

# Long Term Plan Year B

## Sempringham, Lindisfarne, Phoenix

Sempringham/Lindisfarne/Phoenix	Mountains & Deserts-	Vikings & Saxons-	Egyptians-	World's Kitchen-	Maya-
<b>Themes</b>	mountain ranges, key facts, key features, creation of mountains, microclimates, tourism, deserts, trade winds, rain shadows, habitats (Geography)	relationships between the two, life in Britain at the time, evidence left behind, Viking exploration (History)	belief systems, life and death, civilisation and structures, decline in power (History)	food origins, climate and food production, biomes, human impact, Fair trade (Geography)	geographical location, writing systems, number systems, trade with others, religion, pastimes, archaeology (History)
<b>Enquiry Questions</b>	<p>Year 4</p> <p>Q 1 What is a mountain range?</p> <p>Q 2 What mountain ranges do we have in the UK?</p> <p>Q 3 What does a mountain range look like</p> <p>Q4 How are mountains created?</p> <p>Q5 What is the weather like on a mountain?</p> <p>Q6 why do people visit mountains?</p> <p>Q7 How are deserts created?</p> <p>Q8 What would you find in a desert?</p> <p>Year 5</p> <p>Q1 How would you identify mountain ranges in an atlas?</p> <p>Q2 Can you compare the height of peaks in the UK with those found globally?</p> <p>Q3 What are the key features of a mountain range (valley, summit, plateau, outcrop, ridge, treeline etc)</p> <p>Q4 What are the differences between fold, volcanic, dome and plateau mountains?</p> <p>Q5 What effect does tourism have on mountains?</p> <p>Q6 Are all deserts hot?</p>	<p>Year 4</p> <p>Q1: How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>Q2: What was life really like in Anglo-Saxon and Viking Britain?</p> <p>Question 3: What did the Anglo-Saxons and Vikings leave behind?</p> <p>Year 5</p> <p>Q1 Why were the Viking raids so successful and how did the Saxons try to repel them?</p> <p>Q2How important was religion to the Vikings and Saxons and why did Viking kings convert to Christianity?</p> <p>Q3 What evidence do we have of Saxon and Viking times and can we trust the written records from this time?</p>	<p style="text-align: center;">Walls &amp; Barricades (prejudice) Persuasion-I have a dream. Pencil portrait</p> <p>Year 4</p> <p>Q 1 What did ancient Egyptians believe?</p> <p>Q 2 What did Ancient Egyptians believe about death and life after death?</p> <p>Question 3 How did the civilisation of Ancient Egypt develop</p> <p>Question 4 What brought about the decline of the power of Egypt?</p> <p>Year 5</p> <p>Q1 How do ancient Egyptian beliefs and festivals compare to English ones of the same period??</p> <p>Q2 How does the Egyptian Creation story compare to the Christian one and what does this tell us about them?</p> <p>Q3 Who were key figures in ancient Egyptian civilisations (Herodotus, Hatshepsut, Akhenaten, Ramses II)</p> <p>Q4 What role did the Ptolemies play in the decline of Ancient Egypt (esp. Cleopatra)</p>	<p>Year 4</p> <p>Q1Where does our food come from?</p> <p>Q2What foods are grown in different climates?</p> <p>Q3What impact does agriculture have on landscapes?</p> <p>Q4What is fair trade?</p> <p>Year 5</p> <p>Q1 Do we import food from the northern and southern hemispheres?</p> <p>Q2 How and why is food imported from long distances?</p> <p>Q3 What impact does this have on seasonality?</p> <p>Q4 Why is fair trade important for some crops?</p>	<p>Year 4</p> <p>Q 1 Where and when did the Maya live?</p> <p>Q 2 What was maya writing like?</p> <p>Q 3 How did the Maya count?</p> <p>Q 4 What were the key trade goods?</p> <p>Q 5 Who were the important Maya gods?</p> <p>Q 6 How did the Maya play football?</p> <p>Q 7 How do we find out about the Maya?</p> <p>Year 5</p> <p>Q1 How does the Maya period relate chronologically to others studied?</p> <p>Q2 What do hieroglyphs tell us about Maya culture?</p> <p>Q3 How was the sacred calendar used for predictions?</p> <p>Q4 Which other countries did the maya trade with and what were important trade goods for them?</p>
<p>Eastern European country contrasts Balanced argument Design, build and evaluate a model of a key landmark. National Sports Week:</p>					

	Q7 How do animals and plants adapt to living in desert conditions?					Q5 How did the Maya explain their view of the universe? Q6 What does their leisure pastimes tell us about Maya society? Q7 Why do you think Maya cities emptied in 900 AD?	
