



Year 3/4/5/6 Planning 2018-2019 (Spring 1) Year C

Topic theme	Reinventing the Wheel		
Subject	Electricity, Inventors, Electronics (DT), Economic Wellbeing and Resilience.		
Comm 5/6	Recognise and explain some idioms. Understand irony (when it is obvious).		
Comm 3/4	Understand the meaning of some phrases beyond the literal interpretation.		
Spelling 5/6	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>Words with 'ough' letter string Words ending '-cial' and '-tial' Proofreading someone else's writing Generating words from Prefixes – e.g tri, uni, bi, auto, cent</p>	<p>Punctuation and grammar</p> <p>Formal and informal Audience Active and passive voice First, second and third person Alliteration, similes, metaphor and personification. Revision of colons and semi colons Reported and direct speech Bullet points Layout devices e.g sub headings, bulets and tables Possessive apostrophe</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Rough, tough, enough, cough, though, although, dough, through Thorough, borough, plough, bough Official, special, artificial, especially, facial Partial, confidential, essential, potential, martial, judicial, Hyphens – e.g. man-eating shark Rare GPCs: Bruise, guarantee, immediately, vehicle, diarrhoea, yacht Acquiesce, Amateur, bargain</p>
Spelling 3/4	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>From Year 2: suffixes '-ness' and '-ful' following a Consonant Prefixes 'sub-' and 'tele-' Words with the //j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' Teach suffixes '-less' and '-ly'</p>	<p>Punctuation and grammar</p> <p>From Year 2: apostrophe for contraction Using conjunctions, adverbs and prepositions to express time and cause. Use similes effectively. Use alliteration effectively. First and third person Punctuate speech Powerful verbs Noun phrases Personification Apostrophes for possession including plurals – 2 weeks of work on this Revise commas</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Beauty, beautiful, purpose, purposeful Happiness, kindness, wilfulness, wilderness, sadness subdivide, subheading, submarine, submerge, television, teleport, telephone Don't won't can't shouldn't wouldn't couldn't I'm I've they've Their there they're should've could've would've we're it's magician, special, racial chef, brochure, chalet, machine, percussion sadly, harmless, helpless, weightless, harmless, hopeless, careless actual(ly), regular(ly), particular(ly), certain(ly), different(ly), important(ly)</p>
Read 5/6	<p>Key Skills:</p> <p>Narrative: Discussing their understanding and meaning of words in context. Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Read age appropriate books with confidence and fluency. Narrate details and exciting stories. Use the conventions and structure appropriate to the type of story being told (oral telling)</p> <p>Biography: Retrieve record and present information from non-fiction. Provide reasoned justifications for views. Identify and discuss conventions.</p>	<p>Biographies: Famous characters from British history: Florence Nightingale, Alexander Graham Bell. Amy Johnson.</p> <p>Narrative (Inventing something amazing / electricity bringing something to life) Shared text: Clock Work – Phillip Pullman</p>	
Read 3/4	<p>Key Skills:</p> <p>Narrative: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict from details stated and implied. Bring stories to life with expression and intonation.</p> <p>Biography: Identify how language, structure and presentation contribute to meaning. Retrieve</p>	<p>Biographies: Famous characters from British history</p> <p>Narrative (Inventing something amazing / electricity bringing something to life) Shared text: Papa's Mechanical Fish By: Candace Fleming? Mrs Armitage on Wheels by Quentin Blake, Copperrickle The invention by Wouter Van Reek</p>	

