



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

Topic theme	(Central America Ancient Mayans) Marvellous Mayans		
Subject	Geography Trip Mayan visit in house. History off the page		
Comm 6/5	Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. Comment on the grammatical structure of a range of spoken and written accounts.		
Comm 3/4	Use verbs with irregular endings. Use time, size and other measurements to quantify.		
Spelling 5/6 Following Year 6 planning book	<p><b>See 6 week programme planning 5 lessons spread over 2 weeks</b></p> <p>Strategies for learning words: rare GPCs from statutory word list</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Revise root words and meaning</p>	<p style="text-align: center;"><b>Punctuation and grammar</b></p> <p>Tenses Write paragraphs that give the reader a sense of clarity. Relative pronouns. Relative clauses beginning with 'who' 'which' 'when' 'whose' 'that' or with an implied relative pronoun. Colon to introduce a list. Punctuating bullet points correctly. Subjunctive form. Perfect form of verbs to mark relationships of time and cause. Passive voice Auxiliary, active, passive and imperative verbs Standard English ambiguity</p>	<p><b>Strategies for learning words: Words from statutory and personal spelling lists i before e except after c when the sound is eee:</b> Believe, receive, field, mischief, mischievous, piece, ceiling, deceive, conceive Perceive, achieve Caffeine, protein, Seize, Either neither <b>E before I is always the way:</b> When the sound is ay Eight, neighbour, feint, feign, sleigh, vein <b>Revise:</b> Bruise, guarantee, immediately, vehicle, diarrhoea, yacht, Acquiesce, Amateur, bargain <b>Conscience, convenience, existence, relevant (ce), hindrance, nuisance, interference</b> Hesitancy, infancy, vacancy, truancy, tenancy, redundancy</p>
Spelling 3/4 Following Year 3 planning book	<p><b>See 6 week programme planning 5 lessons spread over 2 weeks</b></p> <p>Previously taught suffixes ('-ed', '-ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>From Year 2: Apostrophes for contractions - omission Rare GPCs (/x/ sound) From Years 1 and 2: vowel digraphs</p>	<p style="text-align: center;"><b>Punctuation and grammar</b></p> <p>Comparative and superlative suffixes Adverbial phrases. Conjunctions, including when, if, because and although. Headings and subheadings Different sentence starters Use of commas Present perfect form instead of the simple past tense Determiner Pronoun – I, you, they, it, he, she, me, us, we Possessive pronoun – ours hers, its, theirs, yours, mine</p>	<p><b>Strategies for learning words: Words from statutory and personal spelling lists</b> gentle – gently, humble – humbly, simple – simply, strange – strangely, separate – separately basically, frantically, dramatically, acrobatically, periodically, drastically Friendly, kindly, lonely, nearly, freely Happily, funnily, luckily, 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 women, business, pretty, gym, cygnet, pyramid, Egypt, build Tree, flee, flea, scheme, field, lazy, pulley</p>
Read 5/6	<p><b>Key Skills:</b> <b>Non-chronological reports:</b> Asking questions to improve understanding. Apply knowledge of root words, prefixes and suffixes. Identify conventions. <b>Narrative:</b> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Participate in discussion about books, taking turns and listening and responding to what others say. Check that the book makes sense, discussing understanding and</p>	<p><b>Non-chronological reports: Reports of Mayan history, The History Detective Investigates: Mayan Civilization – Clare Hibbert</b> <b>Narrative To be sourced nearer the time and update plan</b> Shared text: The Hero Twins – Don Jolley</p>	

