

Hugh Joicey C of E First School, Ford KS2 Cycle B Long Term Planning

Refer to individual subject progression grids for more detail on the knowledge, skills and concepts to be covered in each topic.

Activities **Knowledge** **Skills** and **Concepts**

Global Neighbours/ Christian Calendar	Celebrating Harvest	Celebrating Advent	Celebrating Epiphany	Celebrating Lent and Easter	Celebrating Pentecost	Celebrating Trinity
National and Whole School Events	Harvest festival Tour of Britain International day of Peace Sukkot Halloween	Christmas worship Christingle Anti Bullying week Road Safety week Remembrance Children in Need	Big Garden Birdwatch World Religion Day Safer Internet Day Valentines Day	Shrove Tuesday Ash Wednesday World Book Day Fair Trade Fortnight Passover Holi	Mayday Christian Aid Week Young Leaders Award Ramadan Vesak	Hawkhurst residential Young Leaders Award Leavers' assembly Eid-il-Fitur
Collective Worship Roots and Fruits 1	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Topic	States of Matter Mayans	Rainforests	Ancient Egypt	Urban Pioneers	Rocks	Fabulous Ford
Trips & Visitors	Baltic art gallery - look for exhibitions of cultural art etc	Dynamic Earth	Museum of Scotland Egyptian exhibition	Visit to a city - Newcastle/Edinburgh	Hancock Museum- Bronze Age ,Iron Age workshop	Local area visits
Christian vision golden thread	Thinking globally International links Social action and charity links	Think globally International links Charity and social action Spiritual and ethical questions Responding creatively Disagree well, forgiveness and reconciliation.	Spiritual and ethical questions Responding creatively	Uniqueness Dignity and respect Spiritual beliefs Priority of enabling vulnerable pupils. Making positive choices Aspiring to be the best you can be. Positive mental health.	Big questions about exploitation of the natural world Thinking globally International links Charity and social action links	Uniqueness Links with Ford Church and community International links Charity/social action links.
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Fantasy stories Year 3: Write a story in four parts in the first person with a definite ending.	Stories -- focusing on setting descriptions Year 3: Write a story in the third person,	Descriptions and Egyptian stories from history Year 3: Retell or write their own story varying voice and	Stories from familiar settings Year 3: Write a five part story, with a strong	Classic contemporary fiction Year 3: Write stories that have a problem and	Classic contemporary fiction Year 3: Write a story where dialogue is the drive to

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	<p>Year 4: Plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structure.</p> <p>Instructions - making potions/medicine, recipes</p> <p>Year 3: Write increasingly complicated instructions using a wide range of devices to make them easier to follow.</p> <p>Year 4: Write a procedural text using a range of organisational devices and language to support clarity and cohesion</p> <p>Poems for pleasure - research a poet, personal response and recite poetry out loud</p>	<p>organised into paragraphs, ensuring the sequence is clear. Basic dialogue is included.</p> <p>Year 4: Plan and write stories by identifying stages in the telling: introduction, build up, conflict, resolution. Organise paragraphs around a theme and include descriptive detail to make it vivid.</p> <p>Persuasive writing</p> <p>Year 3: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p>Year 4: Write advertisements focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices.</p> <p>Non-chronological reports</p> <p>Year 3: Write in an impersonal style, using paragraphs to organise ideas.</p> <p>Year 4: Write a comparative report based on their own notes taken from several sources.</p> <p>Limericks</p>	<p>information to create effects and sustain interest. Include dialogue to set the scene and present characters.</p> <p>Year 4: Plan a comprehensive story focusing on organisational devices e.g. time of day, repetitive words and phrases, adverbial phrases and use of pronouns.</p> <p>Recount - diary</p> <p>Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.</p> <p>Year 4: Write the same event in a variety of ways (in third person) such as in the form of a story, a letter, a diary or a news report.</p> <p>Riddles - Sphinx puzzles</p>	<p>dilemma. Use the conventions of written dialogue to show the relationship between two characters and move the action forwards.</p> <p>Year 4: Plan and write a longer story including details of setting, using figurative language to evoke mood and atmosphere.</p> <p>Recounts - postcards, letters and emails</p> <p>Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.</p> <p>Year 4: Write the same event in a variety of ways (in third person) such as in the form of a story, a letter, a diary or a news report.</p> <p>Non-chronological reports</p> <p>Year 3: Begin to incorporate the language of comparison and contrast.</p> <p>Year 4: Write a non-comparative report in a particular form e.g. a web page</p> <p>Poetry structure - haiku, tanka</p>	<p>resolution and organise into paragraphs that include adverbs of time. Include detailed descriptions of settings and characters.</p> <p>Year 4: Write in role as a character. Include character descriptions designed to provoke sympathy or dislike in the reader.</p> <p>Instructions</p> <p>Year 3: Write increasingly complicated instructions using a wide range of devices to make them easier to follow.</p> <p>Year 4: Write a procedural text using a range of organisational devices and language to support clarity and cohesion</p> <p>Poems for pleasure - research a poet, personal response and recite poetry out loud.</p>	<p>move the story on.</p> <p>Year 4: Plan and write a story where the main character faces a problem. Use different ways to introduce characters and connect paragraphs. Develop settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Explanations-Information Leaflet</p> <p>Year 3: Write a series of extended sentences to explain a process, ensuring relevant items are grouped together and sufficient details are grouped together. Create diagrams such as flow charts to support the explanation.</p> <p>Year 4: Write an explanation text in a personal and impersonal style, adapting the use of language and grammar appropriately.</p> <p>Letters to new school/teachers</p> <p>Year 3: Write the same event in a variety of ways in the third person, such as a story, letter or diary.</p> <p>Year 4: Write the same event in a variety of ways (in third person) such as in the form of a story, a letter, a diary or a news report.</p> <p>Poetry - cinquain</p>
Quality Text	George's Marvellous Medicine	The Great Kapok Tree	The Sun King	Peanut Jones and the	Stone Age Boy Um	Leaflets and websites

