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Long Term Planning St Mary's Dorchester					
Rosenshine Paedagogy	1.Daily review 2.Present new material using small steps 3.Ask questions 4.Provide models 5.Guide pupil practice 6.Check for pupils understanding 7.Obtain a high success rate 8.Provide scaffolds for difficult tasks 9.Independent practice 10.Weekly and monthly review	Gospel Values	Humility Compassion Kindness Forgiveness Integrity Peace Courage	COEL	Go for it Gorilla Creative Chameleon Concentrating Crocodile Editing Elephant Proud Peacock Persevering Parrot

	Autumn	CC Link	Spring	CC Link	Summer	CC Link
Maths	<u>Autumn</u> Place value Addition and subtraction Measure - perimeter X and Division	Geography link with reading distance tables, rangoli patterns Problem solving	<u>Spring</u> X Division Measure - area	Hist: Data on smugglers in Dorset - session during visit to Shire Hall.	<u>Summer 1</u> Decimals Money Time Statistics	

		involving digits from other languages (NRICH)	Fractions Decimals		Geometry angles and shapes Position and direction	
English	1st half - Here we Are - Oliver Jeffers (non fiction) (1 week) The River: Poetry (3 wks) Fact file on India. (2 wks) 2nd half- Charlie and the Chocolate Factory: narrative (4wks) Inviting an author into school :Persuasive letter (3 weeks) SPAG: Speech punctuation, fronted adverbials, expanded noun phrases, suffix/prefixes (No Nonsense Spelling)	Geog - location India and rivers Art - drawing and story telling Science - solids and liquids	1st half - The creature: newspaper report (4 weeks) - to link with smuggling Aladdin: narrative (3 weeks) 2nd half - The Iron Man: science fiction (3 weeks) Secrets of a sun King: diary (4 weeks) SPAG: Speech punctuation, fronted adverbials, prepositional phrases, expanded noun phrases, suffix/prefixes (No Nonsense Spelling) Semi-colons, complex sentences	Hist/ Geog: Smugglers topics	1st half - Holiday brochure: non fiction (link to Springhead) - 4 weeks 2nd half - The plague: play script - 4 weeks (link to Boudicca) Digestion: explanation - 3 weeks SPAG: Speech punctuation, fronted adverbials, prepositional phrases, expanded noun phrases, suffix/prefixes (No Nonsense Spelling) Semi-colons, complex sentences	Science Geog/Sci: Residential visit to Springhead EcoSchools History Science
Religion	People Judaism (Jewish new year)- ep 25 - 27th 2022 Hinduism (Goddess Ganga) Called	Geog	Community Giving and Receiving Self Discipline Islam (to concide with Ramadan)	PHSE	New life Sikhism Building bridges God's people	PHSE

	Gift					
Science	**Autumn 1:** **States of Matter** **Assessment: What are solids, liquids and gases and how can they be changed?** **Autumn 2:** **Animals, including humans (food chains taught later)** **Assessment: How does your body digest food?** **x 1 lesson living things**		**Spring 1:** **x 1 lesson living things** **Electricity** **Assessment: What do you know about circuits?** **Spring 2:** **x 1 lesson living things** **Sound** **Assessment: How do we hear sound?**	Hist - smugglers - methods of covert communication, morse code, tracking signals Forest Schools - making habitats - bug hotels, ident. different habitats	**Summer 1:** **Living things and their habitats** **Assessment: How do environments change over time?** **Summer 2:** **Animals, including humans: food chains** **Assessment: Describe what this food chain is telling us.**	Forest Schools: natural materials in environment including rocks and soil.
Computing	Purple Mash Coding Online Safety Spreadsheets Knows which tasks best completed by human or computers. Designs solutions by decomposing a problem and creates a sub-solution for each part of the problem (decomposition) Recognises that there is more than one solution to a problem. Understands differences between and appropriately uses 'if' and 'if', then and else statements. Uses variable and relational operators within a loop to control 'endings' in programs. Designs, writes and debugs (modular) programs using procedures (algorithms). Knows that a procedure can be used to hide details in programs. Understands and can clearly explain the difference between data and information. Knows why sorting data in a 'flat file' can improve searching for information. Analyses and evaluates data and information and recognises that poor quality data leads to unreliable results and inaccurate conclusions.	PSHE: being safe online and knowing what to do if you feel threatened online.	Purple Mash Logo Animation Writing for different Audiences Uses variable and relational operators within a loop to control 'endings' in programs. Designs, writes and debugs (modular) programs using procedures (algorithms). Knows that a procedure can be used to hide details in programs. Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software such as 2Connect and 2Publish+. Children share digital content within their community, i.e. using Virtual Display Boards What is an onion skin? What does a data bank do? What is 'debugging'? What is an algorithm? PURPLEMASH	Maths - spreadsheets Hist: using spreadsheets to identify patterns and ask questions	Purple Mash Effective Searching Investigating Hardware Making Music Understands why and when computers are used. Understands the main functions of the operating systems. Knows the difference between physical, wireless and mobile networks. Look at examples e.g. internet: how they provide multiple services such as the world wide web. Performs more complex searches for information e.g. using Booleam and relational operators. How does information from one computer reach your computer? PURPLEMASH Unit 4.7 Effective Searching Unit 4.8 Hardware Investigators Unit 4.9 Making Music	Music E-safety DT

