

Long Planning: Neatishead

2015 / 16 Visits		
Autumn	Spring	Summer
Theatre Royal Horrible Science NCFC Cooking	Applestore Norwich Castle Museum	Holt Hall (Year 5 & 6 only) Norfolk Show High Altitude (Year 5 & 6 only)

2015 / 16 Autumn						
<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing</u> R & KS1	<u>SMSC</u>	<u>Design& Technology</u>	<u>Languages</u>
Earth, Sun, Moon Living Things & Habitats	Romans	The World's Countries	understand what algorithms are and implement instructions - completes a simple program on a computer <u>KS2</u> design, write and debug programs, control physical systems, solve problems	to understand I have a voice that is listened to... I can contribute positively to my community... to know I can take responsibility for my behaviour	use research and develop design criteria aimed at particular individuals or groups, evaluate then strengthen designs with gears, pulleys levers, program some products	listen attentively to spoken language and show understanding by joining in
2015 / 16 Spring						
<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing</u> R & KS1	<u>SMSC</u>	<u>Design& Technology</u>	<u>Languages</u>
Microorganisms	Romans: Cultural Diversity	Climate Zones	<u>KS2</u> use sequence, selection, and repetition in programs; work with	to understand the importance of identifying and combatting discrimination , making moral judgements... to develop self-esteem	develop, model and communicate their ideas through discussion, annotated sketches, consider prototypes, and computer	explore the patterns and sounds of language through songs and rhymes and link the spelling

			variables and various forms of input and output	and self-confidence, to have mutual respect and tolerance of those with different beliefs, understand the difference between law of the land and religious law	-aided design use tools for cutting, shaping, joining	
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2015 / 16 Summer

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing R & KS1</u>	<u>SMSC</u>	<u>Art</u>	<u>Languages</u>
<p>Adaptation</p> <p>Year 4 Electricity</p> <p>Year 6 Electrical Circuits & Living Things</p>		<p>South America</p>	<p>create and debug simple programs, use logical reasoning to predict the behaviour of simple programs - completes a simple program on a computer</p> <p><u>KS2</u></p>	<p>gain an understanding that the freedom to hold other faiths and beliefs is protected in law including public institutions, know that courts remain an independent power, respect others</p>	<p>create sketch books to record their observations and use them to review and revisit ideas</p>	<p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p>

AUTUMN 2015/16

FOOTPRINTS

Our school topic for this term is: Footprints!

Our inquiry question is: If you follow a trail, where will you travel?

SPRING 2015/16

MICRO-ORGANISMS

School topic for this term is: All Creatures Great And Small

Our inquiry question is: Are micro-organisms beneficial to humans?

SUMMER 2015/16

IN THE GARDEN

School topic for this term: In The Garden

Our inquiry question is: How can computer technologies help us solve problems?

2016 / 17 Visits		
Autumn	Spring	Summer
Theatre Royal Music Project Sheringham Park Hippodrome Circus	Cooking – Country Trust	Holt Hall (Year 5 & 6 only) Cromer Beach High Altitude (Year 5 & 6 only)

2016 / 17 Autumn						
<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing R & KS1</u>	<u>SMSC</u>	<u>Design & Technology</u>	<u>Languages</u>
Year 3 Nutrition & The Body Year 4 States of Matter	Stone Age to Celts	The World (Yr 3&4)	use technology purposefully to create, organise, store, manipulate and retrieve digital content - knows that information can be retrieved from computers <u>KS2</u> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	to understand I have a voice that is listened to... I can contribute positively to my community... to know I can take responsibility for my behaviour	understand the principles of a healthy and varied diet, prepare savoury dishes,	speak in sentences, using familiar vocabulary
2016 / 17 Spring						

<p><u>Science</u></p> <p>Year 4 Sound</p> <p>Year 4 Teeth, Digestion & Food Chains</p>	<p><u>History</u></p>	<p><u>Geography</u></p> <p>The UK (Yr 3&4)</p>	<p><u>Computing</u> <u>R & KS1</u></p> <p>recognise common uses of information technology beyond school - chn recognise that a range of technology is used in places such as homes and schools – they select and use technology for particular purposes</p> <p><u>KS2</u></p> <p>understand computer networks including the internet</p>	<p><u>SMSC</u></p> <p>to understand the importance of identifying and combatting discrimination, making moral judgements... to develop self-esteem and self-confidence, to have mutual respect and tolerance of those with different beliefs, understand the difference between law of the land and religious law</p>	<p><u>Design& Technology</u></p> <p>understand seasonality and where ingredients are grown, reared, caught or processed</p>	<p><u>Languages</u></p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words</p>
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2016 / 17 Summer

<p><u>Science</u></p> <p>Year 5 Forces & Mechanical Devices Year 3 Light & Forces</p> <p>Year 6 Circulation & Keeping Healthy</p>	<p><u>History</u></p>	<p><u>Geography</u></p> <p>Physical Geography & Human Geography (Yr 3&4)</p>	<p><u>Computing</u> <u>R & KS1</u></p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online</p>	<p><u>SMSC</u></p> <p>gain an understanding that the freedom to hold other faiths and beliefs is protected in law including public institutions, know that courts remain an independent power, respect others</p>	<p><u>Art</u></p> <p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><u>Languages</u></p> <p>present ideas and information orally to a range of audiences</p>
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			technologies - uses ICT hardware to interact with age appropriate computer software <u>KS2</u>			
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AUTUMN 2016/17

Our school topic for this term is: Healthy Body, Healthy Mind!
 Our inquiry question is: What is nutrition, do we need it?

