

Orton CE Primary School Long Term Plan Year B

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 B (2025-26)							
	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. 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>History: The Gunpowder Plot</u></p> <ol style="list-style-type: none"> Who was Guy Fawkes Problems for the plotters End of the plot The search for Thomas Percy Thomas Percy The Plot in six acts 	<p><u>Geog: Weather and Climate</u></p> <ol style="list-style-type: none"> Order the months of the year and recognise seasons Spot the differences between the seasons. Identify the types of clothing worn in 	<p><u>Geog: ANKOMA</u> Link to planning on server</p> <ul style="list-style-type: none"> Locate Ghana and Ankoma on a map. Understand the physical and human geography of Ghana. 	<p><u>History: Kings and Queens</u></p> <ol style="list-style-type: none"> The role of the monarchy Significant British Monarchs Family Trees Richard III Comparing Elizabeth II to Victoria 	<p><u>History: Travel and Transport</u></p> <ol style="list-style-type: none"> How has transport changed Viking Longboats History of cars George Stephenson Flight 	<p><u>Geography: Hot and Cold Places</u></p> <ul style="list-style-type: none"> Identify hot and cold places and locate them on a map. Recognise the features of a hot and a cold place. Explore a hot or cold place.

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	<p>7. Remember Remember ...</p> <p>Gunpowder Plot overview link planning</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<p>different weather.</p> <p>4. Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</p> <p>5. Explore how the weather affects different jobs.</p> <p>WEATHER PLANNING ON SERVER</p> <p>Map skills - Can you find these areas on a map?</p>	<ul style="list-style-type: none"> • Compare daily life in Ankoma with the UK. Water challenge • Use and interpret maps, flags, and symbols. <p>Map skills - Can you find these areas on a map?</p>	<p>Kings and Queens overview planning</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<p>Comparing past present future</p> <p>transport overview and planning</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<ul style="list-style-type: none"> • Identify the animals that live in hot and cold places and recognise how they adapt. • Compare a pack list for a trip to a hot place with a list for a cold place. Describe what I would see in a hot or cold place. <p>HOT PLACES PLANNING ON SERVER</p> <p>Map skills - Can you find these areas on a map?</p>
Oak	<p><u>History: STONEAGE, BRONZEAGE & IRONAGE.</u></p> <ol style="list-style-type: none"> 1. How did people survive during the Stone Age? 2. What changed for people living in Stone Age Britain? 3. How do we know about life in the Stone Age? 4. How did life change in the Bronze Age? 5. What do we know about Britain's Prehistoric Tombs and Monuments? 	<p><u>Geog: Mountains</u></p> <ul style="list-style-type: none"> • Describe what a mountain is and locate the world's 'Seven Summits' on a map. • Describe the key features of mountains and how they are formed. • Describe the climate of the mountains and explore mountain life. • Explore and locate the UK's highest mountains. • Recognise the importance of the 	<p><u>GHANA – ANKOMA Link to planning on server</u></p> <ul style="list-style-type: none"> • Locate Ghana and Ankoma on a map. • Understand the physical and human geography of Ghana. • Compare daily life in Ankoma with the UK. Water challenge • Use and interpret maps, flags, and symbols. 	<p><u>History: ROMANS</u></p> <ol style="list-style-type: none"> 1. Who were the Romans and how did they build their Empire? 2. Why did the Romans invade Britain? 3. Why did the Romans build new roads and towns? 4. Who was Boudicca and why did she lead a rebellion? 5. Why was Hadrian's Wall important and who lived there? 6. What was life like in a Roman Villa? 	<p><u>History: Anglo-Saxons and Scots.</u></p> <ol style="list-style-type: none"> 1. The Invaders 2. Place names 3. Village Life 4. Artefacts and Culture 5. Anglo Saxon Gods 6. Conversion to Christianity <p>Anglo Saxon Overview planning</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<p><u>Geog: Volcanoes and Earthquakes</u></p> <ol style="list-style-type: none"> 1. Find out about the structure of the Earth and label a diagram 2. Describe what happens at the boundaries between the Earth's plates 3. Describe and explain the key features of a volcano 4. Locate where famous earthquakes have occurred and write a report 5. Locate a range of famous volcanoes

