

Orton CE Primary School Long Term Plan – Year A

From September 2024 our curriculum will be predominantly taught on a three-year rolling program.

Our classes are Rowan = EYFS, Birch = Year 1,2 & 3, Oak = Year 4, 5 & 6

Year A (2024-25)							
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English		<p>English topics cover a range of genres throughout the term/ year building on children’s interests and units of work across other areas of the curriculum.</p> <p style="text-align: center;">EYFS focuses on early reading and writing.</p> <p style="text-align: center;">Phonics is taught in EYFS, KS1 (and in KS2 as required) following ‘Jolly Phonics.’</p>					
Maths		<p>Maths is taught using White Rose Maths and daily Big Maths. Topics follow Medium Term Plans covering Number, Measurement, Geometry and Statistics objectives from the National Curriculum 2014.</p> <p style="text-align: center;">EYFS focuses on progressing towards the Early Learning Goals</p>					
History/ Geography	Rowan	<p><u>Understanding the World (Geography)</u></p> <ul style="list-style-type: none"> Using all senses to explore natural materials Show care and respect for natural environment and all living things. 			<p><u>Past and Present (History)</u></p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past 		
	Birch	<p><u>Geography: Climate Zones</u></p> <p>Learning the key features of:</p> <ul style="list-style-type: none"> Polar Temperate Arid Tropical Mediterranean Mountain Map skills - Can you find these areas on a 	<p><u>History: The Great Fire of London</u></p> <ul style="list-style-type: none"> London: Past and Present Life in the 17th Century The Events of the Great Fire How Do we Know About the Great Fire? What Happened 	<p><u>Geog: Comparison- Zambia</u></p> <ul style="list-style-type: none"> Explore Zambia’s physical and human features and locate it. Locate the village of Mugurameno and share what I would like to learn about it. Compare how the 	<p><u>History: Nurturing Nurses</u></p> <ul style="list-style-type: none"> I can explain what makes a person significant. I can explain how Florence Nightingale improved nursing I can explain who Mary Seacole was and how she 	<p><u>GEOG: Continents and Oceans</u></p> <ul style="list-style-type: none"> I can understand where in the world I am I can locate and name the severn continents. I can locate the oceans that link the continents I can spot the 	<p><u>History: A Local Study</u></p> <ul style="list-style-type: none"> Looking at the buildings around Orton and what we can learn from them. Building categories Building Use Changes over time.

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		<p>map?</p>	<p>After the Great Fire?</p> <ul style="list-style-type: none"> • What Have We Learnt about the Great Fire? • What was it like to be a child at this time? 	<p>people of Mugurameno use the River Zambezi with the ways in which we use rivers near us.</p> <ul style="list-style-type: none"> • Find out about food in Mugurameno and how it is prepared. • Explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives. • Use photographs and information texts to help imagine what daily life in Mugurameno might be like • Map skills - Can you find these areas on a map? 	<p>improved nursing.</p> <ul style="list-style-type: none"> • I can explain who Edith Cavell was and how she improved nursing. • I can compare the lives of different nurses. • What was it like to be a child at this time? 	<p>physical and human features of the continents.</p> <ul style="list-style-type: none"> • Map skills - Can you find these areas on a map? 	<ul style="list-style-type: none"> • What would it be like to be a child living in these buildings over different periods of time?
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	<p>Oak</p>	<p><u>Geog: Investigating Rivers</u></p> <ul style="list-style-type: none"> To understand and explain the water cycle To find out about rivers and how they erode, transport and deposit materials To find out why rivers are important The causes of river pollution and effect on environment. The River Nile – effects on environment and landscape Geographical enquiry Map skills - Can you find these areas on a map? 	<p><u>How did the achievements of the MAYANS influence their society and beyond?</u></p> <ul style="list-style-type: none"> Meeting the Maya Religion and Gods Maya Number System Exploration and Discovery Mayan Writing Food What was it like to be a child at this time? 	<p><u>Geog: THE UK</u></p> <ul style="list-style-type: none"> Compare and contrast the different countries of the UK. Identify where I live in the UK and locate the UK's major cities. Identify physical characteristics of the United Kingdom Understand how people have affected the United Kingdom's landscape. Describe and explain the sorts of industries in which people in the United Kingdom work. Understand the different types of energy sources used in the United Kingdom. Evaluate the advantages and disadvantages of wind energy Map skills - Can you find these areas on a map? 	<p><u>What did the ancient GREEKS do for us?</u></p> <ul style="list-style-type: none"> What was important to the Ancient Greeks? How did the Ancient Greeks influence art? How did the Ancient Greeks influence sport? How have Ancient Greek beliefs influenced us? Why are Ancient Greek thinkers so important? Why are Ancient Greek thinkers so important? How did Athenian government change the world? What was it like to be a child at this time? 	<p><u>Geog: A Local Study</u></p> <ul style="list-style-type: none"> Define what a village/town/city is. Identify the land usage of a local street. Identify the positives and negatives about an area – street survey. Traffic – conduct a survey to find out how people travel to school. Collection of data and a report. Map skills - Can you find these areas on a map? 	<p><u>History: A Local Study</u></p> <ul style="list-style-type: none"> Looking at the buildings around Orton and what we can learn from them. Building categories Building Use Changes over time. What was it like to be a child living in these buildings over different periods of time?
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Science	Rowan	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Birch	Forces and Magnets (Yr3 Pos)	Light & Shadows (Yr3 PoS)	Rocks & Fossils (Yr3 PoS)	Animals Including Humans (Yr3 PoS)	Plants (Yr3 PoS)	Plants - Artful flowers, fruits & Seeds (Yr3 PoS)
		<ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or 	<ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants 	<ul style="list-style-type: none"> • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