SPRING 2016/17

Our school topic for this term is: Changing States
 Our inquiry question is: Solid, Liquid or Gas? Identify it!

SUMMER 2016/17

Our school focus for this term is: History Matters
 Our inquiry question is: What are the similarities, then and now? Has the UK changed?

2017 / 18 Visits		
Autumn	Spring	Summer
London Science Museum	Pizza Express Applestore	Holt Hall (Year 5 & 6 only) High Altitude (Year 5 & 6 only)

2017 / 18 Autumn						
<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing</u>	<u>SMSC</u>	<u>Design & Technology</u>	<u>Languages</u>
Year 6 Light	Romans in Britain (Yr 3 & 4)		<u>R & KS1</u> understand what algorithms are and implement instructions - completes a simple	To understand I have a voice that is listened to... I can contribute positively to my community... to know I can take	use research and develop design criteria aimed at particular individuals or groups, evaluate then strengthen	read carefully and show understanding of words, phrases and simple writing

			<p>program on a computer</p> <p><u>KS2</u></p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>responsibility for my behaviour</p>	<p>designs with gears, pulleys levers, program some products</p>	
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2017 / 18 Spring

<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing R & KS1</u>	<u>SMSC</u>	<u>Design & Technology</u>	<u>Languages</u>
<p>Year 3 Rocks, Fossils & Solids</p>	<p>Anglo Saxons</p>		<p>create and debug simple programs, use logical reasoning to predict the behaviour of simple programs - completes a simple program on a computer</p> <p><u>KS2</u></p> <p>Use software to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and</p>	<p>To understand the importance of identifying and combatting discrimination, making moral judgements... to develop self-esteem and self-confidence, to have mutual respect and tolerance of those with different beliefs, understand the difference between law of the land and religious law</p>	<p>model and communicate their ideas through discussion, annotated sketches, consider prototypes, and computer-aided design use tools for cutting, shaping, joining</p>	<p>appreciate stories, songs, poems and rhymes in the language</p>

			presenting data and information			
2017 / 18 Summer						
<u>Science</u> Year 5 Properties & Changes of Materials	<u>History</u> Anglo Saxons cont...	<u>Geography</u>	<u>Computing R & KS1</u> shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones <u>KS2</u>	<u>SMSC</u> Gain an understanding that the freedom to hold other faiths and beliefs is protected in law including public institutions, know that courts remain an independent power, respect others	<u>Art</u> Learn about great artists, architects and designers in history	<u>Languages</u> develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

AUTUMN 2017/18

Our school topic for this term is: Reflections
Our inquiry question is: How does light travel?

SPRING 2017/18

Our school topic for this term is:
Our inquiry question is:

SUMMER 2017/18

Our school focus for this term is:
Our inquiry question is:

2018 / 19 Visits		
Autumn	Spring	Summer
_____	_____	Holt Hall (Year 5 & 6 only) _____ High Altitude (Year 5 & 6 only)

2018 / 19 Autumn						
<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Computing R & KS1</u>	<u>SMSC</u>	<u>Art</u>	<u>Languages</u>

<p>Year 6 Evolution & Inheritance</p>	<p>Vikings</p>	<p>The World (Yr 5&6)</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content - knows that information can be retrieved from computers</p> <p><u>KS2</u></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact on the internet or other online technologies</p>	<p>to understand I have a voice that is listened to... I can contribute positively to my community ... to know I can take responsibility for my behaviour</p>	<p>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p>	<p>write phrases from memory, and adapt these to create new sentences</p>
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2018 / 19 Spring

<p><u>Science</u></p> <p>Year 3 Plant Life</p>	<p><u>History</u></p>	<p><u>Geography</u></p> <p>The UK (Yr 5&6)</p>	<p><u>Computing R & KS1</u></p> <p>recognise common uses of information technology beyond school</p> <p><u>KS2</u></p>	<p><u>SMSC</u></p> <p>to understand the importance of identifying and combatting discrimination, making moral judgements.</p>	<p><u>Design & Technology</u></p> <p>understand the principles of a healthy and varied diet, prepare savoury dishes,</p>	<p><u>Languages</u></p> <p>describe people, places, things and actions orally* and in writing</p>
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				...to develop self-esteem and self-confidence, to have mutual respect and tolerance of those with different beliefs, understand the difference between law of the land and religious law		
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2018 / 19 Summer

<u>Science</u> Year 5 Life Cycles & Reproduction	<u>History</u>	<u>Geography</u> Physical Geography & Human Geography (Yr 5&6)	<u>Computing</u> <u>R & KS1</u> <u>KS2</u>	<u>SMSC</u> gain an understanding that the freedom to hold other faiths and beliefs is protected in law including public institutions, know that courts remain an independent power, respect others	<u>Art</u> <u>Design & Technology</u> understand seasonality and where ingredients are grown, reared, caught or processed	<u>Languages</u>
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AUTUMN 2018/19

Our school topic for this term is:

Our inquiry question is:

SPRING 2018/19

Our school topic for this term is:

Our inquiry question is:

SUMMER 2018/19

Our school focus for this term is:

Our inquiry question is: