|  |  |
| --- | --- |
|  **Long Term Plan****Year Group:** | **Academic Year 2017-2018** |
| **Term/Subject** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **English****(National curriculum 2014)**SCF**Self-Confidence E****Independent learning D** | Traditional TalesStories in a familiar setting | Non- Fiction - InstructionsPoetry – free verse | Stories from other culturesNon-Fiction – Advertisements/leaflets/Letters | PostcardsPoetry – shape poems and list poems | Quest storiesStories by the same author (Roald Dahl) | Non-Fiction – historical events |
| **Mathematics****(National curriculum 2014)****SCF****Problem Solving E** | What’s my Number? Place ValueNumber BondsAdd NumbersSubtract Numbers2D shapesMeasurement (cm) | PictogramsNumber PatternsMultiplicationDivisionPounds and Pence | Compare numbersTimes tables3d shapesWeight Tables and ChartsPosition and Direction  | Link subtraction and additionLink Multiplication and DivisionFractionsTime How hot is it?Problem Solving | Add big numbersSubtract big numbersFractions of numbersCapacity | ShoppingGraphsPlace Value ProblemsRevision |
| **Science**.**SCF****Global and Environmental awareness D** | All about me:* Healthy Eating
* Exercise
* Body Parts/songs
* Senses
* Growing up
 | Arctic Adventures:* + Arctic habitats
	+ Arctic Climate
	+ Iceberg Experiment
	+ Animal adaptions
	+ Ice and its properties
 | Travel and Transport:* + Materials
	+ Floating and sinking
 | Castles:* + Structures
	+ Materials and properties

Superheroes:* Forces
* Vehicles
 | Rainforests:* Plants
* Habitats
 | Great Fire of London:* Habitats
* Germs
 |
| **Year Group Integrated Studies Topic****SCF****Leadership and responsibility D** | All About me* + Where do I live?
	+ My area
	+ My life so far
	+ My Family Tree
 | Arctic Adventures * + Explore the Arctic Circles
	+ Cities and Towns
	+ Physical Features
	+ Arctic Landscapes
 | Travel and Transport: * Sail away
* Up and away
* Life Journeys
* To school
* Around Town
* Around the world
* Trains Cars, Planes
* Moon
* Desert
 | Castles* Built on hills?
* Who lives in a castle?
* Tower of London
* Plan a map
* Explore land features
* Medieval instruments

Superheroes:* Edward Jenner
* William Wilberforce
* Ocean explorers
 | Rainforest* + Compare and contrast
	+ Animals in a rainforest
	+ Surviving the rainforest
 | Great Fire of London:* Historical event
* Emergency services – now and then
 |
| **Whole School Topics/Themes** | Science Week | UAE – Mini TopicWinter Celebration | Enterprise WeekInternational Study | Art Week |  |
| **SEAL Topic** **SCF****Initiative / Self-direction D** | All about me | My Goals | Reflections | Friends | Family | Future goals |
| **Art and Design****SCF****Creativity and Innovation E** | All about me:* Clay portraits
* Emotion Masks
* Make a name
 | Arctic Adventures:* Aurora Borealis
* Inuit Sculptures and prints
 | Travel and Transport:* Now and then
 | Castles:* Engravings
* Tapestry
* Watercolour Castle

Superhero:* Secret Bases
 | Rainforest:* Sketching
* Line
* Shape form and pattern
* Outside art
 | Great Fire of London:* Tudor Houses
 |
| **Design Technology****SCF****Collaboration and Team Work E** | All about me:* Personalised notebooks
 | Arctic Adventures:* Make and test Inuit boats
 | Travel and Transport:* Paper aeroplanes
 | Castles:* Make and test medieval tools

Superhero:* Superhero vehicles
 | Rainforest:* Create healthy snack for a picnic in the rainforest
 | Great Fire of London:* Fire service/ emergency services
 |
| **Geography****SCF****Cultural Awareness / Citizenship E** |  | 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 concentrating on islands and sea sides.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 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 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.  |  |
| **History****SCF****Critical Thinking D****Leadership and responsibility D** | Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | 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 |
| **ICT****SCF****Digital Competence C** | Multimedia and Word processing | Research online | Online research | Digital media E-SafetyAlgorithms  | Copy/PasteResearch |
| **PE** **SCF****Initiative / Self-direction D** | Swim competently, confidently and proficiently over a distance of at least 25 metres.use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | Participate in team games, developing simple tactics for attacking and defending |
| **Music** **SCF****Self-Confidence E** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes | Play tuned and untuned instruments musically | Listen with concentration and understanding to a range of high-quality live and recorded music | Experiment with, create, select and combine sounds using the inter-related dimensions of music. | Listen with concentration and understanding to a range of high-quality live and recorded music | Experiment with, create, select and combine sounds using the inter-related dimensions |
| **Term/Subject** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Arabic 1****(Arabic version)** |  |  |  |  |  |  |
| **Arabic 2** |  |  |  |  |  |  |
| **Islamic Studies 1 (English version****2hrs/week** |  |  |  |  |  |  |
| **Islamic Studies 1 (Arabic version)**Specialist teacher |  |  |  |  |  |  |
| **Islamic Studies 2 (English version)**Specialist teacher |  |  |  |  |  |  |