	and record information from non-fiction using titles, headings, subheadings and indexes. Apply a growing knowledge of root words, prefixes and suffixes (entymology and morphology)	
Write 5/6	Key skills: Biography: Identify the audience and purpose for writing. Note and develop initial ideas, drawing on research. Guide the reader by using a range of organisational devices, including a range of connectives. Use the perfect form of the verb to mark relationships of time. Narrative: Proof read for spelling and punctuation errors. Describing characters setting and atmosphere. Interweave descriptions of characters, settings and atmosphere with dialogue. Write fluently, legible and with a personal style. Spell the vast majority of words correctly. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Write sentences that include hyphens, colons and semi-colons.	Suggested Texts: Clock Work – Phillip Pullman Biographies: Phillip Pullman.- Read and write own based on research – famous person from British history. Narrative: Clockwork Book study. See existing planning for ideas.
Write 3/4	Key Skills: Biographies: Use organisation devices such as heading and subheads. Use the perfect form of the verb to mark relationships of time. Use the main features of a type of writing. Use connectives that signal time. Organise paragraphs around a theme. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. Use the present perfect form of the verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause. Narrative: To use connectives that shift attention, inject suspense and shift the setting. Use direct speech, punctuated correctly. Spell correctly often misspelt words. Use the first two or three letters of a word to check its spelling in the dictionary. Choose nouns and pronouns appropriately for clarify and cohesion and to avoid repetition. Use fronted adverbials. Use commas after fronted adverbials.	Suggested text: See Reading Biographies: Famous characters from British history. Famous investors Narrative (Inventing something amazing / electricity bringing something to life)
Maths 5/6	See separate plans A3 – E3	
Maths 3/4	See separate plans A3 – E3	
Science 5/6 Context: Yr 6 Electricity	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram Extended writing opportunity: How electricity works? Tesla? Homework?	
Science 3/4 Context: Yr 4 Electricity	Identify common appliances that run on electricity. Construct a simple series electrical circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators and associate metals with being good conductors	
Humanities 5/6 Context: British History, Inventors and Inventions	Stephenson and his Rocket Steam Train (Trains, railway, Tube line) Wright Brothers (Duxford) Buses!!!! London Transport Museum – Bus for the Future History Key skills: Given a broad overview of life in Britain. A study of an aspect or theme in British History that extend pupils chronological knowledge beyond 1066. Understand the concept of continuity and change over time. . Vocabulary to communicate: dates, times periods, era, chronology, continuity. Change, century, decade, legacy. Use original ways to present information and ideas. Geography key skills: To understand the need for development in transport links in London (canals).	
Humanities 3/4 Context: British History, Inventors and Inventions	Use evidence to ask questions and find answers to questions about the past Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ Suggest causes and consequences of some of the main events and changes in history Describe changes that have happened in the locality of the school throughout historyGive a broad overview of life in Britain Compare some of the times studied with those of other areas of interest around the world Describe the social, ethnic, cultural or religious diversity of past society Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over time, representing this, along with evidence, on a timeline Use dates and terms to describe events To communicate historically Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past Geography - Describe and understand key facts about economic activity such as trade links in the UK. Describe and explain distribution of natural resources including energy, food, minerals and water.	
DT / Art 5/6 Context: Electronics	Create circuits using electronics kits (Crumble) that employ a number of components (LEDs, resistors, chips). [Link with Computing Key Skills]. Design, make and evaluate a prototype for a new vehicle.	
DT / Art 3/4 Context: Electronics	Create series and parallel circuits. Design with purpose by identifying opportunities to design. Make products by working efficiently (e.g. carefully selecting materials) Refine work and techniques as work progresses, continually evaluating the product design. Use software to design and represent product designs. Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. Improve upon existing designs, giving reasons for choices. Disassemble products to understand how they work. Choose suitable techniques to construct products. Strengthen materials using suitable techniques.	