		repel each other, depending on which poles are facing.					
Throughout the Year	<ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 						
	Forces (Yr5 PoS)	Light (Yr6 PoS)	Earth and Space (Yr5 PoS)	Sound (Yr4 PoS)	Living things and their habitats – Name that living thing (Yr4 PoS)	Living things and their Habitats (Yr5 PoS)	
Oak	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> recognise 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 eye 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the 	<ul style="list-style-type: none"> describe the movement of the Earth, and other planets, 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. 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear 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 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. 	

			objects that cast them.		as the distance from the sound source increases.		
Art		Collage		Printing		Sculpture	
Design Technology <i>Medium & short term plans for most projects are found in the Staff Shared Drive</i> <i>Safe procedures and techniques are taught throughout the DT curriculum</i>	Rowan		Mechanisms		Structures		Textiles
	Birch		Mechanisms Sliders & Levers Moving Pictures Designing, Making, Evaluation & Developing Technical Knowledge Knowledge: <ul style="list-style-type: none"> • Movement created by push/pull • Sliders and levers change motion Vocabulary: slider, lever, pivot, mechanism		Structures Free Standing Stable structures Stable Structures – Car Garages Designing, Making, Evaluation & Developing Technical Knowledge Knowledge: <ul style="list-style-type: none"> • Stability depends on base • Strong joints improve durability Vocabulary: structure, stable, join, base		Textiles Templates & Joining (running stitch) Finger Puppets Designing, Making, Evaluation & Developing Technical Knowledge Knowledge: <ul style="list-style-type: none"> • Needle threading • Fabric joined using simple stitches Vocabulary: stitch, fabric, template
	Oak		Mechanisms Cams, Woodwork & Design Automata – Story Machine Designing, Making, Evaluation & Developing Technical Knowledge Knowledge:		Frame Structures Design and build a strong framed structure with reinforcement Pavilions & shelters Designing, Making, Evaluation &		Textiles Join fabric with a range of stitches / use a pattern to create a prototype / add decoration Yr 4 & 5 Pencil Case/ Yr 6 Mobile Phone Cases Designing, Making,



