

Year: 4/5 Class: Griffin	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Rotation A Humanities	<p>Anglo Saxons and the Scots – Invaders  <i>(came from, looking for, warriors, maps of Britain)</i></p> <p>Know and understand how people’s lives have shaped the nation, and how Britain has been influenced by the wider world.</p> <p>Understand historical concepts such as cause and consequence.</p> <p>Understand connections between local &amp; regional history, and between short- and long-term timescales</p>	<p>Anglo Saxons and the Scots – Settlements  <i>(villages, buildings, jobs, clothing, jobs, local history)</i></p> <p>Understand how people’s lives have shaped Britain.</p> <p>Understand historical concepts such as continuity and change, and cause and consequence.</p> <p>Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.</p> <p>Understand how Britain has been influenced by the wider world.</p>	<p>Climate Zones –  <i>(Biomes of the world, focus on Eden project)</i></p> <p>Describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>Use maps, atlases and globes to locate countries and describe features studied.</p>	<p><i>(at the beginning of each Geography topic location skills will be re-visited)</i></p> <p>Local Geography –  <i>(focus on Tonbridge as an urban area and what makes it so.)</i></p> <p>Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom.</p> <p>Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</p> <p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>	<p>Mayans – Intro  <i>(When and where did they live, how do we know and map work)</i></p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Undertake an in-depth study of a nonEuropean society that provides contrasts with British history - The Maya civilization.</p>	<p>Mayans –  <i>(achievements, legacy, invasions)</i></p> <p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Undertake an in-depth study of a nonEuropean society that provides contrasts with British history - The Maya civilization</p>

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 Rotation A: 2020/21

Rotation B: 2021/22

				<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		
<p>Rotation B Humanities</p>	<p>Crime and Punishment (Beyond 1066)– <i>timeline of significant periods focussing on Saxons, Tudors, Georgians, Victorians and Modern Day looking at changes in crimes, punishments and court life. Key Focus on Victorian crime.</i>          Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present.</p>	<p>Rivers – (<i>Water cycle and source and estuary of rivers, effect on environment, parts of rivers</i>)  <i>(at the beginning of each Geography topic location skills will be re-visited)</i></p> <p>Children should be able to describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Local History (Beyond 1066) – (<i>focus on local heritage sites culminating in a production of a heritage trail. Key focus on question to generate enquiry</i>)          a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>			

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	Develop a chronologically secure knowledge and understanding of British history.												
	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.												
Rotation A English	Varmints by Helen Ward and Marc Craste *book and film  Information texts/ Explanation		Beowulf by Michael Morpurgo  Narrative		Shackleton's Journey by William Grill  Information- Non Chronological reports		Jabberwocky by Lewis Carroll and Joel Stewart  Poetry		Robot Girl by Malorie Blackman and Matthew Griffin Persuasive Writing – Debating		The Lost Thing by Shaun Tan *book and film  Narrative		
Rotation B English	Unspoken  Diary/biog	FaRther  Explanation		The Tempest  Dialogue/narrative		Kaspar Prince of Cats  Reports and Letters		Jonathan Swift's Gulliver  Adventure story		The Man Who walked between the Towers Persuasive		Tar Beach  Description/retelling	
Maths	<b>Year 4 Unit 1 &amp; 2</b> Place value – 4 digit numbers <b>Unit 3</b> Addition and Subtraction	<b>Year 5 Unit 1:</b> Place value within 100,000 <b>Unit 2:</b> Place value within 1,000,000 <b>Unit 3:</b> Addition subtraction	<b>Year 4 Unit 4</b> Measure – Perimeter <b>Unit 5</b> Multiplication and division (1)	<b>Year 5 Unit 4:</b> Graphs and tables <b>Unit 5:</b> Multiplication and division <b>Unit 6:</b> Measure – area and perimeter	<b>Year 4 Unit 6</b> Multiplication and division (2) <b>Unit 7</b> Measure - Area <b>Unit 8</b> Fractions (1)	<b>Year 5 Unit 7:</b> multiplication and division <b>Unit 8:</b> Fractions (1) <b>Unit 9:</b> Fractions (2)	<b>Year 4 Unit 9</b> Fractions (2) <b>Unit 10</b> Decimals (1)	<b>Year 5 Unit 9:</b> Fractions (2) <b>Unit 10:</b> Fractions (3) <b>Unit 11:</b> Decimals and percentages	Year 4 <b>Unit 11</b> Decimals (2) <b>Unit 12</b> Money <b>Unit 13</b> Time	Year 5 <b>Unit 12:</b> Decimals <b>Unit 13/14:</b> Geometry – properties of shapes	<b>Year 4 Unit 14</b> Statics <b>Unit 15</b> Geometry – angles and shapes <b>Unit 16</b> Geometry – position and direction	<b>Year 5 Unit 15</b> Position and direction <b>Unit 16:</b> Measure – converting units <b>Unit 17:</b> Measure – volume and capacity	

