St David's C of E Primary LONG TERM PLAN FOR YEAR 2022-23 and 2023-24: DIAMOND CLASS						
Term / Topic	Autumn A Theme Title Real/imaginary world (Geography focus)	Spring A Theme Title Climate Change (Science focus)	Summer A Theme Title Time Travellers (History focus)	Autumn B Theme Title The Americas (Geography focus)	Spring B Theme Title Space / Forces (Science focus)	Summer B Theme Title Holes in the Road (History focus)
English	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: Opportunities for writing Writing biographies, creating poetry based on the theme, creating stories / playscripts set against the backdrop of our theme, non-chronological newspaper report on scenes from our theme,	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: Lug, Dawn of the Ice Age Opportunities for writing Writing biographies, creating poetry based on the theme, creating stories / playscripts set against the backdrop of our theme, non-chronological newspaper report on scenes from our theme,	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: The Silver Sword / Friend or Foe Opportunities for writing: Writing biographies, creating poetry based on the theme, creating stories / playscripts set against the backdrop of our theme, non-chronological newspaper report on scenes from our theme,	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: Opportunities for writing Writing biographies, creating poetry based on the theme, creating stories / playscripts set against the backdrop of our theme, non-chronological newspaper report on scenes from our theme,	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: Armstrong Opportunities for writing Writing biographies, creating poetry based on the theme, creating stories / playscripts set against the backdrop of our theme, non-chronological newspaper report on scenes from our theme,	Genre: biography, diary, poetry, multi-chapter stories, playscript, explanation, instructions, non-chronological report, Key texts: Horrible Histories:Groovy Greeks Opportunities for writing: Writing biographies of famous Greeks including Plato and Aristotle, creating poetry based on the ancient Greek gods, creating stories / playscripts set against the backdrop of the siege of Troy, non-chronological newspaper report on the wooden horse of Troy.
Maths	White Rose Mixed Y5/6 scheme	White Rose Mixed Y5/6 scheme	White Rose Mixed Y5/6 scheme	White Rose Mixed Y5/6 scheme	White Rose Mixed Y5/6 scheme	White Rose Mixed Y5/6 scheme
History	Threshold concept:Investigate and interpret the past, Build an overview of world history, Understand chronology, Communicate historically, Knowledge category: Main events, Travel and exploration, Society, Summary: Explorers		Threshold concept: Investigate and interpret the past, Build an overview of world history, Understand chronology, Communicate historically, Knowledge category: settlements, beliefs, location, main events, culture and pastimes, Food and farming, Society, Artefacts, Summary: The Maya, The Maya – builders and growers, The Maya – clues from the past,	Threshold concept: Investigate and interpret the past, Build an overview of world history, Understand chronology, Communicate historically, Knowledge category: location, main events, conflict, society, Summary: The Second World War, The Second World War – weapons, The Second World War – impact,		Threshold concept: Investigate and interpret the past Knowledge category: society, culture and pastimes, main events, artefacts, vocabulary, settlements, beliefs, location Summary: The Ancient Greeks, The Ancient Greeks – influence and impact, The Ancient Greeks – myths and legends, Ancient Greeks – clues from the past,
Geography	Threshold concept: Investigate Places, Investigate Patterns, Communicate Geographically Knowledge category: Techniques, Summary: using maps: features, using maps: four figure grid references, using maps: six figure grid references,	Threshold concept: Investigate Places, Investigate Patterns, Communicate Geographically Knowledge category: Physical Processes, Human Features, Human Processes, Diversity, Physical Features, Location, Summary: Ocean Currents, Biomes and Climate Zones, Tropical Rainforest biomes, Temperate deciduous biomes, Desert biome, Tundra biome, Taiga biome, Grassland biome, Savannah biome, Marine biome, Freshwater biome, Ice biome,		Threshold concept: Investigate Places, Investigate Patterns, Communicate Geographically Knowledge category: Location, Diversity, Human features, Physical features, Techniques, Summary: North America, North America population, North America rivers, North America mountains, South America, South America population, South America rivers, South America mountains,		
Science	Threshold concept: Physics Knowledge category: To understand movement, forces and magnets Summary: Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effect of drag forces such as air resistance, water resistance and friction that act between moving surfaces. Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. Understand that force and motion can be transferred through mechanical devices	Threshold concept: Chemistry, Physics, Knowledge category: To investigate materials, To understand electrical circuits, Summary: Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Threshold concept: Biology Knowledge category: To understand plants, To understand animals and humans Summary: Relate knowledge of plants to studies of evolution and inheritance, Relate knowledge of plants to studies of all living things, Describe the changes as humans develop to old age, Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Threshold concept: Chemistry Knowledge category: To investigate materials Summary: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidisation and the action of acid on bicarbonate of soda.	Threshold concept: Physics Knowledge category: To understand light and seeing, To investigate sound and hearing, To understand the Earth's movement in Space, Summary: Understand that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. Explain that we see things because light travels from light sources to our eyes or from light sources to	Threshold concept: Biology Knowledge category: To understand plants, To understand animals and humans, To investigate living things, To understand evolution and inheritance, Summary: Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for classifying plants and animals based on specific characteristics. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce

	such as gears, pulleys, levers and springs. Understand that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.			objects and then to our eyes. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. Describe the movement of the Earth 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.	offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and how that adaptation may lead to evolution.