			<ul style="list-style-type: none"> Using specific tools e.g. saws Accurate measuring Cams convert rotary to vertical motion <p>Vocabulary: cam, rotation, mechanism</p>		<p>Developing Technical Knowledge</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Triangles strengthen structures <p>Vocabulary: frame, reinforcement, triangulation</p>		<p>Evaluation & Developing Technical Knowledge</p> <ul style="list-style-type: none"> Knowledge: Types of materials & Threads Needle choice Pattern pieces form products Range of stitches Buttons & button holes <p>Vocabulary: pattern, seam, stitches, running stitch, back stitch, blanket stitch, cross stitch.</p>
<p>Computing</p> <p><i>Although the Autumn term starts with Online Safety, it must be referred to in all online work and links to PSHE</i></p>	<p>Rowan</p>	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Mouse and Trackpad skills 	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Keyboard skills 	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Drawing 	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Robots 	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Sound 	<p>Purple Mash Computing Curriculum</p> <p>Unit: Reception: General computing skills</p> <ul style="list-style-type: none"> Photography
	<p>Birch</p>	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.1: Coding</p> <ul style="list-style-type: none"> Algorithms Collision detection Using a timer Different object types 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.3: Spreadsheets</p> <ul style="list-style-type: none"> Introduction to spreadsheets Adding images 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.4: Questioning</p> <ul style="list-style-type: none"> Creating and using pictograms Asking yes/no questions 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.5: Effective Searching</p> <ul style="list-style-type: none"> Understand the internet and searching 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.7: Making music</p> <ul style="list-style-type: none"> Introducing 2sequence Making music 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 2.8: Presenting ideas</p> <ul style="list-style-type: none"> Presenting a story three ways Presenting ideas

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		<ul style="list-style-type: none"> Buttons Debugging <p>Unit 2.2: Online Safety</p> <ul style="list-style-type: none"> Searching and Sharing Email using 2Respond Digital Footprint 	<ul style="list-style-type: none"> Using clipart in a spreadsheet Totaling tools Using “Speak” and “Count” tools Creating a table and block graph 	<ul style="list-style-type: none"> Binary trees Using 2Question Using 2Investigate – a non-binary program 	<ul style="list-style-type: none"> Searching the internet Sharing knowledge <p>Unit 2.6: Creating Pictures</p> <ul style="list-style-type: none"> Impressionism Pointillism Mondrian William Morris Surrealism 	<ul style="list-style-type: none"> Soundtracks 	<p>as a quiz</p> <ul style="list-style-type: none"> Making a non-fiction factfile Making a presentation
	Oak	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.1: Coding</p> <ul style="list-style-type: none"> Coding efficiently Simulating a physical system Decomposition and abstraction Friction and functions Introducing strings Text Variables and Concatenation <p>Unit 5.2: Online Safety</p> <ul style="list-style-type: none"> Protecting privacy Citing sources Reliability 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.3: Spreadsheets</p> <ul style="list-style-type: none"> Conversions of measurements Using formulae Exploring probabilities Computational modelling Testing a hypothesis 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.4: Databases</p> <ul style="list-style-type: none"> Searching a database Creating a class database Creating a topic database 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.5: Game Creator</p> <ul style="list-style-type: none"> Setting the scene creating the game environment The game quest Finishing and sharing Evaluation <p>Unit 5.6: 3 D Modeling</p> <ul style="list-style-type: none"> Introduce 2design ad made Moving points Designing for a purpose To refine and print a model 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.8: Word Processing</p> <ul style="list-style-type: none"> Making a document from a blank page Inserting images Editing images in Word Adding text Finishing touches Using tables Writing a letter using a template Presenting information - newspaper 	<p><i>Purple Mash Computing Curriculum</i></p> <p>Unit 5.9: Using External Devices</p> <ul style="list-style-type: none"> Introducing purple chip Operating a program using device movement and actions Text functions with an external device Interacting with the ‘real world’ Extended project <p>Unit 5.10: Micro bits</p> <ul style="list-style-type: none"> Tell me a story Measuring temperature Magic 8 ball GOAL!
RE (Questful RE)	Rowan	EYFS Harvest	EYFS Christmas	EYFS Stories Jesus Heard	EYFS Stories Jesus Told	EYFS I am Special	EYFS Special Places



