



Bawdsey CEVCP School – Class 3 LONG TERM PLAN – With LI/LOb



Yr 1 2022-2023 2025-2026	Subject	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
KS2	Literacy Diaries Persuasive letter Descriptive write Change order on LTP	Treason By Berlie Doherty (Turtles) Spymaster: True Blood (Dolphins) Assessed pieces over the term Historical stories- narrative Recount-diary Poems around a theme Descriptive write- contrasting locations- Montague Hall/countryside/ slums of inner London		Cosmic by Frank Cottrell Boyce and Steven Lenton CLPE OR ROMAN BOOK? Assessed pieces over the term Contemporary stories from other cultures Non-chronological tourist guide Instructions- how to be an adult Presentation of how to be an adult		The London Eye Mystery Author: Siobhan Dowd Assessed pieces over the term Mysteries/suspense stories- narrative Discussion and debate (local issue) Formal letter Police report/news article	
	Numeracy	Place Value The four operations	Fractions Decimals and Percentage Year 4/5 Decimals Year 6 Algebra (more time if needed for this unit)	Converting units of measurement Perimeter/ area and volume FOLLOWING WHITE ROSE MATHS PLANNING	Statistics Year 4/5: Consolidation Year 6: Ratio	Geometry and properties of shape	Investigations and consolidation
	RE - year 5	Teachings and authority What sacred texts and other sources say about God, the world and human life Christianity- why is the gospel such good news for Christians?	Teachings and authority What sacred texts and other sources say about God, the world and human life Islam- revelation	Teachings and authority What sacred texts and other sources say about God, the world and human life Hinduism- yoga/marg	Revisiting Judaism- teachings and authority or worship P and SP Judaism- Torah/ Isreal	Worship, pilgrimage and sacred places. Where, how and why people worship, including importance of particular religious sites Christianity- what is the great significance of the Eucharist for Christians?	Encountering Buddhism 1 Buddhism- worship, pilgrimage and sacred places Buddhism impermanence
	Science Mix of 5 and 6	Knowledge of electricity Starting Stimulus: Plasma ball lighting light bulbs/ David	Properties and changes in materials	Earth and space Starting Stimulus: Moral dilemma 'If an alien took you to	Living things and their habitats Starting Stimulus: Life cycle video End point: hatching	Scientists and their inventions	Changes in humans Animals including humans- the human timeline



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<p>Y6 light Animals including humans- circulatory system Living things and their habitats classifications Evolution and inheritance- fossils give information about things Electricity</p> <p>Y5- earth and space Animals including humans-basic parts of humans and changes Living things- life cycles of mammals Properties and changes of materials Y5 forces</p>	<p>Butler playing the Theremin End point: building circuits for fairground rides (D and T-pulleys, levers etc) SMSC: Wind farm at East Lane – alternative electricity sources Twinkl Year 6</p>	<p>Starting Stimulus: Revision from previous year End point: conducting their own experiments separating materials SMSC: cultural – developing tablets to purify water/ evaporating salt water to separate salt and water Year 5</p>	<p>space to explore, but you couldn't see your family, would you go?' End point: Why does everyone want to go to space? Visit David Butler's telescope. SMSC: Moral Year 5</p>	<p>chicks SMSC: Spiritual – birth and death Life cycles of various animals Year 5</p>	<p>Year 5</p>	<p>Starting Stimulus: Visit Glebe House End point: Promoting 'seniors' lunch' in school SMSC: Social – different communities Year 5</p>
<p>French</p>	<p>Language Angels Phonics lesson 1 Les Fruits</p>	<p>Language Angels Phonics lesson 2 Hungry Caterpillar Joyeux Noel</p>	<p>Language Angels Je me presente</p>	<p>Language Angels En classe</p>	<p>Language Angels Boucle d'Or et les Trois Ours</p>	<p>Language Angels Chez Moi</p>
<p>PE</p>	<p>Swimming Education through sport</p>	<p>Swimming Education through sport</p>	<p>Swimming Education through sport</p>	<p>Swimming Education through sport</p>	<p>Swimming Education through sport</p>	<p>Swimming Education through sport</p>
<p>History</p>	<p>Tudors World of the tudors Innovation: weaving and navigation Equality: abolition of the Abbeys/persecution of the catholics/ Roles of women and men Starting stim: Holbien's portrait of Henry VIII End product: plotting a map where tudor buildings are and the road names that link to Tudor history.</p>	<p>Tudors continued</p>	<p>Romans Starting stimulus: Visit to Colchester Museum End point: Children give a presentation to an invited audience SMSC: Britons as slaves</p>	<p>Romans continued This Romans unit will teach your class about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the</p>	<p>Medicine through time Refer to knowledge organiser</p>	



