3 What materials can I use? Q4 What tools will I need? Q5 Does my vehicle look like my design? Q6How could I improve?</p>	<p>Q1 What is sculpture? Q2 What is the difference between carving and forming? Q3 What materials are used? Q4 Who are the famous Roman sculptors? Q5 How do I design my sculpture? Q6 How do I ensure it is 3D? Q7 How do I use tools to carve?</p>			
<p>Music (music express)</p>	<p>3.1 Environment (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music. Q1. What descriptive sounds would accompany the poem? Q2. Can you create a musical re-telling a poem? Q3. Can you sing in a two-part harmony? Q4. What is a melodic ostinato? Q5. What is timbre? Q6. What is ternary form? Q7. Can you sing with expression? Q8. Can you develop the lyrics of a song?</p> <p>3.2 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1. How can music be organised in sequences? Q2. Can you use your voice and actions to perform simply rhythms within a steady beat? Q3. How is music organised in layers?</p>	<p>3.4 Poetry (Performance) Improvise and compose music for a range of purpose using interrelated dimensions of music. Q1. Can you enhance and extend the performance of a poem using vocal patterns? Q2. What are layered vocal patterns? Q3. What are contrasting moods and effects in a performance? Q4. Can you combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece?</p> <p>3.6 Time (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments. Q1. What is a metre in a piece of music? Q2. Can you play an independent part in more than one metre simultaneously? Q3. What is an ostinato? Q4. Can you identify an ostinato? Q5. Can you perform rhythmic ostinato individually and in combination? Q6. What is a layering rhythm?</p>		<p>3.7 In the Past (Pitch) Develop an understanding of the history of music. Q1. What is pitch? Q2. Can you read the pitch notation? Q3. Can you use pitch notation? Q4. What is rhythm notation? Q5. Can you learn a Tudor Dance?</p> <p>3.8 Communication (Composition) Use and understand staff and other musical notations. Q1 How can you represent sounds with symbols? Q2. Can you use your voice creatively and expressively? Q3. Can you create and perform from a symbol score?</p>	<p>4.3 Sounds (Exploring sounds) Listen with attention to detail and recall sounds with increasing aural memory. Q1 Can you classify instruments by the way sounds are produced? Q2. Can you learn some simple Beatboxing sounds? Q3. What are aerophones? Q4. What happens when you combine expressive effects of different instrument groups?</p> <p>4.5 Building (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p>	<p>4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory. Q1 What is a structure in a song? Q2 Can you learn the words and sing the chorus of a song? Q3 Can you explore the phrasing of a song melody? Q4 What are the dynamics in a song? Q5 What are the layers in piece of music? Q6 What is the process of composition in minimalism? 4.9 Communication (Composition) Improvise and compose music for a range of purpose using interrelated dimensions of music.</p> <p>Q1 What musical features can you identify? Q2 What is a score?</p>	<p>4.10 Time (Beat)Play and perform in solo contexts using their voices. Q1 What is the metre of the song? Q2 Can you identify the repeated patterns ostinato? Q3 Can you play in sing repeated patterns from memory? Q4 What is syncopation? Q5 Can you show the off-beat rhythm? Q6 How has the music been used to tell a story? Q7Can you create music which tells the story?</p> <p>4.11 In the Past (Notation) Develop an understanding of the history of music. Q1 Can you play a renaissance dance from notation? Q2 Can you compose a fanfare?</p>	

	<p>Q4. Can you combine rhythms in layers? Q5. Can you create music using your own ideas?</p>	<p>Q7. Can you recognise rhythm patterns in staff notation?</p>		<p>Q1 What are verse and chorus song structure? Q2. What is texture? Q3. What is layered structure in a rhythmic ostinato piece? Q4. Can you describe the structure of a piece of orchestral music? Q5. Can you read a clock score to play a piece combining drone and melodic ostinato? Q6. What is drone? Q7. What is a rondo structure? Q8. Can you use rondo structure to build a performance?</p>	<p>Q3 Can you follow a score to learn the instrumental parts? Q4 Can you discuss the meaning and structure of a rap? Q5 Can you write your own lyrics? Q6 What is a rap? Q7 What is a layered ostinato?</p>	<p>Q3 What are the musical structures in this piece? Q4 Can you learn a dance and play music use for celebration? Q5 What dance moves are from the 1960s? Q6 Can you learn a 1960s pop song? Q7 Can you create performance?</p>		
Computing (teach computing)	3.1 Computing systems and networks- connecting computers	3.2 Creating media-animation		3.3 creating media desk top publishing	3.4 data and information-branching data bases	3.5 Programming A - sequence in music	3.6 programming B-events and actions	
Enquiry Questions	<p>Q1 What is a digital device? Q2 What are input and output devices? Q3 How can digital devices change the way we work? Q4 How does a computer network share information? Q5 How do we connect digital devices?</p>	<p>Q1 What is animation? Q2 What is stop frame? Q3 What are the key features of an animation? Q4 How can I add other media to my finished work?</p>		<p>Q1 How do text and images convey information? Q2 What does editing mean? Q3 What are page settings? Q4 How do I add images and text? Q5 Does it look right? Q6 Is it better than drawing or painting?</p>	<p>Q1 Is the answer yes or no? Q2 What are attributes? Q3 How do I create a branching database? Q4 How do I use a branching database? Q5 Is it the same or is it different?</p>	<p>Q1 What is scratch? Q2 What is a command? Q3 How do programmes start? Q4 Why do commands need to be in order? Q5 How do I change the appearance of my project? Q6 How do I create sounds?</p>	<p>Q1 How does the Sprite move? Q2 What directions can I move in? Q3 Can I change your programme to a new context? Q4 How do I add new features? Q5 What happens when it goes wrong? Q6 How do I make a maze?</p>	