		<p>6. Who were the Celts and how did they make iron in the Iron Age?</p> <p>7. Why did they build hillforts in Iron Age Britain?</p> <p>Field Visit: Long Meg Stone Circle, Penrith?</p> <p>Stone age to Iron Age overview link</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 	<p>Himalayas for people living in the region.</p> <ul style="list-style-type: none"> • Share your knowledge about a world-famous mountain or mountainous region. <p>Mountains - link to planning and resources on server</p> <p>Map skills - Can you find these areas on a map?</p>		<p>7. What was life like in a Roman villa?</p> <p>8. Why do we remember the Romans?</p> <p>Field & Museum Visit: Vindolanda, Roman Army Museum, Hadrian's Wall? Roman planning overview link</p> <ul style="list-style-type: none"> • What was it like to be a child at this time? 		<p>and find out some key facts, including when the volcanoes last erupted.</p> <p>6. Identify the effects of earthquakes on land and people</p> <p>7. Identify the help people need after an earthquake</p> <p>8. Identify how to prepare for an earthquake</p> <p>9. Report on the effects of a volcanic eruption</p> <p>10. Evaluate the advantages and disadvantages of living near a volcano</p> <p>LINK TO PLANNING ON SERVER FOR VOLCANOES EARTHQUAKES</p> <p>Map skills - Can you find these areas on a map?</p>
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	<p>Animals, Including Humans (PoS Yr1)</p> <ul style="list-style-type: none"> • identify and name a variety of common 	<p>Living Things and Their Habitats (PoS Yr2)</p> <ul style="list-style-type: none"> • explore and compare the 	<p>Uses of Everyday Materials (Yr2 PoS)</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including 	<p>Plants (Yr2 PoS)</p> <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants 		

	<p>animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<p>differences between things that are living, dead, and things that have never been alive</p> <ul style="list-style-type: none"> • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 	<p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<ul style="list-style-type: none"> • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 		
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. 					
Oak	States of Matter (Yr4 PoS)	Electricity (Yr6 PoS)	Animals Including Humans (Yr6 PoS)	Changes of Materials (Yr5 PoS)	Animals, Including Humans (Yr5 PoS)	Evolution and Inheritance (Yr6 PoS)
	<ul style="list-style-type: none"> • compare and group materials together, according to 	<ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a 	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory 	<ul style="list-style-type: none"> • know that some materials will dissolve in liquid 	<ul style="list-style-type: none"> • describe the changes as 	<ul style="list-style-type: none"> • recognise that living things have changed over time and that

		<p>whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> 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. 	<p>system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> 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. 	<p>to form a solution, and describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating demonstrate that dissolving, mixing and changes of state are reversible changes 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>humans develop to old age.</p>	<p>fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Art		Drawing		Textiles		Painting	

Design Technology	Rowan				Cooking and Nutrition Prepare simple foods & Dishes. Where does food come from?		
	Birch		Designing, Making, evaluating and developing technical knowledge		Cooking and Nutrition Designing, Making, evaluating and developing technical knowledge Key Stage 1 Recipes from FFL		Designing, making, evaluating and developing technical knowledge
	Oak		Electrical Systems Simple and More Complex Switches Designing, Making, evaluating and developing technical knowledge Light Boxes		Cooking and Nutrition Designing, Making, evaluating and developing technical knowledge Key Stage 1 Recipes from FFL		Designing, making, evaluating and developing technical knowledge
Computing	Rowan	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Mouse and Trackpad skills	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Keyboard skills	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Drawing	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Robots	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Sound	<i>Purple Mash Computing Curriculum</i> Unit: Reception: General computing skills • Photography
	Birch	<i>Purple Mash Computing Curriculum</i> Unit 3.1: Coding	<i>Purple Mash Computing Curriculum</i> Unit 3.3 - Spreadsheets	<i>Purple Mash Computing Curriculum</i> Unit 3.4 – Touch typing Unit 3.6 – Branching	<i>Purple Mash Computing Curriculum</i> Unit 3.5 - Emails	<i>Purple Mash Computing Curriculum</i> Unit 3.8 - Graphing	<i>Purple Mash Computing Curriculum</i> Unit 3.9 – presenting