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					<p>opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.</p>		
Geography		<p>Geographical skills and fieldwork: Mapping to locate and describe features studied (Draw and label map of tudor houses/ streets)</p> <p>(Local study/ human and physical features) (Y4)</p>	<p>Study of The Americas NC link: physical and human characteristics of North America.</p> <p>Where is it located? Why is it located in that place? Is there anywhere else in America it could be located? Etc.. Where would be a suitable place for a space station around the world?</p>	<p>Year 4 water cycle</p> <p>This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population. Ties to science and life cycles.</p> <p>(with links to the water cycle/costal erosion for local study/ocean pollution)</p>	<p>NOT A TOPIC LINK TO ENGLISH</p> <p>children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</p>		



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						Link to Floodland and why they ended up stranded in Norwich...	
ICT Follow planning 'computing LTP on Teach Computing' left by AP Year 5	Digital/ computer Using Google maps effectively, compare/ contrast locations on internet Teach computing: Sharing information	Research- creating fact files about Henry VIII understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Teach computing: Video information	Research- Geography NASA Study Creating their own NASA- where should it go? Why? How will you compete with others? USP? select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Teach computing: Selection in physical computing	Safer internet day Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Teach computing: Flat-file databases	Programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Teach computing: Vector drawing	Programming continued Teach computing: Selection in quizzes	
PSHE	Living In the wider world- Twinkl unit	Computer safety- One Decision This module offers the perfect opportunity for students to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, children will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online. Students will also have the opportunity to create their own documentaries on computer safety. SMSC: Social and moral- how they should behave online	One world- twinkl unit	The working world- One Decision This module supports children's understanding of the world around them and introduces them to why and how we pay taxes and how these contribute to the services that look after them. Students will gain an understanding of how they can contribute to their families and communities now and in the future. Throughout the topics, students will explore many areas including enterprise skills, budgeting, and price comparisons. SMSC: Social and moral Big question: Do you think we should pay taxes?	A world without judgement- One decision A world without judgement explores breaking down barriers and supporting those who have physical disabilities. Inclusion and Acceptance explores the topic of a child having same sex parents. British Values looks at how we can be inclusive and ensure everyone's beliefs and needs are respected. SMSC: Social, moral and cultural Big question: Why isn't everyone 'equal'?	Year 6: Growing and changing- One Decision Safety first- twinkl unit	



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			Big question: What would the world be like without the internet?				
Art	<p>Suffolk scheme: Painting</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>To recreate a tudor portrait One in charcoal One in watercolour</p> <p>1500's artist?</p>	Suffolk scheme: Printing	Suffolk scheme: Textiles- Batik	Suffolk Scheme: 3D Art	Suffolk Scheme: Drawing	Suffolk Scheme: Collage	
D and T	<p>Building tudor houses</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Circuits- science 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.</p>	<p>Healthy eating- Suffolk punch trust</p> <p>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.</p>	<p>Making rockets / egg experiment, which rocket flies highest and lands protecting the egg</p> <p>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</p>	<p>Enough for everyone- water supply/filtration systems/water energy</p> <p>understand how key events and individuals in design and technology have helped shape the world</p>	<p>Roman catapults</p> <p>Roman purses- textiles</p> <p>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</p>		
Music	<p>WCET Clarinet</p> <p>Rhythm notation <i>Big Sing preparation</i></p>	<p>WCET Clarinet</p> <p><i>Big Sing preparation</i> Christmas performance Singing</p>	<p>WCET Clarinet</p> <p>Minimalism Composition and listening</p>	<p>WCET Clarinet</p> <p>Improvisation</p>	<p>WCET Clarinet</p> <p>Brazilian music (Refloresta - Listen and Celebrate) Samba</p>	<p>WCET Clarinet</p> <p>Preparation for end of year performance. Singing and performance skills</p>	



