ST CUTHBERT'S CE PRIMARY SCHOOL
Long Term Planning - Year A 2016/17 and alternate years)

Year A	Science	History	Geography	D.T.	French
Key Stage 1	**YEAR 1/2 A**	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working Scientifically skills from Assessment sheet to be taught in each of the units • Plants • Animals including humans • Everyday Materials • Seasonal Changes • Uses of Everyday Materials • Living Things and their habitats	▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. **Locational knowledge** ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**Design** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from.	N/A

Key Stage 2	**YEAR 3/4 A**	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working scientifically skills from Assessment sheet to be taught in each of the units • Plants • Animals including humans • Sound • Living Things and their habitats	▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. **Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: ▪ physical geography, including: climate zones, mountains, volcanoes and earthquakes ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Design** ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products, levers and linkages	North Yorkshire Scheme of Work

	YEARS 5/6 A	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working scientifically skills from Assessment sheet to be taught in each of the units • Animals including humans • Properties and changes of materials • Living Things and their habitats	▪ a local history study (Pateley Bridge in Victorian times)	**Locational knowledge** ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Design** ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ understand and use mechanical systems in their products [cams] ▪ apply their understanding of computing to program, monitor and control their products.	North Yorkshire Scheme of Work

Year A		Music	Art	P.E.	P.S.H.C.E.	Computing	R.E. N.Yorks Syllabus
Key Stage 1	YEARS 1/2	North Yorkshire Scheme of Work	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Games**: Throwing & Catching, Ball skills, Hitting/stopping, Skipping/multi-skills **Dance**: Body actions, Topic **Gym**: Leaping/landing, Travelling, Movement/ stillness **Athletics:** Running & Jumping, Throw	SEAL Units followed by whole school All household products including medicines, can be harmful if not used properly. About the process of growing from young to old and how people's needs change.	-understand what algorithms are -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology - use technology safely and respectfully	Christmas Story Easter: a time of celebration & joy Special Stories 1.3 Holy Places 1.6
Key Stage 2	YEARS 3/4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	**Games**: multi-skills, ball skills, Strike/F **Dance**: Street **Gym**: Travel, Balance **Athletics x2:** Run/jump/throw **Swimming** x2	SEAL Units followed by whole school Bacteria and viruses can affect health and that following simple, safe routines can affect their spread. Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kin of physical contact is acceptable or unacceptable.	-design, write and debug programs that accomplish specific goals -use sequence, selection, and repetition in programs -use logical reasoning to explain how some simple algorithms work - use search technologies effectively -select, use and combine a variety of software -use technology safely, respectfully and responsibly	Advent & Christmas around the world The First Easter What makes Jesus an inspiration? 2.1 2.3 How & Why do Hindus, Christians & Muslims see life like a journey
	YEARS 5/6		to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	**Games:** Ball skills, Invasion, Net, Multi-skills, Strike/Field, **Dance:** Street/Aerobics **Gym**: Vaults, Balance, Display **Athletics:** Run, jump, throw **OAA**: Orienteering	SEAL Units followed by whole school Recognise as they approach puberty, how pupil's emotions change at that time and how to deal with their feelings towards themselves, their family and others. The body changes during puberty. Which commonly available substances and drugs are legal and illegal, their effects and risks.	As Y3/4 plus -understand computer networks including the internet	Christmas – Why are sacred texts important? What do Christians believe about the resurrection? Can Christian Aid and Islamic Relief change the world? Unit 2.5 What matters most to Christians, Humanists and me? Unit 2.7

ST CUTHBERT'S CE PRIMARY SCHOOL

Long Term Planning – Year B 2015/16 and alternate years

Year B		Science	History	Geography	D.T.	French
Key Stage 1	YEARS 1/2 B	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working scientifically skills from Assessment sheet to be taught in each of the units • Plants • Animals including humans • Everyday Materials • Seasonal Changes • Uses of Everyday Materials • Living Things and their habitats	▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality.	Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. **Locational knowledge** ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**Design** ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from.	N/A

Key Stage 2	**YEAR 3/4 B**	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working scientifically skills from Assessment sheet to be taught in each of the units • Rocks • Light • Forces & Magnets • States of Matter • Electricity	▪ changes in Britain from the Stone Age to the Iron Age ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	**Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains), and land-use patterns; and understand how some of these aspects have changed over time **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**Design** ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures	North Yorkshire Scheme of Work

	YEARS 5/6 B	North Yorkshire Science scheme (see objectives on 'Teaching & Assessment sheet' in science folder) Working Scientifically skills from Assessment sheet to be taught in each of the units • Earth & Space • Forces • Evolution & Inheritance • Light • Electricity	▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (ww2) ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	**Locational knowledge** ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	**Design** ▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ understand and use mechanical systems in their products [for example, gears, pulleys, ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products **Cooking and nutrition** ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	North Yorkshire Scheme of Work

Year B		Music	Art	P.E.	P.S.H.C.E.	Computing	R.E. N.Yorks Syllabus
KS 1	Years 1/2	North Yorkshire Scheme of Work	Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	**Games**: Throwing & Catching, Ball skills, Hitting/stopping, Skipping/multi-skills **Dance**: Body actions, Topic **Gym**: Leaping/landing, Travelling, Movement/ stillness **Athletics x2** Running/ Jumping/Throw	SEAL Units followed by whole school All household products, including medicines, can be harmful if not used properly. About the process of growing from young to old and how people's needs change.	-understand what algorithms are -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology - use technology safely and respectfully	Christmas Gifts Special Meals – Easter & Passover How do we show we care? Unit 1.4 Creation & Thanksgiving Unit 1.5
Key Stage 2	Years 3/4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.	Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	**Games**: Invasion, Net, Strike/F **Dance**: Modern **Gym**: Travel, Leap/land **Athleticsx2:** Run/jump/throw **Swimming** x2	SEAL Units followed by whole school Bacteria and viruses can affect health and that following simple, safe routines can affect their spread. Recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kin of physical contact is acceptable or unacceptable.	-design, write and debug programs that accomplish specific goals -use sequence, selection, and repetition in programs -use logical reasoning to explain how some simple algorithms work - Use search technologies effectively -select, use and combine a variety of software -use technology safely, respectfully and responsibly	A Celebration- The Christmas story The church's year – Lent & Easter Does a beautiful world mean a wonderful God? Unit 2.2 Why do people love their sacred places? Unit 2.4
	Years 5/6		Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	**Games:** Ball skills, Invasion, Net, Multi-skills, Tag rugby, Strike/Field, **Dance:** Theme **Gym**: Balance, Display **Athletics:** Run, jump, throw **OAA**: Physical challenges	SEAL Units followed by whole school Recognise as they approach puberty, how pupil's emotions change at that time and how to deal with their feelings towards themselves, their family and others. The body changes during puberty. Which commonly available substances and drugs are legal and illegal, their effects and risks.	As Y3/4 plus - understand computer networks including the internet	A Christmas Journey Easter- a promise of life after death Why are there over 50 mosques in N Yorkshire? Unit 2.6 What can make our community more tolerant and respectful? Unit 2.8