

Handwriting	PenPals Scheme of Work – Cambridge University Press																							
Reading	Whole Class Guided Reading, Reading for Pleasure, Comprehension Skills (Rising Stars: Cracking Comprehensions– Scheme of Work)																							
Drama	DEAL drama structures																							
English	<p>Focus author: Satoshi Kitamura <i>Stone Age Boy</i></p> <p>Focus Poetry Calligrams and Kennings National Poetry Day - Truth</p> <p>Focus Non-Fiction: Life in the Stone Age</p> <p>Guided Reading and Class Story: Nina Bawden <i>Peppermint Pig</i> Cressida Cowell <i>How to Train Your Dragon</i></p>				<p>Focus author: Shirley Climo <i>Egyptian Cinderella</i></p> <p>Focus Poetry Humorous poems and riddles. Performance poetry and raps</p> <p>Focus Non-Fiction: Ancient Egyptians eBook</p> <p>Guided Reading and Class Story: Adam Gidwitz <i>A tale Dark and Grimm</i></p>				<p>Focus author: Christina Balit <i>Escape from Pompeii</i></p> <p>Focus Poetry Haikus</p> <p>Focus Non-Fiction: Natural disasters</p> <p>Guided Reading and Class Story: CS Lewis <i>The Lion, the Witch and the Wardrobe</i></p>				Narrative and character description and development. Action scenes. Informal letters. Instructions. Alternative endings. Book reviews. Poetry: Creating images link to National Poetry Day theme 2019: Truth		Biographies and autobiographies. Information texts and their features. Descriptive writing. Non-chronological reports. Poetry: Calligrams and Kennings.		Narrative, setting and character descriptions. Formal letters. Direct speech. Poetry: Humorous poems and riddles.		Information Writing – Chronological Reports – 10 Plagues Diaries: Moses and the Jews escape the Pharaoh Poetry: Performance Poetry and Raps		Fiction: Play and Dialogues – Link to Pompeii Journalism and Recounts – Natural Disasters (Pompeii, Earthquakes, Tsunami) Poetry: Haikus		Adventure Stories, action scenes and cliff-hangers. Persuasive Writing. Instructions: survival guide. Poetry: Narrative poetry	
	Maths	Year 3 Place Value and Money Addition and Subtraction Shape and Symmetry Multiplication and Division	Year 4 Number and Place Value Addition and Subtraction Properties of Shape Multiplication and Division Money	Year 3 Addition and Subtraction Time and Data Multiplication and Division Fractions	Year 4 Addition and Subtraction Time, Bar Charts and Pictograms Multiplication and Division Fractions	Year 3 Place Value Addition and Subtraction Measures and Data Fractions Place Value and Division	Year 4 Place Value and Decimals Addition and Subtraction Measures and Data Fractions Decimals	Year 3 Addition and Subtraction Time, Position and Direction Multiplication and Division Fractions	Year 4 Addition and Subtraction Time, Shape and Data Multiplication and Division	Year 3 Place Value and Money Addition and Subtraction Multiplication and Division Measurement and Data Money	Year 4 Number, Place Value and Sequences Addition and Subtraction Money Measures Multiplication Decimals	Year 3 Place Value and Sequences Multiplication and Division Shape, Data and Measure Fractions Addition and Subtraction	Year 4 Place Value Decimals Multiplication and Division Shape and Angles Fractions Time and Data Addition and Subtraction											

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	Year 3 and Year 4 Programme of Study:					
	<ul style="list-style-type: none"> Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Compare and order numbers up to 1000 Identify, represent and estimate numbers using different representations Read and write numbers up to 1000 in numerals and in words Solve number problems and practical problems involving these ideas. Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods 	<ul style="list-style-type: none"> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole. Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above. Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks 	<ul style="list-style-type: none"> Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks]. Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. 			
IT and Computing	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 					
	<p>Logical Number Sequences</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Scratch</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts.</p>	<p>De-bugging</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller parts</p>	<p>Research</p> <p>Understand computer networks including the internet. Explore how they can provide multiple services, such as the world wide web and the opportunities they offer for communication and collaboration</p>	<p>Shapes and Crystal Flowers Repetition</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>Animation</p> <p>iMovie</p>
Science	<p>Pupils should:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests making systematic and careful observations. 					

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	<ul style="list-style-type: none"> Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and write explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 					
	CHEMISTRY Rocks	PHYSICS Light	BIOLOGY Animals Including Humans - Keeping Healthy		BIOLOGY Plants	PHYSICS Forces
	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change. 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 	<ul style="list-style-type: none"> 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 Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Compare how things move on different surfaces Notice that some forces need contact between two 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 two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. 				
Geography	Pupils should: <ul style="list-style-type: none"> Extend their knowledge and understanding beyond the local area, to include the United Kingdom and Europe, North and South America. Identify and find the location and characteristics of a range of the world's most significant human and physical features. Develop their use of geographical tools and skills to enhance their locational and place knowledge. 					
	Our World Where on Earth are we?		Rivers And The Water Cycle. How does the water go round and round?		Earthquakes and Volcanoes. How does the earth shake, rattle and roll?	
	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe Identify key physical and human characteristics, countries, and major cities Name and locate counties, cities and geographical regions of the United Kingdom Name and describe their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns Understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 and the wider world Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 				

