

Long Term Plan 2023-2024

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Whole School acknowledgements	Oct- Black History month 4 th Oct - World Space week 19 th Sep – Youth Mental Health Day 10 th Oct– World Mental Health Day 25 th Sep -National Cooking day	17 th Nov -Children in Need 14 th Nov -Anti-Bullying Week 11 th Nov- Remembrance Day 5 th Nov -Bonfire Night (KS2) 12 th Nov - Diwali 8 th Dec-15th Hannukah –	Feb- LGBT history month 6 th Feb -Safer Internet Day- 10 th Feb- Chinese New Year	1 st Mar- Zero Discrimination Day 8 th Mar- British Science Week 7 th Mar -World Book Day- 15 th Mar-Red Nose day 11-28 th Mar - Eid-ul-Fitr	13 th May- National Numeracy day 15 th May - Mental health awareness week 23 rd Apr- St Georges Day	10 th Jun -Healthy Eating week 17 th June -National School Sports week. 20 th Jun- World Refugee day 27 th June-RSE Day Tbc- Denewood BBQ Tbc; Sports Day Tbc- End of Year Celebration

Resilience

KS3

5 C's focus	Confidence	Challenge	Character	Curiosity	Creativity	Character
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Subject						
English	<p>Non-fiction writing, starting with 'The Coach Trip.'</p> <p>Students will learn how to: plan, draft, edit and create a variety of non-fiction written tasks, including: persuasive and descriptive writing. They will learn how to write independently whilst evaluating their own work and that of their peers. This will form the cornerstone of future written tasks within this subject.</p> <p>Comprehension, grammar and vocabulary will feature throughout.</p>	<p>War Poetry – poetry of WW1, WW11 and The Vietnam War. Students will begin by considering the nature and features of poetry.</p> <p>Poems from World Wars I and II and Vietnam War poetry, will be studied within their respective historical contexts. Students will continue to develop their use of journal and script writing in their responses to the analysis of text.</p> <p>They will begin to develop their ideas by creating a</p>	<p>'You Can Change the World' - autobiographical reading and writing. Whilst studying 'You Can Change the World,' students will focus on: their own autobiographical writing; viewpoint and the experience of others; the impact of society upon the individual and the individual upon society. This will be undertaken via a number of</p>	<p>Love and death - Romeo and Juliet. The unit will cover such elements as: tabloid articles; social media; formal and informal letters; speeches; reports. Students will continue to develop planning, drafting and editing techniques whilst providing a critique of their work and that of their peers. Comprehension, grammar and vocabulary will feature throughout.</p>	<p>Narrative Writing and the Short Story. Students will begin this unit of work by focussing on genre and considering how a deeper understanding of this will influence their study and creation of their own fiction. They will: look at the nature of nursery rhymes to further understand structure; how writers start their stories; how writers use, for example, tension and literary techniques in their work. Students will have the opportunity to write</p>	<p>The Novel. Students will study the novel, 'Holes' by Louis Sachar as this year's final unit of work. In a consideration of plot; character; tone and literary technique, students will draw upon skills acquired throughout the year, such as: journal writing; script; voice for the radio; newspaper article; viewpoint; letter writing. Comprehension, grammar and vocabulary will feature throughout. For their final assessed piece of writing, students will be able to choose from a narrative or a descriptive task.</p>

		<p>PowerPoint response to a set question. These will be shared and critiqued by their peers. Comprehension, grammar and vocabulary will feature throughout.</p>	<p>written tasks, including journal and script writing. Comprehension, grammar and vocabulary will feature throughout.</p> <p>Whole school Pantomime.</p>		<p>their own ghost stories, or a genre of their choice. Individual, paired and whole class critiques will continue to be used as an aid to assessment. Comprehension, grammar and vocabulary will feature throughout.</p>	
<p>Maths</p>	<p>Number</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to identify factors, multiples, prime and square numbers.</p> <p>To be able to find the LCM and HCF.</p>	<p>Number</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to work with negative numbers.</p> <p>To be able to work with fractions</p>	<p>Shape</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to identify shapes and use their properties.</p>	<p>Algebra</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to use algebraic notation and symbols correctly.</p>	<p>Ratio and Proportion</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to use and understand ratio notation.</p>	<p>Data</p> <p>To reinforce basic numeracy skills and ensure that students have a confident written method for the four rules as this is essential moving forward throughout the curriculum.</p> <p>To be able to read and draw bar charts and pictograms.</p> <p>To be able to read and draw pie charts.</p>