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(based on the Pie Corbett Reading Spine)			Flat Stanley- Ancient Egypt Marcy and the Riddle of the Sphinx	illustrated city	How to wash a woolly mammoth	The Fling
Mathematics	Place Value Statistics (cross curricular)	Addition and Subtraction Area Statistics (cross curricular)	Multiplication and Division Statistics (cross curricular)	Multiplication and Division Statistics (cross curricular)	Fractions Measurements-length and perimeter Time Statistics (cross curricular)	Number:Decimals Decimals (Y4) Money Measurement-capacity and weight (Y3) Geometry and shapes
Science	States of matter (chocolate/water cycle)	Teeth Digestion Food chains	Forces and magnets	Forces and magnets	Rocks and soils	Plants - parts Growing requirements Water transportation Fertilisation Seed dispersal
History	Ancient Mayans The achievements of the earliest civilisations - Mayans Chronology Historical terms Historical enquiry Continuity and change Cause and consequence	Change over time - rainforests and deforestation. Focus on historical skills Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences	Ancient Egypt Timelines Pyramids Nile culture The achievements of the earliest civilisations Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Significance	Cities - change and contrast Chronological knowledge beyond 1066 Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences	Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age Chronology Historical terms Historical enquiry Continuity and change Cause and consequence Similarities and differences Significance - events	History of Ford Lady Waterford A local history study Historical terms Historical enquiry Continuity and change Cause and consequence Significance

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<p>Geography</p>	<p>Human and physical features Water cycle Locational knowledge Place knowledge Human and physical geography Map skills Using maps Concepts Cause and effect Change Location and place</p>	<p>Woodland and rainforests - a comparison study Locational knowledge Human and physical geography Place knowledge Map skills Using maps Concepts Cause and effect Change Planning and decision making</p>	<p>Egypt - contrast a non-european place Locational knowledge Human and physical geography Map skills Using maps Map knowledge Concepts Change Location and place</p>	<p>UK - counties/rivers/seas Compass points Locational knowledge Human and physical geography Map skills Using maps Map knowledge Concepts Cause and effect Change Location and place Planning and decision making</p>	<p>Bridges Local area Locational knowledge Place knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place Planning and decision making</p>	<p>Sketch maps Land use Maps/ compass points Comparing to a place in N/S America and Europe Locational knowledge Place knowledge Human and physical geography Map skills Using maps Map knowledge Making maps Concepts Cause and effect Change Location and place Planning and decision making</p>
<p>Art</p>	<p>South American Art Painting and Drawing Romero Britto Mexican bark painting Printing/ Textile Mayan eraser prints on fabric Repeating patterns</p>	<p>Drawing and Painting Artist study - H Cowcher O Hammersley Printing Collagraphs</p>	<p>Ancient Egypt Drawing & Painting Hieroglyphics Portraits of pharaohs Sculpture Cartouche using clay</p>	<p>North American Art Textile Applying decorations</p>	<p>Painting and Drawing Cave art</p>	<p>Drawing and Painting Plants and Flowers/Insects Drawing in pencil Drawing in colour Sculpture Plant sculpture Textile Batik and wax resist plant artwork</p>