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History	Pupils should: <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time, and develop the appropriate use of historical terms. Address and devise historically valid questions about change, cause, similarity and difference, and significance. Construct informal responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		
	Stone Age What Was New About The Stone Age?	Ancient Egyptians How Much Did The Ancient Egyptians Achieve?	Our Local Area Why is local History Important?
	<ul style="list-style-type: none"> Understand and create own chronological timelines Complete a study of pre-historic people: focus on late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Understand the achievements of the earliest civilizations 	<ul style="list-style-type: none"> Develop an overview of where and when the first civilizations appeared Complete an in-depth study of an ancient civilisation (Ancient Egypt) Complete a study over time tracing how several aspects of national history are reflected in the locality 	
D&T	Pupils Should: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		
	Unleavened Bread Artefact making Stone Age Jewellery – clay beads/ animal teeth Design and make a mini-scaled model of Stone Henge	Egyptian God's Clay idols / sarcophagus decoration / canopic jars Egyptian Jewellery – compare and contrast to Stone Age jewellery – modelling wire, snake arm bracelets	Survival pack for a disaster Outdoor cooking Prepare and make soup on outdoor stove.
	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	<ul style="list-style-type: none"> 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 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 	
Art	Pupils should: <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Learn about great artists, architects and designers in history. 		
	Cave Paintings Christmas Card designs, calendars and crafts. Colour and Light – Kandinsky and Chagal	Papyrus hieroglyphics Enamelled scarab beetles	Take One Picture Marbling inks Sketchbooks to collect record, review, revisit and evaluate ideas
	<ul style="list-style-type: none"> Produce creative work Develop skills in drawing, painting, sculpture and other art, craft and design techniques Evaluate and analyse creative works Know about great artists, craft makers and designers Begin to produce accurate drawings of people Begin to explore the concept of perspective 	<ul style="list-style-type: none"> Use stories, music, poems as stimuli Select and use materials Explore fabric printing and painting Explore and appreciate different artists Work collaboratively on a larger scale Plan and develop ideas 	

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	<ul style="list-style-type: none"> Explore effects with hue, tint, tone, shades and mood Explore the use of colour for purposes and to express feelings 	<ul style="list-style-type: none"> Sketch and paint from observation or imagination Discuss and evaluate own work and that of others Create pattern for purposes 				
Music	<p>Pupils should:</p> <ul style="list-style-type: none"> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 					
	Harvest Festival Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music	Christmas Carol Concert Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music	Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music	Easter service Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music	End of Year Production Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music	End of Year Production Mr Hulme – Recorders Play and Perform Improvise and Compose Listen and recall Musical Notation Appreciation History of Music
	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes use and understand staff and other musical notations 			<ul style="list-style-type: none"> using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 		
PE	<p>Pupils should:</p> <ul style="list-style-type: none"> Develop competence to excel in a broad range of physical activities Be physically active for sustained periods of time Engage in competitive sports and activities Lead healthy, active lives. 					
	Orienteering Sports Coach – Games Dance Swimming	Orienteering Sports Coach – Games Gym Swimming	Orienteering Sports Coach – Games Dance Swimming	Orienteering Sports Coach – Games Gym Swimming	Orienteering Sports Coach – Games Gym Swimming	Orienteering Sports Coach – Games Gym Swimming
	<ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns 			<ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. SWIMMING and WATER SAFETY 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] Perform safe self-rescue in different water-based situations. 		

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R.E	Why are festivals important to religious communities? Harvest	Christmas Story	Why is Jesus inspiring to some people? Easter Story	Moses and the escape from Egypt – story of the 10 plagues	What do different people believe about God?	What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> Investigate the significance of religion in the local, national and global communities Explore religious codes of conduct and rules of living, considering the effect of these on life Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings Understand what it means to belong to groups and how believers demonstrate commitment to a faith group 			<ul style="list-style-type: none"> Understand the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship Explain how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities Understand that there are important landmarks in life, both personal and religious 		
PSHE SRE Citizenship	SEAL Circle Work – Class/School Issues British Values	SEAL Circle Work – Class/School Issues British Values	SEAL Circle Work – Class/School Issues British Values	SEAL Circle Work – Class/School Issues British Values	SEAL Circle Work – Class/School Issues British Values	SEAL Circle Work – Class/School Issues British Values
Foreign Languages French	Pupils should:					
	<ul style="list-style-type: none"> Understand and respond to spoken and written language from a variety of authentic sources Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt Discover and develop an appreciation of a range of writing in the language studied. 					
	Catherine Cheater Scheme of Work					
	Numbers 1-10 Colours Greetings	Numbers 1-20 Months of the Year Christmas	Traditional French Songs Seasons	Days of the Week Easter	Birthdays Conversation	Asking Questions Animals
<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions Speak in sentences, using familiar vocabulary, phrases and basic language structures 			<ul style="list-style-type: none"> Develop accurate pronunciation and intonation Present ideas and information orally Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language Write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language 			
Possible Trips and Events	Iron Age Hill Fort Time Trips Workshop in school Create our own Stone Henge		Manchester Museum – Egyptians display Egyptian God’s clay idols.		Trips / Workshops: Local walk – sites of historical interest Stockport Aircraft Disaster. June 1967	

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Outside learning (take off website ready)	ART: Observational drawing TOPIC: Quiz/treasure hunt using questions/clues	MATHS: Data collection. Collect items in bag. Collate in small groups. Create charts/graphs using data	PSHE: Which group can build the tallest tower? MATHS: Generate own pattern, photograph it. Can other ch work out the sequence and continue it?	LITERACY – Make a setting, take photo and label with description/speech etc.	LITERACY: Use EA as story stimulus e.g. door on a tree trunk ART: observational drawing	MATHS: Task cards e.g. Find a stick that is 7cm long, make an equilateral triangle
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