	<p>To be able to express a number as product of it's prime factors.</p> <p>To understand the correct order of operations.</p>	<p>decimals and percentages.</p> <p>To be able to understand the process of rounding numbers to a given degree of accuracy and the reasons for it.</p>	<p>To be able to accurately measure angles using a protractor.</p> <p>To be able to accurately measure using a ruler.</p> <p>To be able to convert between metric and imperial measurements.</p>	<p>To know how to interpret simple expressions as functions with inputs and outputs.</p> <p>To be able to simplify expressions by collecting like terms.</p> <p>To be able to simplify expressions involving brackets.</p> <p>To be able to substitute into formulae.</p> <p>To be able to solve linear equations.</p>	<p>To be able to divide an amount in to a given ratio.</p> <p>To be able to simplify ratios.</p> <p>To be able to solve problems using ratios.</p> <p>To understand direct proportion and be able to use it to solve problems in a variety of situations.</p> <p>To be able to use conversion graphs.</p> <p>To be able to identify the best value for money (best buy deals).</p>	<p>To be able to plot scatter graphs and use them to make a prediction.</p> <p>To be able to calculate the mean, median and mode.</p> <p>To be able to calculate the mean from a frequency table.</p> <p>To be able to interpret grouped frequency tables.</p> <p>To be able to explain the pros and cons of different averages, and able to choose the correct one for different situations.</p>
<p>Science</p>	<p>Scientific skills The students will acquire the skills that are needed every day in science to help them with scientific based enquiries.</p>	<p>Cells and organisation This topic aims to give student an overview of the organisation of living things from</p>	<p>Food and nutrition This topic aims to give students an understanding about different foods and how</p>	<p>States of matter Pure and impure substances</p> <p>This topic aims to give students an understanding of</p>	<p>Simple chemical reactions This topic aims to introduce students to the idea that chemical change results in new</p>	<p>Urban Nature project – Wollaton park</p> <p>connecting teachers and new audiences of young people aged 9-14 to their local nature, and to</p>

	<p>Students will acquire practical skills, being able to use different equipment safely. They will acquire maths skills such as graph drawing and interpreting them.</p> <p>Visit to space centre in Leicester to celebrate World Space week</p>	<p>single cells through to organ systems. Show the students how the structural differences between types of cells allows them to perform specific functions within the organism and explore how the skeletal and muscular systems work together to cause movement.</p> <p>A visit to Think Tank museum with planetarium session looking at journey into a cell.</p>	<p>they can be combined to produce a balanced diet. Understand how food is broken down by digestion so it can be used by the body, for energy, growth and repair. Students will explore the different deficiency diseases and how look at preventative and curative measures.</p> <p>Food preparation and dining experience.</p>	<p>the particulate nature of matter, the difference in arrangements of particles in solids, liquids and gases based on the particle model, how matter can change from one state to another and the movement of particles in terms of diffusion.</p> <p>They will also look at how mixtures can be separated using a variety of techniques including filtration, evaporation, distillation and chromatography.</p> <p>A trip to magna to explore different states, fire, air, Earth and water. Looking at materials workshop to link in with this unit and summer 1 unit.</p>	<p>substances that are different from the ones from which they were made. Explore some simple chemical reactions of acids in which a gas is made, explore burning as a chemical reaction involving a gas, air or oxygen</p>	<p>global issues. We hope to connect with those identified as having a low connection to nature.</p> <p>Working to inspire the next generation to care for the nature that surrounds them.</p> <p>hands-on outdoor workshops for pupils aged 9-14 which include: Ecological Fieldwork, Plastics in the Environment, Tree trails, Pond dipping/Water Investigation, Invertebrate (Mini-beast) Safari.</p> <p>A trip to Big Bang Science event in Birmingham to inspire young people in careers in stem subjects.</p>
Computing	Digital Safety-			Networks	Digital Media	

