

## Orton CE Primary School Long Term Plan Year C

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 C (2026-27)							
		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English</b>		<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>					
<b>Maths</b>		<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>					
<b>History/ Geography</b>	<b>Rowan</b>	<p><b><u>Understanding the World (Geography)</u></b></p> <ul style="list-style-type: none"> <li>Using all senses to explore natural materials</li> <li>Show care and respect for natural environment and all living things.</li> </ul>			<p><b><u>Past and Present (History)</u></b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast characters from stories including figures from the past</li> </ul>		
	<b>Birch</b>	<p><b><u>HISTORY: War and Remembrance</u></b></p> <ul style="list-style-type: none"> <li>The Life of Walter Tull</li> <li>Remembering Walter</li> <li>Life on the Front Line</li> <li>Animals in the war</li> <li>Women on the Home Front</li> </ul>	<p><b><u>GEOG: The UK</u></b></p> <ul style="list-style-type: none"> <li>The location of the four countries.</li> <li>The four capitals and surrounding seas.</li> <li>Human and physical features of the UK.</li> <li>Human and physical features of</li> </ul>	<p><b><u>HISTORY: Changes in Living Memory</u></b></p> <ul style="list-style-type: none"> <li>Toys today</li> <li>Toys from the past</li> <li>Early 20<sup>th</sup> Century toys</li> <li>Victorian toys</li> <li>How toys have changed over time.</li> </ul>	<p><b><u>GEOG: North America</u></b></p> <ul style="list-style-type: none"> <li>How to locate North America on a map.</li> <li>Identifying the countries of North America.</li> <li>Exploring the Rocky Mountains range.</li> <li>The effects of the Mt St Helen’s eruption.</li> <li>Comparing the</li> </ul>	<p><b><u>HISTORY: Significant Individuals</u></b> – Explorers</p> <ul style="list-style-type: none"> <li>What makes someone a significant person</li> <li>Ibn Battuta</li> <li>Matthew Henson</li> <li>Felicity Aston</li> <li>Neil Armstrong</li> <li>How could they be remembered?</li> </ul>	<p><b><u>GEOG: Area Study</u></b> (Integrates fieldwork)</p> <p>Possible study on:</p> <ul style="list-style-type: none"> <li>the river in Orton</li> <li>traffic in local areas</li> <li>rising/decreasing populations</li> </ul>

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		<ul style="list-style-type: none"> <li>• Remembrance Day</li> <li>• What was it like to be a child at this time?</li> </ul>	<p>the</p> <ul style="list-style-type: none"> <li>• capital cities.</li> </ul> <p>Sharing our understanding of the UK.</p> <p>Map skills - Can you find these areas on a map?</p>		<p>landscapes of US states.</p> <ul style="list-style-type: none"> <li>• Comparing New York with where we live.</li> </ul> <p>Map skills - Can you find these areas on a map?</p>		
<p style="text-align: center;"><b>Oak</b></p>		<p><b><u>HISTORY: Were Viking traders or raiders?</u></b></p> <ul style="list-style-type: none"> <li>• Explain where and why some Viking raids or attacks took place.</li> <li>• Describe in greater detail the influence and actions of some of the main Anglo-Saxon kings and be able to explain concepts such as Danegeld and wergild.</li> <li>• Compare and contrast aspects of Anglo-Saxon, Viking and modern day everyday life e.g. religion, crime and punishments and cultural traditions.</li> <li>• What was it like to be a child at this time?</li> <li>• What was it like to</li> </ul>	<p><b><u>GEOG: The United Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• Comparing the countries of the UK.</li> <li>• The UK's major cities.</li> <li>• Physical characteristics of the UK.</li> <li>• The UK's landscape and people.</li> <li>• Industries in the UK.</li> <li>• Energy sources in the UK.</li> </ul>	<p><b><u>HISTORY: Ancient Egyptians</u></b></p> <ul style="list-style-type: none"> <li>• To be able to place the ancient Egyptian civilisation on a world history timeline</li> <li>• To understand the importance of artefacts in helping us find out about the past.</li> <li>• To find out about ancient Egyptian gods and goddesses.</li> <li>• To find out about mummification and ancient Egyptian beliefs about the afterlife.</li> <li>• To find out about the discovery of Tutankhamen's tomb and explore what we can learn from it.</li> <li>• To explore what</li> </ul>	<p><b><u>GEOG: Local area and region</u></b>          (integrates fieldwork)          Possible study on:</p> <ul style="list-style-type: none"> <li>• the river in Orton</li> <li>• traffic in local areas</li> <li>• rising/decreasing populations</li> </ul>	<p><b><u>HISTORY: Study beyond 1066 (Chronology) Crime and Punishment</u></b></p> <ul style="list-style-type: none"> <li>• Romans</li> <li>• Anglo Saxons Laws and Justice</li> <li>• The torturing Tudors</li> <li>• The Highway man – hero or villain?</li> <li>• Victorian Prisons</li> <li>• Reflection across all eras</li> <li>• Were children punished in the same way as adults in these time eras?</li> </ul>	<p><b><u>GEOG: Land Use</u></b></p> <ul style="list-style-type: none"> <li>• Considering Land use in different geographical areas</li> <li>• Surveying local Land</li> <li>• Developing maps</li> <li>• How land is used locally – agricultural links</li> </ul>

