**Fairholme Primary School – Long term Plan 2022 - 2023**

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| **Year 6** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Blitzed Britain** | **Pulse** | **Darwin’s Discoveries** | **Crime & Punishment** | **Art Attack!** | **Ticket to the World** |
| **Texts** | Friend or Foe  Diary of Anne Frank  Letters from the Lighthouse | Stormbreaker | Darwin’s Dragons | Holes or Street Child | The High Rise Mystery | The Explorer |
| **English** | Non-Chronological report  Diary  Newspaper report | Non-Chronological report  Poetry  Information Text  Narrative | Diary  Explanation  Balanced Argument  Biography |  | Persuasive Speech  Biography  Narrative  Explanation  Poetry | Narrative  Discussion Text  Explanation |
| **Science**  **Hamilton Trust** |  | Animals Including Humans | Evolution & Inheritance    Living Things & Their Habitats | Science Week | Light | Electricity |
| **History** | **WW2 – *Study of an aspect of History that extends children’s chronological knowledge beyond 1066*** |  |  | **Crime & Punishment - *a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066*** |  |  |
| **Geography** | Mapping skills – *location of bombings - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* |  | Mapping skills – Darwin’s journey - *use maps, atlases, globes and digital/computer mapping to locate countries, use the eight points of a compass, four and six-figure grid references* |  |  | **Comparative Study -similarities and differences through human and physical geography**  ***Mountains, Earthquakes, Volcanoes - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,*** |
| **Art** | Painting – watercolour & silhouette pictures | Drawing – Da Vinci’s hearts, pencil skills & charcoal skills | Drawing – Galapagos Island flora & fauna  3D sculpture – clay model of creature from Galapagos |  | **About great artists, architects and designers**  **Drawing**  **Painting**  **Collage**  **3D installation?**  **Photography?** | Printing  3D – Sculpture – Papier mache/mod-roc model/cross section of earth. Volcano cross section |
| **DT** | Textiles – Making waistcoats for D-Day celebration end of topic | Structures – design a new playground to encourage active lifestyles |  | Mechanical systems – automata | Electrical Systems – steady hand game | Digital World – navigating the World  Food – design a 3 course meal – food from around the world |
| **RE** | Judaism | Sikhism | Budhism | Islam | Christianity | Hinduism |
| **Music** |  |  |  |  |  | Appreciation  Composition |
| **Computing** | Unit 6.1 Coding | Unit 6.2 Online safety  Unit 6.6 Networks | Unit 6.3 Spreadsheets | Unit 6.4 Blogging | Unit 6.5 Text Adventures | Unit 6.7 Quizzing |
| Spanish | Meet and Greet | My Body | Time to Eat | The People around me | All about school | Tell me when |
|  | **PSHE/Citizenship** | How can we keep healthy as we grow? (health and wellbeing) | | How can the media influence people? (living in the wider world) | | What will change as we become more independent? (relationships) | |

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| **Year 5** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Cosmic!** | **Raiders or Traders?** | **Magic & Mayhem** | **Mysterious Maya** | **Global Gardens** | **Terrible Tudors** |
| **Texts** | Cosmic | Skellig  Viking at School  A Street through Time | The Nowhere Emporium  Cirque du Freak | The House with the Chicken Legs | Charlotte’s Web  The Lion the Witch and the Wardrobe | My Friend Walter  A Street through Time |
| **English** | Narrative  Information Text  Fact file  Newspaper Report | Information Text  Poetry  Narrative  Diary  Information Text | **Poetry**  **Narrative**  **Scientific explanation** | Narrative  Explanation  Persuasive Letter | Non-Chronological report  Narrative  Persuasive writing – letter & advert | Biography  Non-chronological report  Persuasive letter  Scientific explanation |
| **Science**  **Twinkl**  **Hamilton Trust** | Earth & Space  Forces – Gravity, Air resistance, water resistance, friction |  | Properties of Materials  Changes of Materials | Science Week | Living Things and Their Habitats  Animals Including Humans | Revisit of Science from the year – develop investigative skills |
