



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Pine Yearly Plan

2021-22

Year Group:

Teacher:

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Dover in WW2	Marvellous Mountains	The Tudors	Enough for Everyone Earth Matters	Early Islamic Civilisations	Great American Road Trip
English		Now or Never – A Dunkirk Story Bali Rai Rose Blanche – Ian McEwan Biographies	King of the Cloud Forests - Michael Morpurgo Expedition Diaries- Himalayan Mountains - Simon Chapman Narrative - Setting Information Texts Journalistic Writing	Diver's Daughter The Tempest Diary Entry Playscripts Persuasive Writing Debate	The Schoolgirl Who Went on Strike to Save the Planet. Greta Thunberg What a Waste! Formal Writing Letter Writing Debate	Scheherazade One Thousand and One Arabian Nights The Golden Horsemen of Baghdad	
Science	Knowledge	Materials: I can compare materials according to their properties. I can investigate thermal conductors and insulators. I can investigate which electrical conductors make a bulb shine brightest. I can investigate materials which will dissolve. I can use different processes to separate mixtures of materials. I can identify and explain irreversible chemical changes.	Earth and Space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Forces: Forces and Magnets: Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance I can identify forces acting on objects. explore the effect gravity has on objects and how gravity was discovered. I can investigate the effects of air resistance. I can explore the effects of water resistance. I can investigate the effects of friction. I can explore and design mechanisms.	All Living Things: Describe the life process of reproduction in some plants and animals. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Animals Including Humans: Describe the changes as humans develop to old age. • I can describe the stages of human development. • I can explain how babies grow and develop. • I can present data. • I can describe and explain the main changes that occur during puberty. • I can identify the changes that take place in old age. • I can report findings from enquiries. • I can record complex data using graphs and models. • I can identify the relationship between variables	

		<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>					
Computing	CS	1 Systems 2 Computer systems and us 3 Searching the web 4 Selecting search results	1 What is video? 2 Filming techniques 3 Using a storyboard 4 Planning a video 5 Importing and editing video 6 Video evaluation	1 Connecting Crumbles 2 Combining output components 3 Controlling with conditions 4 Starting with selection 5 Drawing designs 6 Writing and testing algorithms			
	IT	5 How search results are ranked 6 How are searches influenced?					
	DL						
RE	AT1	God What does it mean if God is loving and holy?	Incarnation Was Jesus the Messiah? CORE LEARNING	People of God How can following God bring freedom and justice	Salvation What did Jesus do to save human beings?	Islam What does it mean to be a Muslim in Britain today? (Part 1)	Judaism What does it mean to be Jewish in Britain today?

	AT2	<p>I can identify some different types of biblical texts, using technical terms accurately.</p> <p>I can explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>I can make clear connections between Bible texts studied and what Christians believe about God.</p> <p>I can show how Christians put their beliefs into practice in worship.</p> <p>I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p>I can explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>I can identify Gospel and prophecy texts, using technical terms.</p> <p>I can explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>I can suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p>	<p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.</p> <p>I can give examples of how each pillar might affect the life of a Muslim.</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience.</p> <p>I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p>	<p>I can make connections between Jewish practice, teachings from the Torah and their beliefs about God.</p> <p>I can give examples of Jewish festivals and describe how they impact Jewish people today.</p> <p>I can explain the meaning and significance of Jewish rituals and practices.</p> <p>I can comment thoughtfully on how the role of women varies within Judaism</p> <p>I can answer the key question from different perspectives, including my own</p>
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History	Knowledge	<p>Term 1</p> <p>I can describe a study of an aspect or theme in British history beyond 1066. (Understanding of events, people and changes) WWII</p> <ul style="list-style-type: none"> • I know when the war started and tell you some of the countries and key individuals involved; • I can recall basic details about key events and know that a turning point in the war; • I can describe some things people on the home front did to support the war effort; • I can list examples of things people did for entertainment during the war; • I can tell you some wartime events that are commemorated each year 	<p>Term 3</p> <p>I can describe a study of an aspect or theme in British history beyond 1066. (Understanding of events, people and changes) Tudors</p> <p>I know who the Tudors were</p> <p>I can place the Tudors on timeline.</p> <p>I can make a Tudor family tree</p> <p>I can describe features of Tudor fashion</p> <p>I can investigate the Mary Rose and its significance in Tudor times</p> <p>I can investigate the lives of real people in Tudor times through primary and secondary sources.</p> <p>I can talk about what life was like for Tudor children.</p>	<p>Term 5</p> <p>I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them. (Understanding of events, people and changes) Early Islamic</p> <p>I can find out about Baghdad's role in the early Islamic Civilisation.</p> <p>I can find out about the House of Wisdom and how it became a centre for learning.</p> <p>I can explain some of the significant discoveries and studies which were led by early Islamic scholars and evaluate the impact they made to the wider world.</p> <p>I can describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p> <p>I can identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques.</p> <p>I can identify reasons why the early Islamic civilisation became a major power, know about the Silk Road trade route and the items offered</p>
	Skills	<p>I can compare sources of information available for the study of different times in the past. (Historical enquiry)</p> <p>I can make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>I can understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>I can evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>I can present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>I can provide an account of a historical event based on more than one source. (Organisation and communication)</p>		