	<p>Being confident & safe on the computer</p> <ul style="list-style-type: none"> • Privacy Rules • The value of information • The effects of gaming • Digital Footprint • Digital Communication • Spam • ICT Laws • Cyber crime • Online bullying & grooming • Sexting 	<p>Understanding Technology</p> <p>Where did it come from? Where are we heading in the future?</p> <ul style="list-style-type: none"> • History of Computing • Computer devices – then & now • Hardware, Software, input and output • What’s inside a computer • Emerging Technologies • Sensors & automation • Intro to Office & formal letter creation • PowerPoint Skills • Digital Project 	<p>Real life data handling</p> <p>Spreadsheets & creating a database</p> <ul style="list-style-type: none"> • Database Skills • Excel Skills • Problem Solving 	<p>How are computers connected together?</p> <ul style="list-style-type: none"> • Binary • Operating Systems • Circuits & logic • Networks • SCRATCH 	<p>Editing images, videos & sound</p> <ul style="list-style-type: none"> • Photoshop Skills • Video Editing • Graphic Editing • Logos 	<p>Algorithms & programming</p> <p>Developing apps, building & programming Lego robots</p> <ul style="list-style-type: none"> • Flowcharts • Pseudocode • Searching\Sorting Algorithms • Serial and binary searches • Computational thinking • Lego Boost • Micro:Bits • Python
<p>PSHE (inc RSE)</p>	<p>BM (Being Me in My World)</p> <p>'Who am I and how do I fit?'</p>	<p>CD (Celebrating Difference)</p> <p>Respect for similarity and difference. Anti-</p>	<p>DG (Dreams and Goals)</p> <p>Aspirations, how to achieve goals and</p>	<p>HM (Healthy Me)</p> <p>Being and keeping safe and healthy</p>	<p>RL (Relationships)</p> <p>Building positive, healthy relationships</p>	<p>CM (Changing Me)</p> <p>Coping positively with change</p>

		bullying and being unique	understanding the emotions that go with this			
Physical Activity	<p>Basketball students will develop their ball handling, shooting and defensive skills during this unit of work. They will explore the rules and regulations of basketball to enable them to maximise their success in competitive situations.</p>	<p>Judo/HRE Students will take part in a basic Judo training 6-week programme learning the fundamentals of Judo. Student will participate in the safety aspects of the sport from how to use the equipment correctly break falling and Dojo etiquette. Students will learn 3 basic throws and takedowns followed by 3 hold down in ground work. This will be supported by HRE warm ups and warm downs and some weeks purely concentrating on the individual and their HRE performance.</p>	<p>Football students will engage in team teach style lessons where they will develop their practical ability, whilst further enhancing their understanding of HOW to perform skills, by providing feedback to other students that they observe. Some pupils will be selected to participate in complete matches against other schools and in the football tournament.</p>	<p>Handball students will explore the fundamentals of passing and shooting throughout this unit of work. The elements of teamwork and sportsmanship that they will have learnt when learning about basketball and football, will be further developed here. There is also a large crossover of skills from other invasion games (basketball, football, netball and hockey) that pupils will be able to draw upon.</p>	<p>Striking & Fielding students will learn the technical and tactical elements of rounders, cricket and softball during this unit of work. They will develop a very different practical skill set when compared to the previous activities learnt. They will develop their ability to work as a team tactically when both batting and fielding.</p>	<p>Outdoor Swimming students will learn about and further develop their swimming skills and ability. Students will participate in safety training in and around open water. They will take part in a structured swimming phase learning front crawl breaststroke and backstroke. students will also be taught how to self-rescue and tread water. They will also get the opportunity to explore the water and have some free swim time to gain confidence in the water.</p>
Topic	<p>British Geography (Geography/ Citizenship) Students will be Exploring Britain through the classroom and trips. We</p>	<p>British History (History/ Citizenship) Students will study WW2 looking at</p>	<p>British culture (History/ Citizenship) Students will be given the</p>	<p>Pre-historic Nottingham (History/ Citizenship) Students will be</p>	<p>Geography- All about Africa Students will explore the African continent</p>	<p>Geography- North & South America Students will identify different countries across the globe and specifically</p>