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<p>Yr 2</p> <p>2023-2024</p> <p>2026-2027</p>	Subject	Autumn 1 st - 8 weeks	Autumn 2 nd - 7 weeks	Spring 1 st - 7 weeks (Mon 4 th Jan- Fri 12 th Feb)	Spring 2 nd - 5 weeks (Mon 22 nd Feb-Fri 26 th March)	Summer 1 st 7 weeks (Mon 12 th April- Fri 28 th May)	Summer 2 nd 6 weeks (Mon 7 th June- Fri 16 th July)
<p style="text-align: center;">KS2</p>	<p>Literacy</p> <p>Communication</p> <p>Speak read and write fluently and comprehensively</p> <p>Enrichment</p> <p>Expression</p> <p>They include the starting point and end expectation, SMSC and big questions (Spiritual) links and opportunities.</p>	<p>Here we are- Oliver Jeffers (Two weeks)</p> <p>Goodnight Mr Tom Michelle Magorian CLPE</p> <p>Starting point- writing down their thoughts on evacuation</p> <p>End point- re-evaluate thoughts on evacuation- are they still the same/ what has changed? Is there anything they didn't know/think of before?</p> <p>SMSC links: Roles of women and men during WW2/ Explore how the spirit of the people helped during the Blitz. Explore the effect on children and families during evacuation.</p> <p>Big question: Was Willie safer before the war or during the war? Was Willie sent away or rescued? Reflect on how he was treated at home vs at Mr Tom's house.</p>	<p>Goodnight Mr Tom continued</p> <p>Explore War Boy by Micheal Foreman.</p>	<p>Arthur and the Golden Rope- Joe Todd Stanton</p> <p>Starting point- drawing a Viking, what do you think they looked like?</p> <p>Ending point- writing a narrative about a chosen viking God</p> <p>SMSC links: Spiritual/ cultural viking religion and beliefs. How did they worship? Who did they worship? Where did they go when they died?</p> <p>Ending point: Newspaper report/narrative of one of Eriks adventures/battles.</p> <p>https://s3-eu-west-2.amazonaws.com/cornerstones-live/uploads/2020/03/19160333/The-Saga-of-Erik-the-Viking-Terry-Jones.pdf</p> <p>Assessed pieces</p> <p>Legends</p> <p>Recount- biography</p> <p>Ballads (narrative poetry)</p> <p>Poetry reading</p> <p>News article/newspaper report</p>	<p>BEOWULF- Micheal Morpurgo</p> <p>Starting point- how is Erik different to Arthur? Compare?</p> <p>SMSC links: Spiritual/ cultural viking religion and beliefs. How did they worship? Who did they worship? Where did they go when they died?</p> <p>Big question: Who is more heroic?</p> <p>Big question: What do you think a hero is? Arthur is an unlikely hero- why? Because he is small/weak/poor/ a child? Why do we have perceived him as not heroic?</p> <p>https://www.tes.com/teaching-resource/unit-of-work-for-beowulf-morpurgo-2007-version-11091155</p>	<p>The boy at the back of the class</p> <p>Links to PSHE 'a world without judgement' and Geography 'all around the world'</p> <p>Start point- Share the illustration of the empty chair that features on page 10. Write down the thoughts shared around an enlarged copy of the illustration, consider the significance and symbolism of an empty chair.</p> <p>End point- Using the Unicef Toolkit - https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/refugee-crisis-europe/ work towards becoming a 'Rights Respecting' School. SMSC- ALL children can reflect on how they would react if a refugee came to our school. How should we treat other people? Are we all really different? What makes us different?</p> <p>Big question: What makes us different to one and other?</p>	<p>Continue the boy at the back of the class.</p> <p>The Journey</p> <p>Francesca Sanna</p> <p>Starting point- Compare artwork from Francesca and Abdalla- what is the same/different?</p> <p>End- recreate one of the images from one of the artists.</p> <p>Big question: How do people express themselves? Why is it important to express your ideas and feelings?</p> <p>OR</p> <p>The Adventures of Odysseus</p> <p>Author: Hugh Lupton and Daniel Morden</p>



