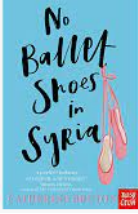
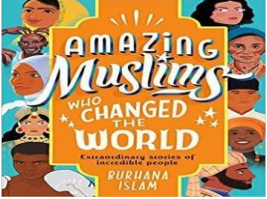




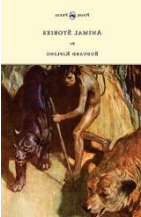



Elveden C of E Primary Academy Long-Term Plan 2022-23				
UKS2 Cycle B				
	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup> and Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup> and 2 <sup>nd</sup>
	Early Islam	Anglo Saxons and Vicious Vikings	Building a Community	Elveden goes to War
English Reading	<p>We will be reading <i>No Ballet Shoes in Syria</i> by Catherine Bruton.</p>  <p>RE Week (see separate plan).</p> 	<p>We will be reading <i>Viking Boy</i> by Tony Bradman.</p> 	<p>We will reading and discussing <i>Harry Potter and the Philosopher's Stone</i> by JK Rowling.</p>  <p>RE Week (see separate plan).</p> 	<p>We will be reading <i>War Horse</i> by Michael Morpurgo and studying World War 1 and 2 poetry. Finally, we will be reading <i>Animal Stories</i> but Rudyard Kipling.</p>   <p>RE Week (see separate plan).</p> 
English Writing	2 weeks: Recount- Diary Entries 2 weeks: Informative Texts- Biographies 2 weeks: Recount- Letters/Diary Entries 1 week: Narrative- Setting descriptions	2 weeks: Narrative- 1 <sup>st</sup> person narrative 2 weeks: Recount- Diary Entries 2 weeks: Recount- Newspaper reports 1 week: Testing week	2 weeks: Narrative- 1 <sup>st</sup> person narrative 2 weeks: Non-Chronological report- Factfile 2 weeks: Persuasion writing- Letter 2 weeks: Persuasion writing- Diary Entry	2 weeks: Narrative- Descriptive Writing 2 weeks: Informative Texts- Biographies 2 weeks: Informative Texts- Leaflet/brochure 2 weeks: Poetry- War Poems 2 weeks: Narrative- Fables
Maths	We will be learning about place value, multiplication and division, addition and subtraction, statistics and perimeter and area.	We will be learning about fractions, decimals and percentages. Also algebra and a recap on multiplication and division.	We will be learning about measurement, converting units, geometry with position and direction and properties of shape.	We will be revising our learning from throughout the year and we will be participating in Maths investigations.
Science (PLAN)	<p><u>Properties and Changes of Materials Y5</u></p> <p>We will compare and group together materials on the basis of their properties, solutions and mixtures. We will investigate separating materials through filtering, sieving and evaporating. We will look at fair testing, reversible changes and Irreversible changes.</p>	<p><u>Living things and their Habitats Y5</u></p> <p>We will 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.</p>	<p><u>Living things and their Habitats Y6</u></p> <p>We will look at classification, micro-organisms, plants and animals</p> <p>We will give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Light Y6</u></p> <p>We will investigate that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. We will look at how we see things because of the way light travels, and how shadows are created.</p>	<p><u>Electricity Y6</u></p> <p>We will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. We will compare and give reasons for variations in how components function. We will use symbols to represent a circuit.</p> <p>Revision and recap session of key topics</p>
Art and Design	<p><u>Sculpture &amp; Painting</u></p> <p>We will be making pottery tiles with an Islamic design and learning the art of Arabic calligraphy.</p>		<p><u>Collage</u></p> <p>Brandon Creative Forum collage project.</p>	<p><u>Textiles</u></p> <p>We will be learning to sew, dye and weave using textiles to make a tapestry.</p>
Computing (Purple Mash)	Coding (Unit 6.1)	Online safety (6.2) Spreadsheets (6.3)	Blogging (Unit 6.4) and Text Adventures (Unit 6.5)	Networks (Unit 6.6), Quizzing (Unit 6.7)