	<p>will be looking how Britain is shaped and what makes up the United Kingdom. Students will get the opportunity to learn and access the learning outcomes through mapping, types of maps, sketching maps, landscapes, and population. This will be taught through project-based work and research tasks followed by discussions and exam style questioning. We will also go and explore a local walk using a local map to put into practice what they have learned.</p>	<p>preceding events and impact. Students will use debating, communication and organising skills. When students access this topic, they will show their understanding through discussions, book work, quizzes, and variety of activities from practical to classroom. To enhance their learning, they will take part in a trip to the National Memorial Museum.</p>	<p>opportunity to look at the British empire. We will study the rise and fall of the empire and how it has shaped the world and what impacts it has had on British culture, religion and society. We will look at music fashion and food over the years. Students will be tasked to look at dates, times, people and resources. They will be assessed through debate and a mini presentation back to the tutor group.</p>	<p>looking at British History and Nottingham through the ages. Starting from the stone age, bronze age and finishing in the medieval era. They will have the opportunity to look at local caves systems, prehistoric tours, and the Nottingham's castle. Throughout this topic students will be tasked in looking at dates, times, people, and resources. They will be assessed through debates, discussions and practical trips followed by a poster presentation back to their peers</p>	<p>including language, currency and culture. Students will explore the geographic location of the countries and become familiar with popular locations and flags. They will explore the population and the difference between poverty and wealth. The unit will be assessed via discussion and feedback, quizzes and debates.</p>	<p>North and South America. They will understand longitude and latitude and how to read maps. They will identify why the weather is different in certain parts of the world and how this affects the various landscapes in different parts of the continent. Exploring the population and wealth in different parts of the country can provide a deeper understanding of why people live there. Having an overview of economic living including fair trade and finally being able to plan a journey through Americas, thinking about landscapes to visit and why. This topic is important and is it allows students to dive deeper into America for future travels or careers.</p>
<p>Enrichment</p>	<p>Climbing</p> <p>Students will visit Nottingham Climbing Centre.</p>	<p>Massage and Aroma Therapy.</p> <p>Students will learn massage techniques and how to use</p>	<p>Bikeability</p> <p>Students will learn how to build and maintain a bike.</p>	<p>Roller Skating</p> <p>Students will learn to roller skate and a variety of skating skills culminating in</p>	<p>Boxing</p> <p>Students will learn the basics of boxing and experience the</p>	<p>Local Visits</p> <p>Students will learn about Nottingham and visit places such as:</p>

	They will learn how to ensure they are climbing safely. They will progress through varying levels of climbing difficulty. Climbing has recently become an Olympic sport.	complimenting aromas.	At the end of the course they get to keep the bike that they have built.	a Denewood skating award.	high levels of fitness required.	<ul style="list-style-type: none"> - Wollaton Park, - National Justice Museum, - The Arboretum, - Nottingham Cathedral, - Nottingham Castle - Attenborough Nature reserve.
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KS2

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
5 C's focus	Confidence	Challenge	Character	Curiosity	Creativity	Character
Book/text	How to train a dragon- Cressida Cowell	Charlotte's web- E.B White	Suitcase kid- Cathy Sharp	Storm Breaker- Anthony Horowitz	The hundred mile-an-hour dog – Jeremy Strong	Clockwork – Philip Pullman
Enrichment	Swimming	Swimming	Wildthings outdoor learning	Wildthings outdoor learning	Boxing	Climbing
Trust values	National Justice Museum Ben Kinsella – Knife crime workshop. Drone Workshop Introducing STEM to pupils	Bike Workshops Governments National cycling programme Magna Science Centre – Discover science, technology,	Bike workshops Dovedale map reading Orienteering	Governments National cycling programme Yorkshire wildlife park	Alton Towers Crewell Craggs	<u>Local Visits</u> Students will learn about Nottingham and visit places such as: Wollaton Park,




