

**Langham Village School Long Term Plan  
Jet Class – Year A**

	<b>The United Kingdom Autumn 1</b>	<b>Vikings v Anglo Saxons Autumn 2</b>	<b>Investigating Rivers Spring 1</b>	<b>Shang Dynasty Spring 2</b>	<b>South America Summer 1</b>	<b>Who were the Ancient Greeks Summer 2</b>
<b>English, Reading and writing</b>	<b>Reading VIPERS</b> <b>Accelerated Reader and reading journals</b>  <b>FICTION</b> - LITERACY SHED plus: Chaperon Rouge (Literacy Shed plus) Slow Writing – descriptive setting/building tension. The Lost Thing by Shaun Tan – Literacy Tree: diary entry, formal letter, character and setting descriptions  <b>LITERACY TREE:</b> Beowulf - Letter of advice, diary entry, dialogue, character and setting description, action scenes, obituary <b>LITERACY SHED plus:</b> Anglo-Saxon Boy, Tony Bradman <b>NON-FICTION: RECOUNTS</b> - team building visits; <b>Instructions and Explanations</b> – link to learning in science <b>Narrative poems</b> - Beowulf plus  <b>Whole Class Stories:</b> Siobhan Dowd - The London Eye Mystery (Autism Awareness) Michael Morpurgo – Beowulf / Tony Bradman – Anglo-Saxon Boy  <b>Extended writing pieces:</b> Explanation of how the heart and circulatory system works (NF) Diary Narrative (F) from the characters point of view.		<b>Reading VIPERS</b> <b>Accelerated Reader and reading journals</b>  <b>FICTION – Literacy Tree: The Hidden Forest (RIVERS)</b> - Research notes, non-chronological report in the form of a letter to a character, balanced discussion. LITERACY SHED plus, Floodland by Marcus Sedgewick <b>NON-FICTION – Literacy Tree: Darwin’s Journey of Discovery (Y6) (EVOLUTION &amp; INHERITANCE) LITERACY SHED plus, Darwin’s Dragon.</b> <b>Poems: LITERACY TREE: One the Move, poems about migration, Michael Rosen</b>  <b>Whole Class Stories:</b> Lindsay Galvin – Darwin’s Dragons Katie Tsang and Kevin Tsang - Dragon Mountain (Cultural Diversity)  <b>Extended writing pieces:</b> Biography of Charles Darwin (NF) Flash Fiction short stories (F)		<b>Reading VIPERS</b> <b>Accelerated Reader and reading journals</b>  <b>FICTION – LITERACY TREE: Percy Jackson and the Lightning Thief</b> -Poetry in the form of an ode, soliloquy, setting descriptions, additional chapter, non-chronological reports, own version of mythical narrative /Who Let the Gods Out <b>NON-FICTION</b> – persuasive writing, adverts link to South America <b>Performance Poems and Poetry Slam</b>  <b>Whole Class Stories:</b> Maz Evans – Who Let the Gods Out? Poetry - various  <b>Extended writing pieces:</b> Persuasive leaflet or advert (NF) Mythical Narrative (F)	
<b>Grammar Y5</b>	<b>Relative clauses    Modal Verbs    Adverbs</b>		<b>Parenthesis    Expanded Noun Phrases    Tenses</b>		<b>Commas Cohesion Prefixes Suffixes</b>	
<b>Grammar Y6</b>	<b>Synonyms and antonyms    Word Classes    Subjunctive Form</b>		<b>Punctuation 1    Active and Passive Formal and Informal Punctuation 2    Hyphens</b>		<b>Revision SATs    Cohesion Consolidation</b>	
<b>Maths</b>	NUMBER: place value NUMBER: four operations- ADDITION/SUBTRACTION STEM	NUMBER: four operations MULTIPLICATION/DIVISION NUMBER: fractions STEM	NUMBER: fractions (y5); ratio (y6) MEASUREMENT: converting units; perimeter, area, volume Y6 SATs REVISION	NUMBER: decimals and percentages MEASUREMENT: statistics STEM Y6 SATs REVISION	GEOMETRY: properties of shape; position and direction  Y6 SATs TESTS	CONSOLIDATION and INVESTIGATIONS STEM
<b>Science</b>	<b>Seeing Light</b> We will be learning about light and how it behaves. We will explore shadows and reflections and how they behave, we will learning how our eyes see work.	<b>Healthy Bodies</b> We will be learning about nutrition, the importance of exercise, our hearts, and circulatory system. We will learn about the impact of diet, drugs and lifestyle on our bodies.	<b>Evolution and Inheritance</b> We will be learning about the characteristics passed from one generation to the next and how species have adapted to suite their environments. We will learn about natural selection and the work of scientist and palaeontologists.	<b>Classifying Organisms</b> We will recap our knowledge of broad groups of organisms, take a look at the Linnaeus classification system, how it works and how different species are related and can be identified.	<b>Changing Circuits</b> We will be consolidating our knowledge of how circuits works and extending our knowledge through practical experiments and investigations.	
