# St. Catherine's Long Term Planning 2019-20: KS1/KS2

St. Catherine's RC Primary School

| Year group: | Autumn 1 | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Writing | Counting on Katherine by Helaine Becker | Gorilla by Anthony Browne | Leon and the place between by Graham Baker-Smith | Escape from Pompeii by Christina Balit | When the Giant stirred by Celia Godkin | Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green | Blue John by Berlie Doherty |
| | Non-chronological report<br>Objectives:<br>Prepositions, conjunctions and adverbs to express time, place and cause. Present and past tense, present perfect tense<br>Use of paragraphs<br>Fiction: fantasy story<br>Objectives:<br>Expanded noun phrase<br>Fronted adverbials<br>Prepositional phrases adjectives<br>Nouns,<br>Use of commas,<br>Use of paragraphs | | Recount/diary<br>Objectives:<br>Sentence clauses, conjunctions<br>Fronted adverbials Use of paragraphs<br>Use of inverted commas<br>Direct speech | Variety of verb forms used correctly and consistently including the progressive and the present perfect forms<br>Use Standard English forms for verb inflections<br>Use of paragraphs, Fronted adverbials<br>Use of inverted commas<br>Direct speech | Fiction: adventure story<br>Objectives:<br>Expanded noun phrase<br>Prepositional phrases, Adjectives, Nouns,<br>Pronouns<br>Direct speech,<br>Use of commas after fronted adverbials | Non-chronological report<br>Objectives:<br>Use of paragraphs, indicate possession by using the possessive apostrophe with plural nouns | Explanation: letters<br>Objectives:<br>Use of paragraphs, verb forms, grammatical difference between plural and possessive 's' |
| Reading | A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister | | The Train to Impossible Places by P.G. Bell<br>Genre: fiction - fantasy | DK Findout! Volcanoes by Maria Gill<br>Genre: information | Ariki and the Island of Wonders by Nicola Davies | Fantastically Great Women who Saved the Planet by Kate Pankhurst | A Myth-Hunter's Travel Guide by The Literacy Company by The |

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| | Genre: fiction – traditional tales | | | Genre: fiction - adventure | **Plastic Pollution by The Literacy Company** Genre: recount – biography information | **Literacy Company** Genre: information |
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| | Ask questions to improve understanding Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence Identify main ideas drawn from more than one paragraph and summarise | Use dictionaries to check the meaning of words that they have read Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction | Discuss words and phrases that capture the reader's interest and imagination Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence | Identify themes and conventions in a wide range of books Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning | Use dictionaries to check the meaning of words that they have read Ask questions to improve understanding Retrieve and record information from non-fiction |
| Ongoing reading skills | • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks <br>• Read books that are structured in different ways and read for a range of purposes <br>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally <br>• Check that the text makes sense to them and discuss their understanding <br>• Participate in discussion about books Predict: Predict what might happen from | | | | | |
| Maths | Number & Place Value Addition & Subtraction | Length & perimeter Multiplication & Division | Multiplication and Division Area | Fractions Decimals | Decimals Money Time | Statistics Properties of shape Position and direction |
| Religion | | | | | | |
| | People Called | Gift Judaism | Community Giving and Receiving | Self-Discipline Islam | New Life Building Bridges | God's People |

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| Science

•I ask relevant scientific questions
•I use observations and knowledge to answer scientific questions | Living things and their habitats: | States of Matter | Electricity | Sound | Animals, including humans | Animals, including humans |
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| | •I group living things in different ways
•I use classification keys to group, identify and name living things
•I create classification keys to group, identify and name living things (for others to use)
•I describe how changes to an environment could endanger living things

Animals including humans

•I use food chains to identify producers, predators and prey
•I construct food chains to identify producers, predators and prey

•I gather, record, classify and present data in different ways to answer scientific questions | •I group materials based on their state of matter (solid, liquid, gas)
•I describe how some materials can change state
•I explore how materials change state
•I measure the temperature at which materials change state
•I describe the water cycle
•I explain the part played by evaporation and condensation in the water cycle

•I set up a simple enquiry to explore a scientific question
•I set up a test to compare two things
• I use equipment, including thermometers and data loggers to make measurements
I gather, record, classify and present data in different ways | I identify and name appliances that require electricity to function
•I construct a series circuit
•I identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)
•I draw a circuit diagram
•I predict and test whether a lamp will light within a circuit
•I describe the function of a switch in a circuit
•I describe the difference between a conductor and an insulator, giving examples of each

•I make a prediction with a reason

•I draw conclusions and suggest improvements | •I describe how sound is made
•I explain how sound travels from a source to our ears
•I know how sounds are made, associating some of them with vibrating
•I explore the correlation between pitch and the object producing a sound
•I explore the correlation between the volume of a sound and the strength of the vibrations that produced it
•I describe what happens to a sound as it travels away from its source

•I make a prediction with a reason | •I identify and name the parts of the human digestive system
•I describe the functions of the organs in the human digestive system
•I identify and describe the different types of teeth in humans
•I describe the functions of different human teeth

I set up a fair test and explain why it is fair
•I make careful and accurate observations, including the use of standard units

