

Annual Planning Grid

Oak Class – Year B

	AUTUMN	SPRING	SUMMER
Themed Learning Subject 	Ancient Sumer <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 	Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor	Human and physical geography. Climate Zones: Study of 2 contrasting zones
English	From: <ul style="list-style-type: none"> You Wouldn't Want to Be a Sumerian Slave (non-fiction) The Tear Thief (fiction) – <i>(To write a story about a thief who steals feelings)</i> Good presentation; handwriting; capital letters/full stops; concise language for non-fiction; imaginative language for fiction; adverbs; prepositions; adverbial phrases	From: <ul style="list-style-type: none"> Beowulf (fiction – myth) Dragonology (non-fiction) 	From: <ul style="list-style-type: none"> Cloud Busting (poetry – reading aloud). <i>(To tell a story through poetry, making choices about poetic devices)</i> Jungle Survival Handbook (non-fiction – modal verbs; bullet points; instructional writing) Polar Survival Handbook? – <i>write instructions about how to survive – Christmas/the summer holidays)</i> Are humans damaging the atmosphere?
Mathematics	Maths No Problem: other resources where deemed appropriate		Maths No Problem: other resources where deemed appropriate
	Year 5: Number and Place Value; Calculation; Word Problems; Statistics/Graphs;	Year 6: Number and Place Value Calculation Fractions, Decimals and Percentages Measurement	Year 5 Fractions, Decimals and Percentages Geometry – Properties of Shape
			Maths No Problem: other resources where deemed appropriate
			Year 5: Geometry – Position and Direction; Position and Movement Measurement: Area and Perimeter Volume Roman Numerals
			Year 6: Statistics: Graphs and Averages Negative Numbers Measurement – Volume Geometry: Properties of Shapes Geometry: Position and Direction; Position and Movement

Science	<p><u>Earth and Space:</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe 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>	<p><u>Properties and Changes in Materials: (Full Term)</u> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility transparency, conductivity (electrical and thermal, and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. 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.</p>	<p><u>Living Things and Their Habitats (Full Term)</u> Linked to Geography topic – using 2 climate zones with extreme differences to look at how animals/plants/humans adapt Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>
	<p><u>Light:</u> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of the shadow changes</p>		
Religious Education	<p>U2.7 How do Hindus try to be good? 2b.4 INCARNATION. Was Jesus the Messiah? Christmas</p>	<p>U2.9: Why is the Torah so important to Jewish people? 2b.7: SALVATION: What difference does the resurrection make to Christians? OR: SALVATION: What did Jesus do to save Human Beings? Easter</p>	<p>U2.11: Why do some people believe in God and some people not? U2.2: CREATION: Creation and science: conflicting or complementary?</p>
Computing	<p>1. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Understand computer network including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p>	<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluation and presenting data and information.</p>

	2. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children will create a set of fact cards based on the planets and solar system. They will use the internet to research for facts. They will also produce a PowerPoint based on the planets.			Children will create PowerPoint based on the 2 climate zones selected. PowerPoint to include hyperlinks, video and data		
History (Chronology)	Sequencing, events, stories, pictures and periods over time to show how different times relate to each other and contribute to a coherent understanding of the past. You don't have to teach topics in chronological order but need to relate the topics you teach to their chronological context. Ancient Sumer. Different aspects of life, what was it like to live in a city state; how Sumerian inventions had a lasting influence on the wider world; religious beliefs and practices of ancient civilization, analyse a range of artefacts and evidence		Sequencing – use timeline to show where Vikings fall in relation to Ancient Sumer Viking raids and invasion Resistance by Alfred the Great and Athelstan, the first King of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066		NOT THIS TERM	
Geography	Locational Geography: Find Ancient Sumer on an old map and then place it in the current world map – look at the equator and tropics to identify location using hot and dry areas. Human and Physical Geography: Explore the unique location of Sumer being between 2 rivers (flood/irrigation/settlements/land use).		Locational Geography: Mapping skills to show invasion routes and trade routes: Geographical skills: Map a route around school and the village to include woods. Use Ordnance Survey maps of area.		Human and Physical Geography: Describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle 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 	
Physical Education	Hockey – attacking and defending skills	Dance – movement patterns (Sumerian dance)	Tag Rugby – attacking and defending	Netball	Rounders – throwing and catching	Athletics – running and jumping techniques
	Swimming and water safety (18.9.19 for 10 sessions)		Gymnastics – flexibility and strength	Football	Cricket	Tennis
Art/DT	Using a range of art and design techniques with a range of materials Evaluate and analyse creative work using the language of art.		Painting techniques; Drawing Use cotton buds Use aluminium foil Use bubble wrap		Jackson Pollock – Experimentation canvases based	Textiles??

	<p>Clay tablets: Looking at Sumerian writing and creating individual clay tablets using styluses to make marks</p> <p>Clay and ceramics Create large scale poppy from mosaic tiles – to coincide with Poppy Day</p>	<p>String pulling</p> <p>D&T Cooking. Individual simnel cakes</p>	around extreme regional zones (colour)			
Music	<p><u>Charanga – New programme (wef Summer 2020)</u></p> <p><u>Year 5</u> Classroom Jazz 1 – History of music – Jazz in its historical context</p> <p><u>Year 6</u> Classroom Jazz 2 – Jazz, Latin, Blues. History of music – Jazz in its historical context</p>	<p><u>Charanga – New programme (wef Summer 2020)</u></p> <p><u>Year 5</u> Fresh Prince of Bel Air. Hip Hop. Option to compose own rap of words to the existing rap.</p> <p><u>Year 6</u> To be confirmed</p>	<p><u>Charanga – New programme (wef Summer 2020)</u></p> <p><u>Year 5</u> Reflect, Rewind and Replay. Western Classical Music and choice from Year 5</p> <p><u>Year 6</u> Reflect, Rewind and Replay. Western Classical Music and choice from Year 6.</p>			
PSHE	<p><u>Relationships</u> Feelings and Emotions Healthy Relationships</p>	Getting On and Falling Out	Going for Goals	Good to be Me	Relationships	Changes
*****SAY NO TO BULLYING*****						