








Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do, exhibiting a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.



Y4/5/6 Curriculum Long Term Plan

Year	Subject	Autumn	Spring	Summer
Core Values		<i>Compassion</i>	<i>Perseverance</i>	<i>Integrity</i>
2021-2022	Secrets to Success	 Try New Things.pdf  Concentrate.pdf  Work Hard.pdf	 Push Yourself.pdf  Imagine.pdf	 Improve.pdf  Understand Others.pdf  Don't Give Up.pdf
	RE First half term	<p>Good News</p> <p>Why is Jesus, 'Light of the World' good news for Christians?</p> <p>How do the signs in John's gospel help to explain Jesus as good news?</p>	<p>Islam</p> <p>How does a mosque show that the idea of one community is important to Muslims?</p> <p>Why & how do Muslims care for the environment?</p> <p>How and why do some Muslim organizations help those in need?</p> <p>Why are the 5 Pillars important to Muslims? How do they affect their life choices? What can we find about Islam by exploring a mosque?</p>	<p>Holy Spirit</p> <p>What does Christian art teach people about the Trinity? What part do Christians believe the Holy Spirit plays in welcoming Christians into the church community?</p> <p>Why do Christians say, 'Father, Son and Holy Spirit'?</p> <p>What part do Christians believe the Holy Spirit plays in confirmation?</p> <p>What part do Christians believe the Holy Spirit played in helping the disciples in the early church? How do Christians believe the Holy Spirit is at work in their lives today?</p>
	Second half term	<p>Christian Community</p> <p>How are Christian communities different? How are local, national and global church communities similar and different?</p> <p>How does belonging to a church community affect what a believer does? How does the teaching of the Church influence the everyday life of believers? How do Christian leaders help build the kind of world Jesus wants?</p> <p>What impact do the lives of the church community make in today's world?</p>	<p>Salvation</p> <p>Why do Christians believe Jesus rescued people? Why do Christians call the day Jesus died 'Good Friday'? Why is Jesus called saviour?</p> <p>What can we learn from Christian works of art about salvation?</p> <p>Where in a church building are there signs of salvation? Eucharist lesson</p>	<p>Hinduism</p> <p>How does the Hindu celebration of Divali show their understanding of God?</p> <p>What can some stories and images tell us about Hindus beliefs? (eg Rama & Sita)</p> <p>How do Hindu stories teach Hindus how to live? Why is going to the mandir important to Hindus? How do key teachings in Hinduism affect the Hindus' choices?</p> <p>How do Hindus prepare for and welcome babies? How is Hindu marriage celebrated?</p> <p>How and why do Hindus show respect for all living things?</p> <p>Why do Hindus make pilgrimages? What symbols are important to Hindus?</p>
	PSHE First half term	<p>Health and prevention:</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Importance of sleep. Dangers of screen time</p>	<p>Relationships: Friendships</p> <p>Being safe in relationships Respectful relationships Relationships online.</p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> that money can be borrowed but there are risks associated with this



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	<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>The facts and science relating to allergies, immunisation and vaccination</p>		<ul style="list-style-type: none"> • about enterprise • what influences people's decisions about careers
Second half term	<p>First aid Heart start How to ring the emergency services</p>	<p>Keeping safe and managing risk: Keeping safe out and about</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) 	
PE	Hockey / Dodgeball /Swimming	Gymnastics/ Dance / Badminton	Athletics /Cricket
History	<p>Stone Age through to Iron Age</p> <ul style="list-style-type: none"> *Build an overview of World history *Understand Chronology *Communicate historically. 		<p>Ancient Civilizations</p> <ul style="list-style-type: none"> *Build an overview of World history *Understand Chronology *Communicate historically.
Geog	Volcanoes and earthquakes	<p>Locational knowledge of UK.</p> <p>Field work to observe, measure and record the human and physical features in the local area. Identifying evidence of the Bronze Age and Iron Age in our local area.</p>	<p>Comparison with a country in North or South America.</p> <p>Identify physical and human features</p>
Science	<p>Materials/states of matter</p> <p>Compare and group together everyday materials</p> <p>Understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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 and the action of acid on bicarbonate of soda</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Animals including humans:</p> <p>Describe the changes as humans develop from birth to old age</p> <p>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p>	<p>Light</p> <p>Understand that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>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.</p> <p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>