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							Illustrator: Christina Balit Publisher: Barefoot
Numeracy Following the WR/CS scheme of work Problem solving Reasoning Fluency	Place value The four operations	Fractions Decimals and Percentage Year 4/5 Decimals Year 6 Algebra	Converting units of measurement Perimeter/ area and volume	Statistics Year 4/5: timetables/time/money/charts and tables Year 6: Consolidation of above Ratio	Geometry and properties of shapes	Investigations and consolidation	
RE- year 6 Religious lives Community practices Texts	Beliefs and questions- what key beliefs people hold about God, the world and humans Christianity- how do Christians show their beliefs that Jesus is God incarnate?	Beliefs and questions- what key beliefs people hold about God, the world and humans Islam- tawheed	Beliefs and questions- what key beliefs people hold about God, the world and humans Hinduism- atman/brahman	Buddhism- enlightenment	Why some occasions are sacred to believers and what people think about life after death Christianity- should believing in the resurrection change how Christians view life and death? (can be changed to S2 to align with Easter)	Humanism- happiness	
Science Observation Investigation Exploration Year 4 topics	Starting Stimulus: Recap on year 3 work. Pictures of extreme Environments. End point: Brochure for extreme environments SMSC: Culture – different Communities and their way of living	Starting Stimulus: Brain storm everything you know about electricity. End point: Create electricity safety poster or leaflet. SMSC: Social-keeping safe	Starting Stimulus: What makes a solid, liquid or gas? Brainstorming definitions. Concept cards – Brenda Keogh End point: Cooking SMSC: Spiritual the trinity – 3 parts to the same thing	Starting Stimulus: Listen to ‘Carnival of the Animals’ End point: Performance in assembly. SMSC: Moral – thinking about people that can’t hear https://www.twinkl.co.uk/resources/planit-science-primary-teaching-resources/planit-science-primary-teaching-resources-y4/planit-science-primary-teaching-resources-y4-sound	Starting Stimulus: Journey of food demonstration End point: Looking at teeth to identify if they belong to carnivore, herbivore or omnivores. SMSC: Moral debate- should we eat meat? https://www.twinkl.co.uk/resources/planit-science-primary-teaching-resources/planit-science-primary-teaching-resources-y4/planit-science-primary-teaching-resources-y4-animals-including-humans	Inventors and their inventions.	
French							



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<p>Confident communicators Cultural awareness Curiosity</p>						
<p>PE Fair and inclusive play Resilient participation Opportunities for all</p>	<p>Education through sport</p>	<p>Education through sport</p>	<p>Education through sport</p>	<p>Education through sport</p>	<p>Education through sport</p>	<p>Education through sport</p>
<p>History Chronology, equality and innovation</p>	<p>WW2- RADAR Innovation: development of space craft Equality: soldiers from the commonwealth, womens’ roles in the war. Starting stim: War Boy by Micheal Foreman End product: A display of family/locals that would have experienced ww2 both locally and in other counties/countries links to lost lives and war experiences Curriculum links: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>WW2 RADAR continued</p>	<p>ANGLO SAXONS/ VIKINGS Innovation: Weapons/armour/spinning wool Equality: Women warriors/ role of women in the homes Starting stimulus: Visit to Sutton Hoo End point: Enactment of judicial system from them. SMSC: Moral- Changes in judicial systems then and now Curriculum links: Chronological understanding Putting Anglo-Saxons on a timeline in relation to other important periods in British history. Using historical enquiry Recognising that the past is represented and interpreted in different ways. Understanding the diversity of societies Interpreting written and picture sources of how ordinary life was like for people during Anglo-Saxon period.</p>	<p>ANGLO SAXONS/ VIKINGS continued https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/invaders-and-settlers-vikings/?gclid=EAIaIQobChMI1Mn74fr-6AIVCeN3Ch2jFQTrEAAAYASAAEgLkA_D_BwE</p>	<p>Ancient Greece Planning from Helen</p>	



