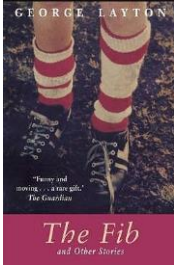







Subject	Topic Titles					
	Autumn 1: The Mysterious Maya	Autumn 2: Journey into Space	Spring 1: Meet the Greeks	Spring 2: The Olympics	Summer 1: Wild Rivers	Summer 2: Creeping Coasts and Deep Seas
English	<p>Writing to Persuade Suspense story set at the time of the Maya. Stories which raise issues- The Balaclava Story. Developing ideas for an argument text- letter to the boy in the text. Read other stories in 'The Fib' Explanation texts- examine features of these texts, use to explain the Mayan system of religion. Passive voice- use when writing a scientific report.</p> 	<p>Writing to Entertain Novels and stories by significant children's authors (Sci-fi). The Spud from Outer Space, World Eater & War of the Worlds Descriptive language. Write description of item from outer space Text- The tear thief. Relative clauses in descriptive language Performance poetry- The Workings of the Wind/ The Sound Collector. A Christmas Carol- Playscript</p> 	<p>Writing to Entertain Greek Myths- look at the features of a myth. Sequencing. Explore issues in Pandora's Box. Speech punctuation. Emotion graphs – King Midas. Writing own Greek Myth</p> 	<p>Writing to Entertain Novels and stories by significant children's authors The Invention of Hugo Cabret. Retelling beginning of the story. Newspaper article. Description of a scene in a silent film. Write letters between Lutz Long and Jesse Owens Report about the human life cycle.</p> 	<p>Writing to Inform Narrative Poems The Highwayman and The Charge of the Light Brigade Stories set in other Cultures- Cendrillon and Journey to Joburg. Information text – recap features and write own information text about apartheid. Use vocabulary choices to show viewpoint</p>  <p>Other poems by poets of the period- Charles Causey and Christina Rossetti</p>	<p>Writing to Discuss Read texts clearly in favour of and against sharks- analyse language used to make the creatures appear positive or negative Watch 'Sea World' advertisement film- discuss how the park has been made attractive to potential customers. Then watch 'Blackfish' film about the orca 'Tikillum' Gather evidence for and against Sea Parks and write argument text wither for or against keeping orcas in captivity. https://www.youtube.com/watch?v=0qMSXFdDrUQ</p> 
Grammar in Context (Year 5)	Noun phrases Relative Clauses Rhetorical Questions Subordinating conjunctions Commas for relative clauses	Fronted adverbials Subordinate clauses Relative clauses Brackets for extra information Dashes	Fronted adverbials Subordinate clauses Relative clauses Brackets for extra information Dashes	Fronted adverbials Subordinate clauses Relative clauses Brackets for extra information Dashes	Subordinating conjunctions Expanded noun phrases Relative clauses Brackets and dashes	Modal verbs Relative clauses Adverbials Expanded noun phrases Passive voice (introduction)

	Commas to mark fronted adverbials Subjunctive form		Speech punctuation revision	Speech punctuation revision	Commas to mark clauses including opening subordinating clauses	
Grammar in Context (Year 4)	Noun phrases Determiners Wide range of conjunctions Using paragraphs to group information	Expanded noun phrases Fronted adverbials- adverbial/ verb/ prepositional/adjectival Adverbs Commas after fronted adverbials	Pronouns- possessive, reflexive and reciprocal Using pronouns to avoid repetition and to create cohesion Comma to introduce speech Capital letter for new speech New speaker new line	Possessive apostrophes and apostrophes to mark plural possession	Capital letters for titles and each line of a poem Simple and complex sentences.	Standard English forms for verb inflections (we were not we was)
Maths	Number :Place value Number- Addition and Subtraction	Number: Multiplication and Division Measurement- Length, Perimeter and Area	Number: Multiplication and Division Number- Fractions	Decimals (Including Y5 Percentages)	Number- Decimals (Including Year 4 Money) measurement- time Statistics	Geometry- properties of shape Geometry- position and direction Y5-Converting units and volume
Science	<u>Living things and their habitats</u> Understand the features of all living things 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	<u>Earth and Space</u> 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.		<u>Living Things and Their Habitats</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Animals Including Humans</u> 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. Describe the ways in which nutrients and water are transported	<u>Light</u> Recognise that light appears to move in straight lines Use the idea that light travels in straight lines 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 from light sources to

