



	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Science	<p><u>Living Things and their Habitats</u></p>  <p>Why do creatures need to live in different environments?</p> <ul style="list-style-type: none"> *Describe the differences in the life cycles of a mammal, amphibians, insects and birds. *Describe the life cycles of common plants. *Explore the work of well know naturalists and animal behaviourists e.g. David Attenborough and Jane Goodall. 	<p><u>Earth and Space</u></p>  <p>How and why are the planets in our Solar System different?</p> <ul style="list-style-type: none"> *Identify and explain the movement of the Earth and other planets relative to the sun in the solar system. *Explain how seasons and the associated weather is created. *Describe and explain 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. 	<p><u>Properties and changes of materials</u></p>  <p>What are materials and how are they used?</p> <ul style="list-style-type: none"> *Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. *Explain how some materials dissolve in liquid to form a solution. *Describe how to recover a substance from a solution. *Use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating. *Give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals, wood and plastic. *Describe changes using scientific words e.g. evaporation, condensation. *Demonstrate that dissolving, mixing and changes of state are reversible changes. *Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. *Use the terms 'reversible' and 'irreversible' 	<p><u>Forces</u></p>  <p>What is gravity and how does it affect me?</p> <ul style="list-style-type: none"> *Explain that unsupported objects fall towards the Earth because of gravity. *Identify the effects of air resistance, water resistance and friction that act between moving surfaces. *Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p><u>Animals including Humans</u></p>  <p>How do humans change as they grow?</p> <ul style="list-style-type: none"> *Create a timeline to indicate stages of growth in humans. *Explain what puberty is. *Appreciate that all animals will eventually die. *Explain why different animals have a different life expectancy. *Create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies. *Describe the changes experienced in puberty. *Draw a timeline to indicate stages in the growth and development of humans.



	Autumn 1	Autumn 2	Spring	Summer	
*	 <p>USA</p> <p>What's so special about the USA?</p> <ul style="list-style-type: none"> *What do you know already about USA? *Geography of the USA, including states and important landmarks *Native Americans - their culture, customs and history *Native American cooking and food tasting *American sports - basic rules, how do they compare to British sports? *Climate across USA, differences in weather and landscape *Events of September 11th *Plan a holiday to America - look at costings, booking, 	 <p>Will we ever send another human to the moon?</p> <ul style="list-style-type: none"> *What do you already know about space? *History of space travel *Neil Armstrong - the first man to walk on the moon, simple biography *How does a space rocket work? *Design and make a rocket to fly *History of space suits - how and why have they changed? Label and describe a diagram. *What is life like for an astronaut? Eating, sleeping and day to day life *Tasting of space food *Applying for a job as an astronaut - what skills do you need? 	 <p>Ancient Egypt - what was so wonderful?</p> <ul style="list-style-type: none"> *What do you already know about Ancient Egypt? * I can find out about the different ways Ancient Egyptians lived and worked *Find out about the River Nile and find out why it was important to the Egyptians. *Mummification and how it was done, including mummifying a tomato * Sources of evidence, look and decide what they are telling us *Plan and write a newspaper article about the discovery of Tutankhamun's tomb 	 <p>The Victorians</p> <ul style="list-style-type: none"> *What do we already know about Victorians? *Sources of evidence, describe and make inferences about them. *Life in the Workhouse compare and contrast this to my life. *Victorian Inventions *Choose and research one of the inventions looked at. *Victorian Prisoner, what was it like to be in prison during Victorian times? Was it harder than modern day? How? *Research famous Victorians e.g. Queen Victorian, Doctor Bernardo etc. 	 <p>Titanic</p> <ul style="list-style-type: none"> *What do we already know about the Titanic? *Research some of the passengers - watch the beginning of 'Titanic' looking at passengers boarding, use post-it notes to record information. Groups given names of passengers, carry out research, produce identify card. *Look at the inside of the ship and the surroundings the passengers experienced. Create an advertising leaflet/poster for a cruise on the Titanic, during its maiden voyage. *Order the events of the Titanic Disaster, use newspapers and online research *Use secondary sources of information to further research the main events of the disaster *Create questions you would like to know about. *Comprehension based on the Titanic *Debate who was to blame for the sinking of the Titanic - persuasive writing, groups given different people to defend/blame. Research and create bank of evidence. *Conspiracy theories - research, could these be true. *Was the Titanic deliberately sunk?