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	Sound Identify how sounds are made, associating some of them with something vibrating 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 the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans	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
DT	Construction	Food/Mechanics	Materials/Electricals and electronics
ART	Sculpture	Collage: Industrial Revolution	Drawing/Digital Media
Computing	Coding/ Online safety Spreadsheets	Databases Game creator	3D Modelling Concept maps
Music	Rythmn and musical knowledge Musical knowledge and Christmas	Brass	Music history World music
Eng	Text/Genre focuses to link with topics: Stone Age Boy Wolf Brother	Text/Genre focuses to link with topics:	Text/Genre focuses to link with topics:
Curriculum enrichment			

Year	Subject	Autumn	Spring	Summer
Core Values		RESPECT COMPASSION INTEGRITY HOPE PERSEVERANCE		
2022-2023	Secrets to Success	Try New Things.pdf Concentrate.pdf Work Hard.pdf	Push Yourself.pdf Imagine.pdf	Improve.pdf Understand Others.pdf Don't Give Up.pdf
	RE Autumn 1	God What does the story of Daniel teach about God? What did Jesus teach about God?	Kingdom of God What do Jesus' parables tell Christians the kingdom of God is like? What could Jesus have meant when he taught about the kingdom of God?	Discipleship How does the Bible help Christians to live? How do Christians follow Jesus? How important is the new covenant to Christians? How does the sermon on the mount help Christians to follow Jesus?
	Autumn 2	Incarnation Why do you think there are different stories about Jesus' birth? Why is Advent important to Christians? What is good news for Christians in the Christmas story?	Forgiveness How did Jesus show forgiveness to those who betrayed him? What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by God? How and why do Christians confess their sins?	Hinduism How do Hindus describe God? How do Hindus show devotion to God? How do Hindus use music and dance in worship? Is the idea of one God important in Hinduism? Why is Rama important to Hindus? How important is God in Hindu family like?



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		Who do Christians believe God forgives? What is the difference between forgiveness and justice?	How does belief in reincarnation affect a Hindu's life?
PSHE Autumn 1	Drug, alcohol and tobacco education: Tobacco is a drug. Identity, society and equality: Democracy	Mental health and emotional wellbeing: Strengths and challenges Physical health and wellbeing: What is important to me?	Careers, financial capability and economic wellbeing: Saving, spending and budgeting Sex and relationship education: Growing up and changing
Autumn 2	Keeping safe and managing risk: Bullying - see it, say it, stop it Drug, alcohol and tobacco education: Making choices	Identity, society and equality: Celebrating difference Keeping safe and managing risk: Playing safe	Physical health and wellbeing: What helps me choose? Sex and relationship education: Growing up and changing
PE	Football / Netball / Gymnastics	Swimming / Dance	Athletics / Tennis / Rounders
History	Curriculum under review		
Geog			
Science	<p>Forces and magnets:</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. explain day and night</p>	<p>Earth and space:</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to</p>	<p>Plants:</p> <p>Identify and describe the functions of different parts of flowering plants.</p> <p>Explore the requirements of plants for life and growth and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants.</p> <p>All living things</p> <p>identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Describe how living things are classified into broad groups</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
DT	Food	Construction/Mechanics - Roman Chariots	Materials/Textiles
ART	Drawing/Sculpture	Drawing/Mosaics	Drawing/Painting



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	Music	Rhythm and musical knowledge: South American Music Musical Knowledge & Christmas	Y4 - recorders Y5/6 - brass	Y4 - Canon and Ground Bass and Pop Music Y5/6 Jazz and Blues and Pop Music
	Eng	Text/Genre focuses to link with topics:	Text/Genre focuses to link with topics:	Text/Genre focuses to link with topics:
	Curriculum enrichment			