

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Animal including humans	Living Things and their habitats	Forces and magnets	Properties and changes of materials	Earth and space	Earth and space
Computing	<p>Programming: Developing interactive games Safety features whilst using the school's computer network. Copyright when sourcing imaging Safe search habits, sharing information safely, parental permission to upload games, playing violent games. Using Scratch to: create original artwork and sound for a game; Design and create a computer program for a game, which uses sequences, selection, repetition and variables. Detect and correct errors in games. Use iterative development techniques (making and testing a series of small changes to improve game.</p>	<p>Codes and encryption How information can be communicated in secret over open channels, including the internet using cryptography. Learn about the public key system used to sign and encrypt content on the web, and how to check the security certificates of encrypted websites, the importance of password security, what makes a password secure. Be familiar with semaphore and Morse code; understand the need for private information to be encrypted; encrypt and decrypt messages in simple ciphers; appreciate the need to use complex passwords and to keep them secure; understand how encryption works on the web.</p>	<p>Computer generated art Safe internet searching; evaluating the quality of online content; sharing copyrighted work with an audience; protecting personal information. Using Vector graphics, turtle graphics, landscapes design using software tools to create art work.</p>	<p>Using search engines and assessing quality of information E-safety issues and using responsible use of technology when searching for information on-line. Develop research skills and decide what information is appropriate; how search engines select and rank results; quality of information, develop and refine ideas and text collaboratively;</p>	<p>Sharing experiences and opinions on- Online collaborating and communicating on-line What can be appropriately shared on-line; consider issues of copyright and digital footprints as well as acceptable behaviour when commenting on others' blog posts. Blogs as medium and a genre of writing; create blog posts on a theme; comment on the posts of others; incorporate digital images in blogs.</p> <p>OR create a wikispace</p> <p>Creating and publishing stories on-line</p>	<p>Creating a virtual space using 3D modelling software. Safe practices when searching on-line for content. Avoid sharing private information; Think about copyright of images, videos and models used. How architects and engineers use 3D software; Develop familiarity with CAD tools; explore and experiment with a 3D virtual environment;</p> <p>Spreadsheet modelling</p> <p>Database</p>
Music	Tudor music; Performance	Tudor Music; Listening	Structure	Beat	Composition	Performance
PE	<p>Dance Tudor dancing: https://www.youtube.com/watch?v=6UDpJ3j6Mag https://www.youtube.com/watch?v=Fyip3wBhLWs</p>	Gymnastics	Team building games	Tennis/badminton	Net ball	Athletics/team building
RE	<p>GOD What does it mean if God is loving and holy?</p>	<p>INCARNATION Was Jesus the Messiah? (Core learning)</p>	<p>PEOPLE OF GOD How can following God bring freedom and justice?</p>	<p>SALVATION What did Jesus do to save human beings?</p>	<p>JUDAISM What does it mean to be Jewish in Britain Today?</p>	<p>Is it better to express Your belief in arts and architecture or in charity and generosity?</p>

Tiger class (YR 5)

Long Term Plan Foundation Subjects

2017-2018

History/ Geography	The Tudors		The Mayans / Earthquakes	Geographical similarities between a region of the UK, European country and North and South America	Ancient China: Shang Dynasty; The Great Wall of China	
DT/ Art Outdoor learning/TASC Linked to Maths and English	Tudor portraits; Tudor coat of arms Tudor Rose (Using clay) Developing key Skills: <u>TASC;/Outdoor learning-</u> *Autumn leaves characters *Stick art	Tudor House; Tudor crown; Developing key skills: <u>TASC/Outdoor learning</u> *Create a seasonal tree that includes materials collected from nature * Collect items to create a mandala pattern. How many circles? Work out how to calculate the diameter and circumference	Mayan Mask; Use clay to create Mayan artefacts; recreate the Bonampak murals; Mayan temple; Developing key skills: <u>TASC /Outdoor learning:</u> *Work in teams to find examples of items on a list in the woods and around the field within a set time. *Sitting outside in the quiet area chn to think about 5 animals and insects found in the woods and playground *Design collective nouns to suit those animals.	Developing key skills in art: <u>TASC/ Outdoor learning:</u> *Work in teams to find examples of items on a list in the woods and around the field within a set time. * Sitting outside in the quiet area chn to think about 5 animals and insects found in the woods and playground Design collective nouns to suit those animals.	Sketching various aspects of Chinese art; Drawing Chinese dragon; The importance of brush strokes in Chinese art; Chinese calligraphy; Terracotta army <u>TASC/Outdoor learning</u> * Paper and twigs spring flower craft *To design a leaf animal	Developing skills: Ancient Chinese Porcelain <u>TASC/ Outdoor Learning</u> * To create a drawing of section of the landscape surrounding the field and woods (demonstrate understanding of perspective etc) * To design a frame to display various materials sourced in the woods and field
PHSE	Leading Success: Self-managed leadership; Leading others; Teamwork; Reflecting on success.		Presenting success: Preparing for success; Delivering success; Practising for success; Moving to the next level.		Resilience for success: What is resilience, Place, Passion, Purpose, People, Planning; Positive Mindset, Physical action.	
French GCP Or Tout le monde	Where are you going on holiday? Places around town	Eating out Musical instruments and animals	Hobbies Hare and Tortoise: Describing animals and people	A School Trip The Magic Watch: Fruit, Art, imperatives	Seasons Eat Well: Food	The Environment Eat Well: Food