**Barn Owls Long term plan 2019-2020**

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|  | Autumn | Spring | Summer |
| English | **Writing (Linked to Topic work) – A range of genres including:**  • Diaries  • Letters  • Narratives – including setting and character descriptions, retelling of stories  • Instructions  • Non-chronological reports  • Recounts  • Persuasive texts  • A range of different of poetry  **Reading – studying a range of texts through whole class reading, guided reading and individual reading. Building skills in the areas of:**  • Decoding, including:  • Applying knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. (Y4/5)  • Attempting pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. (Y4/5)  • Comprehension, particular focus on:  • Identify precise word choices for effect on the reader. (Y4)  • Identify main ideas drawn from more than one paragraph (Y4) • Summarise main ideas in a text (Y4)  • Retrieve information from non-fiction texts. (Y4) • Discuss meanings and themes of different texts. (Y4)  • Explaining how structure and presentation contribute to the meaning of texts. (Y4)  • Inferring meanings, justify them with evidence from the text. (Y4/5)  • Use dictionaries to check the meaning of words (Y4/5)  • Retrieve, record and present information gathered from texts (Y5)  • Summarise main ideas from more than one paragraph (Y5)  • Check the text makes sense to me, discussing my understanding (Y5)  • Make comparisons within and across books (Y5)  • Discuss and evaluate how authors use language, considering the impact on the reader (Y5)  • Recommend books that I have read to my peers, giving reasons for my choices (Y5)  **Class texts in whole class reading**: Kensuke’s Kingdom, The boy who grew dragons, journey to the River Sea, Shakleton’s Journey, Flotsam.  **SPAG**  • 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.  **Spoken Language**  • Regular use of Spoken Language to inspire writing.  • Developing skills, such as volume, expression and intonation, and confidence when speakingin a range of contexts. | | |
| Maths | Maths learning will follow the national curriculum in these areas:  • Number (place value, addition and subtraction, multiplication and division, fractions)  • Measurement  • Geometry (properties of shapes, position and direction)  • Statistics  These topics will be revisited in a spiral curriculum to ensure that the objectives are covered in sufficient depth and breadth. | | |
| Science | Forces  Animals including humans | Living things and their habitats | States of matter |
| RE | How do Christians show that reconciliation with God and others is important?  How do Christians try to capture the mystery of God as Trinity? | What do Muslims believe about God?  How does believing Jesus is their saviour inspire Christians to save and serve others? | How does a Muslim show their submission and obedience to Allah?  What do Christians mean when they talk about the Kingdom of God? |
| History | Victorians |  | Ernest Shakleton |
| Geography | Our changing coastline | Biomes |  |
| Art | Drawing, painting, printing. | Drawing, painting, 3D, | Textiles, collage |
| DT | Cooking and seasonality |  | Sewing |
| Music | Rapsody in Blue | Delia Derbyshire | Glockenspiels 2 |
| PE | Cross Country/ circuit training  Football  Tag Rugby  Ball Games/ Paralympic Sports (swimming | Netball  Gymnastics  Quicksticks  Dance | Cricket  Rounders  Tennis  Athletics |
| PSHE | Class rules, teamwork and co-operation | Dreams and Goals | Being me |
| French | Travel  Days of the week/weather  numbers 21-39, Money | Numbers 10-100, people, food, recap. | Clothing, animals, time, recap. |
| Computing | Powerpoint/ Prezzi  Programming  Scratch | Programming  Flowol  Presentation  Webpage creation | Word processing  MS Word  Programming  Audio |