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<p>Geography</p> <p>Comparison of locations</p> <p>Interpretation of change in the world (human and physical)</p>	<p>LOCAL STUDY</p> <p>Bawdsey Radar-involvement in WW1/2 and importance</p> <p>How was the area effected? Martello tower/ POW tower/ local heros</p> <p>Starting stim: ‘carrots help see in the dark story’ relation to radars in ww2</p> <p>map of Bawdsey/local area, finding important ww1/2 features on the map e.g Martello towers/radar.</p> <p>End point: visit to radar museum</p> <p>SMSC/Big question: how did the coast help/hider the war effort in Bawdsey?</p>	<p>Enough for everyone- Year 5</p>	<p>Somewhere to settle</p> <p>In this unit, children head back in time to find out how the towns and cities of the UK first developed.</p> <p>Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together.</p>	<p>Somewhere to settle continued</p>	<p>‘All around the World’ Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</p> <p>(human and physical features) (Y4)</p>	<p>‘All around the World’ Continued</p>
<p>ICT</p> <p>Computational thinking</p> <p>Informed, safe communication</p> <p>Creative problem-solving</p> <p>Twinkl Year 6</p>	<p>Use search technologies to create a presentation about an aspect of World War II.</p> <p>Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>	<p>At the beginning of the blackout there were more casualties from road accidents than from enemy actions, use ICT to design a poster to help people to stay safe during the blackout?</p> <p>Curriculum links: select, use and combine a variety of software (including internet services) on a range of digital</p>	<p>Create fact files about Viking Gods through researching them</p> <p>Plan a Viking attack/raid draw a digital plan of attack</p> <p>As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.</p> <p>Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.</p>	<p>Computer safety- links to PSHE</p> <p>Links below in PSHE</p>	<p>Programming and algorithms</p> <p>Design - write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence - selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Start point: writing the instructions to make a sandwich</p> <p>End point: make a quiz on scratch</p>	<p>Continue programming and algorithms</p>



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			<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>				
	<p>PSHE- 1decision scheme Resilience Respect Social responsibility</p>	<p>Being responsible-One decision Introduction to the year Being Responsible module helps children to develop a deeper understanding of being responsible for themselves and how their actions can affect those around them. Throughout the topics, the children explore a range of situations that they may face now and in the future, which helps them to gain an understanding of how behaviour can be considerate, sensible, and responsible. SMSC- social students will also have the opportunity to create their own documentaries to teach younger students about being responsible. Big question: what would the world be</p>	<p>Think positive- twinkl unit</p>	<p>Keeping safe- One Decision Being and staying healthy This module continues to support students in identifying ways of keeping themselves and others safe. Students will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure and water safety. SMSC- moral and social, Students will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them. Big question: is it important that actions have consequences?</p>	<p>Digital wellbeing- twinkl unit</p>	<p>VIPS- twinkl unit</p>	<p>Year 6: growing and changing Year 4/5 It's my body- twinkl unit</p>



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		like with no responsibility?					
Art Techniques Appreciation Self-expression	Suffolk Art Scheme-	Suffolk Art Scheme	Suffolk Art Scheme	Suffolk Art Scheme	Suffolk Art Scheme	Suffolk Art Scheme	Suffolk Art Scheme
	Paint bunting representing the flags of the Allied countries in WWII for a VE Day party. Curriculum Links: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Produce a detailed sketch of William Beech at the beginning and end of the story and/ or sketch portraits of other characters from 'Goodnight Mister Tom'. Curriculum links: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Research Viking symbols and their meanings/Viking runes. Design and make a Viking brooch from clay. Curriculum links: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Research Viking shield designs/ which settlements had which designs/did leaders have different designs? Was there a hierarchy? Design and create their own shield. Curriculum links: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Explore and seek inspiration from the work of the Syrian artist Abdalla Omari entitled the Vulnerability Series http://www.abdallaomari.com/thevulnerabilityseries Recreate some of the artwork Curriculum links: taught about great artists, architects and designers in history,'	Create 'pop art' equality poster inspired by 50's protest artwork. Curriculum links: Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	
D and T Problem-solving Purpose Evaluate	Make a model Anderson shelter Curriculum links: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Create a wartime menu that only includes rationed food- did they lead a healthy lifestyle? How could they get more food (e.g what could they grow/harvest?) Curriculum links: understand and apply the principles of a healthy and varied diet. Prepare and	Research Viking symbols and their meanings/Viking runes. Design and make a Viking brooch from clay. Curriculum links: 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	Research Viking shield designs/ what materials with could be the strongest? What did they have available to them? How would you reinforce the shield? Is it practical/ fit for purpose? Curriculum links: 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	Make a paper mache globe and accurately draw/paint the continents and add any human/physical features they find interesting to them (e.g the amazon river/ great wall of china). Curriculum links: 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	Design a 'accessible' school for children/staff/parents who have extra needs. Links to PSHE a world without judgement. Curriculum links: 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	