Curriculum		EYFS What is Prayer?			EYFS Easter		
	Birch	KS1 1.1 Harvest. How can we help those who do not have a good harvest? 1.9 My world Jesus world Year 3 3.6 Harvest 3.1 Called by God	KS1 1.3 Christmas. Why do we give and receive gifts? Year 3 3.2 Christmas. God with us	KS1 1.4 Jesus was special Year 3 3.3 Jesus the man who changed lives	KS1 1.5 Easter. Celebrating new life and new beginnings Year 3 3.4 Exploring the sadness and Joy of Easter.	KS1 1.7 Why is baptism special? Year 3 3.5 Which rules should we follow?	KS1 1.2 God and creation Year 3 S10 Proverbs
	Oak	6.1 – Life as a Journey	4.2 - Christmas	5.3 - Jesus	5.4 - Easter	6.5 – Ascension and Pentecost	4.5 – The Church
Music	Rowan						
	Birch		<u>Charanga</u> Glockenspiel 1 Christmas Play		<u>Charanga</u> Zoo Time		<u>Charanga</u> Three Little Birds Y3 Recorders Summer Concert
	Oak		<u>Charanga</u> Glockenspiel 2 (Young Voices) Christmas Play		<u>Charanga</u> Djembe You've Got a Friend		<u>Charanga</u> Blackbird Recorders Summer Concert
French	Birch	<u>N. Tyneside French</u> Numbers 1-12 Colours		<u>N. Tyneside French</u> Numbers 0-20 Days of the Week		<u>N. Tyneside French</u> Numbers 0-30 Greetings	
	Oak	<u>N. Tyneside French</u> <u>Unit 2</u> Introducing Me Weather Days of the Week Numbers 0-12		<u>N. Tyneside French</u> <u>Unit 3</u> Family Numbers 0-20		<u>N. Tyneside French</u> <u>Unit 11</u> Where I Live My House Numbers 0-30	

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PE See separate Annual LTP for PE	Rowan	FUNDamentals <ul style="list-style-type: none"> • Travel & Movement • Balance & Shape Swimming 	Dance FUNDamentals <ul style="list-style-type: none"> • Travel & Movement 	Gymnastics/ Yoga – Balance & Shape	FUNDamentals Object Control / Games	Balance Bikes Athletics (Sports day) Balance/Travel	FUNDamentals Object Control / Games Swimming
	Birch	FUNDamentals <ul style="list-style-type: none"> • Travel & Movement • Balance & Shape Swimming 	Dance – Travel/Movement FUNDamentals <ul style="list-style-type: none"> • Object Control / Games 	Gymnastics – Balance & Shape Ball Games (Dodgeball/Benchball)	Hockey FUNDamentals <ul style="list-style-type: none"> • Object Control / Games 	Tennis Athletics	FUNDamentals <ul style="list-style-type: none"> • Recap Swimming
	Oak	Rugby Netball Swimming	Dance Trigolf	Gymnastics Hockey	Football Orienteering	Tennis Athletics – Sports Day	Rounders Cricket Swimming
Relationships & Health Education (SCARF Curriculum)	Rowan	Reception: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	Reception: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	Reception: Keeping Myself Safe (Includes aspects of Relationships Education)	Reception: Rights and Responsibilities (Includes money / living in the wider world / environment)	Reception: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	Reception: Growing and Changing (Includes RSE- related issues)
	Birch	KS1 Year 2: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships) Year 3 Year 3: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	KS1 Year 2: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder) Year 3 Year 3: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	KS1 Year 2: Keeping Myself Safe (Includes aspects of Relationships Education) Year 3 Year 3: Keeping Myself Safe (Includes aspects of Relationships Education)	KS1 Year 2: Rights and Responsibilities (Includes money / living in the wider world / environment) Year 3 Year 3: Rights and Responsibilities (Includes money / living in the wider world / environment)	KS1 Year 2: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement) Year 3 Year 3: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	KS1 Year 2: Growing and Changing (Includes RSE- related issues) Year 3 Year 3: Growing and Changing (Includes RSE- related issues)

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<p style="text-align: center;">Oak</p>	<p style="text-align: center;">Year 4 Year 4: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)</p> <p style="text-align: center;">UKS2 Year 6: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)</p>	<p style="text-align: center;">Year 4 Year 4: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p> <p style="text-align: center;">UKS2 Year 6: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)</p>	<p style="text-align: center;">Year 4 Year 4: Keeping Myself Safe (Includes aspects of Relationships Education)</p> <p style="text-align: center;">UKS2 Year 6: Keeping Myself Safe (Includes aspects of Relationships Education)</p>	<p style="text-align: center;">Year 4 Year 4: Rights and Responsibilities (Includes money / living in the wider world / environment)</p> <p style="text-align: center;">UKS2 Year 6: Rights and Responsibilities (Includes money / living in the wider world / environment)</p>	<p style="text-align: center;">Year 4 Year 4: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p> <p style="text-align: center;">UKS2 Year 6: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)</p>	<p style="text-align: center;">Year 4 Year 4: Growing and Changing (Includes RSE- related issues)</p> <p style="text-align: center;">UKS2 Year 6: Growing and Changing (Includes RSE- related issues)</p>
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