**St Anne’s R.C. Primary School Year Long Term Plan September 2022 – July 2023**

|  | | **AUTUMN** | | | | | **SPRING** | | | | | **SUMMER** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **7 weeks** | | | **7 weeks** | | **7 weeks** | | | **6 weeks** | | **4 weeks** | | **6 weeks** | |
| **TOPIC** | | Travel | | | Inventions | | The United Kingdom | | | Great Fire of London and Black Death | | Exploration | | Famous Authors and their Bears | |
| **Text** | | The Way Back Home by Oliver Jeffers  The Lonely Beast by Chris Judge    The Gruffalo  by Julia Donaldson | | | Lost toy experience day  Staircase house trip  Zim Zam Zoom by  James Carter | | The Queens Hat  By Steve Antony  Small Mouse, Big City by Simon Prescott  The Sound Collector  by Roger McGough | | | The Day the Crayons Quit by Drew Daywalt  Vlad and the Great Fire of London by Kate Cunningham  GFOL Film clips images and audio files  GFOL Anniversary Edition by Emma Adams | | The Great Explorer by Chris Judge  Little people, Big Dreams: Ernest Shackleton  By Maria Vegara | | The Bumblebear by Nadia Shireen  Paddington’s Post: with real mail to open and enjoy by Michael Bond | |
| **Poetry** | |  | | | Zim Zam Zoom by  James Carter | | The Sound Collector  by Roger McGough | | |  | |  | |  | |
| **English** | **Writing opportunities** | Retell -The Way Back home  Character description- The Lonely Beast  Character Description- The Gruffalo | | | Recount- Lost toys  Recount- Stairway House | | Recount- The Queens Hat  Postcard- Small Mouse, Big City  Poem Verse- The Sound collector. | | | Letter- The day the Crayons Quit  Fact File about GFOL | | Explanation text and Poem- The Great Explorer  Biography- Ernest Shackleton | | Retell of night the Bear came to Bee School  Character description of Norman  Letter in role as Paddington | |
| **Grammar**  **Spellings** | Leaving spaces between words  Joining words and joining clauses using and  Terminology  letter, capital letter word, sentence | | | Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Terminology  letter, capital letter word, sentence | | Using a capital letter for names of people, places, the days of the week, and the personal pronoun  Terminology  letter, capital letter word, singular, plural sentence | | | Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)  Terminology  letter, capital letter word, singular, plural sentence | | How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]  **Terminology**  **letter, capital letter word, singular, plural sentence** | | Revision of all grammar taught  Terminology  letter, capital letter word, singular, plural sentence | |
| **Maths** | | Place Value within 10 - 3 weeks  Addition & Subtraction within 10 - 3 weeks  Shape - 1 week | | | Shape 1 week  Addition & Subtraction within 10 - 2 weeks  Stats - 1 week  Place Value within 20 - 1 week  Time - 1 week | | Addition & Subtraction within 20 - 3 weeks  Place Value within 50- 3 weeks  Time - 1 week | | | Measurement Length & Height- 2 weeks  Measurement Weight & Volume - 2 weeks  Multiplication & Division - 2 weeks | | Multiplication & Division1 - 1 week  Fractions - 2 weeks  Position & Direction - 1 week  Numbers to 100 - 1 week | | Numbers to 100 1 week  Measurement: Money - 2 weeks  Measurement Time - 1 week | |
| **RE** | | Families  Belonging  Day of the Dead | | | | Feast of St Nicholas  Waiting  Advent to Christmas | Epiphany  Special People  Meals | | | Mardi Gras  Change  Judaism  (Passover)  Lent  Palm Sunday to Easter | | Pentecost  Pentecost Party  Holidays/  Holydays  Islam  (Ramadan) | | Being Sorry  Neighbours | |