| **History**  Key Stage History |  | ***Britain’s settlement by the Anglo-Saxons and Scots***  ***Viking and Anglo-Saxon struggle for England to the time of Ed the Confessor*** |  | **The Maya – *a non-European society that provides contrasts with British history*** |  | **Henry VIII & his Wives - *Study of an aspect of History that extends children’s chronological knowledge beyond 1066*** |
| **Geography** |  |  |  |  | ***Biomes & Vegetation - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.*** |  |
| **Art** | Van Gogh – Starry Night | Collage/Textiles – Bayeaux Tapestry collage/embroidery | Painting | Printing – geometric fabric prints  Textiles/Collage | Textiles/Collage | About great artists, architects and designers Drawing  Painting |
| **DT** |  | Structures – bridges – building on the Roman legacy | Electrical Systems – greetings cards | Mechanical Systems – pop-up book – Maya creation story? | Cooking – what could be healthier? | Textiles – stuffed toy |
| **RE** | Hinduism | Judaism | Buddhism | Sikhism | Islam | Christianity |
| **Music** | Appreciation & composition  Musicians – Holst The Planets |  |  |  |  |  |
| **Computing** | Unit 5.1 Coding | Unit 5.2 Online safety  Unit 5.7 Concept Maps | Unit 5.4 Databases | Unit 5.3 Spreadsheets | Unit 5.5 Game Creator | Unit 5.6 3D Modelling |
| **Spanish** | Meet and Greet | My Body | Time to Eat | The People around me | All about school | Tell me when |
|  | **PSHE/Citizenship** | What decisions can people make with money? (living in the wider world) | What makes up our identity? (health and wellbeing) | How can we help in an accident and emergency? (health and wellbeing) | How can friends communicate safely? (relationships) | How will we grow and change? How can we keep healthy as we grow? (health and wellbeing) | What jobs would we like? (living in the wider world? (living in the wider world) |

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| **Year 4** |  | **Autumn 2** | **Autumn 1** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Doctor, Doctor?** | **Toga-tastic** | **Be the Change…** | **Rhythm & Rhumba** | **On the street where you live…** | **Eureka!** |
| **Texts** | The Demon Dentist | Boudicca  A Roman Soldier’s Handbook  Escape from Pompeii  Orchard book of Roman Myths  A Street through Time | Ice Palace  Journey to the River Sea  The Rhythm of the Rain | The Bear & the Piano  The 13 Storey Treehouse | London Eye Mystery  A Street through Time | Who let the Gods out?  Greek Myths & Legends book |
| **English** | Information Text  Narrative  Explanation  Persuasive Writing | Historical narrative  Non-chronological report  Diary  Persuasive Writing | Newspaper report  Explanation  Poetry  Report  Balanced Argument | Narrative  Biography  Information text  Non-Chronological report |  | Non-chronological report  Information Text  Myths & Legends  Poetry |
| **Science** | Animals Including Humans |  | States of Matter  Living Things and Their Habitats | Sound  Science Week | Living Things and Their Habitats - Classification | Electricity |
| **History** |  | ***The Roman Empire and its impact on Britain*** |  |  | ***A local history study*** | **Ancient Greece – *a study of Greek life and achievements and their influence on the western world*** |
| **Geography** |  |  | **Climate Change – rising sea levels, ozone layer**  ***Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers and the water cycle*** |  | ***Land use – local area study***  ***Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time***  ***Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water***  **Use of Ordnance Survey maps** |  |
| **Art** |  | Drawing  Printing  3D - mosaics |  | 3D sculpture instruments | Painting - graffiti | 3D sculpture clay - pots  About great artists, architects and designers |
| **DT** | Food – adapting a recipe | Structures - Pavilions |  | Textiles – book cover | Mechanisms – sling shot car | Electrical systems - torches |