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Activities **Knowledge Skills and Concepts**

D & T	Design Make Evaluate South American food Mayan Hot Chocolate (design, packaging?) Soup Mayan masks- papier mache Technical Knowledge Food and nutrition Materials and structures		Design Make Evaluate Mechanical posters Moving Egyptian scenery using levers and linkages to create movement Technical Knowledge Mechanisms	Design Make Evaluate Dream catchers Technical Knowledge Textiles	Design Make Evaluate Sewing - clothes for stone age Stone Age Homes Technical Knowledge Textiles Materials and structures	
PE Get Set 4 PE	Ball Skills Swimming	Gymnastics Swimming	Yoga Hockey/ Golf	Yoga Team building	Rugby	Cricket
Computing	<u>Information Technology</u> Creating media- Branching database <u>Digital Literacy</u> Digital 5 a day	<u>Computer Science</u> Programming - Repetition All do a tutorial Y3 Animate a name, Y4 any) <u>Digital Literacy</u> Copyright and ownership	<u>Information Technology</u> Creating Media- desktop publishing Canva <u>Digital Literacy</u> Privacy and security	<u>Computer Science</u> Programming - repetition Crumble controllers Y4 extensions Rapid Router <u>Digital Literacy</u> Self identity and image (Y4)	<u>Information Technology</u> Creating media - audio editing (Y4) <u>Digital Literacy</u> Online relationships (Y4)	<u>Information Technology</u> Creating media - comic creation Digital Literacy Online reputation (y4)
Music Charanga	Let Your Spirit Fly- Glockenspiel Harvest Festival	Christmas Nativity	Three Little Birds	The Dragon Song	Bringing us Together	Reflect, Rewind and Replay
RE Understanding Christianity	Harvest - multicultural Creation / Fall Unit 2A.1 Digging deeper What do Christians learn from the creation story?	Incarnation Unit 2A.3 What is the Trinity? Christmas worship and the Christingle	Hinduism What does it mean to be a Hindu in Britain today? Easter day		Gospel Unit 2A.4 Digging deeper What kind of world did Jesus want?	Key question L2.9 What are the deeper meanings of festivals? visit ISKON centre (Hindu) Newcastle
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

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Jigsaw Year 4						
<p>Forest School Continued throughout the year:</p> <p>Forest School Continued throughout the year:</p> <ul style="list-style-type: none"> • Seasonal Changes • Being Green 	<p>Playing and exploring Outdoor challenges Working as a team Woodland games</p>	<p>Plants and trees Plants Plants, structure, growth requirements, habitats Name plants Plant care for vegetables Trees Name 5 trees Deciduous and evergreen Fruits and seeds</p>	<p>Egyptian food and cooking Fire for cooking Y3 Light a fairy fire and keep it going Y4 Cook food on a fire and keep it going</p>	<p>Urban and rural housing Knots Cow hitch All previous knots independently Shelter building Tarpaulin and found materials to build shelters of varying sizes Work as a group Evaluate and compare shelters: sturdiness, durability, weatherproofing, fit for purpose</p>	<p>Stone Age and Iron Age tools Tools Developmentally appropriate introduction to tools Y4 Loppers Secateurs Knives for whittling</p>	<p>Geographical skills and navigation Y3 Understand a simple map Navigate an orienteering course Understand 'orientate' and 'setting a map' Record information accurately Y4 Recognise features and symbols on a map Understand how to orientate the map Star and line orienteering Partner and group work</p>
<p>Languages</p>	<p>French Greetings and name, Family Number 0-12</p>	<p>French -Animals Number 12-20 Christmas</p>	<p>French- Look at me, body parts, age and months, Happy Birthday</p>	<p>French Colours Combining colours with body parts</p>	<p>French On my way to school Transport Where in the world is French spoken? Travelling to other places</p>	<p>French Weather Numbers 20-30 Days of the week</p>