



Year 3/4/5/6 Planning 2018-2019 (Summer 2) Year C

Topic theme	(Central America Ancient Mayans) Marvellous Mayans		
Subject	Geography Trip Mayan visit in house. History off the page		
Comm 5/6			
Comm 3/4			
Spelling 5/6	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>Revise Spellings taught last half term Words ending '-ent', '-ence' and '-ency' Homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)</p>	<p>Punctuation and grammar</p> <p>Hyphens Brackets Dashes Commas Semi – colon Relative clauses Perfect form Different types of sentences Phrase Clause Prepositions</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>Innocent, Innocence, Decent, Decency, frequent, Frequency, Confident, Confidence, Obedient, Obedience, Independent Independence, Different, difference father / farther, guest / guessed, mourning / morning, who's / whose, draft/draught, dissent/descent, precede/proceed, wary/weary</p>
Spelling 3/4	<p>See 6 week programme planning 5 lessons spread over 2 weeks</p> <p>The /ʌ/ sound spelt 'ou' Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)</p>	<p>Punctuation and grammar</p> <p>Use the present perfect form of verbs in contrast to the past tense. Use a mixture of simple and complex sentences. Sequence paragraphs. Revise full stops, capital letters, commas, exclamation marks. Statement, question, command exclamation</p>	<p>Strategies for learning words: Words from statutory and personal spelling lists</p> <p>bought, young, touch, double, country, through, thought, though, although, favourite, famous, enough Heel/heal/he'll, plain/plane, groan/grown, rain/rein/reign</p> <p>Months of the year/Days of the week revision</p>
Read 5/6	<p>Key Skills: Identify themes across plays. Identify and discuss themes. Make comparisons between plays. Prepare plays to read aloud, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Identify how language, structure and presentation contribute to meaning.</p>	<p>Plays: Shakespeare and Production Shared text: Midsummer Night's Dream – William Shakespeare (Graphic Novel)</p>	
Read 3/4	<p>Key Skills Draw inference from reading. Recall and summarise main ideas. , discuss words and phrases that capture the imagination. Prepare plays to read aloud with expression, volume, tone and intonation. Identify how language, structure and presentation contribute to meaning. Read further exception words, noting the spellings.</p>	<p>Plays: Shakespeare – decide texts nearer the time and update plan Shared text:</p>	
Write 5/6 Planning from Year A.	<p>Plays Key Skills: Identify the audience and purpose for writing. Noting and developing initial ideas. Consider how the authors have developed characters and settings. Describe settings characters and atmosphere. Integrate dialogue to advance action. Use a range of cohesive devices. Consider structure of text to guide the reader. Perform their own compositions using appropriate intonation volume and movement.</p>	<p>Texts: Midsummer Night's Dream – William Shakespeare (Graphic Novel)</p>	
Write 3/4	<p>Plays Key Skills To use the main features of a type of writing. Compose and rehearse sentences orally. Create characters, settings and plots. Read aloud / perform writing to a group, or whole class, using appropriate intonation.</p>	<p>Shared text: The chocolate tree On my own folklore Linda Lowery Non chronological report: Reports of Mayan history Plays on Mayans http://mayas.mrdonn.org/herotwins.html Hero Twins Ancient Myth Mayans story</p>	
Maths 5/6	See separate plans A2 – E2		
Maths 3/4	See separate plans A2 – E2		