| **RE** | Buddhism | Judaism | Christianity | Sikhism | Hinduism | Islam |
| **Music** |  |  |  | **Musicians Composition** |  |  |
| **Computing** | Unit 4.1 Coding | Unit 4.2 Online safety | Unit 4.3 Spreadsheets | Unit 4.4 Writing for different audiences | Unit 4.6 Animation  Unit 4.5 Logo | Unit 4.7 Effective Search  Unit 4.8 Hardware Investigators |
| Spanish | Meet and Greet | My Body | Time to Eat | The People around me | All about school | Tell me when |
|  | **PSHE/Citizenship** | How will we grow and change? (health and wellbeing) | How do we treat each other with respect? (relationships) | How can our choices make a difference to others and our environment? (living in the wider world) | What strengths, skills and weaknesses do we have? (health and wellbeing) | How can we manage risk in different places? (health and wellbeing) | How can we manage our feelings? How can we keep healthy? (health and wellbeing) |

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| **Year 3** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Ready, Steady, Cook!** | **Time Team** | **What a Wonderful World** | **Tomb Raiders** | **Secret Garden** | **Eco-Warriors** |
| **Texts** | Charlie and the Chocolate Factory  The Great Chocco plot | Stone Age Boy  Ug  The Secrets of Stonehenge  Pebble in My Pocket | Stories from around the world anthology  Akimbo and the Snakes | Ottoline and the Yellow Cat | The Boy who grew dragons | The Iron Man  The Ion Woman |
| **English** | Instructions  Non-chronological report  Narrative  Diary | Information Text  Biography  Diary  Narrative | Double Page Spread  Persuasive Advert & travel brochure  Narrative  Poetry | Diary  Explanation  Narrative  Non-chronological report | Narrative  Biography  Explanation | Persuasive letter  Poetry  Narrative  Report |
| **Science** | Animals Including Humans. | Rocks |  | Light.  Science Week | Plants. | Forces & Magnets. |
| **History** |  | ***Changes in Britain from the Stone Age to the Iron Age*** |  | ***Achievements of earliest civilisations - Ancient Egypt*** |  |  |
| **Geography** |  |  | ***Locate the world’s countries***  ***Use maps and atlases*** |  |  |  |
| **Art** | Sketching  Watercolour,  Arcimboldo  Printing | Drawing |  |  | Collage/Textiles | About great artists, architects and designers |
| **DT** | **Food - seasonality** | Mechanical systems – pneumatic toys (Stone Age character e.g. Fred Flintstone) | Electrical Systems – Electric poster | Textiles - cushions |  | Structures – making a castle (recycled materials) |
| **RE** | Hinduism | Sikhism | Islam | Christianity | Judaism | Buddhism |
| **Music** |  |  | Appreciation  Composition |  |  |  |
| **Computing** | Unit 3.1 Coding | Unit 3.2 Online safety  Unit 3.8 Graphing | Unit 3.3 Spreadsheets | Unit 3.4 Touch Typing | Unit 3.5 Email | Unit 3.6 Branching databases  Unit 3.7 simulations |
| Spanish | Meet and Greet | My Body | Time to Eat | The People around me | All about school | Tell me when |
|  | **PSHE/Citizenship** | **Why should we eat well and look after our teeth? (health and wellbeing)** | How can we be a good friend? (relationships) | What keeps us safe? (health and wellbeing) | What are families like? (relationships) | Why should we keep active and sleep well? (health and wellbeing) | What makes a community? (living in the wider world)  **Improving local environment, recycling** |

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| **Year 2** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Westward Ho!** | **London’s Burning** | **Mighty Monarchs** | **Beneath the canopy** | **Mix it up!** | **Coast to Coast** |
| **Texts** | The legend of Captain Crow’s teeth  The Legend of Spud Murphy | A Street through Time | The |  | George’s Marvellous Medicine  The Magic Finger | Katie Morag |
| **English** | Report  Diary  Non-Chronological report  Descriptive  Narrative | Newspaper  Diary  Narrative  Poetry | Narrative  Diary  Letter? | Letter  Non-chronological report  Instructions  Narrative | Narrative  Character descriptions  Poetry  Scientific explanation | Katie Morag narrative  Recount  Non-Chronological Report  Poetry |