		be a child at this time?		<p>daily life was like in ancient Egypt.</p> <ul style="list-style-type: none"> <li>To investigate the inventions and achievements of the ancient Egyptians.</li> </ul> <p>What was it like to be a child at this time?</p>			
	<b>Rowan</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>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</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
<b>Science</b>	<b>Birch</b>	<b>Animals, including Humans (PoS Yr2)</b>	<b>Everyday Materials (Yr1 PoS)</b>	<b>Plants (yr1 PoS)</b>	<b>All Living Things and Their Habitats (Yr2 PoS)</b>		
		<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>		

	<b>Throughout the Year</b>	<ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>				
	<b>Oak</b>	<p><b>Properties of Materials (Yr5 PoS)</b></p> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> </ul>	<p><b>Electricity (Yr4 PoS)</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> </ul>	<p><b>Animals Including Humans (Yr4 PoS)</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Living Things and their Habitats (Yr6 PoS)</b></p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>Living things and their habitats (Yr4 PoS)</b></p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometime pose dangers to living things.</li> </ul>

			<ul style="list-style-type: none"> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>				
<b>Art</b>		Collage		Printing		Sculpture	
<b>Design Technology</b>  <i>Medium &amp; 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>	<b>Rowan</b>		<b>Mechanisms</b> <b>Wheels and Axles</b>		<b>Mechanisms</b>		<b>Cooking and Nutrition</b>
	<b>Birch</b>		<b>Mechanisms</b> <b>Wheels and Axles</b> <b>Design and Make a Vehicle that moves smoothly</b> Designing, Making, Evaluation & Developing Technical Knowledge <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Wheels enable movement</li> </ul> <b>Vocabulary:</b> axle, friction		<b>Mechanisms</b> <b>Pneumatic Monsters</b> Designing, Making, Evaluation & Developing Technical Knowledge <ul style="list-style-type: none"> <li><b>Knowledge:</b> Air can create movement</li> </ul> <b>Vocabulary:</b> pneumatic, pressure		<b>Cooking and Nutrition</b> Prepare simple savoury items (wraps, fruit kebabs, dips). Use local / homegrown where possible <b>Balanced Lunchboxes &amp; healthy snacks</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Balanced meals support health</li> <li>Food hygiene</li> <li>Healthy balanced plate model</li> <li>Where does food come from?</li> <li>Prep &amp; Cutting techniques</li> </ul>



							<b>Vocabulary:</b> nutrition, hygiene, claw grip & specific cooking terms related to the recipes
	Oak	<b>Mechanisms</b> Woodwork, Pulleys & circuits & design <b>Electric Powered Cars</b> Designing, Making, Evaluation & Developing Technical Knowledge <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Circuits power motion</li> <li>• Accurate measuring</li> <li>• Safe wood sawing</li> </ul> <b>Vocabulary:</b> motor, energy, circuit, pulley		<b>Textiles</b> Decorative & Counted stitches <b>Binca Sampler</b> Designing, Making, Evaluation & Developing Technical Knowledge <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Needle threading</li> <li>• Thread choice</li> <li>• Range of decorative stitches – cross stitch, running stitch, back stitch, diagonal stitches, blanket stitch, French knots</li> <li>• Decorative stitching adds design</li> </ul> <b>Vocabulary:</b> thread, pattern, stitch names		<b>Cooking and Nutrition</b> Cooking with cultural awareness <b>International Street Food</b> Designing, Making, Evaluation & Developing Technical Knowledge <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Food Hygiene</li> <li>• Food reflects culture</li> </ul> <b>Vocabulary:</b> cuisine, flavour, recipe specific techniques	
<b>Computing</b> <b>Computing</b> <i>Although the Autumn term starts with Online Safety, it</i>	Rowan						
	Birch						
	Oak						