	animals based on specific characteristics.			within animals, including humans.	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
Science Skills	<ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables. * Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat measurements when appropriate * Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. * Use test results to make predictions to set up further comparative and fair tests * Report and present findings from enquiries, including conclusions, causal relationships and explanations of degrees of trust in results, in oral and written forms. * Identify scientific evidence that has been used to support or refute ideas or arguments. 				
Geography	<u>North and South America</u> *Name and locate the countries of North and South America and identify their main physical and human characteristics. *Describe how locations around the world are changing and explain some of the reasons for change. Identify ancient Mayan cities on a map and compare and contrast with modern day Mexico and explain reasons for the change.	<u>Mapwork</u> *Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps as in London's Tube map *Describe and understand key aspects of physical geography including climate zones, <u>biomes and vegetation belts,</u> *Create maps of locations identifying patterns (such as land-use, climate zones,	<u>Greece</u> Name and locate the countries where the Ancient Greek Empire was. Identify human and physical characteristics including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.	<u>Rivers</u> *Identify and describe how the physical features affect the human activity within a location. (Understand why settlements develop beside rivers.) *Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including <u>rivers,</u> key topological features and land-use patterns, and understand how some of these aspects have changed over time. (Identify rivers around the world)	<u>Coasts</u> *Collect and analyse statistics and other information in order to draw clear conclusions about locations. *Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features of the area. Record the results in a range of ways. *Describe how locations around the world are changing and explain some of the reasons for change.

		population densities, height of land.)			<p>*Describe how locations around the world are changing and explain some of the reasons for change. (To understand that rivers change over the years through erosion, transportation and deportation.) *Describe and understand key aspects of physical geography <u>rivers</u>.</p>	<p>To understand how land in coastal areas changes. *Describe and understand key aspects of human geography including settlements, land-use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. *Describe and understand key aspects of human geography including <u>settlements</u>, <u>land-use</u>, economic activity including trade links and the distribution of natural resources including <u>energy, food, minerals and water supplies</u>.</p>
History	<p><u>The Maya</u> *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><u>Space</u> *Give a broad overview of life in Britain and some major events from the rest of the world. <u>To compare the lives of Galileo and Copernicus and how their work changed our understanding of the solar system.</u> *Understand the concepts of continuity</p>	<p><u>The Ancient Greeks</u> *Give a broad overview of life in Britain and some major events from the rest of the world. *Compare some of the times studied with those of the other areas of interest around the world. *Describe the social, ethnic, cultural or</p>	<p><u>The Olympics</u> *Give a broad overview of life in Britain and some major events from the rest of the world. *Describe the social, ethnic, cultural or religious diversity of past society. *Use dates and terms accurately in describing events.</p>		

	<p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Select suitable sources of evidence, giving reasons for choices.</p>	<p>change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>*Use sources of evidence to deduce information about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity change over time, representing them, along with evidence, on a time line.</p> <p>*Use dates and terms accurately in describing events.</p> <p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate</p>	<p>*Use appropriate historical vocabulary to communicate, including: dates, time period, change, century, decade, legacy.</p> <p>*Use literacy, numeracy and computing to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p> <p>Refine lines of enquiry as appropriate.</p>		
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	*Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.		information about the past. *Use original ways to present information and ideas. *Use sources of evidence to deduce information about the past. Refine lines of enquiry as appropriate.			
<u>Art and Design</u> 3D Art Printmaking Collage Textiles Drawing Painting	Collage linked to natural forms(plants and seeds) Dale Devereux –Barker inspired collages Kurt Schwitters	Painting Chris Ofili Fauvist paintings of Derain and Matisse Mix match and extend existing patterns	3D Figures Modroc figure Work of Alberto Giacometti Coloured tissue bowl Ancient Greek Pots	Drawing Hundertwasser Acetate overlays Draw inside of a thistle head or gourd Negative drawing	Printing	Textiles Construction and destruction of fabric Batik The work of Jean Davywinter
<u>Art Skills</u>	Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Collage • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. Give details (including own sketches) about	Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Painting • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world.	Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. 3D • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities.	Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Drawing Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Choose a style of drawing suitable for the work (e.g. realistic or	To develop ideas • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. Print • Replicate patterns observed in natural or built environments. • Make precise repeating patterns.	Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. Textiles • Choose from a range of stitching techniques Give details (including own sketches) about the style of some notable artists, artisans

	<p>the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. <p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. 	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. 	<p>impressionistic).</p>		<p>and designers.</p> <ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles.
DT	<p>Making Bread Rolls Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>	<p>Electricals and Electronics- Nightlight Create a nightlight with a light dependant switch (resistor) Control using Learn and Go Programmable Box (TTS) https://www.bbc.co.uk/teach/class-clips-video/design-challenge-make-nightlight-for-toddler/zdh76v4 https://www.tts-group.co.uk/learn-and-go-programmable-control-box/IT00836.html Begin to create circuits using electronics kits that employ a number</p>	<p>Construction- Moving Toys https://www.tts-group.co.uk/moving-toys-dt-class-kit/1000369.html?cgid=Primary-D--T-Project_Kits#blog-related-posts Convert rotary motion to linear using cams</p>	<p>Computing Robots https://www.amazon.co.uk/Makeblock-programmable-three-wheel-Bluetooth-individuals/dp/B07KWN2TWJ/ref=sr_1_11?hva_did=79852063870075&hvbm=bmt=be&hvdev=c&hvgmt=e&keywords=mbot+ranger&qid=1565964473&s=gateway&sr=8-11 Begin to write code to control and monitor models or products</p>	<p>Materials- Bridges Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) Begin to develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding).</p>	<p>Textiles- Phone Case Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)</p>