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| | I gather, record, classify and present data in different ways to answer scientific questions<br><br>•I identify differences, similarities and changes related to an enquiry<br>•I make a prediction with a reason<br><br>•I use diagrams, keys, bar charts and tables, using scientific language<br>•I use findings to report in different ways, including oral and written explanations and presentations. | to answer scientific questions<br><br>•I identify differences, similarities and changes related to an enquiry<br><br>•I make a prediction with a reason<br><br>•I use diagrams, keys, bar charts and tables, using scientific language<br>•I use findings to report in different ways, including oral and written explanations and presentations. | | | •I use diagrams, keys, bar charts and tables, using scientific language<br>•I use findings to report in different ways, including oral and written explanations and presentations. | •I use diagrams, keys, bar charts and tables, using scientific language<br>•I use findings to report in different ways, including oral and written explanations and presentations. |
| Topic (History & Geography) | Romans | | Anglo-Saxons | | Local Area | |
| | • I talk about at least three things that the Romans did for our country<br>•I explain why the Romans needed to build forts in this country. | | •I explain where the Anglo-Saxons and Vikings came from and that they were often in conflict. | | I plan a journey from my town/city to another place in England<br>•I carry out research to discover features of villages, towns and cities | |

| | •I understand that Rome was a very important place and many decisions were made there<br>•I know about the lives of at least two famous Romans<br>•I know about some of the impacts of the Roman Empire on Britain<br>•I summarise how Britain may have learnt from other countries and civilisations (historically and more recently)<br>•I appreciate how our locality today has been shaped by what happened in the past<br>•    I talk about the impact that periods of history studied had on the world | •I can place Anglo-Saxon and Viking historical events on a timeline<br>•I show on a map where the Vikings came from and where they invaded our country<br>•I know that Britain was invaded on more than one occasion<br>•I explain why the Vikings often overpowered the Anglo-Saxons | | •I name and locate some of the main islands that surround the United Kingdom<br>•I name the areas of origin of the main ethnic groups in the United Kingdom and in our school<br>•I explain the difference between the British Isles, Great Britain and the United Kingdom<br>•I can name and locate counties and cities of the United Kingdom, identify human and physical characteristics and understand how some of these have changed over time<br>•I can describe and understand key aspects of physical and human geography | |
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| **Computing Digital literacy**<br>•I recognise acceptable and unacceptable behaviour using technology | Multimedia | Handling Data | Graphics | Coding and Gaming | Multimedia | Communication |
| | Information technology<br>•I select and use software to accomplish given goals<br>•I collect and present data | Information technology<br>•I select and use software to accomplish given goals<br>•I collect and present data | Information technology<br>•I select and use software to accomplish given goals<br>•I collect and present data | Algorithms and programming<br>•I experiment with variables to control models<br>•I give an on-screen robot specific instructions that takes them from A to B<br>•I make an accurate prediction and explain why I believe something will happen (linked to programming)<br>•I de-bug a program | Information technology<br>•I select and use software to accomplish given goals<br>•I collect and present data<br>•I create an i-movie | Information technology<br>•I produce and upload a podcast |

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| **Art and D.T.** | **Drawing- face, simple objects, cats & dogs Leonardo Da Vinci** | Cooking Make a pizza base | **Collage- Rainforest Henri Rousseau** | Make Viking armour/ jewellery | **Painting- famous buildings in Didsbury Friedensreich Hundertwasser** | Make a clay pot |
| | Begin to show facial expressions and body language in their sketches<br><br>Identify and draw simple objects, and use marks and lines to produce texture<br><br>Organise line, tone, shape and colour to represent figures and forms in movement<br><br>Show reflections<br><br>Explain why they have chosen specific materials to draw with | | Overlap materials<br><br>Experiment using different colours<br><br>Use mosaic<br><br>Use montage<br><br>Use ceramic mosaic<br><br>Combine visual and tactile qualities | | Create all the colours they need<br><br>Create mood in their paintings<br><br>Successfully use shading to create mood and feeling | |
| **P.E.** | Swimming Invasion Games | Swimming Net/wall games | Swimming Invasion games | Swimming Striking/field games | Dance Striking/field games | Gymnastics Athletics |
| **Music** | Mamma Mia | Glockenspiels | Stop (Rap) | Lean on Me (Soul/Gospel) | Blackbird (Beatles) | Reflect, Rewind& Replay |
| | •I perform a simple part rhythmically | •I improvise using repeated patterns | •I identify and describe the different purposes of music | •I identify and describe the different purposes of music | •I identify the character in a piece of music | •I begin to identify the style of work of Beethoven, Mozart and Elgar |

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| | •I sing songs from memory with accurate pitch<br>•I identify and describe the different purposes of music | •I use notation to record and interpret sequences of pitches<br>•I use notation to record compositions in a small group or on my own<br>•I explain why silence is often needed in music and explain what effect it has | | | •I identify and describe the different purposes of music | •I identify and describe the different purposes of music |
| P.S.H.E. | **Families and friendships**<br><br>**Safe relationships**<br><br>**Respecting ourselves and others** | | **Belonging to a community**<br><br>**Media literacy and digital resilience**<br><br>**Money and work** | | **Physical health and Mental wellbeing**<br><br>**Growing and changing**<br><br>**Keeping safe** | |
| | Positive friendships, including online<br>Responding to hurtful behaviour; managing confidentiality; recognising risks online<br>Respecting differences and similarities; discussing difference sensitively | | What makes a community; shared responsibilities<br>How data is shared and used<br>Making decisions about money; using and keeping money safe | | Maintaining a balanced lifestyle; oral hygiene and dental care<br>Maintaining a balanced lifestyle; oral hygiene and dental care<br>Medicines and household products; drugs common to everyday life | |
| Spanish | | | | | | |
| | Greetings<br>Numbers<br>Colours<br>Days<br>Months<br>Birthdays<br>Age<br>Alphabet | Animals<br>Christmas traditions<br>New year traditions | Fruits<br>Plays | Easter<br>Water cycle | Family<br>Sports/ hobbies | Practice writing in Spanish<br>Pastimes |