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			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				
	Music Appreciation Engagement Culture	WCET Clarinet	WCET Clarinet	WCET Clarinet	WCET Clarinet	WCET Clarinet	WCET Clarinet

Yr 3	Subject	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd
2021-2022 2024-2025 2026-2027					
KS2	Literacy Communication Speak read and write fluently and comprehensively Enrichment Expression	Runaway Robot by Frank Cottrell-Boyce and illustrated by Steven Lenton (Macmillan) Read as a class- The Golden Horsemen of Baghdad	Runaway Robot continued... Read as a class- Clockwork or All Wound Up By Philip Pullman	The Last Wild by Piers Torday Read as a class- Journey to River Sea	



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<p>Numeracy Following the WR/CS scheme of work Problem solving Reasoning Fluency</p>	<p>WHITE ROSE Place value The four operations</p>	<p>WHITE ROSE Fractions Decimals and percentages Year 4/5 decimals continued Year 6 algebra</p>	<p>WHITE ROSE Converting units of measurement Perimeter/area and volume</p>	<p>WHITE ROSE Year 4/5 timetables/cha /time/money Year 6: consolid above Ratio and prop</p>
<p>RE- year 6 RE- year 6 Religious lives Community practices Texts</p>	<p>Why figures/ founders/ leaders and teachers inspire religious believers Christianity- how does believing Jesus is their saviour inspire Christians to save and serve?</p>	<p>Why figures/ founders/ leaders and teachers inspire religious believers Islam- prophethood/ inspirational people</p>	<p>Why figures/ founders/ leaders and teachers inspire religious believers Hinduism- Atman/ Brahman Why figures/ founders/ leaders and teachers inspire religious believers</p>	<p>Encountering s inspirational pe Sikhism-guru/v</p>
<p>Science Mix of year 5 and 6 Science Observation Investigation Exploration</p>	<p>Forces (YEAR 5) Starting Stimulus: re-cap gravity End point: Wallace and Gromit clip/ non-sense inventions/egg drop SMSC:</p>	<p>Living things and their habitats Starting Stimulus: Fantastic Mr. Fox End point: Recreate Carl Linnaeus classification SMSC: Cultural – we are all different Year 6</p>	<p>Evolution and inheritance Starting Stimulus: Darwin /Galapagos Islands End point: debate SMSC: Cultural/spiritual differences Year 6</p>	<p>Animals includi humans Starting Stimul round one anot include the circ system End poi syringes to recr some of the cir system. SMSC: Social/moral – and exercise</p>



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	(Already taught so too late- year 5)			Year 6
<p>French</p> <p>Confident communicators</p> <p>Cultural awareness</p> <p>Curiosity</p>	<p>Rigolo</p> <p>Encore</p> <p>Descriptive vocabulary: (he/she has) hair, eyes, animals, age, brothers/sisters. (He/she is) nationalities, adjectives to describe personality.</p>	<p>Rigolo</p> <p>Quelle heure est-il?</p> <p>I watch, I listen, I play...</p> <p>Numbers 1-12</p> <p>Asking what time it is and telling the time.</p>	<p>Rigolo</p> <p>Les fetes</p> <p>Festivals - worldwide and specific to France</p> <p>Presents</p> <p>Numbers 31-60</p> <p>Instructions</p>	<p>Rigolo</p> <p>Ou vas-tu?</p> <p>Where are you</p> <p>I'm going...</p> <p>Basic directions</p>
<p>PE</p> <p>Fair and inclusive play</p> <p>Resilient participation</p> <p>Opportunities for all</p>				
<p>History</p> <p>Chronology, equality and innovation</p>	<p>BAGHDAD</p> <p>Innovation: development of medical instruments and early arithmetic</p> <p>Equality: Rich/poor divide/ roles of slaves and Caliphs</p>	BAGHDAD continued		



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		<p>Starting Stim: story or film (Aladin?) End Product: examples of Islamic tessellation (paper/ceramics)</p>			
	<p>Geography Comparison of locations Interpretation of change in the world (human and physical)</p>	<p>Trade In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about</p>	<p>Trade continued</p>	<p>Rivers In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world. Link to science- what animals would make a river their habitat? How do different parts of the river provide different habitats?</p>	<p>Mountains In this Unit, children will find out about the natural features of the mountains of the world and the UK. They will explore the different types of mountains, which mountains have been formed, and the different features of mountain ranges. Children will have the opportunity to</p>