	exploring the meaning of words in context.Recommend books to peers, giving reasons for choices.	
Read 3/4	<p><b>Key Skills:</b>  <b>Non-chronological reports:</b> Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. Identify main ideas drawn from more than one paragraph and summarise these. Explain and discuss understanding of reading, maintaining focus on the topic.  <b>Narrative:</b> Predict from details stated and implied. Identify recurring themes and elements of different stories (e.g. good triumphing over evil).  Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology)  <b>Read to the audience and know when to add detail and when to leave it out.</b></p>	<p>Shared text: The chocolate tree On my own folklore Linda Lowery  <b>Narrative: To be sourced nearer the time and update plan</b>  <b>Non chronological report:</b> Reports of Mayan history, Avoid being a Mayan Soothsayer (Danger Zone) – Rupert Matthews</p>
Write 5/6	<p><b>Key Skills</b>  <b>Non-chronological reports:</b> Ensure correct use of tenses throughout a piece of writing. Write paragraphs that give the reader a sense of clarity. Write cohesively at length. Write sentences that contain relative pronouns. Use relative clauses beginning with ‘who’ ‘which’ ‘when’ ‘whose’ ‘that’ or with an implied relative pronoun. Use a colon to introduce a list. Punctuating bullet points correctly. Recognise vocabulary and structures that are appropriate for formal writing e.g. subjunctive form. Use perfect form of verbs to mark relationships of time and cause.  <b>Comment on the grammatical structure of a range of written accounts.</b>  <b>Narrative:</b> Identify the audience and purpose noting and developing initial ideas, drawing on reading from their research. Consider how authors have developed character settings and narrative. Selecting appropriate grammar and punctuation. Integrating dialogue to advance action. Describing characters setting and atmosphere. Assessing the effectiveness of their own and others writing considering organisational and presentational devices to structure their writing. <b>Plan stories (orally) interweaving action, character descriptions, settings and dialogue.</b></p>	<p>Shared text: The Hero Twins – Don Jolley  Non chronological report: <b>Reports of Mayan history</b>, The History Detective Investigates: Mayan Civilization – Clare Hibbert</p>
Write 3/4	<p><b>Key Skills</b>  <b>Non chronological report</b> To write with purpose, organisational devices, headings and subheadings perfect form of verbs, organise paragraphs around a theme, sequence paragraphs, write sentences using the main focus to use sentences appropriates simple compound and complex sentences. To punctuate accurately. To analyse writing.  <b>Narrative:</b> To write with purpose, connectives that symbol time, shift attention and suspense, organise paragraphs around a theme. To create characters, setting and plots. To use a range of descriptive phrases. Use techniques used by authors to create characters and settings. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Shared text: The chocolate tree On my own folklore Linda Lowery  Non chronological report: Reports of Mayan history or Mayan</p>
Maths 5/6	See separate plans A2 – E2	
Maths 3/4	See separate plans A2 – E2	
Science 5/6 Context: Yr 5 Living Things and Habitats	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe and compare different reproductive processes and life cycles in animals	
Science 3/4 Context: Year 4 Living Things and Habitats	Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that living things can be grouped in a variety of way. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things	
Humanities5/ 6 Context: Central America The Mayans	<p>A non-European society that provides contrast with British history: Mayan civilization AD900. Identify the position and significance of the equator, northern hemisphere and southern hemisphere. The World’s countries using maps. Focus on North and South America concentrating on their environmental regions. Key physical and human characteristics countries and major cities. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Give a broad overview of life in Britain and a comparison of major events around the World.</p> <p>Tribal Day: tattoos, face painting, build pyramid (sugar cubes maths lesson). Chicken rice and beans. Dress up in Mayan clothing. Make chocolate bars.</p>	
Humanities 3/4 Context: Central America The Mayans	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 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	