Computing 5/6 Creating content	To use multiple digital devices to achieve particular goals. Design and create programs on a computer in response to a given goal. Analyse and evaluate information. Collect and present data.
Computing 3/4 Creating content	
RE 5/6 Context: Christians around the World	Debate, using relevant details to support points. Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices (Yr 5) To reflect and respond to the significance of meaning behind different beliefs and practices (Yr 6)
RE 3/4 Context: Judaism	Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use a range of different medium to creatively express their own ideas, thoughts and opinions. Begin to explain their ideas. Express their own ideas and opinions and begin to give good reasons for those ideas. Use a range of different medium to express their thoughts (Yr 3) Begin to make connections between their own ideas and others (Yr 4)
PSHE 5/6 Economic Wellbeing 3	Have a broad view of what money is, including history, trade and currencies. <ul style="list-style-type: none"> • understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community. • know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture. • understand how our choices can have an impact on the local and wider communities. • understand that managing money is complex and may involve risk but there are people who can help. • have a broad view of what we mean by poverty and know something of its links with trade and charities. • understand that feelings around money can be complex, difficult and changeable. • be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget
PSHE 3/4 Citizenship 6	Be able to identify their own strengths and skills and those of others. <ul style="list-style-type: none"> • be able to identify skills they would like to develop. • take part in a class learning challenge. • know how to show they are listening using their body, express opinions confidently and ask open questions. • be able to work as a group to make decisions and solve a problem. • know how different people can contribute to a group task. • be able to persevere at a task. • be able to evaluate a group task, including giving and receiving feedback.
Class Assemblies 5/6	E-safety: Y5 – Health and well-being: understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. Digital rights, licensing and ownership: cite all sources when researching and explain the importance of this, e.g. create simple lists for the referencing of digital and offline sources; discuss rights and permissions associated with this understand that photographs can be edited digitally and the rights and permissions associated with this. E-safety: Y6 - Health and well-being: understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. Digital rights, licensing and ownership: cite all sources when researching and explain the importance of this, e.g. create simple lists for the referencing of digital and offline sources; discuss the rights and permissions associated with this, understand that photographs can be edited digitally and discuss rights and permissions associated with this.
Class Assemblies 3/4	E-safety: Y3 - Health and well-being: acknowledge age restrictions and suitability of digital media and devices, e.g. locate and begin to understand PEGI ratings and age restriction guidelines, identify physical and emotional effects of playing/watching inappropriate content/games Digital rights, licensing and ownership: explain how giving credit is a sign of respect, explain when and how it is acceptable to use the work of others E-safety: Y4 - Health and well-being: identify the positive and negative influences of technology on the environment, e.g. consider the different ways free time is spent and begin to find a balance between active learning and digital activities, explain the importance of balancing game and screen time with other parts of their lives Digital rights, licensing and ownership: understand that copying the work of others and presenting it as their own is called 'plagiarism', e.g. begin to consider consequences of plagiarism, recognise watermarks and copyright symbols, e.g. recognise watermarks on a variety of media, know the reasons for using watermarks and explore how watermarks can be added in different software.
PE 5/6 Outdoor Context: OAA (co-operation and communication)	Works well as part of a team and contributes ideas to solve problems and perform a range of tasks. Works well as part of a team and contributes ideas to solve problems and perform a range of tasks.
PE 3/4 Context: OAA (co-operation and communication)	Can interact positively and can work together to solve and perform a range of tasks. Can interact positively and can work together to solve and perform a range of tasks. To co-operate effectively as a team. Interact and support peers.
PE 5/6 Indoor Context: Dance Football	Be able to copy and repeat a taught movement phrase . Be able to compose their own movement phrase and to perform a kit motif and a warm up movement phrase in combination. Be able to compose their own match play movement phrase and to repeat a taught motif performing to music showing clear dynamics and control. Pupils can perform a match officials phrase showing unison, repetition and changes in speed, level, and direction. Pupils can combine with other pairs to perform the whole dance. Pupils can show all the different elements, techniques and compositional ideas required of the core task.
PE 3/4 Context: Dance Rugby and the Haka	Can compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact. Can compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact demonstrating the haka actions. Can compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact demonstrating match play actions. Can compose movement phrases showing mirroring, unison and travel, action/reaction and basic contact demonstrating the lineout. Perform a group dance using rhythm, timing, levels, mirroring,

	unison, action/reaction, dynamics and space on the theme of rugby and the haka. Perform a group dance using rhythm, timing, levels, mirroring, unison, action/reaction, dynamics and space on the theme of rugby and the haka.
Music 5/6	Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Hold a part within a round. Sing a harmony part confidently and accurately. Thoughtfully select elements for a piece in order to gain a defined effect. Perform with controlled breathing (voice) and skilful playing (instrument).
Music 3/4	Recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent. Pronounce words within a song clearly. Show control of voice. Create accompaniments for tunes.
MfL 5/6 TBC	Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. . Decode a simple unfamiliar sentence using grammatical knowledge, context or a bi-lingual dictionary. Use the correct form of the definite article in singular and plural sentences. Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. Engage in a short conversation using familiar questions and express opinions.
MfL 3/4 TBC	Write single familiar words from memory with understandable accuracy. Use a bi-lingual dictionary to find the meaning of a word or its translation. Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. Recognise a familiar question and respond with a simple rehearsed response. Ask and answer several simple and familiar questions with rehearsed response.