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		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. EYFS focuses on early reading and writing. Phonics is taught in EYFS, KS1 (and in KS2 as required) following 'Jolly Phonics.'					
Maths		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. EYFS focuses on progressing towards the Early Learning Goals					
History/ Geography	**Rowan**	**Understanding the World (Geography)** • Using all senses to explore natural materials • Show care and respect for natural environment and all living things.		**Past and Present (History)** • 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	**Geography: Climate Zones** Learning the key features of: • Polar • Temperate • Arid • Tropical • Mediterranean • Mountain • Map skills - Can you find these areas on a map?	**History: The Great Fire of London** • 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 After the Great Fire? • What Have We Learnt about the Great Fire? • What was it like to be a child at this time?	**Geog: Comparison- Zambia** • 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 people of Mugurameno use the River Zambezi with the ways in which we use rivers near us. • 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	**History: Nurturing Nurses** • 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 improved nursing. • 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?	**GEOG: Continents and Oceans** • 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 physical and human features of the continents. • Map skills - Can you find these areas on a map?	**History: A Local Study** • Looking at the buildings around Orton and what we can leanr 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?

				texts to help imagine what daily life in Mugurameno might be like • Map skills - Can you find these areas on a map?			
	Oak	**Geog: Investigating Rivers** • 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	**How did the achievements of the MAYANS influence their society and beyond?** 1.Meeting the Maya 2.Religion and Gods 3. Maya Number System 4. Exploration and Discovery	**Geog: THE UK** • *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*	**What did the ancient GREEKS do for us?** • What was important to the Ancient Greeks? • How did the Ancient Greeks influence art? • How did the Ancient Greeks	**Geog: A Local Study** • Define what a village/town/city is. • Identify the land usage of a local street. • Identify the positives and negatives about an area – street	**History: A Local Study** • What was it like to be a child at this time?

		• 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?	5. Mayan Writing 6. Food (See twinkl planning unit) • What was it like to be a child at this time?	*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?	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?	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?	

Science	**Rowan**	• 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)**
		• 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 repel each other,	• 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.	• 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.	• 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.	• 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	• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

		depending on which poles are facing.					
	Throughout the Year	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.					
	Oak	**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)**
		• 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.	• 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 objects that cast	• 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.	• 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 as the distance	• 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	• 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.

			them.		from the sound source increases.		
Art		Collage		Printing		Sculpture	
Design Technology	**Rowan**		Mechanisms		Structures		Textiles
	Birch		Mechanisms Sliders & Levers Designing, Making, evaluating and developing technical knowledge Moving Pictures		Structures Free Standing Stable structures Designing, Making, evaluating and developing technical knowledge Stable Structures – Car Garages		Textiles – Templates & Joining (running stitch) / Weaving Designing, making, evaluating and developing technical knowledge
	Oak		Mechanisms Pulleys, gears, cams. Designing, Making, evaluating and developing technical knowledge Automata		Structures Frame Structures Designing, Making, evaluating and developing technical knowledge Structure Challenges		Textiles – Join fabric with a range of stitches / use a pattern to create a prototype / add decoration Designing, making, evaluating and developing technical knowledge Pencil Cases
Computing	**Rowan**	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Mouse and Trackpad skills	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Keyboard skills	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Drawing	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Robots	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Sound	Purple Mash Computing Curriculum Unit: Reception: General computing skills • Photography

	Birch	*Purple Mash Computing Curriculum* **Unit 2.1: Coding** • Algorithms • Collision detection • Using a timer • Different object types • Buttons • Debugging **Unit 2.2: Online Safety** • Searching and Sharing • Email using 2Respond • Digital Footprint	*Purple Mash Computing Curriculum* **Unit 2.3: Spreadsheets** • Introduction to spreadsheets • Adding images • Using clipart in a spreadsheet • Totaling tools • Using "Speak" and "Count" tools • Creating a table and block graph	*Purple Mash Computing Curriculum* **Unit 2.4: Questioning** • Creating and using pictograms • Asking yes/no questions • Binary trees • Using 2Question • Using 2Investigate – a non-binary program	*Purple Mash Computing Curriculum* **Unit 2.5: Effective Searching** • Understand the internet and searching • Searching the internet • Sharing knowledge **Unit 2.6: Creating Pictures** • Impressionism • Pointillism • Mondrian • William Morris • Surrealism	*Purple Mash Computing Curriculum* **Unit 2.7: Making music** • Introducing 2sequence • Making music • Soundtracks	*Purple Mash Computing Curriculum* **Unit 2.8: Presenting ideas** • Presenting a story three ways • Presenting ideas as a quiz • Making a non-fiction factfile • Making a presentation
	Oak	*Purple Mash Computing Curriculum* **Unit 5.1: Coding** • Coding efficiently • Simulating a physical system • Decomposition and abstraction • Friction and functions • Introducing strings • Text Variables and Concatenation **Unit 5.2: Online Safety** • Protecting privacy	*Purple Mash Computing Curriculum* **Unit 5.3: Spreadsheets** • Conversions of measurements • Using formulae • Exploring probabilities • Computational modelling • Testing a hypothesis	*Purple Mash Computing Curriculum* **Unit 5.4: Databases** • Searching a database • Creating a class database • Creating a topic database	*Purple Mash Computing Curriculum* **Unit 5.5: Game Creator** • Setting the scene creating the game • environment • The game quest • Finishing and sharing • Evaluation **Unit 5.6: 3 D Modeling** • Introduce 2design	*Purple Mash Computing Curriculum* **Unit 5.8: Word Processing** • 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	*Purple Mash Computing Curriculum* **Unit 5.9: Using External Devices** • Introducing purple chip • Operating a program using device movement and actions • Text functions with an external device • Interacting with the 'real world' • Extended project