	How can you display data in a spreadsheet? How do you start a formula in a spreadsheet? What is 'debugging'? What is an algorithm? What should you do if someone you don't know contacts you online? What should you do if something makes you feel uncomfortable online? PURPLEMASH Unit 4.1 Coding Unit 4.2 Online Safety Unit 4.3 Spreadsheets		Unit 4.4 Writing for Different Audiences Unit 4.5 Logo Unit 4.6 Animation			
History	**Guy Fawkes** **Assessment: Make a judgement: Is it ok to blame Guy Fawkes for the attempt to blow up the houses of Parliament?** **Anglo Saxons, Scots and Settlers** **Assessment : Explain 2 consequences of the Anglo-Saxons settling in Britain.**	RE PHSE Geog	**Smugglers** **Make a judgement - was it ok to smuggle goods into Dorset?**	Geog Art English PHSE	**Bouddica** **Make a judgement - was Boudicca a good leader?**	Geog PHSE

Geog	**Oliver Jeffers: Here We Are** **Assessment Q: What can you tell me about lines of longitude, latitude and the Equator?** **India and rivers** **Assessment Q: What is special about rivers and rainforests?**	Lit:rivers	**New places** **How do I find my way around different places?**	Sci & Forest schools - environments Art	**Springhead and Dorchester. How do they compare?** **What are the physical and human features of both places?**	PE Science
PE	Aut 1 Tag rugby, football, archery Aut 2 basketball/ uni-hoc Can bounce a ball on the spot with consistency Participate in team games Develop simple tactics for attacking and defending Play competitive games, modified where appropriate. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations Which direction should you pass the ball? Why is warming up important?		Team building, indoor games Gymnastics - jumps, balances, sequences Can perform a basic log, egg, shoulder and forward roll. Responds imaginatively and with control and coordination Uses different body parts Can vary dynamics, speed, direction and level of their movements Create and perform a short sequence linking basic actions with a clear beginning, middle and end. Choose and link actions to create an expressive dance phase which shows some sensitivity to accompaniment. Plan and perform a movement sequence showing contrasts in speed/level and direction, Apply basic compositional ideas to create dance phrases with a partner and in a small group. Why is stretching important before doing gymnastics? How can gymnastics help us in other areas of our lives?		cricket, tennis, kick rounders Athletics Swimming Run for short distances and times, and for longer distances and times. Keep a steady pace. Practise 5 basic jumps e.g hop, step, jump. Combine basic actions and form simple jump combinations. Throw into a target using slinging, pushing and pulling actions. Describe and evaluate the effectiveness of performance and recognise aspects that need improving. Succeed and excel (in competitive sport) and other physically demanding activities. Compete in a range of increasingly challenging situations Why is swimming important?	
Forest Schools	Andy Goldsworthy - looking at patterns in nature and creating own patterns Paint making from charcoal - mendhi and Indian print designs	Hist/Geog topic on India - festivals and celebrations	Journey sticks Tracking skills Den building	Hist/ Geog: smuggling and tracking skills	Habitats and plants Identification keys Bug hotels Bread making	See Sci Hist DT

PSHE	Scarf and Life To The Full		Scarf and Life To The Full		Scarf and Life To The Full	
DT	**Anglo Saxons, Scots and Settlers?** **Assessment :** **What delicious Diwali dish will you create?** **<u>Designing and making an Indian dish</u>** Know that Diwali is a Hindi celebration when Indians share a special meal. Recall the food groups in an 'eatwell' plate. Explore a range of Indian recipes and what ingredients are used to make them. Understand that many spices used in authentic Indian dishes. Recall 5 of the ten essential spices in Indian cooking **cumin, coriander, cloves, cardamom, red chilli powder, ginger, mustard seed, fenugreek, turmeric and saffron** Explain your choice of indian meal and how you will present your dish to show aesthetic qualities. Describe the spices you will include in your dish and how you will prepare and cook the dish. Begin to know how to use a range of techniques e.g. peeling, chopping,	Geog - India RE - Hinduism (Diwali) Science - dental health Maths - percentages Pie charts Literacy - recipe and instructions	**Smuggling in Dorset and finding my way around new places** **Assessment: How will I make a functional smugglers pouch that will hold the weight of 3 coins?** **<u>Design and make a smugglers pouch</u>** Explore traditional authentic smuggler pouch designs. Discuss the materials that would be used in an authentic traditional smugglers pouch and how hard wearing they would be Explore how a drawstring or button down pouch is made Know how to thread a needle, tie a knot in thread and sew fabric using a running stitch. Explain your choice of materials and design for making a pouch. Describe how you made your smuggler pouch Evaluate the aesthetic appearance of your pouch, whether it looked authentic and was strong enough to hold 3 coins. Contraband, strap, stick, staple, durable, strong, waterproof, measure, mark, cut, shape, join, assemble, accuracy, finishing techniques Pupils use learning from science and	Geog - smugglers	**Boudica** **Assessment: How does a lemon battery work?** **<u>To design and make an eco battery</u>** Identify the positive and negative ends of a common battery. Explore battery designs, know key inventions: Parthian Battery - 2,000 years ago, Leyden Jar battery 1744, Alessandro Volta - electrochemical battery 1800 Understand that there are 3 key elements that make a lemon battery functional: Copper - positive Iron - negative Lemon juice - electrolyte Investigate what other fruits and vegetables can be used as an electrolyte Explain the choice of fruit and vegetable for your battery design and the 'eco' design logo on the label/packaging and why this will help the environment. Evaluate the effectiveness of the battery and investigate and analyse the aesthetic quality of the logo	Science - electrical circuits and conductors History - Alessandro Volta Parthian Battery Geog: North America Forest schools: musical instruments from found materials