<b>Text based writing</b>	Arabian nights (Foreman) The Rattle Bag (Heaney) King of the Cloud Forests (Morpurgo)	Beowulf- Narrative Poetry The Last Viking (Deary) Viking Boy (Bradman)		Flotsam Ring of Words (McGough) The Time-Travelling Cat and the Egyptian Goddess (Jarman)	Warhorse The Last Wild (Torday) Tom's Midnight Garden (Pearce) The Secret Garden	Midsommer Night's Dream We are all Greta Middleworld (Yoelkel) The Great Kapok Tree (Cherry)	
<b>Genres</b>	Non-Chronological Report Narrative Explanation	Narrative Poetry Recount/Diary		Poetry Letter Newspaper Report Biography Non-Chronological Report	Narrative Persuasion (Y5) Instructions	Recount/Diary Discussion/Debate Playscript	
<b>Linked Subject based texts</b>				Tadpole's Promise ( Willis/Ross) Science Once there were Giants (Waddell) Science Cicada ( Tan) Science Tales of Gods and Pharaohs ( Williams ) History Search for the tomb of Osiris( Ward/Andrew/Harris) History	The Night Flower ( Hawthorne) Science A boy in the tower ( Ho-Yen) Science	Rain Player ( Wisniewski) History The Great Kapok Tree ( Cherry) Science History Detectives- mayan Civilisation ( Hibbert) History	
<b>Science</b>	<b>Animals inc Humans- identify and construct a variety of food chains, identifying producers, prey and predators.</b>	<b>Electricity Yr. 4-simple circuits and components, energy sources, alternatives to electricity, conductors and insulators</b>		<b>Animals Inc Humans Yr. 5- changes as humans develop from birth to old age</b>	<b>Living things and Habitats Yr. 5- Life Cycles of a range of contrasting animals and plants</b>	<b>Living Things and Habitats Yr. 5 Reproduction in plants and animals</b>	<b>Living Things and Habitats Yr. 4-human impact and Changing environments</b>
<b>Enquiry Questions</b>	Year 4 Q1 What is a food chain? Q2 What is an ecosystem? Q3 How do food chains the relationship between prey and predator Q4 What is the difference between a food chain and a food web?	Year 4 Q1 What is electricity? Q2 What is the difference between renewable and non renewable? Q3 How is energy produced? Q4 What are the future sources of electricity? Q5 How does a circuit work		Year 4 Q1 How does a baby develop? Q 2 What can humans do at different ages? Q 3 What is puberty? Q 4 What are the changes as humans age? Year 5	Year 4 Q 1 What is a life cycle? Q 2 How do lifecycles vary? Year 5 Q1 How does the life cycle of a mammal compare to the life	Year 4 Q3 How do flowering plants reproduce (anther, sepal, carpel, stigma, ovary) Q4 How do animals reproduce? Q5 Who is Jane Goodall?	Year 4 Question 1 What is deforestation? Question 2 Why are forests cut down? Question 3 What is pollution? Question 4 How are animals and

	<p>Year 5</p> <p>Q1 What role do predators, prey, consumers and producers play in food chains?</p> <p>Q2 How do we represent energy flows within ecosystems?</p> <p>Q3 What is an apex predator?</p> <p>Q4 How can we show complex relationships between animals using a food web?</p>	<p>Q6 What are conductors and insulators?</p> <p>Q7 How does a switch work</p> <p>Year 5</p> <p>Q 1 How can we represent a circuit?</p> <p>Q 2 How was electricity first discovered?</p> <p>Q 3 How does changing the voltage affect a circuit?</p> <p>Q 4 What do the symbols in a diagram represent?</p> <p>Q5 Why were Tesla and Edison important</p>		<p>Q1 What do we mean by gestation?</p> <p>Q2 How are our abilities affected by changes in development and what causes them?</p> <p>Q3 How do children develop physically, mentally and emotionally and when do they become responsible citizens?