	Q6 What are the physical components of a network?							
MFL	4.1 Encore- describing people	4.2 Quelle heure est-il? Telling the time		4.3 les fetes- festivals	4.4 ou vas-tu-? Where are you going?	4.5 On mange- food for a party	4.6 Le cirque- francophone countries	
Enquiry Questions	Q1 Can you describe someone? Q2 Which country do you come from?	Q1 What do we do and when do we do it? Q2 What time is it?		Q1 What are the dates of the festivals? Q2 What would you like for Christmas? Q3 How far can you count?	Q1 What city are you going to? Q2 What's the weather like? Q3 How do I get there?	Q1 What's that? Q2 What do you want to eat? Q3 What would you like to buy? Q4 What are you doing?	Q1 Where are you going? Q2 Can you speak French? Q3 What colour is your shirt?	
PE	Mastering basic techniques- Throwing/catching skills	Dance- creating a narrative through dance.		Gym- jumps and rolls	Outdoor activities- introduction to orienteering.	Defending and attacking skills. - invasion games	Athletics- sprinting and hurdling	National Sports Week:
	Q1 What do I need to do to catch accurately? Q2 How does a ball go in the intended direction? Q3 How can I stop a ball? Q4 What tactics do I need for my game?	Q1 What do we mean by narrative? Q2 How can we link movements? Q3 How can we evaluate performance? Q4 How do we link dance motifs into a sequence?		Q1 What is a forward roll? Q2 How do I link movements? Q3 How do I perform a cartwheel? Q4 What is the sequence? Q5 What is a symmetrical shape?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is the symbol? Q4 What is orienteering?	Q1 What is marking? Q2 What is intercepting? Q3 What do we mean by dodging? Q4 How can we regain possession?	Q1 How do I improve my sprinting technique by getting off to a good start? Q2 How do I combine running and jumping in hurdles? Q3 How can I throw a variety of objects over a longer distance?	
PSHE/RSE	Well-being-emotional- How can we be a good friend? Friendship; making positive friendships, managing loneliness, dealing with Arguments	Well-being-physical - Keeping safe; at home and school; our bodies; hygiene; medicines and household products		Health and prevention- Healthy Eating and Teeth		E-safety- Taught the responsible use of mobile phones/tablets: safe keeping (looking after it) and safe user habits.	Economic well-being- enterprise- The jobs we would like. Careers; aspirations; role models; the Future	
	Q1. What are the qualities of a good friend? Q2. What kind of things causes us to fall out with our friends? Q3. Is conflict always bad?	Q1. How can I look after myself? Q2. How can I keep clean? Q3. Why is it important to wear seatbelts/safety		Q1. Why we should we eat and sleep well? Q2. What are the five main food groups? Q3. How much sleep should you get a day? Do you think some people might eat too much salt/sugar? Looking after our teeth Q1. Why should we go to the dentist?		Q1. How can you balance the time spent online with other activities? Q2. What do the different ratings mean on video games or films?	Q1. What jobs interest you and why? Q2. Do you have to do the same job all of your life? Q3/ Will the jobs be the same in 10 years/20 years?	

	<p>How do you know when you are angry? Q4. What does seeing something from someone else's point of view mean?</p>	<p>helmets/fluorescent clothing when it is dark? Q4. How do we take medicines safely? Q5. Can products within the home be dangerous?</p>		<p>Q2. What can happen if we don't brush our teeth? Plus, First Aid</p>	<p>Q3. Can you behave differently online with someone than if you met them in person?</p>	<p>Q4. Do people only do the jobs that they know about? Q5. Is a job that interest you going to be rewarding in all areas?</p>	
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