	slicing, grating, mixing, spreading, kneading and baking Begin to know now how to prepare a savoury dish safely and hygienically using a heat source. Evaluate the dish based on aesthetic appearance, flavour, taste and texture. What combination of ingredients worked well and what would you alter to improve your dish? Indian, Diwali, hygiene, slice, peel, chop, grate, mix, spread, vegetarian, spices, oil, curry, rice, hob, oven, heat, boil, simmer, serve, flavour **Recognise a range of fresh, pre-cooked and processed foods.** **Marking out and cutting** **• Use sharp tools correctly Finishing skills, including food hygiene** **• Food preparation techniques(tearing, cutting, slicing, grating) and ways of combining foods to make a product for a particular purpose** **• Combining foods on the basis of taste, appearance and texture** **• Understanding of a healthy and balanced diet** **• Understanding of food classes** **What spices are commonly used in authentic Indian cookery?** **Why is the presentation important when preparing your Indian dish?**		**mathematics to help design and make products that work. They understand that materials have functional and aesthetic qualities. Apply this thinking successfully in their own products. Recognise that materials can be combined and mixed to create more useful characteristics.** **Know that a single fabric shape can be used to make a 3D textile product.** **Why is the design important for the smuggler to keep his/her coins safe?** **How did you stitch the fabric to make sure the contents of the pouch were secure?**		design. Battery, conductors, electricity, Leyden Jar Battery, Alessandro Volta, Parthian Battery, metal, electrolyte, join, circuits, bulbs, light. **Know that simple electrical circuits and components can be used to create functional products** **Did the lemon battery work?** **Do you think an 'eco' battery is a good idea? Why?**	

Art	Drawing: Storytelling through Drawing Explore the work of artists who tell stories through imagery. Use toys, poetry, and their own text to create a richly illustrated narrative in a single drawing. Create a finished piece which contains sequenced images to describe a narrative. How do artists use a sequence of imagery to tell a story? How can you create an image that tells a story? How can you make a sequence of images that describe a narrative?	English and poetry	Print, Collage, Colour:Exploring Pattern Expand what drawing and pattern can be by making a sensory drawing. Devise their own rules to help with making a drawing. Design their own pattern, thinking about colour, composition, and shape. How can you create pattern without drawing? How can you devise your own rules to make a drawing? How can you use colour, composition, and shape to make your own pattern?	Maths and x	3D: The Art of Sculpture Consider how the way they present their work can change the meaning of the work or how others see it. Make a distinction between 'audience' and 'art' by creating a short-term construction of a figurative sketch. Consider how the context and presentation of their artwork can help to define it. What is the purpose of a plinth? How can you distinguish between 'audience' and 'art'? How do context and presentation help define the meaning of artwork?	History and Boudicca
Music	Autumn 1 **Unit 1: Mamma Mia** Style: ABBA **Autumn 2** **Unit: Glockenspiel Stage 2** Style: Learning basic instrumental skills by playing tunes in varying styles		Spring 1 **Unit: Stop!** Style: Grime, Classical, Bhangra, Tango, Latin Fusion Spring 2 **Unit: Lean On Me** Style: Gospel		Summer 1 **Unit 05 Blackbird - The Beatles** Themes: The Beatles, equality and civil rights. Summer 2 **Unit: Reflect, Rewind and Replay** Style: Western Classical Music and your choice from Year 4	
French	Autumn 1: Greetings, numbers, days of the week, months, dates and seasons		Spring 1: Shapes, colours and position		Summer 1: Families, pets and the alphabet	

	Autumn 2: Celebrations - Birthdays, parties and Christmas		Spring 2: Parts of the face and body		Summer 2: Describing features and family (& storytelling: *The Giant Turnip*)	