<b>Art and Design</b>	<b>Drawing and paintings</b> We will use the theme of United Kingdom to explore drawing and painting and produce our own art work.		<b>Sculpture and collage</b> We will use the theme of River to explore sculpture and collage and produce our own art work.		<b>Textiles and printing</b> We will use the theme of South America to explore textiles and painting and produce our own art work.	
<b>Design and technology</b>		<b>Combining fabrics</b> We will use the theme of Vikings and Anglo Saxons to explore combining fabrics		<b>Mechanisms</b> We will design and make a moving toy with a Chinese theme		<b>Pulleys and gears</b> We will design and make a moving vehicle.
<b>Computing</b>	COMPUTER SCIENCE: programming Scratch  DIGITAL LITERACY: E-SAFETY	INFORMATION TECHNOLOGY - TYPING	INFORMATION TECHNOLOGY: Image editing/music creation DIGITAL LITERACY – COMPUTER NETWORKS	INFORMATION TECHNOLOGY: Computers past, present and future	INFORMATION TECHNOLOGY: web design/app design	COMPUTER SCIENCE: programming Python/Sphero
<b>Geography</b>	<b>The United Kingdom</b> We will be learning about the fascinating country that we live in. How the UK is organised into countries, counties and cities, as well as learning about the human and physical features of Great Britain, such as population, life expectancy, tallest mountains, longest rivers, coastlines and much more.		<b>Investigating Rivers</b> We will be learning about rivers, their uses, features and effect on the environment. We will study the water cycle, find out how rivers are formed, explore the journey of a river from source to mouth, investigate why rivers are important and what they are used for, river pollution and its effects.		<b>South America</b> We will be learning about the countries, culture and geography of this fascinating continent. We will learn about the climate, geographical features, industries and the people. We will gain an insight into how life is different to here in the UK.	
<b>History</b>		<b>Vikings v Anglo Saxons</b> We will be learning about how Vikings and Anglo Saxons struggled for the Kingdom of England and how England became a unified country.		<b>Shang Dynasty</b> We will be learning about ancient Chinese history. We will find out what the bronze age was like in China, consulting ancient history books and archaeological finds to compare evidence and draw conclusions.		<b>Who were the Ancient Greeks?</b> We will be learning about how different areas of Greece were governed. We will compare the two cities of Athens and Sparta. We will find out about daily life and explore Greek mythology and philosophy.
<b>Music</b>	<ul style="list-style-type: none"> <li>●We will be learning about playing a performing in solo and ensemble contexts, using voice and playing musical instruments.</li> <li>●Exploring a great composer’s work and composing motifs</li> <li>●Preparations for the Christmas production</li> </ul>		<ul style="list-style-type: none"> <li>●We will be learning how to improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> <li>●Listen with attention to detail and recall sounds</li> <li>●Use and understand staff and other musical notations</li> <li>●River music for listening, singing and improvising</li> <li>●Understanding the pentatonic scale through singing and composing.</li> </ul>		<ul style="list-style-type: none"> <li>●We will be learning how to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>●Develop an understanding of the history of music.</li> <li>●The Maya - a song to inspire improvising, composing and performing</li> <li>●Songs inspired by warrior ancient nations</li> </ul>	

<b>PE</b>	Hockey (Invasion)  Football (Invasion)	Touch Rugby (Invasion)  Netball (Invasion)	Basketball (Invasion)  Dodgeball (Invasion)	Cricket (Striking & fielding)  Golf (Target) Orienteering	Tennis (Net & Wall)  Rounders (Striking & fielding)	Athletics  Volleyball (Net & Wall)
<b>PSHE</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
<b>RSE</b>	My Feelings	My Body	My relationships	My Beliefs	Rights and Responsibilities	Asking for help
<b>RE</b>	Where did the Christian Bible come from and stories of Christianity.	Why is Muhammad important to Muslims?	Jewish Worship and Community		Buddhist Worship and Beliefs	
<b>MFL French</b>	La famille	Bon anniversaire	Encore!	Quelle heure est-il?	Les fetes	Ou vas-tu?