</p> <p>Q4 How are old people affected by age?</p> <p>Q5 What effect can puberty have</p> <p>Q6 Do all animals have the same lifespan?</p>	<p>cycle of an amphibian, bird or insect?</p> <p>Q2 How can we sort animals by comparing their life cycles?</p>	<p>Year 5</p> <p>Q3 What is vegetative reproduction?</p> <p>Q4 How do animals reproduce sexually and how does the embryo develop?</p> <p>Q5 What impact has Jane Goodall have on how we view animal behaviours</p>	<p>vegetation affected by pollution?</p> <p>Question 5 What does endangered mean?</p> <p>Question 6 How can we protect the natural environment?</p> <p>Year 5</p> <p>Q1 How can habitats change naturally and artificially?</p> <p>Q2 What impact does deforestation have on climate and habitat provision?</p> <p>Q3 What effect does pollution have on reefs?</p> <p>Q4 How does the work of the WWF support endangered animals?</p>	
RE	<p>Pilgrimage, Christianity and Buddhism-<b>*Key destinations, *Motivations, *Practices associated with the journey, *Key beliefs.</b></p>	<p>How do Hindu's worship?</p> <p><b>*Role of Mandir, *Holy shrines and symbols, *Religious figures and community leaders, *Pilgrimage</b></p>		<p>How do Muslim's worship?</p> <p><b>*Role of Mosque Significance of fasting, *Holy shrines and symbols *Religious figures and community leaders, *Pilgrimage</b></p>	<p>Creation – Christianity UC 2a.1 (core)</p> <p>What do Christians learn from the creation story?</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God. (sometimes called 'the Fall').</p>	<p>In-depth study</p> <p><b>What are the key principles, beliefs and practices of Sikhism and Judaism?</b></p>	<p>In depth study- <b>Pupils will learn about key aspects of the Buddhist faith and Humanist belief.</b></p>	

Enquiry Questions	<p>Q1. What is pilgrimage?  Q2. How does a pilgrim prepare for the journey?  Q3. What does a pilgrim do when they get there?  Q4. What do they leave at the site and what do they bring away with them?  Q5. How does a pilgrim feel at different stages of the journey?</p>	<p>Q1 What is sacred to Hindu's?  Q2. How is Hindu beliefs expressed in practice?  Q3. Are there any similarities between a Hundi worship and a Christian place of worship?  Q1. Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  Q2. Is having a local Temple important to Hindus?  Q3. How could Hindu beliefs help make the world a better place?  Q4. What is the best way for a Hindu to show commitment to God?</p>		<p>Q1 What is sacred to Muslim's?  Q2. How is Muslim beliefs expressed in practice?  Q3. Are there any similarities between a Muslim worship and a Christian place of worship?</p>	<p>Q1. Is the world good?  Q2. Is it easier to be bad than to be good?  Q3. Is it easy to resist temptation?  Q4. Is it good to be forgiven?</p>	<p>Q1. Who do Jewish people think are God's chosen people and why?  Q2. Can people belong to different branches of the same religion?  Q3. Do Sikhs believe that some people are more important than others before God?  Summer 2  Buddhism and Humanism</p>	<p>Q1. Do Buddhists believe people are unhappy for a reason?  Q2. What is forbidden in Buddhism?  Q3. What do Humanist's value?  Q4. Do they share these values with others?  Q5. Do Humanist's have special places?  Q6. What do Humanist's believe humans should celebrate?  Q7. What do Humanists strive for?</p>	
Art/DT	<p>Painting contrasting landscapes-Constable, Monet and Turner</p>	<p>Design for a purpose-Design, build and evaluate a floating longboat</p>		<p>Sculptures- Create clay statue of Anubis/sarcophagus</p>	<p>Nutrition-Design, create and evaluate a healthy snack</p>	<p>Weaving-Feather and maya weaving art</p>		