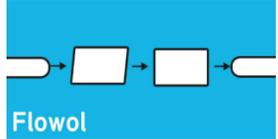
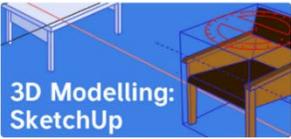


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	places of interest, exchange rates.	*The Solar System - own research, create powerpoint.	*Egyptian Gods/Goddesses - compare and contrast *Hieroglyphics, understand how and where they were used and create own presentation.		
Possible Extended Writing Opportunities	<ul style="list-style-type: none"> *Non-chronological reports about Native Americans *Leaflets persuading visitors to famous landmarks *Diary entry about September 11th 	<ul style="list-style-type: none"> *Newspaper report on first monkey in space *Chronological report on Neil Armstrong *Diary entry of an astronaut *Persuasive letter to apply for astronaut's job *Powerpoint on Solar System 	<ul style="list-style-type: none"> * Letter imagining you are an Egyptian merchant/slave *Non-chronological report about the River Nile *Diary entry of a Canopic jar *Letter of application for Egypt's Got Talent 	<ul style="list-style-type: none"> *Diary entry imaging you are one of the people from the picture. *Comprehension based on workhouses *Internet research about Inventions *Biography of famous Victorian that children have researched. 	<ul style="list-style-type: none"> *Produce identity cards for some of the passengers on board during the voyage. *Look at language used in adverts and leaflets - how can we persuade people to buy a ticket? *Accurate note-taking, write detailed recount of events leading up to and during disaster. *Diary of survivor. *Persuasive writing - defend or blame chosen person/persons. *Newspaper article - was the Titanic deliberately sunk?
English Texts	<ul style="list-style-type: none"> *'Holes' Louis Sachar *Holiday brochures *Tourist leaflets *Non-fiction books *Internet research 	<ul style="list-style-type: none"> *'Cosmic' Frank Cottrell Boyce *Non-fiction books *Internet research *Explanation texts - how and why do astronaut suits need to have certain properties? *Formal letters for job applications 	<ul style="list-style-type: none"> *'Varjak Paw' S.F.Said *Non-fiction books *Internet research * Instructions on mummifying the Egyptian dead *Sources of evidence including newspapers and diary entries *Non-chronological reports on River Nile 	<ul style="list-style-type: none"> *'Street Child' Berlie Doherty *Non-fiction books *Internet research on famous Victorian and inventions *Biographies of famous Victorians *First person recount of life in Victorian prison 	<ul style="list-style-type: none"> *'Wolf Brother' Michelle Paver *'Beetle Boy' M.G.Leonard *Non-fiction books and diagrams detailing the ship *Advertising leaflets and brochures for holidays on cruise ships *Internet research on passengers and newspaper articles about the disaster *Diary entries of passengers

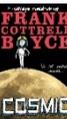
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	<p><u>What are the five pillars of Islam?</u></p> <ul style="list-style-type: none"> * What do we know about the Qu'ran and the Sunnah? * What are Shahada, Salat, Zakah, Sawm and Hajj? *Where is Makkah and why is it so special? 	<p><u>What can we learn from religious texts?</u></p> <ul style="list-style-type: none"> * What have we learned from books and texts that has helped us lead our lives? *Is prayer common to all religions? *Look at various religious texts and their meanings. 	<p><u>How did it all start?</u></p> <ul style="list-style-type: none"> *Retell the Creation story, as told in the Bible *Is there a conflict between scientific evidence of evolution and this story? *Look at other creation stories 	<p><u>Am I always right?</u></p> <ul style="list-style-type: none"> *Are our school rules fair? * What are the Five Precepts in Buddhism? * What is Holocaust Memorial Day? 	<p><u>What do we believe in our town?</u></p> <ul style="list-style-type: none"> *What places of worship are in our town? *Which faiths are represented within 5km of our school and which are not? * What do agnosticism and atheism mean? *What do people nationally believe? 	
	 <p>Scratch: Developing Games</p>	 <p>Flowol</p>	 <p>Radio Station</p>	 <p>Internet Research and Webpage Design</p>	 <p>3D Modelling: SketchUp</p>	 <p>Using and Applying Skills</p>
ICT	<p>This unit builds on the previous unit in Year 4 (Questions and Quizzes) using Scratch to build and edit algorithms for simple games. The unit is designed to help children develop their skills in writing their own algorithms as well as editing and debugging existing codes.</p>	<p>Children introduced to flowcharts and their use to program and control devices, using 'Flowol', which includes simulations of real life automatic computer systems. Children will build sequences of instructions, control multiple outputs and structure algorithms with decisions and inputs.</p>	<p>This unit allows children to use software and digital devices for recording sound. Using the theme of a Radio Station, this unit encourages creativity including interviewing, adverts and using jingles. Opportunities are included for children to present, listen, review and evaluate their own content.</p>	<p>Children will learn how use to some of the other advanced search features in Google, such as fill in the blanks; and how to create a webpage with a layout of their choosing which includes images and links to other webpages. Encouraged to consider e-safety issues, eg. use of logins, passwords, images and photos.</p>	<p>In this unit the children extend their drawing skills to create 3D models based on using the software SketchUp Make. Children will learn how to create simple and complex 3D models. They will be able to add detail and manipulate 3D models using a variety of tools.</p>	<p>Children are challenged to use the internet to research the ultimate bedroom for a 10 year old. They must then use software to design and present that information to their peers.</p>

