

# St Ursula's E-ACT Academy

Year:

## Long term planning

Year / Theme	8	7	6	5	6	7
Theme	Chocolate factory	Toymakers	Adventures in the Amazon	The mystery of Stonehenge	Explorers	Vicious volcanoes
Context	We will be looking at where chocolate comes from and trade into Bristol. We will look at how chocolate was produced at the Fry's fracture in Bristol. We will design our own chocolate cars and advertising chocolate.	We will be linking to forces and how forces make different toys work. We can look at springs and magnets in toys. We will be linking this to Christmas and toys and designing and making toys for reception to test.	We will be locating the amazon on a map. We will look at the climate and conditions. We will look at the layers of the rainforest and the creatures that live there. We will look at plants growth and life cycles.	We will be investigating what the children think the stones were placed for and what went on there. We will be looking at stone age life, beliefs and rituals.	We will be starting by looking at John Cabot and his trips from Bristol. We will be looking at life on board an exploring ship and how the sun and stars were used for navigation. We all link to light and shadows topic making sundials and looking at the day and night cycle. We can also look at maps and how they have changed. compass.	We will look at how volcanoes are made and how they erupt. Through this we will look at what is below the earth's crust and the rock cycle. We will ooh at how fossils are formed. We will look at famous volcanoes around the world. Looking at those that are dormant etc.

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Visits and visitors	Cadbury's world M - shed chocolate workshop		Minibeast mayhem	Stonehenge Avebury	Matthew	Visitor?
Key text(s)	Charle and the chocolate factory.	Nutcracker	Non fiction - rainforest	Stig of the dump Magical text	Biography - columbus/Francis Drake Kensuki's kingdom	Volcanoe story/ non fiction book.
Focus artefact or image/Artist	Cocoa beans	Victorian toys	Bugs	Image of stonehenge.	Compass Old map	Exploding volcano
Stories and poems (Pie Corbett) Talk for writing (and model texts)	Why bats sleep in the day.  Michael Rosen - chocolate cake.  Monster truck advert.		Jack and the beanstalk. Tidy your bedroom machine.	The mystery of the hare and the moon. Unicorns - non Chronological report.		Why the sky is so high (punishment on the Earth)
Non-fiction genre + Writing outcome	Persuasion - advertising chocolate bar.	Instructions - How does our toy work?	Explanation - protect the rainforest machine and explain how it works.	Non Chronological report - On the people of stonehenge.	Persuasion - Join our crew.	Explanation - Volcanoes and the rock cycle.