		of components (such as LEDs, resistors, transistors and chips)				
Computing	Sounds Scratch- change input to achieve different output Decompose problem Choose appropriate tool to collect data	Sounds Use data logger in scientific experiment To record sound Use sound effects to add atmosphere Describe different parts of the internet Use sound as an output in scratch	Shape and Weather Use FMS logo Use logical thinking and creativity to extend a program Refine a procedure using repeat commands to improve a program Use text, photo, sound and video editing tools	Shape and Weather Use excel to produce charts and find averages Present information using Powerpoint Create a weather forecast using audio clips , maps from WWW	Find out and Share Create a pong game in Scratch using variables Create a dancing character in Scratch Plan a presentation, game or quiz that enables people to learn about a topic area	Find out and Share Learn ab out how the WWW and Internet work Evaluate spoof websites and how to check their validity Use search engines to collect information about Shakespeare
RE	Live differently Harvest	Important people Christmas	Buddhism	Buddhism Easter	Rules for Living	Beatitudes and the Bible
<u>PE</u> Games Dance Gymnastics OAA Athletics	Football Sportshall athletics Swimming (Year 4)	Gymnastics Streetdance Swimming (Year 4)	Gymnastics Cricket Swimming (Year 4)	Outdoor and Adventurous Gymnastics Swimming (Year 4)	Dance (Rivers) Tennis Swimming (Year 4)	Netball Athletics Swimming (Year 4)
PSHE	<u>We're all stars!</u> 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models Passport to learning	<u>Be Friendly, Be Wise!</u> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First Aid 6. Too old to ...	<u>Living Long, Living Strong!</u> 1. RSE: talking about puberty 2. RSE: male and female changes 3. RSE: puberty and hygiene 4. The concept of wellbeing 5. Being an effective learner 6. Role models What makes a great teacher?	<u>Daring to be Different!</u> 1. RSE: talking about puberty 2. RSE: male and female changes 3. RSE: puberty and hygiene 4. The concept of wellbeing 5. Being an effective learner 6. Role models What makes a great teacher?	<u>Dear Diary</u> 1. Knowing where to go for help 2. Managing uncomfortable feelings - embarrassment 3. Put-downs and boost ups 4. Breaking friends 5. Forgiveness 6. Supporting each other Famous failures	<u>Joining in and Joining Up!</u> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund-raising The iceberg illusion

Ryton Junior School Long Term Topic Planning 2019-2020
 Teachers: Mrs Hunter, Mr Richardson and Mrs Spurr Year 4/5

Music	<u>The Maya</u> Sing Up- 6 week topic- The Maya Sing 'Viva la Musica' (Sing Up) Charanga- Classroom Jazz 1	<u>Space</u> BBC 10 pieces music topic- Rodeo by Aaron Copland	<u>Ancient Greeks</u> Charanga Scheme- The Fresh Prince of Bel Air	<u>The Olympics</u> Charanga Freestyle Course- Rap Using Garageband to create rap rhythms	<u>Rivers</u> Charanga Scheme – 'Livin' on a prayer' Sing 'In Harmony' and 'Oleo' (Sing Up)	<u>Oceans</u> Reflect, Rewind and Replay (Wide range of classical music) Habanera and Toreador Song from Carmen by Bizet
Music skills	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Hold a part within a round. Thoughtfully select elements for a piece in order to gain a defined effect. Comment on the use of texture, tempo and dynamics in jazz music Record improvisations on the stave (DEGAB and GGAAB)	Sustain a drone or a melodic ostinato Perform with skillful playing. Create rhythmic patterns with an awareness of timbre and duration Use drones and melodic ostinati (based on the pentatonic scale) Use and understand simple time signatures. Use the standard musical notation of crotchet, minim and semibreve to record rhythms	Describe how lyrics often reflect the cultural context of music and have social meaning. Appraise the cultural impact of rap music. Play from notes on a stave (DAGEF) Play with confidence Combine a variety of musical devices, including melody, rhythm and chords Use digital technologies to compose, edit and refine pieces of music. (notation tool on stave) Record compositions on stave	Perform solos or as part of an ensemble Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration Combine a variety of musical devices, including melody, rhythm and chords. Convey the relationship between the lyrics and the melody Use digital technologies to compose, edit and refine pieces of music Choose from a wide range of musical vocabulary to accurately describe and appraise music, tempo, texture, lyrics and melody)	Play from notes on a stave (DAGEF) Play with confidence Combine a variety of musical devices, including melody, rhythm and chords Use digital technologies to compose, edit and refine pieces of music. (notation tool on stave) Record compositions on stave Sing a harmony part confidently and accurately Describe how lyrics often reflect the cultural context of music and have social meaning.	Choose from a wide range of musical vocabulary to accurately describe and appraise music Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Thoughtfully select elements for a piece in order to gain a defined effect. Convey the relationship between the lyrics and the melody. Sing or play from memory with confidence
MFL (French)	Je me présente (I)	En famille (I)	Les legumes (E)	Au café (I)	Boucle d'or et les trois ours (I)	En classe (I)