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<p><i>must be referred to in all online work and links to PSHE</i></p>							
<p><b>RE (From Questful RE Curriculum)</b></p>	<p><b>Rowan</b></p>	<p>EYFS Harvest EYFS What is Prayer?</p>	<p>EYFS Christmas</p>	<p>EYFS Stories Jesus Heard</p>	<p>EYFS Stories Jesus Told EYFS Easter</p>	<p>EYFS I am Special</p>	<p>EYFS Special Places</p>
	<p><b>Birch</b></p>	<p><b>KS1</b> 1.1 Harvest. How can we help those who do not have a good harvest? 1.9 My world Jesus world  <b>Year 3</b> 3.6 Harvest 3.1 Called by God</p>	<p><b>KS1</b> 1.3 Christmas. Why do we give and receive gifts?  <b>Year 3</b> 3.2 Christmas. God with us</p>	<p><b>KS1</b> 1.4 Jesus was special  <b>Year 3</b> 3.3 Jesus the man who changed lives</p>	<p><b>KS1</b> 1.5 Easter. Celebrating new life and new beginnings  <b>Year 3</b> 3.4 Exploring the sadness and Joy of Easter.</p>	<p><b>KS1</b> 1.7 Why is baptism special?  <b>Year 3</b> 3.5 Which rules should we follow?</p>	<p><b>KS1</b> 1.2 God and creation  <b>Year 3</b> S10 Proverbs</p>
	<p><b>Oak</b></p>	<p>4.1 David and the Psalms</p>	<p>5.2 Christmas</p>	<p>6.4 Jesus</p>	<p>4.4 Easter</p>	<p>5.5 Old Testament Women</p>	<p>6.3 Eucharist</p>
<p><b>Music</b></p>	<p><b>Rowan</b></p>						
	<p><b>Birch</b></p>		<p><u>Charanga</u> Glockenspiel 1 Christmas Play</p>		<p><u>Charanga</u> I Wanna Play in a Band</p>		<p><u>Charanga</u> Bringing us Together Y3 Recorders Summer Concert</p>
	<p><b>Oak</b></p>		<p>Glockenspiel 2 (Young Voices) Christmas Play</p>		<p><u>Charanga</u> Mamma Mia</p>		<p><u>Charanga</u> Livin' on a Prayer Recorders Summer Concert</p>
<p><b>French</b></p>	<p><b>Birch</b></p>	<p><u>N. Tyneside French Unit 1</u> The Very</p>		<p><u>N. Tyneside French Unit 5</u></p>		<p><u>N. Tyneside French Unit 10</u></p>	

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		Hungry Caterpillar Numbers 0-12		Months Numbers 0-20		Clothes Numbers 0-30	
	<b>Oak</b>	<u>N. Tyneside French Unit 1</u> Where Is France? Numbers 0-20		<u>N. Tyneside French Unit 5</u> Time Birthdays/Months Numbers 0-30		<u>N. Tyneside French Unit 3/10</u> Colours/Clothes Numbers 0-50	
<b>PE</b> See separate Annual LTP for PE	<b>Rowan</b>	<b>FUNDamentals</b> • Travel & Movement • Balance & Shape Swimming	Dance <b>FUNDamentals</b> • Travel & Movement	Gymnastics/ Yoga – Balance & Shape	<b>FUNDamentals</b> Object Control / Games	Balance Bikes Athletics (Sports day) Balance/Travel	<b>FUNDamentals</b> Object Control / Games Swimming
	<b>Birch</b>	<b>FUNDamentals</b> • Travel & Movement • Balance & Shape Swimming	Dance – Travel/Movement <b>FUNDamentals</b> Object Control / Games	Gymnastics – Balance & Shape Ball Games (Dodgeball/Benchball)	Hockey <b>FUNDamentals</b> Object Control / Games	Tennis Athletics	<b>FUNDamentals</b> • Recap Swimming
	<b>Oak</b>	Rugby Netball Swimming	Dance Trigolf	Gymnastics Hockey	Football Orienteering	Tennis Athletics – Sports Day	Rounders Cricket Swimming
<b>Relationships &amp; Health Education</b>	<b>Rowan</b>	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)
	<b>Birch</b>	<b>KS1</b> Year 2: Me and My Relationships (Includes feelings/emotions / conflict resolutions / friendships) <b>Year 3</b> Year 3: Me and My Relationships	<b>KS1</b> Year 2: Valuing Difference (Including British Values and The Fell We Climb lesson – PSHE folder) <b>Year 3</b> Year 3: Valuing Difference (Including	<b>KS1</b> Year 2: Keeping Myself Safe (Includes aspects of Relationships Education) <b>Year 3</b> Year 3: Keeping Myself Safe (Includes	<b>KS1</b> Year 2: Rights and Responsibilities (Includes money / living in the wider world / environment) <b>Year 3</b> Year 3: Rights and Responsibilities	<b>KS1</b> Year 2: Being My Best (Includes keeping healthy / Growth Mindset / goal setting / achievement) <b>Year 3</b> Year 3: Being My Best (Includes keeping	<b>KS1</b> Year 2: Growing and Changing (Includes RSE-related issues) <b>Year 3</b> Year 3:

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

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