Design and Technology (Kapow)		<p><u>Electrical Systems: Electronic Greeting cards</u></p> <p>We will be designing and making our own Christmas cards with electrical components.</p>	<p><u>Digital World: Navigating the World</u></p> <p>Children program a navigation tool to produce a multifunctional device for trekkers.</p>	<p><u>Textiles: A Stuffed Toy</u></p> <p>We will be designing and making a soft toy for an Evacuee.</p>
Geography		<p><u>Location &amp; Place Knowledge/Field work</u></p> <p>We will be looking at the geography of Europe, mapping out the Viking invasions and the Anglo-Saxon tribes and their journeys and settlements in the UK (History Link).</p>	<p><u>Map/Field work/Orienteering</u></p> <p>We will be learning about map skills, using the 8 points of a compass, using field work to observe, measure and record, including O/S maps to learn about land use in the UK.</p>	<p><u>Location and Place Knowledge</u></p> <p>We will be locating the world's countries, identifying countries and cities in the UK and studying the changes in the borders within Europe during the 20<sup>th</sup> century and trade links.</p>
History	<p><u>A non-European society that provides contrasts with British history- Ancient Islamic Civilisation</u></p> <p>We will cover where and when the Early Islamic Civilisation was built as we will develop a range of skills across the curriculum. Investigate how they lived, their culture and their legacy. Compare their lives to our own as we bring our learning together.</p>	<p><u>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</u></p> <p>We will be learning about the Anglo Saxons and Scots invasions and settlements. The Viking raids and the resistance by Alfred the Great.</p>	<p><u>A Local History study</u></p> <p>We will be looking at the Suffragettes and Princess Sophia and Princess Catherine from Thetford who fought for Women's rights.</p>	<p><u>A study of British history after 1066.</u></p> <p>We will be studying Thetford's and Elveden's involvement in the 1<sup>st</sup> World War, learning about the local history. We will also be learning about the chronology of the 1<sup>st</sup> and 2<sup>nd</sup> World War.</p>
French (Language Angels)	Phonics lesson 3 & 4 What is the Date?	My Home	Clothes  Planets	Healthy Living  World War 2 (Creative Curriculum)
Music (Charanga Y6 MMC)	<p><u>Developing Melodic Phrases</u></p> <p>How does Music bring us together?</p>	<p><u>Understanding Structure and Form</u></p> <p>How does Music connect us with our past?</p>	<p><u>Gaining Confidence through Performance</u></p> <p>How does music improve our world?</p> <p><u>Exploring Notation Further</u></p> <p>How does music teach us about our community?</p>	<p><u>Using Chords and Structures</u></p> <p>How does Music shape our way of life?</p> <p><u>Respecting Each other Through Composition</u></p> <p>How does Music Connect us with our Environment?</p>
PE (Complete P.E.)	Swimming  <u>Invasion:</u> Hockey	Swimming  <u>Gymnastics:</u> Matching & Mirroring	<u>Invasion:</u> Tag Rugby  <u>Net/Wall:</u> Tennis  <u>Invasion:</u> Basketball  <u>OAA:</u> Orienteering	<u>Striking and Fielding</u> Cricket  <u>Dance:</u> Carnival  <u>Striking and Fielding</u> Rounders  <u>Athletics</u>
RSHE (Jigsaw Y6)	Being Me in My World	Celebrating Difference	Dreams and Goals  Healthy Me	Relationships  Changing Me (Y5 and 6)

RE (Emmanuel Units Y6)	Islam How does Tawhid create a sense of belonging to the muslim community?	Christianity How do Christians show their belief that Jesus is God incarnate?	Christianity How do Christians try to capture the mystery of God through Trinity?  Hinduism How do questions about Brahman and Atman influence the way Hindus live?	Christianity Should believing in the resurrection change how Christians view life and death?  Humanism Why do Humanists say happiness is the goal of life?
SMSC	Social Day		Moral and Spiritual Day	Cultural Day
Trip Opportunities		West Stow: Anglo-Saxon.	Ancient House Museum: Suffragettes Workshop.	Summer show/residential