		Unit 3.2: Online Safety		databases			
	Oak	<i>Purple Mash Computing Curriculum</i> Unit 6.1: Coding Unit 6.2: Online Safety	<i>Purple Mash Computing Curriculum</i> Unit 6.4: Blogging	<i>Purple Mash Computing Curriculum</i> Unit 6.5 – Text Adventures	<i>Purple Mash Computing Curriculum</i> Unit 6.6 – Networks Unit 6.9 - Spreadsheets	<i>Purple Mash Computing Curriculum</i> Unit 6.7 - Quizzing	<i>Purple Mash Computing Curriculum</i> Unit 6.8 – Binary
RE (From 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 2.1 The Bible. Why is it such a special book? Year 3 3.1 Called by God	KS1 2.2 Christmas. Why was the birth of Jesus such good news? Year 3 3.2 Christmas. God with us.	KS1 2.3 Jesus friend to everyone Year 3 3.3 Jesus the man who changed lives	KS1 2.4 Easter. How do Symbols help us understand the story? Year 3 3.4 Exploring the sadness and Joy of Easter.	KS1 2.5 Why is the church a special place for Christians? Year 3 3.5 Which rules should we follow?	KS1 2.6 What happened at the Ascension and Pentecost? Year 3 S10 Proverbs
	Oak	5.1 The Bible	5.7 Christmas	4.3 Jesus	6.3A Exodus	4.6 Prayer	6.6 God
Music	Rowan						
	Birch	<u>Charanga</u> Hands, Feet, Heart	(Christmas Play)	<u>Charanga</u> I Wanna Play in a Band		<u>Charanga</u> Friendship Song	
	Oak		Brass Christmas Play		<u>Charanga</u> Dancin’ in the Street Glockenspiel		<u>Charanga</u> Make You Feel My Love Summer Concert
French	Birch		<u>N. Tyneside French</u> Unit 9 Body Parts		<u>N. Tyneside French</u> Unit 4 Animals		<u>N. Tyneside French</u> Unit 8 Food



			Numbers 0-12		Numbers 0-20		Numbers 0-30
	Oak	<u>N. Tyneside French</u> Unit 9 Sports Body Parts Numbers 0-20		<u>N. Tyneside French</u> Unit 4 Animals Numbers 0-30		<u>N. Tyneside French</u> Unit 8 Food and Drink Numbers 0-50	
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	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 1: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships) Year 3	KS1 Year 1: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder) Year 3 Year 3: Valuing	KS1 Year 1: Keeping Myself Safe (Includes aspects of Relationships Education) Year 3	KS1 Year 1: Rights and Responsibilities (Includes money / living in the wider world / environment) Year 3 Year 3: Rights and	KS1 Year 1: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement) Year 3 Year 3: Being My	KS1 Year 1: Growing and Changing (Includes RSE- related issues) Year 3 Year 3:

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		Year 3: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	Year 3: Keeping Myself Safe (Includes aspects of Relationships Education)	Responsibilities (Includes money / living in the wider world / environment)	Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	Growing and Changing (Includes RSE- related issues)
Oak	Year 4 Year 4: 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)	Year 4 Year 4: Keeping Myself Safe (Includes aspects of Relationships Education)	Year 4 Year 4: 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)	Year 4 Year 4: Growing and Changing (Includes RSE- related issues)	
	UKS2 Year 5: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships)	UKS2 Year 5: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder)	UKS2 Year 5 Keeping Myself Safe (Includes aspects of Relationships Education)	UKS2 Year 5: Rights and Responsibilities (Includes money / living in the wider world / environment)	UKS2 Yea5 6: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement)	UKS2 Year 5: Growing and Changing (Includes RSE- related issues)	

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