DT / Art 5/6 Context: Printing Andy Warhol	Comment on art works with a fluid grasp of visual language. Build up layers of colour. Create an accurate pattern using fine detail. Use a range of visual elements to reflect the purpose of the work. Create a range of original pieces which display a range of influences and styles. Show how the work of those studied (Andy Warhol) was influential in both society and other artists.  Pupils should be taught about great architects and designers in history.
DT / Art 3/4 Printing Andy Warhol	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid forms) Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail Use different hardnesses of pencils to show line, tone and texture Annotate sketches to explain and elaborate ideas Use hatching and cross-hatching to show tone and texture Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Explore ideas in a variety of ways Comment on artworks using visual language Adapt and refine ideas as they progress
Computing 5/6 Context: Problem solving	Design , write and debug a program using block language. Experiment with computer control applications. Plan a solution to a problem using decomposition. Design write and debug their own computer control. Solve problems using decomposition tackling parts separately. Code.org/ scratch.
Computing 3/4 Context: Problem solving	Can design and write a program using a block language without user interaction. Can explore simulations of physical systems eg. car moving around a track. Can work with an adult and or other children to develop and outline plan for a computing project involving multiple steps and resources. Can design and write a program using a block language to a given brief using simple interaction. Can write a program in which the user has to provide some input. Can develop their own simulation of of a simple physical system on the screen. When given a particular project can work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks.
RE 5/6 Context: Humanism	Creatively begin to express their views about why belonging to a faith community may be valuable. Relate this to their own lives. Begin to recognise those with no faith also have a belief system (Yr 5) Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Recognise those with no faith also have a belief system (Yr 6)
RE 3/4 Context: Christian worship	Recall the different beliefs and practices of Christianity and at least one other religion (Yr 3) Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions (Yr 4) Ask and respond to questions about what individuals and faith communities do and why (Yr 3) Express views about why belonging to a faith community is valuable in their own lives (Yr 4)
PSHE 5/6 Safety contexts 19 (plus optional units)	Be able to explain basic road safety rules, e.g. Green Cross Code. <ul style="list-style-type: none"> <li>• know some hazards associated with cycling and describe precautions they can take.</li> <li>• understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</li> <li>• recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</li> <li>• know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</li> <li>• be able to describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced.</li> </ul>
PSHE 3/4 Healthy and safer lifestyles 13	Be able to give a list of the main external parts of male and female bodies and may use some scientific names for these. <ul style="list-style-type: none"> <li>• be able to use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female.</li> <li>• be able to give several examples of the capabilities of their own bodies.</li> <li>• be able to describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things.</li> <li>• be able to look forward to new areas of responsibility for their personal hygiene.</li> <li>• be able to explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent the spread of one such illness.</li> </ul> Engage in discussions, making relevant points.
Class Assemblies 5/6	<b>E-Safety: Y5 - Online behaviour and cyberbullying:</b> demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, block users; know how to deal with and report inappropriate content and misuse. <b>E-Safety: Y6 - Online behaviour and cyberbullying:</b> demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, block users; identify the risks and legal consequences of sending intimate images and content/sexting; recognise language that could be deemed to be offensive (including racist, sexist, homophobic, transphobic) in online activities. Consider 'be Kind campaign' see link: <a href="https://www.internetmatters.org/wp-content/uploads/2017/09/be-kind-teachers-pack-This-morning.pdf">https://www.internetmatters.org/wp-content/uploads/2017/09/be-kind-teachers-pack-This-morning.pdf</a>
Class Assemblies 3/4	<b>E-Safety: Y3 - Online behaviour and cyberbullying:</b> explain the similarities and differences between offline and online communications, e.g. follow the same rules when communicating face-to-face and online; discuss how online communication can be misinterpreted, compose clear and appropriate messages in online communities, identify different forms of bullying, including cyberbullying, and suggest strategies for dealing with it, e.g. screenshot, block, report <b>E-Safety: Y4 - Online behaviour and cyberbullying:</b> identify actions to report and prevent cyberbullying, e.g. use strategies such as not replying, reporting and saving evidence, identify appropriate behaviour when participating or contributing to collaborative online projects for learning, e.g. devise a set of rules
PE 5/6 Outdoor Context: Cricket	Use different ways of bowling. Bowl underarm accurately. Vary how they bowl. Bat effectively and use different types of shot. Field with increased accuracy. Thrown overarm with accuracy and for a good difference hit the ball from both sides of the body. Direct the ball away from fielders, using different angles and speeds. Plan to outwit the opposition individually, as a pair or team, when they are bowling, batting or fielding. Gauge when to run after hitting the ball. Use tactics which involve bowlers and fielders working together. Recognise their own and others' strengths. Identify what they need to improve in their performance and suggest how they could do this.
PE 3/4 Outdoor Context: Striking Cricket	To refine under arm throwing and introduce/develop the over arm throwing technique. Be able to describe what they and others do that is successful in fielding. Be able to hold the bat correctly and strike the ball successfully. Can set up small-sided games and score runs. Know rules and use them fairly to keep games going. Can use a range of skills e.g. throwing, striking, intercepting & stopping the ball with some control and accuracy. Can vary skills and tactics to suit the game.

PE 5/6 Indoor Context: Dance Sun Sea Sand	Perform dances using a range of movement patterns. Peer evaluates other dances. Perform a variety of dance actions together showing clear changes in speed, directions and levels. Perform linked dance phrases. Lead myself and others in a warm up
PE 3/4 Context: Dance Traditional Folk	Dance for 16 beats and stopping to establish the phrase as a unit, make up a dance, using steps so far and evaluate what they and others are doing focusing on effective performance, learn a new step do-si-do, To observe and evaluate what they and others are doing focusing on effective performance, practice and refine dance skills
Music 5/6	Convey the relationship between the lyrics and the melody. Understand and use the sharp and flat symbols. Describe how lyrics often reflect the cultural context of music and have social meaning.
Music 3/4	Perform with control and awareness of others. Understand layers of sound and discuss their effect on mood and feelings.
MfL 5/6 TBC	Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. Write and say a complex sentence manipulating familiar language, using a dictionary for new language. Apply all the knowledge of grammar taught to build more complex sentences. Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. Manipulate familiar language to present own ideas and information in more complex sentences.
MfL 3/4 TBC	Listen and demonstrate understanding of words in songs and rhymes. Ask and answer several simple and familiar questions with rehearsed response. Demonstrate understanding of the position of the majority of adjectives. Identify and use strategies for memorising new vocabulary. Write and say a simple phrase to describe people, places, things and actions using a language scaffold.