

# Longford Primary Academy

## Curriculum planning

		Spring 1	Spring 2
YEAR 4/5	Theme(s)	Wonderful Earth?	Ancient Greece
	WOW Ideas	Trip to the zoo Parent involvement	Greek Day Artefact Trail Olympic Games - parent involvement
	Possible enrichment opportunities	Seaside Twycross Zoo - Biodiversity and Conservation workshop/tour of zoo	Greek Day - Dressing up. Spartans -v- Athenians. Plate decorating
	English links & texts	The Lost Words The Song of the Dolphin Boy Blue Planet & Drowning in Plastic (David Attenborough)	Who Let the God's Out? Maz Evans The Greek Gazette Avoid Entering the Ancient Greek Olympics
	Maths links	Formal written methods of multiplication and division. Fractions	Fractions
	Topic Objectives	<p>D and T Upcycling used products to create something new. Research and develop design criteria for functional products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and proto-types. Select from a range of tools and equipment to perform practical tasks accurately. Evaluate a range of existing products. Create a 3D product. Pin and tack fabric pieces together. Reflect on their work. Produce a persuasive text to persuade people to buy the bag.</p> <p><b>Geography</b> Human Geography including types of settlement and land use, economic activity and distribution of natural resources. Use maps and atlases, globes, digital; and computer mapping to locate countries and describe features. Literacy link with balanced argument. Comparative study of Europe, UK and South America.</p> <p><b>Computing</b> Design write and debug programs that accomplish specific goals Use sequence selection and repetition programs. Use logical reasoning to explain how algorithms work and to detect and correct.</p>	<p><b>History</b> A study of Greek life and achievements and their influence on the Western World.</p> <p><b>Art</b> To improve the mastery of art and design techniques including drawing, painting and sculpture with a range of materials. To be taught about great artists, architects and designers in history. To create sketchbooks to record their observations and use them to review and revisit. D and T Prepare and cook a savoury dish. Understand seasonality and know and understand where a variety of ingredients are grown, reared, caught and processed.</p>
	Science Objectives	<p><u>Life Cycles</u> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the changes as humans develop to old age. Describe the life process of reproduction in some plants and animals.</p>	<p><u>Separating mixtures</u> Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>

# Longford Primary Academy

## Curriculum planning



Working Scientifically Objectives	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Planning different types of scientific enquiry to answer questions, including recognising and controlling variables where necessary</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
MFL	<p><u>Unit: Bonjour</u></p> <p>Family members</p> <p>Physical description</p> <p>Describing your personality</p> <p>Pets</p> <ul style="list-style-type: none"> <li>• read carefully and show understanding of words, phrases and simple writing.</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<p><u>Unit: Ma Vie</u></p> <p>Daily routine</p> <p>Time</p> <p>School life</p> <p>Expressing opinions</p> <ul style="list-style-type: none"> <li>• Engage in conversations: ask and answer questions, express opinions and respond to those of others.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Present ideas orally.</li> </ul>
RE	<p><u>Religious diversity - happiness</u></p> <p>Pupils consider a fundamental question of life learning from other people's thoughts as well as their own experience.</p> <p>Learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</p> <p>Explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.</p>	<p><u>Easter: Suffering and Hardship</u></p> <p>Learners should be able to identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs.</p> <p>Learners should be able to identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities.</p> <p>Learners should be able to share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death.</p>
PE	<p>Dance (Y5)</p> <p>Invasion Games (Y5)</p> <p>Swimming</p> <p>Invasion Games - Lacrosse (Y4)</p>	<p>Gymnastics (Y5)</p> <p>Target Games (Y5)</p> <p>Swimming</p> <p>Cricket (Y4)</p>
Possible outcomes	<p>Wonderful Earth exhibition</p> <p>Class book on Plastic Pollution</p> <p>Poetry anthology</p>	<p>Year group assembly for parents</p> <p>Food taster session with parents</p>