| **Science** | Everyday Materials. | **Everyday Materials 2** |  | ***Plants***  Science Week | *Animals including humans* | Living Things and Their Habitats.  **.** |
| **History** |  | ***Events beyond living memory* – Fire of London** | ***Lives of significant individuals in the past*** |  |  |  |
| **Geography** | ***Name and locate 7 continents and oceans***  ***Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.***  ***Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.*** |  |  |  |  | ***Human and physical geography similarities and differences*** |
| **Art** | Alfred Wallis Ship paintings | Skyline of London mixed media | VanGogh Chair paintings | Rousseau Tiger – collage and mixed media  About the art of a range of artists |  | Sea creatures – sketching and clay sculpture |
| **DT** |  | Textiles - pouches | Structures – Baby bear’s chair – adapt for thrones for Henry VIII? | Food – A balanced diet | Mechanisms – making a moving monster | Structures – Making a fairground wheel |
| **RE** | Hinduism | Christianity | Judaism | Buddhism | Islam | Sikhism |
| **Music** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.(sea shanties) |  | Music appreciation |  |  |  |
| **Computing** | Unit 2.4 Questioning | Unit 2.2 Online Safety  Unit 2.6 Creating Pictures | Unit 2.5 Effective Searching  Unit 2.7 Making Music | Unit 2.8 Presenting Ideas | Unit 2.3 Spreadsheets | Unit 2.1 Coding |
| **PSHE/Citizenship** | What makes a good friend? (relationships) | How do we recognise our feelings? (health and wellbeing) | What is bullying? (relationships) | What jobs do people do in the wider world? (living in the wider world) | What can help us grow and stay healthy? (health and wellbeing) | What helps us to stay safe? (health and wellbeing) |

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| **Year 1** |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Memories** | **Dinosaur Roar!** | **City Life** | **Lady with the Lamp** | **Old MacDonald** | **Crash Bang Wallop!** |
| **Texts** |  |  |  |  |  |  |
| **English** | Invitations  Recounts  Narrative  Diaries  Narrative,  Rhymes and mnemonics | Recount  Narrative  Fact File  Poetry | Report  Letter  Instructions  Narrative | Fact File  Letter  Narrative  Explanation | Instructions  Narrative  Descriptive  FactFile |  |
| **Science**  **Seasonal changes – across the year** |  | *Animals including Humans - herbivores, omnivores carnivores animals* | Seasonal Changes | Animals including Humans – human body and senses  Science Week | *Plants* | *Everyday Materials* |
| **History** | *Changes within living memory* |  | *Events beyond living* *memory (Gunpowder plot & Guy Fawkes)* | *The Lives of Significant Individuals* *Mary Seacole, Florence Nightingale* |  |  |
| **Geography** |  |  | *Local Geography*  *Aerial pictures and photographs*  *Mapping*  *Countries of UK, capitals*  *N, S, E, W compass directions* |  | *Comparison rural with urban – land use* |  |
| **Art** | Mondigliani  Celebration cards  collage | Mixed media Dinosaur in landscape | City Scape collages |  | Still Life |  |
| **DT** |  | Textiles - Puppets | Mechanisms - Wheels & Axles | Mechanisms – Making a Moving story book | Food – Fruit & Vegetables | Structures - Constructing a windmill |
| **RE** | Christianity | Hinduism | Islam | Judaism | Sikhism | Buddhism |
| **Music** |  |  |  |  |  | Music Appreciation  Music composition |
| **Computing** | Unit 1.1 Online Safety & Exploring Purple Mash  Unit 1.2 Grouping & Sorting | Unit 1.3 Pictograms  Unit 1.4 Lego Builders | Unit 1.5 Maze Explorers  Unit 1.9 Technology outside school | Unit 1.8 Spreadsheets | Unit 1.6 Animated Story Books | Unit 1.7 Coding |
| **PSHE/Citizenship** | Who is Special to us?  (relationships) | What helps us stay healthy?  (health & wellbeing) | What can we do with Money? (living in the wider world) | What is the same and different about us?  (relationships) | How can we look after each other and the world?  (living in the wider world) | Who helps to keep us safe?  (health and wellbeing) |