Science 5/6 Context: Yr6 Living Things and Habitats	Describe how living things are classified into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. Give reasons for classifying plants and animals based on specific characteristics
Science 3/4 Context: Yr3 Plants and biological aspects of rock	Compare and group together different kinds of rocks on the basis of their appearance and simple, physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter
Humanities 5/6 Context: America Human and Physical Geography Skills	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. Extended writing: Don Hernan Cortes – Chocolate Thief. Story of!
Humanities 3/4 Context: American Human and Physical Geography Skills	Ask and answer geographical questions about the physical and human characteristics of a location Use maps, atlases, globes and digital / computer mapping to locate countries and describe features Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle and date time zones. Describe some characteristics of these geographical areas To communicate geographically Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world To describe key human and physical features of a European country compare to American and Mayan
DT / Art 5/6 Context: Leech Pottery and Sculpture	KS: Show life like qualities in real life proportions. OR if more abstract provoke different interpretations. Use tools to carve to add shapes texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form. Create original pieces that show influences in styles of Leech. Show how the work of those studied (Leech) was influential in both society and other artists.
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 Use layers of two or more colours Replicate patterns observed in natural or built environments Make printing blocks (e.g. from coiled string glued to a block) Make precise repeating patterns Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Experiment with creating mood with colour Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail 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 Create images, video and sound recordings and explain why they were created
Computing 5/6 Context: Programming	Use sequence selection and repetition in programs. Write a program that accepts keyboard and mouse input and produces output on screen and through speakers. Use sequence selection and variables on programs. Write a program that accepts inputs other than keyboard and mouse and produces outputs other than screen or speakers. (Sensors).
Computing 3/4 Programming	Can use a sequence of commands or blocks in programs in an appropriate order. Can write a program to produce output on a screen. Can use sequence of commands or blocks and repetition in programs. Can write a program that accepts keyboard input and produce on screen output.
RE 5/6 Context: Poverty and Wealth	Begin to compare stories, beliefs and practices from different religions including differences and similarities (Yr 5) Make links and compare stories, beliefs and practices from different religions including differences and similarities (Yr 6) Begin to respond thoughtfully to a range of sacred writings/ stories. Provide good reason for what they mean to different faith communities (Yr 5) Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts (Yr 6)
RE 3/4 Context: War and Suffering	Retell some of the religious and moral stories from at least three different religious texts and books (Yr 3) Begin to compare the similarities of at least three different religious texts or stories (Yr 4) Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong (Yr 3) Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong (Yr 4)
PSHE 5/6 Life Education 22 plus optional units.	Be able to categorise drugs as medical, non-medical, legal and illegal. <ul style="list-style-type: none"> • understand the possible physical and psychological effects of drugs • be able to distinguish between the reality of drug use and media representations. • understand some of the laws relating to drugs. • be able to identify risk and risk management strategies and know where they can get support. • have begun to recognise influence and pressure and have related this to peers and the media. • have found sources of reliable and accurate information.
PSHE 3/4 Healthy and Safer Lifestyles 14	Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle. <ul style="list-style-type: none"> • know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. • understand some of the reasons people sometimes make unhealthy choices. • be able to talk about some of the physical and mental benefits of exercise. • know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others. • be able to state some of the influences on food choices and some of the persuasive methods used in advertising.

	<ul style="list-style-type: none"> • understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals. • be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. • know why dental hygiene
Class Assemblies 5/6	Year 5/6 Anti-Bullying: develop an understanding of cyberbullying and when and where it may occur, understand strategies for keeping safe from cyberbullying and responding appropriately when it occurs, consider when, where and what types of bullying are happening in the local community and how to respond to bullying when it occurs outside school, identify what the whole school community can do to help stop all types of bullying and make the school a safe place.
Class Assemblies 3/4	Year 3/4 Anti-Bullying: understand a range of ways to make someone who is being bullied feel better, understand what bystanders can do to improve the situation if they see bullying happening to someone else, identify places in school where bullying may happen, identify ways of making the school a safer place where bullying is less likely to happen.
PE 5/6 Outdoor Context: Athletics Sports Day Decathlon	Develop knowledge of preparing for, participating in, and recovering from a training session to improve athletic fitness. To develop knowledge of and experience circuit training. To develop knowledge of and experience long slow distance training. Compete, measure, record and compare performances in running, jumping and throwing.
PE 3/4 Athletics Sports Day Pentathlon	Develop personal performance in running, jumping and throwing. Develop personal performance as an athlete and an official in run, jump and throw events. Develop personal performance as an athlete and an official in run, jump and throw events. Compete, measure, record and compare performances in running, jumping and throwing.
PE 5/6 Swim	Swim competently, confidently and proficiently over a distance of at least 25 metres, Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Perform safe self-rescue in different water-based situations.
PE 3/4 Context: Swim	Understand how to achieve the streamline position, can push and glide, can swim 1 stroke with good technique over at least 10 meters, can submerge to pick an object off the bottom of the pool, able to combine different floating shapes, able to perform a sculling action, demonstrate a range of safe entry techniques, can swim 15 meters competently and proficiently using at least 1 stroke
Music 5/ 6	Combine musical elements. Use digital technologies to compose, edit and refine pieces of music. Use and understand simple time signatures.
Music 3/4	Choose order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.
MfL 5/6 TBC	Write familiar complex sentences from memory with understandable accuracy. Write complex sentences from memory manipulating familiar language with understandable accuracy. 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. Write and say familiar words to describe people, places, things and actions using a model. Write simple familiar short phrases from memory with understandable accuracy