Enquiry Questions	<p>Q1 What are landscapes? Q2 What do we mean by perspective?  Q3 Who work constable Monet and Turner?  Q4 What is a viewfinder? Q5 How do I scale?</p>	<p>Q1 What are the key features of a longboat?  Q2 what is the purpose of the keel?  Q3 What is the purpose of the design?  Q4 how can I join components securely?  Q5 How can I test my design?</p>		<p>Q1 What is sculpture?  Q2 What is the difference between carving and forming?  Q3 What materials are used?  Q4 What are the famous sculptures from Ancient Egypt?  Q5 How do I design my sculpture?  Q6 How do I ensure it is 3D?  Q7 How do I use tools to form?</p>	<p>Q1 What is seasonality?  Q2 What are food groups?  Q3 What makes a savoury snack? Q4 How is rice cooked?  Q5 What goes in a tortilla wrap?  Q6 What is the spring roll?  Q7 How do you make pretzels?</p>	<p>Q1 What types of art did the Maya civilization have? Q2 What was found at Quirigua.  Q3 What are frescoes?  Q4 Why were feathers important?  Q5 What is raffia weaving?</p>		
Music (music express)	<p>4.2 Environment (Composition)  Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>4.7 Ancient Worlds (Structure)  Listen with attention to detail and recall sounds with increasing aural memory   4.11 In the Past (Notation)  Use and understand staff and other musical notations</p>		<p>4.6 Around the world (Pitch)  Use and understand staff and other musical notations</p>	<p>5.3 Life cycles (Structure)  Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from</p>	<p>5.4 Keeping Healthy (Beat)Plan perform in solo and then ensemble context using their voices and play musical instruments with increasing accuracy,</p>	<p>5.6 celebration (Performance) Plan perform in solo and then ensemble context using their voices and play musical instruments with increasing</p>	

	<b>4.4 Recycling (Structure) improvise and compose music for a range of purposes using the interrelated dimensions of music</b>		<b>4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music</b>	<b>great compsoers and musicians</b>	<b>fluency, control and expression</b>	<b>accuracy, fluency, control and expression</b>	
<b>Enquiry Questions</b>	<p><b>4.2 Environment</b>  <b>Q1.</b>What is timbre and how can timbre be descriptive?  <b>Q2.</b> Can you explore different combinations of different timbres to accompany a song?  <b>Q3.</b> What is drone and ostinato?  <b>Q4.</b> Who are two composers can you listen to and describe?  <b>Q5.</b> Using your knowledge of composing can you compose the introduction for a song?</p> <p><b>4.4 Recycling</b>  <b>Q1.</b> What makes an instrument?  <b>Q2.</b> Can you show your understanding of notation by interpreting notation?  <b>Q3.</b> What is improvising in music?  <b>Q4.</b> Can you show your understanding of ABA structure?  <b>Q5.</b> What is rondo form?  <b>Q6.</b> What are repeated rhythms?</p>	<p><b>4.7 Ancient Worlds</b>  <b>Q1.</b> Why so melodies have phrases?  <b>Q2</b> What are layers and layering?  <b>Q3.</b> Can you compare and contract structure?  <b>Q4.</b> What are the key features of minimalist structure?  <b>Q5.</b> Can you show your understanding of layered structure by combining sections of music?</p> <p><b>4.11 In the Past</b>  <b>Q1</b> What is a Renaissance dance?  <b>Q2.</b> Can show your understanding of notation by learning to play a renaissance dance from notations?  <b>Q3.</b> Can you understand simple musical structures?  <b>Q4.</b> Can you understand how music was different at different times such as the 1960s?