

CES Long Term Planning

Term 1

Week	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9
Date	2.9.18	9.9.18	16.9.18	23.9.18	30.9.18	7.10.18	21.10.18	28.10.18	4.11.18	11.11.18	18.11.18	25.11.18	2.12.18	9.12.18	16.12.18
Days	5	4	5	5	5	5	5	5	5	5	4	5	5	5	5
English	Persuasive Campaign: Fair Trade Non-chronological reports						Greek Myths and Legends: The Adventures of Odysseus Falling Out of the Sky. Poems about Myths and Monsters								
Topic	Human Geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water						Ancient Greece - a study of Greek life and achievements and their influence on the Western World								
Science	Rocks/ Evolution and Inheritance Read Mary Anning: Stone Girl Bone Girl as a stimulus						Evolution and Inheritance/ Living Things and Habitats – Lifecycles								
Computing	Creating and Publishing: Using presentation software						use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact								
PSHE/ citizenship	Core theme: Rights and Responsibilities 2a. 2e and Living in the wider world Linked to <i>united nation rights of the child convention/ setting goals, acknowledge mistakes</i> Pupils should have the opportunity to learn: to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child that these universal rights are there to protect everyone and have primacy both over national law and family and community practices to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them to realize the consequences of anti-social and aggressive behaviour such as bullying and discrimination of individuals and communities that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment						Core theme: Rights, responsibilities and the law Democracy (British values) and how democracy started in Ancient Greece Who rules are needed What democracy is, and about the basic institutions that support it locally and nationally Pupils should have the opportunity to learn: why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other what democracy is, and about the basic institutions that support it locally and nationally to recognise the role of voluntary, community and pressure groups that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.								
Art/DT	Painting rocks Fair trade posters						Greek vases Greek mythical creatures Art: Still Life of fossils Design Tech: 3D models of fossils								
Maths	Number and Place Value		Number: Addition and Subtraction				Statistics	Number: Multiplication and Division		A.W.	Perimeter and Area		Consolidation		
Cross Curricular Links	Writing and Science: Writing scientific explanations Art, Geography and Writing: speeches and advertisements						Writing and History: Greek Myths, researching mythical heroes History and PSHE: Greek Laws Science and Art: Space English and Art: Making Greek pots or tiles using earthenware clay with paint to illustrate a scene. Sculpt a clay figure								
Trips															

Term 2

Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8
Date	8.1.19	13.1.19	20.1.19	27.1.19	3.2.19	10.2.19	17.2.19	24.2.19	3.3.19	10.3.19	17.3.19	24.3.19	31.3.19	7.4.19	14.4.19
Days	3	5	5	5	5	5	2	5	5	5	5	5	5	5	5
English	Wolf Brother by Michelle Paver Writing letters/ Writing in role/ poetry						Film Unit: Little Freak/ Alma (linked to how we see) Non-fiction newspaper/ advertisement/ in role Novel Study: Wonder / play script.								
Topic	Changes in Britain from the Stone Age to the Iron Age						Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies								
Science	Light and Shadows						How we see								
Computing	Using the Internet: Checking sources for validity Build a multi-media presentation about the Stone age including video, image and text Writing a series of programming instructions to navigate a programmable robot around Hill Fort map.						Collaborating and Communicating Online: emails								
PSHE	CORE THEME: RELATIONSHIPS 4A – 4G Pupils should have the opportunity to learn: to recognise and respond appropriately to a wider range of feelings in others To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families,						Core Theme 2. Relationships This core theme focuses on bullying/ moral issues about how we treat each other Keeping safe (linked to Alma) and wonder Pupils should have the opportunity to learn: that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) to recognise and manage ‘dares’ to recognise and challenge stereotypes								
Art/DT	Stone age cave art in different media Iron Age Celtic in shields and jewellery Representation of Stone Henge in art and models						Art: Architects - How Buildings Work (British designer Thomas Heatherwick) Designing, make and evaluating own doll								
Maths	Number: Multiplication and Division			Number: Fractions				Number: Decimals and Percentages Number: Decimals							
Cross Curricular Links	Writing and Science: write emails/tweets/texts between characters English and History: HOT SEATING Researching hunter gatherers Art and English: Chalk pastel images of wolves. Forest images in oil pastel or paint Collage of the Walker PSHE& Citizenship: Man as hunter and respect for the forest Research hunter gatherers today or consider issues around deforestation, survival skills and animals’ loss of habitats. DT and English: Design and create model shelters using twigs or even on a larger scale if possible! PE and English: tribe dance Music and English: create sounds of the forest						ICT and English: write conversational emails/tweets/texts between characters HOT SEATING PSHE and English - moral issues about how we treat each other/ dares and risks English and Science: explanation text : how we see things								
Trips	Museum – observational drawings														

Term 3

Week	1	2	3	4	5	6	7
Date	5.5.19	12.5.19	19.5.19	26.5.19	2.6.19	9.6.19	16.6.19
Days	5	5	5	5	3	5	5
English	Cosmic by Frank Cottrell Boyce Cosmic Disco – poetry by Grace Nichols						
Topic	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America						
Science	Earth and Space (6 sessions)						
Computing	Modelling and Simulations						
PSHE	<p style="text-align: center;">CORE THEME: LIVING IN THE WIDER WORLD</p> <p>pupils should have the opportunity to learn: that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices what being part of a community means, and about the varied institutions that support communities locally and nationally to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to think about the lives of people living in other places, and people with different values and customs about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>						
Art/DT	<p style="text-align: center;">Space Joan Miró Van Gogh starry night Art: Chalk and Charcoal: The Moon Oreo Moon Phases The Art of Mark A. Garlick http://www.space-art.co.uk/</p>						
Maths	Geometry: Properties of Shapes and Angles	Assessment Week Geometry: Properties of Shapes and Angles	Geometry: Position and Direction	Measurement: Converting Units	Measurement: Volume		
Cross Curricular Links	<p>English and Science: non-fiction related to Earth and space Science and Art: art related to Earth and Space English and Design and Technology: In Design and Technology, pupils can investigate the development of mobile phone technology to design their own smartphones such as the Draxphone the main character uses in space. English and Geography: explore map locations, latitude, longitude, climate of the different settings in the book, exploring their human and physical geography, for example, comparing Liam's home town of Waterloo, Liverpool with the Gobi Desert. Pupils could research the locations, write descriptions of these places, use software such as Audacity to record weather reports or write a travel guide for one of the locations in the story. English and Science: T Earth and Space. Concepts in the text will help put into contexts the knowledge embodied in this topic. Write reports on aspects of space using a range of technology, draw diagrams and write explanations about processes in Space. English and History: To explore a historical aspect or theme in history to extend knowledge beyond 1066, pupils can explore technological advances including the charting of the space race and subsequent space missions, including British astronauts.</p>						
Trips							