Geography	Knowledge	Term 2 I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge) I can recognise the different shapes of countries. (Locational knowledge) I can show I know about the wider context of places e.g. county, region and country. (Locational knowledge) I can describe where a variety of places are in relation to physical and human features. (Locational knowledge)		Term 4 I can show I know about the wider context of places e.g. county, region and country. (Locational knowledge) I can describe where a variety of places are in relation to physical and human features. (Locational knowledge) I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. (Locational knowledge)		Term 6 I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge) I can recognise the different shapes of countries. (Locational knowledge) I can identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge) I can show I know about the wider context of places e.g. county, region and country. (Locational knowledge) I can describe where a variety of places are in relation to physical and human features. (Locational knowledge) I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. (Place knowledge)	
	Thread	Weather. Direction and Compass points. Map skills.					
Art	Knowledge			Explore why Tudors had portraits painted and recreate a portrait. Discover what coats of arms are and why they were used before designing and creating our own. Find out about the Tudor rose and what it represents before creating one out of clay.			

	Skills	<p><u>Colour</u> hue, tint, tone, shades and mood □ explore the use of texture in colour □ colour for purposes</p> <p><u>Textiles</u> use stories, music, poems as stimuli □ Select and use materials □ embellish work □ fabric making □ artists using textiles</p>					
	Thread	<p>use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.</p>					

Design & Tech	Knowledge	<p>Christmas Gingerbread I understand the main food groups and the different nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work.</p>		<p><u>Term 6</u> <u>Global Food</u> I understand the main food groups and the different nutrients that are important for health. I understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat I can learn about the crops grown in the USA's varied climates and developing cooking skills. I can find out about how indigenous Americans grew, caught and prepared food. I can explore soul food and staple foods, and finding out how the slave trade influenced American cuisine. I can find out about the cultural significance of chillies in Mexican cuisine, and how America is influenced by other cultures. I can investigate fast food in American culture and explore the importance of a healthy, balanced diet.</p>
	Skills	<p>Dover Light Project Make careful and precise measurements so that joins, holes and openings are in exactly the right place Create prototypes to show his/her ideas. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. Understand how to use more complex mechanical and electrical systems.</p>		<p>I can select appropriate ingredients and use a wide range of techniques to combine them.</p>

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PE	Sport: knowledge and skills	<p>Games</p> <p>I can develop and practise a range of ball handling skills:</p> <p>I can develop an understanding of the tactics and strategies for use in mini-games, dispossession skills, evading and marking an opponent.</p> <p>I can develop an understanding of the tactics and strategies for use in mini-games:</p> <p>I can develop an increased understanding of use of space:</p> <p>I can discuss and improve control of movement skills relevant to games:</p> <p>I can develop further and extend carrying and striking skills.</p>	<p>Games</p> <p>I can develop further and extend carrying and striking skills:</p> <p>I can practise a range of kicking skills:</p> <p>I can follow more detailed instructions.</p> <p>I can develop an increased understanding of use of space:</p> <p>I can discuss and improve control of movement skills relevant to games.</p>	<p>Dance</p> <p>I can create and perform a more complex range of movement demonstrating originality and variety in body actions, shapes, levels, directions and pathways when moving.</p> <p>I can create and perform a partner dance with a clear beginning, middle and ending.</p> <p>I can perform to music showing increasing sensitivity to rhythms, phrasing and dynamics.</p> <p>I can move in space safely with others.</p> <p>I can develop increased poise, balance and coordination while moving and stopping.</p>	<p>Gymnastics</p> <p>I can perform symmetrical movements and sequences on the floor and transfer them onto apparatus.</p> <p>I can select and link a range of gymnastics actions to travel on the floor and on apparatus.</p> <p>I can improve quality in body performance, body tension and body shape.</p> <p>I can practise and perform a range of skills: forward roll, backward roll, handstand and cartwheel.</p> <p>I can discuss movement and ask and answer questions about it.</p> <p>I can develop the ability to lift, carry and place apparatus safely.</p> <p>I can develop awareness of others when using apparatus.</p>	<p>Athletics</p> <p>Running</p> <p>I can jog/run over distance in a non-competitive setting:</p> <p>I can vary the pace.</p> <p>• Sprinting:</p> <p>I can revise formal standing starts, acceleration and finishing technique.</p> <p>• Relays:</p> <p>I can practice baton changeover technique in teams of four in a straight line.</p> <p>Throwing</p> <p>I can develop a short approach run before releasing the throwing implement:</p> <p>I can take three or five strides and release the foam javelin/beanbag.</p>	<p>Outdoor Adventures</p> <p>I understand map orientation, route choice and ability to follow a route.</p> <p>I can undertake point to point (cross country) orienteering - visiting all controls in order, marking a control card or collecting permanent information at each control (e.g. how many steps are there at the door?).</p> <p>I can find controls on the school site using a map, where some of the objects are the same, distinguished only by their orientation.</p>