|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Tales  Stories in a familiar setting | Non- Fiction - Instructions  Poetry – free verse | | Stories from other cultures  Non-Fiction – Advertisements/leaflets/Letters | | Postcards  Poetry – shape poems and list poems | | Quest stories  Stories by the same author (Roald Dahl) | Non-Fiction – historical events | |
| **Mathematics**  **(National curriculum 2014)**  **SCF**  **Problem Solving E** | What’s my Number?  Place Value  Number Bonds  Add Numbers  Subtract Numbers  2D shapes  Measurement (cm) | Pictograms  Number Patterns  Multiplication  Division  Pounds and Pence | | Compare numbers  Times tables  3d shapes  Weight  Tables and Charts  Position and Direction | | Link subtraction and addition  Link Multiplication and Division  Fractions  Time  How hot is it?  Problem Solving | | Add big numbers  Subtract big numbers  Fractions of numbers  Capacity | Shopping  Graphs  Place Value Problems  Revision | |
| **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 Topic  Winter Celebration | | Enterprise Week  International 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-Safety  Algorithms | | | Copy/Paste  Research | | |
| **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 |  |  | |  |  | | |  | |  |