		• Citing sources • Reliability			ad made • Moving points • Designing for a purpose • To refine and print a model	• Presenting information - newspaper	**<u>Unit 5.10 Micro bits</u>** • Tell me a story • Measuring temperature • Magic 8 ball • GOAL!
RE (Questful RE Curriculum)	**Rowan**	EYFS Harvest EYFS What is Prayer?	EYFS Christmas	EYFS Stories Jesus Heard	EYFS Stories Jesus Told EYFS Easter	EYFS I am Special	EYFS Special Places
	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> In the Groove	(Christmas Play)		<u>Charanga</u> Zoo Time		<u>Charanga</u> Three Little Birds Year 3 Recorders Summer Concert
	Oak		Young Voices Christmas Play		<u>Charanga</u> Djembe You've Got a Friend		<u>Charanga</u> Blackbird Recorders Summer Concert

French	**Birch**		N. Tyneside French Numbers 1-12 Colours	N. Tyneside French Numbers 0-20 Days of the Week		N. Tyneside French Numbers 0-30 Greetings	
	Oak	N. Tyneside French Unit 2 Introducing Me Weather Days of the Week Numbers 0-12		N. Tyneside French Unit 3 Family Numbers 0-20		N. Tyneside French Unit 11 Where I Live My House Numbers 0-30	
PE See separate Annual LTP for PE	**Rowan**	**FUNdamentals** • Travel & Movement • Balance & Shape Swimming	Dance **FUNdamentals** • Travel & Movement	Gymnastics/ Yoga – Balance & Shape	**FUNdamentals** Object Control / Games	Balance Bikes Athletics (Sports day) Balance/Travel	**FUNdamentals** Object Control / Games Swimming
	Birch	**FUNdamentals** • Travel & Movement • Balance & Shape Swimming	Dance – Travel/Movement **FUNdamentals** •Object Control / Games	Gymnastics – Balance & Shape Ball Games (Dodgeball/Benchball)	Hockey **FUNdamentals** • Object Control / Games	Tennis Athletics	**FUNdamentals** • 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)	**KS1** Year 2: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	**KS1** Year 2: Keeping Myself Safe (Includes aspects of Relationships Education)	**KS1** Year 2: 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)	**KS1** Year 2: Growing and Changing (Includes RSE- related issues)

		Year 3 Year 3: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	**Year 3** Year 3: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	**Year 3** Year 3: Keeping Myself Safe (Includes aspects of Relationships Education)	**Year 3** Year 3: Rights and Responsibilities (Includes money / living in the wider world / environment)	**Year 3** Year 3: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	**Year 3** Year 3: Growing and Changing (Includes RSE- related issues)
	Oak	**Year 4** Year 4: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships) **UKS2** Year 6: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	**Year 4** Year 4: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder) **UKS2** Year 6: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	**Year 4** Year 4: Keeping Myself Safe (Includes aspects of Relationships Education) **UKS2** Year 6: Keeping Myself Safe (Includes aspects of Relationships Education)	**Year 4** Year 4: Rights and Responsibilities (Includes money / living in the wider world / environment) **UKS2** Year 6: Rights and Responsibilities (Includes money / living in the wider world / environment)	**Year 4** Year 4: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement) **UKS2** Year 6: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	**Year 4** Year 4: Growing and Changing (Includes RSE- related issues) **UKS2** Year 6: Growing and Changing (Includes RSE- related issues)