



## Moorlands Junior School – Long Term Planning WN – 2018-2019

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		<b>Electricity</b> (simple circuit, switches, conductors and insulators) <b>Scientist study</b> to be decided by individual year group <i>Manchester link?</i> <i>John Dalton, James Prescott Joule and Brian Cox</i>		<b>States of matter</b> (solids, liquids, gases, heating and cooling, water cycle)  <b>Animals, including humans</b> (teeth, eating and digestion)		<b>Living things and their habitats</b> (grouping and simple classifying, changes to habitats can compose dangers) <u><b>TRIP - Chestnut Centre?</b></u>
Humanities	<b>Anglo Saxons</b> <i>Why were the Anglo-Saxons really smashing?</i> <u><b>Workshop in school</b></u>		Egyptians  <u><b>Manchester Museum?</b></u>		<b>Power of the Earth</b>	
Art	<b>Sculptural masks</b> Anglo-Saxon helmet, papier mache and paint		<b>Pop Art</b> Photomontage: David Hockney		<b>Artist study:</b> Medieval artists, Gothic	
Design + Technology		<b>Moving Monsters</b> Design and make a moving monster using pneumatic systems		<b>Containers and packaging</b> Design and make a snack box, role of designers		<b>Food technology</b> Healthy lunchbox  Chef: Jamie Oliver
Computing	Podcasting	Excel	eSafety	Scratch Programming	Multimedia and Word Processing	LOGO Programming
RE	<b>Why do some people think that life is a journey?</b> <b>What significant experiences mark this?</b> Christians, Hindus	<b>Why is Jesus inspiring to some people?</b>	<b>Why do people pray?</b> Christians, Hindus and/or Muslims	<b>What can we learn from religions about deciding what is right and wrong?</b> Christians, Jewish people and	<b>What does it mean to be a Hindu in Britain today?</b>	<b>What festivals are important to religious communities?</b> Christians, Hindus and/or Muslims, and/or Jewish people

	and/or Jewish, humanist			Humanists		<b>Ramadan</b>
MFL	<u><b>Unit J</b></u> <u><b>En Vacances</b></u> *More countries *Holiday accommodation *Vocabulary associated with the zoo, beach and theme park *Using the perfect past tense	<u><b>Unit K</b></u> <u><b>Sortir dîner</b></u> *Asking for items in a shop or restaurant *Asking how much things cost *Some basic weights *How to order for others in a restaurant	<u><b>Unit L</b></u> <u><b>Les passe-temps</b></u> *Naming hobbies *Talking about types of music and giving a variety of opinions *Saying what musical instruments they play *Talking about different types of film	<u><b>Unit M</b></u> <u><b>Une Excursion Scolaire</b></u> * Identify the difference between “ <i>mon</i> ”, “ <i>ma</i> ” and “ <i>mes</i> ” in the French story text. * Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences. * Recognise the future tense with little help. * Say and write about what they do and don't like to do in the context of school trips. *Join in with the unit's song, pronouncing all the words clearly and accurately.	<u><b>Unit N</b></u> <u><b>Les Saisons</b></u> * Understand the meaning of the pronoun “ <i>on</i> ” in sentences relating to the date. * Respond to questions requiring a more complex opinion, using sentence models from the lesson. * Understand a set of French instructions to make a Chinese lantern with little help. * Recognise and use adjectives, understanding that they need to change according to a noun's gender and number. *Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.	<u><b>Unit O</b></u> <u><b>L'environnement</b></u> *Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy. *Use the third person singular form of the present tense to describe what an animal eats. *Prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help.  Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.
Music	<b>Exploring signals</b> (Music Express book, Y4) <b>HARVEST</b>	<b>Sounds</b> (New Music Express book, Y4) <b>CHRISTMAS</b>	<b>Rhythmic patterns</b> (Music Express book, Y4)	<b>The Class Orchestra</b> (Music Express book, Y4)	<b>Food and drink</b> (New Music Express book, Y4)	<b>Contemporary composer:</b> Hans Zimmer
PE Outdoors	<b>Games skills</b> - running, jumping, throwing, catching	<b>Netball</b>	<b>Lacrosse</b>	<b>Outdoor and adventurous activities</b>	<b>Athletics</b>	<b>Cricket / Danish Longball</b>
PE Indoors	Gymnastics 1	Dance 1	Indoor problem solving activities	Dance 1	Gymnastics 1	Invasion games - Dodgeball
Swimming	GROUP 1 <i>No indoor PE</i>	GROUP 1 <i>No indoor PE</i>	GROUP 1 <i>No indoor PE</i>	GROUP 2 <i>No indoor PE</i>	GROUP 2 <i>No indoor PE</i>	GROUP 2 <i>No indoor PE</i>
PSHE	<b>The School Community</b> Essex Works circle time games	<b>Media Influence and me</b> Essex Works circle time games	<b>Eco School - Water Cycle link</b> Essex Works circle time games	<b>Learning About Money</b> Essex Works circle time games	<b>Growing and Changing</b> <i>Real Love Rocks</i> Essex Works circle time games	<b>Achievements</b> (SEAL Unit) Essex Works circle time games