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		<p>fair trade and why it is important in a global market.</p> <p>Why was trade important in EIC? How did they change goods/ services?</p>			
	<p>ICT</p> <p>Computational thinking</p> <p>Informed, safe communication</p> <p>Creative problem-solving</p> <p>Twinkl Year 4</p>	<p>Autumn 1- Word processing</p> <p>Use googlemaps to plot routes for trade. Compare then to the Early Islamic Civ and how their routes would have been different/ what technology did they have to navigate/what do we have?</p>	<p>Autumn 2- Programming Turtle Logo</p> <p>Make powerpoints about rivers around the world</p> <p>Use googlemaps to look at rivers and their routes. What counties/countries do they cross? Waterfalls and other interesting river features.</p> <p>Curriculum links: Use search technologies effectively, appreciate how results are</p>	<p>Spring 1- Online Safety</p> <p>Researching mountains- making a tour guide to a chosen mountain. Where is it/how big/ What training would they have to undertake? What provisions do they need? Why would you want to visit/climb that mountain?</p> <p>Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>	<p>Spring 2- Scratch questions and c</p> <p>Computer safety to PSHE</p> <p>Links below in f</p>



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		Curriculum links: Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	selected and ranked and be discerning in evaluating digital content.		
	PSHE 1decision scheme Resilience Respect Social responsibility	Aiming high- twinkl unit	Being and staying healthy - One decision Tthis module continues to support students in identifying ways of keeping themselves and others safe. Students will deepen their understanding of the impact and consequences that can	Be yourself- Twinkl unit	Team- Twinkl u



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		<p>happen as a result of their actions, exploring areas such as peer pressure and water safety.</p> <p>SMSC- moral and social, Students will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs, and further their understanding of the dangers that surround them.</p> <p>Big question: is it important that actions have consequences?</p>	
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<p>Art- SUFFOLK SCHEME YEAR 4</p> <p>Techniques</p> <p>Appreciation</p> <p>Self-expression</p>	<p>Suffolk Art Scheme- DRAWING</p> <p>I can identify different forms of Islamic art and create their own geometric pattern based on traditional techniques.</p> <p>Art scheme Pshe</p>	<p>Suffolk Art Scheme- PAINTING</p> <p>To make a replica EIC Baghdad- round city with streets that are geometric/symmetrical.</p>	<p>Suffolk Art Scheme- COLLAGE</p> <p>Use watercolours/pastels to draw detailed pictures of mountains- using colours that would not typically be found on a mountain.</p> <p>xhttps://www.google.co.uk/search?q=mountain+artwork+ks2&tbm=isch&source=iu&ictx=1&fir=YBAFet732q9gMM%253A%252C7NdbNHKKj-1LhM%252C_&vet=1&usg=AI4_-kTDJZJtQQpfJz-JKbpJ-TqkTc8pUQ&sa=X&ved=2ahUKEwi634HD2IjpAhVtURUIHQIZDAwQ9QEwAHoECAEQHA#imgrc=YBAFet732q9gMM:</p>	<p>Suffolk Art Scheme</p> <p>To draw artwork European 'broken buildings' in the style of Anselm Kiefer. Compare the different styles of buildings in different countries.</p>
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	<p>D and T Problem-solving Purpose Evaluate</p>	<p>Discover the importance of the silk road and spice routes and the goods which were carried along them and map the origins of these goods. Design and make a board game based on the silk road to illustrate the flow of goods and knowledge, the hazards of trade and life on the road in a caravan. Create replica artefacts for a class bazaar and share this with invited traders!</p>	<p>Links to art- making a replica 'Baghdad'</p>	<p>Cooking 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</p>	<p>Cooking contin</p>
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Music	WCET – Flute	WCET – Flute	WCET – Flute	WCET – Flute	WCET – Flute
Appreciation	Connect It -	Fireworks	Patterns and Structures - Pentatonic pieces		<i>Preparation for</i>
Engagement	Anna Meredith	Listening and			<i>Maltings</i>
Culture	Body percussion, rhythm. Baseline of where children are after lockdown.	composing Rhythm notation Christmas performance Singing	Listening Composition		Instruments of Orchestra