Art	Threshold concept: Knowledge Category: Techniques, Process, Emotions, Visual language Main focus: A study of surrealism, Artist spotlight: Salvador Dli, Main artist: Salvador Dali	Threshold concept: Knowledge Category: Techniques, Artists and artisans, Effects, Styles and periods, Visual language, Colour theory, Process, Main focus: The explosion of pop art, Artist spotlight: Andy Warhol Main artist: Andy Warhol	Threshold concept: Knowledge Category: Emotions, Artists and artisans, Visual language, Styles and periods, Effects, Process, Media and materials, Main focus: Capturing Conflict, Artist spotlight: Paul Nash Main artist: Paul Nash	Threshold concept: Knowledge Category: Techniques, Colour theory, Artists and artisans, Styles and periods, Main focus: Exploring Expressionism, Artist spotlight: Henri Matisse Main artist: Henri Matisse	Threshold concept: Knowledge Category: Media and materials, Process, Effects, Visual language Main focus: Art and Fashion, Artist spotlight: Piet Mondrian, Main artist: Piet Mondrian	Threshold concept: Knowledge Category: Media and materials, Techniques, Emotions, Artists and artisans, Visual language, Styles and periods, Main focus: Amazed by Architecture, Artist spotlight: Zaha Hadid Main artist: Zaha Hadid
DT	Main focus: To master practical skills: Food Take inspriation from design: Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.	Main focus: To master practical skills: Materials Take inspriation from design: Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).	Main focus: To master practical skills: Textiles Take inspriation from design: Create objects (such as a cushion) that employ a seam allowance. Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	Main focus: To master practical skills: Electricals and electronics, Computing, Construction, Mechanics Take inspriation from design: Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Write code to control and monitor models or products. Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.	Main focus: To design, make, evaluate and improve Take inspriation from design: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). Make products through stages of prototypes, making continual refinements. Ensure products have a high quality finish, using art skills where appropriate. Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	Main focus: **To take inspiration from design throughout history** Take inspriation from design: **Combine elements of design from** a range of inspirational designers throughout history, giving reasons for choices. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements to the user experience.
Computing	<u>Computer science theory and eSafety</u> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and 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.	<u>Programming</u> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<u>Filming software</u> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Digital literacy and online citizenship</u> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Webpage design</u> • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<u>Audio software</u> •select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information •use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
RE	SACRE Unit Key question What does it mean if Christians believe God is holy and loving? Why do Christians believe Jesus was the Messiah?	SACRE Unit Key question How do Christians decide how to live? What do Christians believe Jesus did to 'save' people?	SACRE Unit Key question Creation and science: conflicting or complementary? For Christians, what kind of king is Jesus?	SACRE Unit Key question Why do Hindus try to be good? What does it mean to be a Muslim in Britain today?	SACRE Unit Key question Why is the Torah so important to Jewish people? What matters most?	SACRE Unit Key question How does faith help people when life gets hard? Why do some people believe in God and some people not?
PSHE	1 Decision unit: Computer safety, Keeping/Staying safe,	1 Decision unit:	1 Decision unit: Growing and Changing	1 Decision unit: Computer Safety, Being Responsible	1 Decision unit: The Working World, A World Without Judgement,	1 Decision unit: Growing and Changing

		Keeping/staying healthy, Feelings and emotions,				
MfL	French	French	French	French	French	French
Music	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit: Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit: Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit: Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit: Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit:	Threshold Concepts: Perform, Compose, Transcribe, Describe music Charanga / CQ Unit: Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).
Outdoor learning			Residential / 5 x activities in June and July including kayaking and paddle boarding in Exmouth			Residential / 5 x activities in June and July including kayaking and paddle boarding in Exmouth
Enrichment/ WOW	ICE Narnia trip	ICE The Life of Jesus	Devon Life Skills event	ICE Narnia trip	ICE The Life of Jesus	Devon Life Skills event
Visitors	Devon Wildlife Trust	Reading Roundabout		Devon Wildlife Trust	Reading Roundabout	
Assessments	Y6 2022 sats papers	Y5 Reading papers (Autumn Twinkl) SPaG 1,2,3 (Twinkl) Maths-Arithmetic & Reasoning (Autumn White Rose) Y6 2019 sats papers Y6 2016 sats papers	Y5 Reading papers (Summer Twinkl) SPaG 4,5,6 (Twinkl) Maths-Arithmetic & Reasoning (Summer White Rose) Y6 2017 sats papers	Y6 2022 sats papers	Y5 Reading papers (Autumn Twinkl) SPaG 1,2,3 (Twinkl) Maths-Arithmetic & Reasoning (Autumn White Rose) Y6 2019 sats papers Y6 2016 sats papers	Y5 Reading papers (Summer Twinkl) SPaG 4,5,6 (Twinkl) Maths-Arithmetic & Reasoning (Summer White Rose) Y6 2017 sats papers