

Long Term Plan 2023 – 2024

	Autumn	Spring	Summer
English Core Text	Beyond the Lines- Short film Rose Blanche	The Arrival	Refugee Boy
Class reading for pleasure	After The War The Missing: The True Story of My Family in World War II	Night Diary	Boy 87 Suffragettes: The Battle for Equality The Song from Somewhere Else
Poetry	Flanders Fields- Poetry First World War poetry	On the Move – poems about migration by Michael Rosen	Refugees by Brian Bilston Benjamin Zephaniah – <u>We Refugees</u> Dark Sky Park
Maths	Calculating and using knowledge of structures Multiples of 1000 Numbers up to 10,000,000	Draw, compose and decompose shapes Multiplication and division Area, perimeter, position and direction Fractions and percentages	Fractions and percentages Statistics Preparation for SATS Ratio and proportion Calculating using knowledge and structures Solving problems with two unknowns Order of operations Mean average
Science	Physics: Light Knowledge Endpoints Pupils know that light appears to travel in straight lines and that objects are seen because they give out or reflect light into the eye. They know shadows have the same shape as the object that cast them and can make predictions about the behaviour of light (light sources,	Biology: Living Things and Their Habitats Knowledge Endpoints Pupils can describe how living things are classified into broad groups including micro-organisms, plants and animals. They can give reasons for classifying plants and animals based on specific characteristics. Scientific Endpoints	Biology: Animals Including Humans Knowledge Endpoints Pupils can identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood. They know that diet, exercise, drugs and lifestyles impact on the way their body functions and can analyse and make links on the

reflection shadows) and create investigations to test the theory.

Scientific Endpoints

Pupils can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. They can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. They can use test results to make predictions to set up further comparative and fair tests.

Physics: Electricity

Knowledge Endpoints

Pupils know how to construct a simple circuit, know and use conventional symbols when drawing a simple circuit and that there is electrical output from a cell.

Lemon and potato experiments
electromagnets

Explain reasons for their findings, using appropriate scientific vocabulary

Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings, using appropriate, conventional circuit symbols.

Scientific Endpoints

Pupils can use their scientific knowledge of electricity to undertake scientific investigations to explain key scientific concepts in these areas. They are able to apply scientific knowledge to solve a practical problem and can evaluate their findings to identify where further observations, comparative or fair tests might be needed.

Pupils can identify scientific evidence that has been used to support or refute ideas or arguments. They can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.

Biology: Animals Including Humans

Knowledge Endpoints

Pupils can describe the process of digestion, name the major organs involved and their function in the process.

Pupils can identify and name the main parts of the skeletal system, describing the functions of the rib cage, skull and whole skeleton.

Scientific Endpoints

Pupils can recognise which secondary sources will be the most useful in researching their ideas, including data (presented in a range of different forms).

relationship between diet, exercise, drugs, lifestyle, health.

Scientific Endpoints

Pupils can recognise which secondary sources will be the most useful in researching their ideas, including data (presented in a range of different forms).

Biology: Evolution and Adaptation

Knowledge Endpoints

Pupils know that characteristics are passed from parents to their offspring and variation in offspring over time can make animals more or less able to survive in particular environments. They know how Charles Darwin developed his ideas on evolution.

Scientific Endpoints

Pupils can raise appropriate questions and use research evidence/secondary sources to identify specific adaptations in given animals and plants over time and explain their occurrences, benefits and disadvantages.

	Earth Science: Seasonal changes Pupils learn about the different seasons and understand that there are changes associated with each season. They can identify weather, changes in plants, appropriate clothing for each season. They know that the Earth goes around the Sun to make these seasons happen.		
History	World War 2 – The Blitz: All we need to know about World War 2? End points Children can talk about some of the causes of the Blitz and how significant it was to WW2. They can use a range of sources and evidence to find out what impact WW2 had on different groups of people e.g., children and soldiers. Children can discuss what impact World War 2 had on their local area. They can appreciate connections, contrasts and trends in conflicts over time when comparing the Blitz to different events in history such as the Roman Conquest. -People of Significance Winston Churchill, Hitler, Jewish people, Salem Family	Partition of India and subsequent migration in Bradford- What was the partition of India and what impact did it have? End points Able to explain using wide range of sources and evidence in depth what was the partition of India and the effects of partitioning (riots, mass casualties, and colossal wave of migration), role of propaganda, who was responsible for the partition and people of significance (Gandi, Nehru, Jinnah, Lord Mountbatten, Cyril Radcliffe) and the consequences of their actions Understand why South Asians migrated to Britain and how this relates to their lives in Britain and Bradford today. -People of Significance Cyril Radcliffe, Lord Mountbatten, Ali Jinnah, Mahatma Gandhi, Jawaharlal Nehru	Civil Rights, Human Rights and Children's Rights? - What are civil, human and children's rights and what notable figures have contributed to their advance? End points Be able to discuss what are civil, children and human rights and explain the reasons why they guarantee equal protection and social opportunities for all Discuss and explain who Olaudah Equiano was, Emmeline Pankhurst, Millicent Garrett Fawcett, Martin Luther King, Nelson Mandela and Malala and what impact they had on the world Talk and write in detail about discriminations faced in history and the struggle to make the world a better place for all. -People of Significance Martin Luther King Jr, Millicent Fawcett, Emmeline Pankhurst
Geography	Local Study Enquiry question: How has migration shaped the city of Bradford? End points: Children will... <ul style="list-style-type: none"> be able to create clear sketch maps of the local area showing human and physical features be able to use historical and current maps and aerial photographs to observe how Bradford has changed over time 	Sudan Enquiry question: What is it like to live in Sudan? End points: Children will... <ul style="list-style-type: none"> know that Sudan is in Northeast Africa and be able to locate on a map know the main human and physical geographical features of Sudan be able to explain differences in climate at a range of locations in Sudan and compare these to Bradford and other locations in the UK 	Summer 2 will be History instead of Geography due to SATs.