		and the regions heritage. Pantomime				National Justice Museum, The Arboretum, Nottingham Cathedral, Nottingham Castle Attenborough Nature reserve.
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Subject						
English	Anglo Saxon Poetry Poems	Norse Myths Non-Chronological reports	Diaries Leaflets	Explanation Narrative Poetry	Free Verse Poetry	Instructions Stories from other cultures
Maths	Place Value Addition and subtraction	Measurement Area Multiplication and division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money and Time	Shape, statistics, Position and direction
Science	Food and Digestive system	Sound	States of matter	Grouping and Classifying	Electrical Circuits and Conductors	Electrical Circuits and Conductors
Computing	E-safety	Network Hunt	Abstraction Unplugged	Kodu Tinkering	Logical reasoning unplugged	Kodu game selection
PSHE (inc RSE)	Puzzle 1- Being me in my world	Puzzle 2 –Celebrating difference	Puzzle 3- Dreams and goals	Puzzle 4 – Healthy me	Puzzle 5 - Relationships	Puzzle 6 – Changing me
Art	Contrast and compliment This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of	Wrap and Weft This project is linked to Invasion This project teaches children about the artform of weaving and how it has developed over time, including the	Vista This project is linked to Misty Mountain , Winding River This project teaches children about the techniques that artists use when composing landscape	Animal Introduce the theme of animals in art by showing the children the Significance of animals in art video . Use the video as a starting point for a class discussion,	Statues, Statuettes, and Figurines This project is linked to Ancient Civilisations This project teaches children about the 3-D representation of the human form,	Islamic Art This project is linked to Ancient Civilisations This project teaches children about the features of Islamic art. They make geometric patterns

	tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.	materials and techniques required to create woven patterns and products.	images, such as colour and atmosphere.	focusing on the significance of animals as historical, religious and cultural icons and how artists portray animals in their work. Invite the children to look more closely at examples of animal art, by completing at least one of the Compare and contrast activity sheets . Encourage them to work with a partner to discuss the questions, sharing their thoughts, ideas and opinions, before presenting their findings to the wider group. Allow children to sketch one of the artworks in their sketchbooks and write a short explanatory paragraph.	including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.	and motifs on paper, with fabric and in clay. They use their learning to create a high relief clay tile, decorated with geometric patterns.
Physical Activity	Basketball	Football	Judo/HRE	Rugby	Striking and fielding	Athletics
Topic	Interconnected World This essential skills and knowledge project teaches children about compass points and four and six-figure	Interconnected World This essential skills and knowledge project teaches children about compass points and four and six-figure	Misty Mountain, Winding River Geography This project teaches children about the characteristics and features of rivers and	Misty Mountain, Winding River Geography This project teaches children about the characteristics and features of rivers and	Ancient Civilisation History This project teaches children about the history of three of the world's first ancient civilisations:	Ancient Civilisation History This project teaches children about the history of three of the world's first ancient civilisations:

	<p>grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p>	<p>grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.</p>	<p>mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p>mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.</p>	<p>ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>	<p>ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p>
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Curriculum 22 (single age) - Year 4

Cornerstones		Term 1				Term 2				Term 3		
Year 4	Driver project	 Invasion History				 Misty Mountain, Winding River Geography				 Ancient Civilisations History		
	Linked English packs	Anglo-Saxon poetry	Playscripts	Norse myths	Non-chronological reports	Diaries	Leaflets	Explanations	Narrative poetry	Free verse poetry	Instructions	Stories from other cultures
	Linked book study	<i>The Saga of Erik the Viking</i> by Terry Jones				<i>King of the Cloud Forests</i> by Michael Morpurgo				<i>Secrets of a Sun King</i> by Emma Carroll		
	Science	Food and the Digestive System		Sound		States of Matter		Grouping and Classifying		Electrical Circuits and Conductors		
	A&D	Contrast and Complement		Warp and Weft		Vista		Animal		Statues, Statuettes and Figurines		Islamic Art
	D&T	Fresh Food, Good Food				Functional and Fancy Fabrics				Tomb Builders		
	Geography	Interconnected World				Geography covered in the main project				Geography revision and retrieval practice		
	RE	Janmashtami Hinduism		Kathina Buddhism		Vaisakhi Sikhism		Holy Week and Easter Christianity		Shabbat Judaism		Eid ul-Adha Islam

Affiliated products on Curriculum Maestro

Year 4	Maths	 Autumn White Rose Maths v2.0 Autumn White Rose Maths v3.0	Spring White Rose Maths v2.0 Spring White Rose Maths v3.0 (coming soon)	Summer White Rose Maths v2.0 Summer White Rose Maths v3.0 (coming soon)
	Computing		Barefoot Computing Year 4	