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Art / DT	<u>Art - North America</u> *Drawing the other half of objects *Landscape collages *Abstract pictures *Frank Lloyd Wright and building *Coloured patterned skulls *Artist modelling	<u>DT -Making Puppets</u> *What kind of puppets are there? *Look at and evaluate 2/3 kinds of puppets *Design simple puppet *Practise stitching *Create, complete and evaluate puppets	<u>DT - Ancient Egyptians</u> *Death masks *Egyptian murals *Hieroglyphics and creating name labels *Sarcophaguses	<u>Art - Artist Study Lowry</u> *Compare and contrast paintings of Lowry *Draw a playground sketch in similar style *Self-portraits *Industrial scenes *Perspective Of 'Nottingham' painting 'Study ,Match Stick Men', paint in the style	<u>DT - Global cookery</u> *Where do ingredients come from? *Food groups *Cooking rice *Mexican cookery *Chinese cookery *German cookery	<u>Art - Plants and Flowers</u> *Sketch plants/flowers in pencil and colour *Printing plants *Making plants/flowers from paper *Creating sculptures of plants/flowers using a range of materials
Educate and Celebrate	* Whole School Assembly - Black History Month Who was Rosa Parks and why do we remember her? * Whole School Assembly - Anti-Bullying What is a bully? Why do people bully? How do people bully? *'Tango Makes 3' - Social and moral dilemmas, newspaper reports on Roy and Silo *Treatment of Native Americans (links to topic) - was this right? Why?		* Whole School Assembly - LGBT History Month Flags and symbols - Union Jack, Olympic, Rainbow, Manchester bee- representative of countries, communities, organisations * Whole School Assembly - Women's History Month Women throughout history who have battled against stereotypes to succeed *Artist study - Andy Warhol, background and upbringing, art in the style of. *Sports woman study - Nicola Adams - look at where she's from, why has it been difficult for her to succeed?		* Whole School Assembly - Toys and Gender Stereotypes * Whole School Assembly - Moving On and Settling In *'William's Doll' - Differences and similarities arising from family, culture, ethnicity, race, religion, age, gender, sexual orientation and disability. *'Giraffe's Can't Dance' - Bullying and teasing, the forms these can take and the fact they're unacceptable.	
British Values	As well as planned activities, pupils will also have the chance to discuss, find out about and respond to current news, which is relevant to British Values.					
	Democracy: How were the Native Americans treated? Is this fair? Why not? What about other groups of people? (civil rights and racism - link to Rosa Parks/Martin Luther King)	Democracy: Rule of the Pharoahs and Egyptian social system. Victorians - Under Queen Victoria, Britain was very powerful - how? Rule of Law: Egyptian rules and laws, how/why were they introduced? How do they compare to	Democracy: Titanic and system of use of lifeboats - was this fair? Social system on ship. Rule of Law: How does the USA constitution work? How was the USA established?			

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	<p>Rule of Law: How does the USA constitution work? How was the USA established?</p> <p>Individual Liberty: Are American citizens really 'free'?</p> <p>Mutual Respect: How are different groups of people treated in the USA? (immigration helping to found the USA)</p> <p>Tolerance of Different Faiths and Beliefs: Is it right for the USA to try and impose democracy on the world? (USA as 'cradle of democracy')</p>		<p>our laws? Compare life of a child during Victorian times to now. Difference? Better or worse?</p> <p>Individual Liberty: Egyptian social system, use of slaves to build the pyramids and other structures. Victorians - living conditions and factories for poorer people.</p> <p>Mutual Respect: Respect of Egyptian Gods and Pharaohs - research. Victorians love of 'circus' type shows, respect for all?</p> <p>Tolerance of Different Faiths and Beliefs: Why were some people treated differently in Ancient Egypt? Religion during Victorian times, research.</p>		<p>Individual Liberty: Were some passengers 'sacrificed' for others? Discuss.</p> <p>Mutual Respect: Who was to blame for the sinking of the Titanic? Debate.</p> <p>Tolerance of Different Faiths and Beliefs: Is it right for the USA to try and impose democracy on the world? (USA as 'cradle of democracy')</p>	
	<p>Class Novels</p>	<p>'Holes' Louis Sacher</p> 	<p>'Cosmic' Frank Cottrell Boyce</p> 	<p>'Varjak Paw' S.F.Said</p> 	<p>'Street Child' Berlie Doherty</p> 	<p>'Wolf Brother' Michelle Paver</p> 
<p>P.E.</p>	<p>See PE Long Term Plan for each term's activities and coaching</p>					