</p>	<p><b>4.6 Around the World</b>  <b>Q1</b> What is a pentatonic scale?  <b>Q2</b> Can you read graphic notation?  <b>Q3.</b> What are listening skills needed to listen to music?  <b>Q4.</b> How can you describe music?  <b>Q5</b> Do you know musical and non- musical terms when describing music?  <b>Q6.</b> Can you play a pentatonic song with leaps?</p> <p><b>4.12 Food and Drink</b>  <b>Q1.</b> What is an expressive voice and how can you combine it with physical movement?  <b>Q2.</b> Can you respond to sound with visual signs? What is rondo structure and can you perform it?  <b>Q3.</b> Can you learn a traditional West African call and response song?  <b>Q4.</b> What is rhythmic and melodic accompaniments for a song?</p>	<p><b>Q1</b> Can you read a melody and staff notation?  <b>Q2.</b> Can you listen and accompany a song with tuned and untuned instruments?  <b>Q3.</b> Can you show understanding of structure and compose and perform?  <b>Q4.</b> Can you combine vocal sounds in performance?  <b>Q5.</b> How can you develop a structure to combine sounds?  <b>Q6.</b> How do you create musical effects using contrasting pitch?  <b>Q7.</b> What is music from an early opera like?  <b>Q8.</b> What is descriptive music?</p>	<p><b>Q1</b> What is the beat?  <b>Q2</b> What is the tempo?  <b>Q3</b> Can you learn to sing to scale? <b>Q4</b> Can you add movements to pack to match the pitch shape?  <b>Q5</b> Can you perform your part in a song?  <b>Q6</b> Can you perform a song in Unison?  <b>Q7</b> Can you read a grid or staff notation?  <b>Q8</b> Can you follow a score?</p>	<p><b>Q1</b> How do we sing in Unison?  <b>Q2</b> What is a melody?  <b>Q3</b> What do we mean by harmony?  <b>Q4</b> How can body percussion be used to accompany this song?  <b>Q5</b> What is the songs arrangement and structure?  <b>Q6</b> Who is our audience?  <b>Q7</b> How can we adapt our performance for a specific audience?  <b>Q8</b> How can we control short and loud sounds on instruments?</p>	
<b>Computing (teach computing)</b>	<b>4.1 Computing systems and networks-the internet</b>	<b>4.2Creating media-audio editing</b>	<b>4.3creating media photo editing</b>	<b>4.4data and in-formation-data logging</b>	<b>4.5Programming A -repetition in shapes</b>	<b>4.6 programming B-repetition in games</b>	

Enquiry Questions	Q1 How do networks physically connect to other networks? Q2 How do networked devices make up the Internet? Q3 How are website shared via the worldwide web? Q4 How can content be added and accessed on the worldwide web? Q5 Who creates a www? Q6 Is content reliable?	Q1 How can sound be digitally recorded? Q2 How are recording stored? Q3 How do we change and audio? Q4 How can different types of audio be combined and played together?		Q1 How can we change images? Q2 What is composition? Q3 Why would we change an image? Q4 What tools would I use? Q5 Are all images real? Q6 How do we improve an image?	Q1 How do I gather data automatically? Q2 How do I gather data overtime? Q3 How can I use data to find information? Q4 What data do I need to collect?	Q1 Why do we have to be accurate using logo? Q2 What is a text-based language? Q3 What does repeat mean? Q4 How do I change a count control loop to produce a given outcome? Q5 How do I use count-controlled loops to produce a given outcome? Q6 What do I do if it doesn't work?	Q1 How do I use count-controlled loops? Q2 What is the difference between infinite loops and count control loops? Q3 How do loops run at the same time? Q4 How do I change a given loop? Q5 Can I use repetition?	
