## **Subject PLANNER**

| Academy: Sculthorpe                   |   | Class: Tav   | vny owls  |   |  | Year Groups:   | 4/ 5/6  | Term: Summer                        | r   |                              |                           |  |  |                         |
|---------------------------------------|---|--|---|---|--|--|---|-------------------------------------|---|------------------------------|---------------------------|--|--|-------------------------|
| Subject                               |   | Week 1   | 2   | 3   | 4                                      | 5  | 1   | 2                                   | 3   | 4                            | 5                         | 6  | 7  | Assessment              |
| Key Skills                            | Reading                                       | Independent guid<br>Whole class guide  | led reading in gr   |   |  |  | Independent guided reading in groups Whole class guided reading focussing on referencing the text, pee paragraphs   |                                     |   |                              |                           |  |  | week                    |
|                                       | Writing                                       | Persuasion- chocolate bar Kidnapped- narrative advertisement School uniform  |   |   |  | Poetry   | Romeo and<br>Juliette abridged  | Diary                               | Letter  | Newspaper                    | Modern version            | Modern version                                       | Alternative endings                      | -                       |
|                                       | Vocab,<br>Spelling,<br>grammar,<br>punctuatio | Years 4,5,6 word l   |   | tivities. Spelling patterns, ssession and contraction |  |  |   |                                     | Years 4,5,6 word lists. Spelling activities. Spelling patterns, rules and exceptions. Sentence types, punctuation, semi colons in lists |                              |                           |  |  |                         |
|                                       | Speaking<br>Listening                         | Chorusing and memorising text Group discussion Listening to archive material, documentaries on Darwin Presenting work orally |   |   |  |  |   |                                     | Creating a effects and voice-over for a stop-frame animation  |                              |                           |  |  |                         |
|                                       | Arithmetic                                    |  |   |   |  |  |   |                                     |   |                              |                           |  |  |                         |
|                                       | Problem solving                               | Guided problem s<br>Badger Maths, Nri  | _   |   | g Badger Maths as                      | a framework. Extra i                                   | ndependent activities provided from Guided problem-solving sessions at least once a week using Badger Maths a Extra independent activities provided from Badger Maths, Nrich, past SATs |                                     |   |                              |                           |  |  |                         |
|                                       | Maths   | Weight, length<br>and capacity,<br>money<br>Converting units<br>Multiplying<br>decimals                                      | Measures<br>Order of<br>operations<br>Problem<br>solving    | 2D and 3D shape Nets                                  | Time                                   | Negative<br>numbers                                    | 4 Operations  | Factors,<br>multiples and<br>primes | Mean mode,<br>median and<br>range   | Investigations               | Problem solving           | Amusement park designing a business. Profit and loss | Consolidati<br>ons                       |                         |
|                                       | Computing                                     | Online safety:<br>Sharing digital<br>content   | Maintaining secure passwords                                | Safe surfing, checking content                        | 3d Modelling<br>Design and<br>make app | To explore the effect of moving points when designing. | To understand designing for a purpose.  | To understand printing and making.  | Game Creator:<br>review and<br>analyse a<br>computer game   | Create the game environment. | Create the game quest.    | Finish and share the game                            | Evaluate<br>their and<br>peers'<br>games | New creature<br>feature |
| Electricity                           | Science                                       | Odgen trust lesson plans What is electricity? Ideas over time  | How does it<br>move. How<br>does it<br>work?<br>Can race-   | Simple series circuits                                | Series investigation 1                 | Series investigation 2                                 | Parallel circuits  Applications  Investigations   | Make a<br>scibblebot                | Create a hoover   | Create a burglar<br>alarm    | Design a circuit          | Design a circuit                                     | Ü  |                         |
| Humanities<br>Crime and<br>punishment | History  Geography                            | The Roman<br>Legacy  | Anglo Saxon<br>laws   | Tudor Punishment                                      | Highwaymen                             | Victorian prisons                                      | Victorian history<br>mystery  | Through the ages                    | Aztec sacrifice   |                              |                           |  |  |                         |
|                                       | RE  | What is<br>Buddhism?   | Who and where   | Main beliefs  | Special places                         | Festivals  | Scriptures  | Symbols and meaning                 | Mandalas  | Mandalas                     | The life of the<br>Buddha | Board game   |  | _                       |
| The Arts                              | Art<br>and DT                                 | Origins of film<br>and animation.<br>Edweard<br>Muybridge<br>Pinhole camera  | Origins of film and animation. Edweard Muybridge Flickbooks | Victorian toys. Phenakistiskopes and zootropes        | Disney- early cartoons                 | Designing the animation:  Storyline and stills         | Modelling the characters  | Creating the backdrop               | Introducing the software: tops tips   | Filming                      | Editing                   | Reviewing and evaluating                             |  |                         |
|                                       | Drama   |  |   |   |  |  |   |                                     |   |                              |                           |  |  |                         |
|                                       | Music<br>PE                                   | Variety of activities organised by Top Sport coaching Variety of activities organised by Top Sport coaching                  |   |   |  |  |   |                                     |   | Sport coaching               |                           |  |  | -                       |

## Unity Federation of Church of England Primary Academies working in partnership with Little Snoring Primary School

| Social &<br>Emotional<br>Wellbeing | PSHCE  |   |   |                    |                              |                              |                           |               |                        |                 |   |                      |  |
|------------------------------------|--------|---|---|--------------------|------------------------------|------------------------------|---------------------------|---------------|------------------------|-----------------|---|----------------------|--|
|                                    | FRENCH | A l'ecole<br>Vocablary:<br>La salle de classe | Classroom<br>French<br>Espresso<br>Simple<br>commands | In the pencil case | How do you get<br>to school? | What subjects<br>do you like | Les animaux<br>Vocabulary | Old Macdonald | What pets do you have? | Describing pets | What pets would<br>you like?<br>Using parce que | On my farm there are |  |