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Mathematics.	<p>A1 - Counting, partitioning and calculating (3 weeks)</p> <p>B1- Securing number facts, understanding shapes (2 weeks)</p> <p>C1 - Handling data and measures (3 weeks)</p>	<p>D1 - Calculating, measuring and understanding shape (2 weeks)</p> <p>E1- securing number facts, calculating and identifying relationships (3 weeks)</p> <p>RUCSAC and problem solving (2 weeks)</p>	<p>A2 - Counting, partitioning and calculating (3 weeks)</p> <p>B2- Securing number facts, understanding shapes (2 weeks)</p> <p>C2 - Handling data and measures (1 week)</p>	<p>D2 - Calculating, measuring and understanding shape (2 weeks)</p> <p>E2- securing number facts, calculating and identifying relationships (3 weeks)</p>	<p>A3 - Counting, partitioning and calculating (3 weeks)</p> <p>B3- Securing number facts, understanding shapes (3 weeks)</p>	<p>C2 - Handling data and measures (2 week)</p> <p>D2 - Calculating, measuring and understanding shape (2 weeks)</p> <p>E2- securing number facts, calculating and identifying relationships (3 weeks)</p>
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<p>ICT</p>	<p><b>Unit Name:</b> Text and Images</p> <p>Evaluate and compare different uses of ICT to present information.</p> <p>Generate, develop, organise, present and review work using text and images.</p> <p>Provide evidence of different skill sets.</p>	<p><b>Unit:</b> Creating and Testing</p> <p>Create, test, improve and refine sequences of instructions to make things happen.</p> <p>Monitor events and respond to them.</p>	<p><b>Unit:</b> Simulations</p> <p>Understand that computer simulations can represent real or imaginary situations.</p> <p>Understand that computer simulations allow users to explore options.</p> <p>Enter data into a computer simulation.</p> <p>Understand that computer simulations are simplified representations.</p> <p>Explore the effect of changing the variables in simulations and use them to make and test predictions.</p>	<p><b>Unit Name:</b> Finding things out.</p> <p>Talk about what information they need and how they can go about finding it.</p> <p>Prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.</p> <p>Investigate and compare the uses of ICT inside and outside school.</p>	<p><b>Unit:</b> Email and Collaboration</p> <p>Share and exchange information in a variety of forms.</p>	<p><b>Unit:</b> Music and animation</p> <p>Share and exchange information in the form of musical composition and basic animation.</p> <p>Work with others to explore a variety of information sources and ICT tools.</p>
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<p>Science</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>
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History	<p>A local history study - Chocolate production in the Fry's factory.</p> <p>a depth study linked to one of the British areas of study.</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	History of toys- Victorian toys in comparison to toys today.	N/A	<p>Stone age life and Britain. Stonehenge and it's people.</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Local historical figure - John Cabot.</p> <p>Explorers throughout history.</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	N/A
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<p>Geography</p>	<p>Trade links into Bristol and how chocolate was imported.</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>N/A</p>	<p>Locating worlds countries - locating the Amazon rainforest.</p> <p>Describe and understand climate. Measure rainfall etc and compare.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p>	<p>British geography and settlements.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use</p>	<p>Maps and discovery of countries.</p> <p>Using a compass and other navigational devices.</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>Describe and understand mountains and volcanoes.</p> <p>Investigating the layers of the earth.</p> <p>Locating volcanoes around the world.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
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<p>Art and Design</p>	<p>Andy Warhol - packaging.</p> <p>Cartoon drawing skill.</p> <p>About great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Colour and materials linked to the toy design from design and technology.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Tiger In A Tropical Storm Surprised</p> <p><u>Henri Julien Rousseau</u></p> <p>As a starter and then using mixed media to create rainforest collages.</p> <p>About great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Stone age cave paintings.</p> <p>Sculpture.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Portraits - linking to explorers.</p> <p>Sketching and proportion.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<p>Kandinsky linked to volcanoes as stimulus.</p> <p>About great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>
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<p>Design and Technology</p>	<p>Understand and apply the principles of a healthy and varied diet Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] Understand the source, seasonality and characteristics of a broad range of ingredients</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks 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. 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. Making toys with moving parts.</p>	<p>N/A</p>	<p>N/A</p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks 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. 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. Sundials and ships.</p>	<p>N/A</p>
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<p>Music</p>	<p><b>African Drumming delivered by Bristol Plays Music:</b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>African Drumming delivered by Bristol Plays Music:</b></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
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PE	Swimming Invasion games Team sports	Swimming Invasion games Team sports	Dance Gymnastics Invasion games	Dance Gymnastics Invasion games	Net, striking and fielding games Athletics - track and field events	Net, striking and fielding games Athletics - track and field events
MFL French	Presenting yourself Numbers Days Months Show and Tell for European day of languages	Home Family Pets Christmas songs	Food and eating Key vocabulary Favourite foods Class display regarding healthy and unhealthy foods La Chandeleur (crepes) 2nd February	Getting dressed Key vocabulary Discuss what you are wearing Use adjectives to describe clothes in detail	Sport Common vocabulary Discuss favourite sports with a colleague Use of word gender - 'le' and 'la'	Weather and seasons Key vocabulary Asking weather questions Creating a French weather display for the classroom Bastille day

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<p>RE Bristol SACRE</p>	<p><b>UNIT 1 What is important to me?</b>  <b>Focus Areas:</b> A &amp; D  <b>Featured religions:</b> Christianity &amp; Judaism  <b>Supplementary questions:</b>  a) Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity)  b) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community)  c) What am I worth? (Beliefs about the value of human beings)  d) How might stories, hymns, prayers etc help people understand more about themselves and their relationships?</p>	<p><b>UNIT 2 What can we learn from the life and teaching of Jesus?</b>  <b>Focus Areas:</b> B &amp; E  <b>Featured religions:</b> Christianity  <b>Supplementary questions:</b>  a) Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus)  b) What did Jesus teach about:  i. Love  ii. Sin, forgiveness and redemption  iii. Revenge and peace/reconciliation  iv. Greed and giving  v. Making a difference  vi. Prayer  vii. Faith and hope  viii. Life after death  c) What do the narratives of Jesus' miracles tell us about some of the big questions of life?  d) Why might Christmas, Lent and Easter be important to ourselves as well as (other)</p>	<p><b>UNIT 7 How do people express their beliefs, identity and experience?</b>  <b>Focus Areas:</b> C &amp; D  <b>Featured religions:</b> Christianity &amp; Hinduism  <b>Supplementary questions:</b>  a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things?  b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs?  c) Why are the arts really important for some religions and beliefs?  d) How might I express my ideas, feelings and beliefs in a variety of different ways?</p>
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<p><b>Skills for Life and Learning</b> (SEAL aspects only on here)</p>	<p><b>New Beginnings- SEAL</b> 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; 2d) that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in</p>	<p><b>Getting on and falling out- SEAL</b> 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p><b>Going for Goals- SEAL</b> 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2f) to resolve differences by looking at alternatives, making decisions and explaining choices; 3e) to recognise the different risks in different situations and then decide how to behave responsibly.</p>	<p><b>Good To Be Me- SEAL</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4c) to be aware of different types of relationships, including marriage, and those between friends and families, and to develop the skills to be effective in relationships.</p>	<p><b>Relationships- SEAL</b> 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society; 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help; 4e) to recognise and challenge stereotypes. 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; 4b) to think about the lives of people living in other places and times, and people with different values and customs.</p>	<p><b>Changes- SEAL</b> 1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; 1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action; 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences; 2i) to appreciate the range of national, regional, religious and ethnic identities in the UK.</p>
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