MFL	5.1 Salut Gustave- <b>saying hello and enquiring about someone</b>	5.2 A L'Ecole- <b>what do we learn about school?</b>		5.3 La nourriture- <b>all about food</b>	5.4 En ville- <b>going into town</b>	5.5 En Vacances- <b>going on holiday.</b>	5.6 Chez moi- <b>in my house</b>	
Enquiry Questions	Q1 How are you? Q2 What nationality are you? Q3 Do you have brothers or sisters? Q4 What are they like?	Q1 What subject is this? Q2 Which subjects do you like? Q3 What time is it? Q4 When do you study science?		Q1 Can I have an ice cream? Q2 How do you make a sandwich? Q3 What do you like to eat? Q4 What foods are good for you?	Q1 Where are you going? Q2 How do you get there? Q3 What time is it?	Q1 Where are you going for your Holidays? Q2 What will you do when you get there?	Q1 What room is this? Q2 What colour is it? Q3 What would you do there?	
PE	football and hockey- <b>playing competitive games</b>	Dance- <b>varying content to add depth.</b>		Gymnastics- <b>working towards a team sequence</b>	Outdoor activities- <b>orienteeing symbols and maps</b>	tennis and rounders- <b>playing competitive games</b>	Athletics- <b>individual and team performance</b>	
Enquiry Questions	Q1 Why do we warm up and cool down? Q2 How do we move in these games to gain possession? Q3 How do we dodge opponents? Q4 What ways can we mark an opponent? Q5 How can we intercept a pass?	Q1 How can I respond to stimuli? Q2 What dance techniques can I use? Q3 How can I work in a group? Q4 Can I represent objects and actions through dance? Q5 How do I put a range of movements together? Q6 How do I make it better?		Q1 How many different jumps can I perform? Q2 What is a straddle? Q3 How can I link movements together/ Q4 how can I work in a small group to perform a gymnastic sequence?	Q1 What is teamwork? Q2 How do I follow directions? Q3 what is a symbol? Q4 How do I create my own symbols? Q5 How can I use my symbols to create my own orienteeing Maps?	Q1 What do we mean by forehand and backhand shots? Q2 How do we follow the ball? Q3 How do we win points in tennis? Q4 How do we bowl a rounders ball accurately? Q5 Where do we field from on around this pitch? Q6 How do we make a safe capture around his ball?	Q1 How do I take part in a relay race? Q2 How do I combine running and jumping in a triple jump? Q3 How do I work as part of a team in a relay? Q4 How do I throw over a longer distance?	

PSHE/RSE	Well-being-emotional, Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Well-being-physical, - importance of exercise for well being and health.		Health and prevention-Sleep and First Aid, Know how regular physical activity benefits bodies and feelings.	E-Safety Taught how to recognise bullying and abuse in all its forms (including prejudice-based bullying	Economic well being- enterprise- Basic understanding of finance and enterprise including the concept of fair trade.	
	Q1. What are my strengths? Q2. How do you keep going towards a goal? Q3. How can we help each other to keep going? Q4. How can we overcome setbacks?	Q1 Why should we keep active? Q2 How does your body feel after exercise? Q3 Do you know the recommended amount of exercise per day? Q4Can exercise improve how we feel?		Q1. What happens if you don't get enough sleep? Q2. How does your body feel after exercise? Q3. Do you know the recommended amount of exercise per day? Q4. Can exercise improve how we feel? How can we help in an accident or emergency? Q5. What would you do if someone had an accident? Q6. Who would you ask for help?  Plus, First Aid	Q1. Is a friend you have met online the same as a friend you know personally? Q2. Is the profile picture of someone online actually them? Q3. How can you keep safe online? Q4. If you put something on internet, is it removed if you delete it? Q5. Can people put personal information about you on the internet?	Q1. Have you ever been persuaded to buy something because of advertising? Q2. Does social media influence the things you want? Q3. Which has more influence – social media or advertising on TV or in magazines? Q4. Is it important to be mindful of the environment/social issues when buying something?	