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Computing Rotation A Purple Mash	<b>E-safety – Unit 5.2</b> Coding Unit 5.1 2Code	<b>E-safety – Unit 5.2</b> Spreadsheets Unit 5.3 2Calculate	<b>E-safety – Unit 5.2</b> Databases Unit 5.4 2Investigate	<b>E-safety – Unit 5.2</b> Game Creator Unit 5.5 2DIY 3D	<b>E-safety – Unit 5.2</b> 3D modelling and Concept Maps Unit 5.6 and 5.7 2Design and Make 2Connect	<b>E-safety – Unit 5.2</b> Word Processing Unit 5.8 Word
Computing Rotation B Purple Mash	<b>E-safety – Unit 4.2</b> Coding Unit 4.1 2Code	<b>E-safety – Unit 5.2</b> Spreadsheets Unit 4.3 2Calculate	<b>E-safety – Unit 5.2</b> Writing for different audiences Unit 4.4	<b>E-safety – Unit 5.2</b> Logo Unit 4.5 2Logo	<b>E-safety – Unit 5.2</b> Animation and Effective Searching Unit 4.6 and 4.7 2Animate	<b>E-safety – Unit 5.2</b> Hardware Investigators and Making Music Unit 4.8 and 4.9 Busy Beats

Science	4	5	4 Electricity	5 Forces	4 Sounds	5 Properti es and	4 Forest school	5 Living things	4	5 Forest School	4 Animals includin	5
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	Living things and habitats	Earth and Space			changing of material s		and habitats	States of matters		g humans	Animals including humans
PSHE Rotation A: 5 Rotation B: 4	Being Me In my World	Celebrating Differences	Dreams and goals	Healthy Me	Relationship	Changing Me					
Music Rotation A Charanga Recorders Year 5	Living on a prayer	Classroom Jazz 1	Make you feel my love  Judd School West African Drumming 'Aural memory, improvising, notations, graphic scores, using images, call and response,	The Fresh Prince of Bel Air  Judd School West African Drumming 'Aural memory, improvising, notations, graphic scores, using images, call and response,	Dancing in the Street  Judd School Ukeleles – Staff/tab notation, note durations/length	Reflect, Rewind, Replay					

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			African Singing, using voice to tell a story.	African Singing, using voice to tell a story.		Reflect, Rewind, Replay
Music Rotation B Charanga Recorders Year 4					Blackbird	
	Mamma Mia	Glockenspiel 2	Stop!	Lean on me		
Rotation A Art/DT	<u>T1 and T2</u>  <b>Portraits</b> -Research Van Gogh – artist study -Skills of drawing portrait – Line, shape, colour, tone - Improvements in their work -Chuck Close – Collage, drawing and painting Mood and Feeling Research Degas – Movement, mood, feeling (Pastels and drawing) - -Final piece – portrait in one of these styles		<u>T3 and 4</u>  <b>Electrical – Lighting</b>		<u>T5</u>  <b>Still Life</b> Research artists: Georgia O’keefe with skills practice. (Adriaen Van Der Spelt. Alex Katz, Inka Essenhigh, Ambrosus Bosschaert and Vincent Van Gogh)  Screen Printing 4+ colours – Andy Warhol and Burton Morris focus (also Ed Fairburn and Mark Powel) - -Final piece – Still Life in one of these styles	
					<u>T6 (Week block)</u>  <b>Cooking</b>	

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Rotation B Art/DT	<u>T1 and T2</u>		<u>T3 and 4</u>	<u>T5</u>
	<p><b>Landscapes</b> Turner and Monet: With a focus on focus on reflection. To then focus on Salvador Dali</p>		<p><b>Cooking</b></p>	<p><b>Sculpture</b> Clay – with a focus of joining, combining materials and expressing movement</p>
				<p><u>T6 (Week block)</u></p> <p><b>Gears. Pulleys and CAMS</b></p>
RE – rotation A	New Testament – Arabella	U2.1- Why do some people believe God exists?	U2.4 - If God is everywhere, why go to a place of worship?	
RE – rotation B	New Testament – Arabella	Festival Focus - Why are festivals important to religious communities	U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?	