**Barn Owls Long term plan 2020-2021**

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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**: A Midsummer Night’s Dream, The Whale, Podkin One Ear**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 | Properties and changes of materialsEarth in space | Electricity and soundScientific inventors | Scientific enquiryProperties and changes of materials(Animals including humans –puberty) |
| RE | Why do Muslims call Muhammad the ‘Seal of the prophets’?Why is the gospel such good news for Christians? | How does Tawhid create a sense of belonging to the Muslim community?How do the Heroes of faith encourage Christians today? | How do Sikhs put their belief in equality into practice?What do Christians mean when they talk about the Kingdom of God? |
| History | Anglo Saxons | Vikings | Local history Framlingham Castle |
| Geography | Migration | Scandinavia | Brazil |
| Art | Drawing, painting, printing. | Drawing, painting, 3D, | Textiles, collage |
| DT | Pneumatics | Electrical systems | Celebrating culture and seasonality |
| Music | Toccata and FugueBossa Nova | Hall of the Mountain King | Ocarinas |
| PE | Cross Country/ circuit trainingFootballTag RugbyBall Games/ Paralympic Sports (swimming | NetballGymnasticsQuicksticksDance | CricketRoundersTennisAthletics |
| PSHE | Being me in my worldCelebrating difference | Dreams and GoalsHealthy me | RelationshipsChanging me |
| French | TravelDays of the week/weather numbers 21-39, Money | Numbers 10-100, people, food, recap. | Clothing, animals, time, recap. |
| Computing | CodingOnline Safety | SpreadsheetsWriting for different audiences | LogoAnimationEffective searchHardware Investigators |