| **PSHE** | | **Keeping safe**  1) Class Charter, Zones of regulation, Tool Kit  2) Gimme 5  3) Action Reaction  4) What are the rules for keeping me safe at school and outside?  5) What are the rules about household substances?  6) What is an emergency and what do I do? | | | **Living in the wider world**  1) What are class rules? (British Values)  2) Where does our money come from?  3) What is the environment? | | **Mental and Emotional Health**  1) What makes me happy? What are feelings?  2) What is the difference between good secrets and bad secrets?  3) How does my behaviour affect others? | | | **No outsiders equality act 2010**  1) To like the way I am  2) To play with boys and girls  3) To recognise that people are different ages  4) To understand that our bodies work in different ways  5)To understand that we share the world with lots of different people | | **Healthy lifetsyles**  1) What foods should I eat?  2) How can I look after my teeth?  3) Why is it important to wash my hands? | | **Relationships and Sex eduction**  1) I am unique  To learn that we are unique, with individual gifts, talents and skills.**)**  2) Feeling Inside Out To understand that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character. 3) Special people To identify special people’ (their parents, carers, friends, parish priest) and what makes them special; **4) Girls and Boys (My body)**  (non-genitalia version) To understand that girls and boys have been created by God to be both similar and different and together make up the richness of the human family. | |
| **Science** | | Biology: Animals (humans)  Physics: Sound and Hearing  Biology: Plants | | | Physics: Earth’s Movement in Space (Autumn)  Chemistry: Materials | | Physics: Earth’s Movement in Space (Winter) | | | Biology: Animals (animals)  Biology: Classifying Living Things | | Physics: Earth’s Movement in Space (Spring)  Biology: Plants | | Biology: Environments  Physics: Earth’s Movement in Space (Summer) | |
| **Computing** | | IT/ DL  SeeSaw on iPads.  taking photos  signing in and out  SeeSaw on iPads.  Photography/vidoes, photos being uploaded to Seesaw. How to Edit. | | | IT  eBook Record audio and add titles, manipulating images.  App-Book Creator for a celebration book. | | CS  Painting in different styles  App- Brushes Redux | | | CS  Beebots-  Introduction to algorithms  Outside giving instructions using arrows on the playground before using abstract instructions on BeeBots. | | CS  . | | IT/CS  Cooking instructional video | |
| **History** | |  | | | Inventions that changed the world- how has entertainment changed? | |  | | | Significant events in British History  Great Fire of London and the Plague | |  | | Famous people: Legacies | |
| **Geography** | | Maps | | |  | | United Kingdom | | |  | | How does the weather affect our lives? | |  | |
| **Art & Design** | | **Portraits**  Drawing- biro | | |  | | **Landscapes**  Painting- poster paint | | |  | | **Darkness and Light**  Collage | |  | |
| **Design & Technology** | |  | | | **Mechanisms: Sliders and Levers**  Moving birthday card | |  | | | **Textiles:**  **2-D shape to 3-D product**  Puppets | |  | | **Food:**  **Preparing fruit and vegetables**  Fruit Kebabs | |
| **PE** | | Dance  Dancing Around the World  Create a short dance.  Outdoor games  **Tag games:**  Focusing on fun, movement/exercise, balance, agility and coordination. | | | Gymnastics  Moving quietly and safely.  Introduce the four basic actions - jumping, rolling, weight on hands, travelling close to the floor.  Outdoor games  **Throwing, catching and target games:**  Focusing on fun, movement/exercise, developing the skills required to throw and catch a range of objects. | | Gymnastics  Develop the four basic actions.  Outdoor games  **Invasion games:**  Learning sport specific skills, developing a basic understanding of attack and defence. Focus sports will be football and handball. | | | Dance  Jungle Dance  Create a short dance  Explore body shapes and actions. Look at the changes of speed and direction.  Outdoor games  **Tag games:**  Focusing on fun, movement/exercise, balance, agility and coordination. | | Gymnastics  Developing the 4 actions to include different directions, link and repeat actions.  Outdoor games  **Throwing, catching and target games:**  Focusing on fun, movement/exercise, developing the skills required to throw and catch a range of objects. | | Dance  Famous group dances  To perform using dynamic qualities to express dance ideas.  To explore a style of dance.  Outdoor games  **Invasion games:**  Learning sport specific skills, developing a basic understanding of attack and defence. Focus sports will be football and handball. | |
| **Music** | | Specialised Teacher Lessons | | | | | | | | | | | | | |