

September 2019 – July 2020 Long Term Plan

Class: Jupiter (4)

Year Groups: 5 and 6

The information below gives a brief overview of what the children in the above class will be learning in the academic year September 2019 – July 2020.

Please feel free to speak to your child's class teacher if you would like more information about their learning.

English	<p>Writing (Linked to Topic work) – A range of genres including:</p> <ul style="list-style-type: none">• Diaries• Letters• Narratives – including setting and character descriptions• Instructions• Non-chronological reports• Recounts• Persuasive texts• Balanced arguments/discussions• Newspaper articles• Information leaflets• A range of different of poetry <p>Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:</p> <ul style="list-style-type: none">• Decoding, including:<ul style="list-style-type: none">• Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (Y4)• Attempting pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. (Y4)• Re-read and read ahead to check for meanings (Y5)• Comprehension, particular focus on:<ul style="list-style-type: none">• Discuss meanings and themes of different texts. (Y4)• Explaining how structure and presentation contribute to the meaning of texts. (Y4/5)• Predicting what might happen based on the details from the text and information I have deduced. (Y4/5)• Asking relevant questions to develop understanding (Y4)• Inferring meanings, beginning to justify them with evidence from the text. (Y4)• Using meaning-seeking strategies to explore definitions of new words. (Y5)• Identifying grammatical features and language used to impact the reader (Y5)• Giving a personal opinion and building on other's ideas, with explanations (Y5)• Comparing different texts, discussing similarities and differences (Y5) <p>SPAG</p> <ul style="list-style-type: none">• Spelling – using Phonics where appropriate, developing spelling skills by explicitly teaching the set rules outlined in the National Curriculum.• Punctuation – discrete lessons to support teaching of punctuation within writing so that children feel confident with applying a range of increasingly complex punctuation.• Grammar – discrete lessons to reinforce teaching of grammar within writing. Particular focus on using the correct terminology for different concepts. <p>Spoken Language</p> <ul style="list-style-type: none">• Regular use of Spoken Language to inspire writing.• Developing skills, such as volume, expression and intonation, and confidence when
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	speaking in a range of contexts.
Maths	<p>Maths learning will follow the national curriculum in these areas:</p> <ul style="list-style-type: none"> • Number (place value, addition and subtraction, multiplication and division, mental calculations, written methods, problems in context, approximation, estimation and rounding) • Fractions • Measurement • Geometry (properties of shapes, position and direction) • Statistics <p>These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth.</p>

	Autumn	Spring	Summer
Values for Life	Trust/ Generosity	Compassion Courage	Responsibility Service
Science	Evolution and Inheritance Light Electricity	Forces Living things and their Habitats	Properties and Changes of Materials Animals including Humans
Computing	Online Safety Spreadsheets	Programming – Scratch Understanding Computer Networks including the Internet	Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content (e.g. Publisher, Word Processing, Presentation).
Topic (History and Geography)	<p>History <u>Castles</u></p> <p>A study of a site significant in local area – Framlingham Castle.</p> <p>Geography <u>Locational Knowledge</u> Latitude and longitude, equator, hemispheres.</p> <p><u>Human Geography</u> Settlements.</p>	<p>History <u>The Roman Effect</u></p> <p>The Roman Empire and its impact on Britain.</p> <p>Geography <u>Place Knowledge</u> Comparison of UK region and region in another country (Italy).</p> <p><u>Physical Geography</u> Volcanoes.</p>	<p>History <u>Crime and Punishment</u></p> <p>Changes in an aspect of social history.</p> <p>Geography <u>Geographical Skills and Fieldwork</u> Using maps, compass points, grid references, symbols and keys.</p>

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RE	Buddhism Christianity	Islam Christianity	Humanism Christianity
MFL	Getting to Know You	Let's Visit a French Town	Let's Go Shopping
Music	Play and perform using brass instruments, singing, listening to a variety of music.		
Art	Exploring a range of artists, making links to own work, art from different historical periods – Vincent Van Gogh Mixing colours - creating tints and tones Art from different cultures	Collage – variety of mediums Computing art Introducing sketching techniques Finding out about the work of a range of artists, architects and designers in history.	Developing sketching techniques and observational drawings Charcoal, chalk and pastel Reviewing and revisiting ideas to improve.
DT	Sewing – learning a range of stitches and designing and making a simple decoration to fit a brief.	Cookery – preparing and cooking savoury dishes using a range of cooking techniques and giving consideration to healthy lifestyle.	Design, make and evaluate a product using a range of tools and equipment.
PSHE	Linked to our whole school values for life and current relevant issues such as: friendship; anti bullying; online safety; citizenship; goals and aspirations.		
PE	Swimming Cross Country Football Tag Rugby	Quicksticks Netball/ Basketball Gymnastics Dance	Cricket Tennis Rounders Athletics

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