	<ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present data relating to the human make-up of the local area • use and analyse geographical data relating to migration in Bradford • understand that Bradford's population has increased dramatically over the last 75 years and that much of this is down to the arrival of migrants from overseas • be able to name and locate the main countries from which migrants arrive to the UK and Bradford in particular • be able to describe push and pull factors responsible for many of Bradford's migrant population and explain how this may have changed over time 	<ul style="list-style-type: none"> • be able to record and interpret geographical data, drawing comparisons • consider push and pull factors and be able explain and compare these for Bradford and a location in Sudan • be able to compare the lives of young people living in parts of Sudan with the lives of young people living here in Bradford 	
Art	<p>End points:</p> <ul style="list-style-type: none"> • To create models on a range of scales. • Create work that is open to interpretation. • To include both visual and tactile elements in their work. • To plan a sculpture through drawing. <p>Possible topics/artists: Clay poppies (like Tower of London) Paul Cummings</p> <p>Y6 Sketchbooks:</p> <ul style="list-style-type: none"> • To keep notes in sketchbooks about how they may develop their work. • To compare their methods to others. <p>To adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in sketchbooks.</p>	<p>End points:</p> <ul style="list-style-type: none"> • To explain why they have used certain tools. • To explain why they have used certain painting techniques. • To create art work with different perspectives. • To communicate emotions. • To combine visual and tactile qualities to express mood and emotion. <p>Possible topics/artists: John Constable Erin Hanson</p>	<p>End points:</p> <ul style="list-style-type: none"> • To use colour to express mood and feelings. • To look carefully at materials they use and make decisions on effectiveness. • To overprint using different colours. • Justify materials they have chosen. • Combine pattern, tone and shape. • Make a record about the styles and qualities of their work. • Say what their work is influenced by. <p>Possible topics/artists: Matt Moore Pablo Picasso – cubism Patrick Caulfield</p>

DT

STEADY HAND GAME DESIGN

- Designing a steady hand game - identifying and naming the components required.
- Drawing a design from three different perspectives.
- Generating ideas through sketching and discussion.
- Modelling ideas through prototypes.
- Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'.

MAKE

- Constructing a stable base for a game.
- Accurately cutting, folding and assembling a net.
- Decorating the base of the game to a high quality finish.
- Making and testing a circuit.
- Incorporating a circuit into a base.

EVALUATE

- Testing own and others finished games, identifying what went well and making suggestions for improvement.
- Gathering images and information about existing children's toys.
- Analysing a selection of existing children's toys.

KNOWLEDGE

- To know that batteries contain acid, which can be dangerous if they leak.
- To know the names of the components in a basic series circuit, including a buzzer.
- To know that 'form' means the shape and appearance of an object.
- To know the difference between 'form' and 'function'.

TBC

TBC

	<p>IMARF SCHOOL</p> <ul style="list-style-type: none">• To understand that 'fit for purpose' means that a product works how it should and is easy to use.• To know that form over purpose means that a product looks good but does not work very well.• To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind.• To understand the diagram perspectives 'top view', 'side view' and 'back'					
PSHE	<p>Me and My Relationships</p> <p>Assertiveness</p> <p>Cooperation</p> <p>Safe/unsafe touches</p> <p>Positive relationships</p>	<p>Valuing Difference</p> <p>Recognising and celebrating difference</p> <p>Recognising and reflecting on prejudice-based bullying</p> <p>Understanding Bystander behaviour</p> <p>Gender stereotyping</p>	<p>Keeping Safe</p> <p>Understanding emotional needs</p> <p>Staying safe online</p> <p>Drugs: norms and risks (including the law)</p>	<p>Rights and Respect</p> <p>Understanding media bias, including social media</p> <p>Caring: communities and the environment</p> <p>Earning and saving money</p> <p>Understanding democracy</p>	<p>Being my Best</p> <p>Aspirations and goal setting</p> <p>Managing risk</p> <p>Looking after my mental health</p>	<p>Growing and Changing</p> <p>Coping with changes</p> <p>Keeping safe</p> <p>Body Image</p> <p>Self-esteem</p> <p>puberty</p>
RE	<p>How do Sikhs show commitment?</p> <p>End points:</p> <ul style="list-style-type: none">• Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community• Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them <p>Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community</p>		<p>What do Christians believe about Jesus' death and resurrection?</p> <p>End points:</p> <ul style="list-style-type: none">• Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.• Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.		<p>How does growing up bring responsibilities and commitments?</p> <p>End points:</p> <ul style="list-style-type: none">• Describe and understand the rights and responsibilities that come with growing up• Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies• Reflect on their own beliefs, principles and values reasonably	

		Explain how festivals and seasons are celebrated, including Ascension and Pentecost.	<p>How do Jews remember Kings and Prophets in worship and life?</p> <p>End points:</p> <ul style="list-style-type: none"> Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah <p>Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>
<ul style="list-style-type: none"> • Visits • Experiences • Visitors 	<p>Visit to Bradford City Centre</p> <p>Walk in our locality</p> <p>Lyfta learning experiences</p> <p>Sikh visit to school</p> <p>Bikability</p>	<p>Cartwright Hall visit</p> <p>Church visit</p> <p>Lyfta Learning experiences</p>	<p>Yr 6 to plan end of year visit</p> <p>Lyfta Learning experiences</p> <p>Winnmarleigh Hall Residential</p>