**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** | | Who are our heroes? | | Where would you like to travel? | | Significant events in British History | | Comparing England and Africa | Life in England then and now | The United Kingdom |
| **Text** | | Super Duper You- Henn    Supertato by Hendra and Linnet    Emmeline Pankhurst- Little People, Big Dreams | | Small’s Big Dream – Mann and Quartey  When I Grow Up – Minchin and Antony  You Choose Fairy Tales – Sharratt and Goodheart  Mr Wolf and the Three Bears – Fearnley  Rapunzel – (three versions – Woolvin, Perkins, Very Little Rapunzel – Heapy) | | The Baker’s Boy and The Great Fire of London – Bradman  The Great Fire of London 250th Anniversary Edition  You Wouldn’t Want to be in the Great Fire of London! - Pipe  Now Press Play – GFOL Experience Morning  The Pig’s Knickers by Jonathan Emmett | | Poems about Animals - Moses  Amazing Africa – Atinuke  My Encyclopaedia of Very Important Animals – DK  Lila and the Secret of the Rain by David Conway  Film clip about drought in Africa  Zahra – Literacy Shed | The Twits by Roald Dahl  How to Babysit a Grandma – Reagan – reading ideas for instructions  Don’t – Rosen  Don’t – Murray Lachlan Young  The Gloriumptious World of Roald Dahl – Dahl | The Queen’s Handbag – Antony  Great Britain – A Three Dimensional – Trounce  The Owl and the Pussycat – Lear  Robin Hood – Brassey  Finn McCool and the Giant’s Causeway – Guillain and Dorado  Nessie the Loch Ness Monster – Brassey  Welsh Fairy Tales Myths and Legends – Fayers |
| **Song/Film Link** | |  | | Hair Love – Matthew  Film Clip – Tangled  Christmas Advert, e.g. John Lewis 2012 | |  | | The Water Princess – Verde and Reynolds  African Experience Day (Drumroots) – Recount  African Songs |  |  |
| **Poetry** | | Chocolate cake- Rosen  Michael Rosen’s books of very silly verses.  Read and perform some of Rosen’s poems | | Perform the car trip- Rosen | | Fire poetry  Personification Poem  Poems About Festivals - Moses  Perform Fire Poems | | Perform African songs | Perform Don’t- Rosen | Perform part of the Owl and the Pussycat - Lear |
| **English** | **Writing opportunities** | **Introducing themselves to the teacher,** explaining what makes them super.  **Retell** part of the story where Supertato saves the day (before we meet Evil Pea)  **Wanted Poster** for the Evil Pea  **Speech bubble** from Supertato warning the Evil Pea/ speech bubble in role as Evil Pea  **Story** about the Evil Pea  **Fact File**  Emmeline Pankhurst | | When I grow up simple **explanation** about their dreams    **Diary** of Mr Wolf’s Morning (using the page from the book)  **Retell** the part of the story where we meet Goldilocks  **Speech bubble** for Baby Bear/ Thank you letter from Baby Bear  Writing a page of the **story** eg. when the prince climbs her hair  Growth **poem** – concertina poem with words about her hair  Create a hair love page with their own hair design /**explanation/instruction**  Write own version of Christmas **story** supported by illustrations | | **Recount of the events** of the Great Fire of London  Personification Fire **Poetry**  **Recount** of the Great Fire of London experience morning  **Instructions** for putting on a pair of pants  **Character study** of the Pig at the beginning and end of the story  **Emotive speech bubble** for Pig  **Letter of apology** from Goat | | African animal **poem** based on the Terrible Ten  **Non-chronological report** about an African animal to go in the Encyclopaedia of Very Important Animals  **Letter in character –** from Lila to her friend in England recounting what happened  **Setting description** of African village in time of drought  **Narrative retelling** of Zahra story  **Recount** of Drumroots experience | **Wanted/Beware poster** for Mr Twit – describing what he looks like and his character  Own version of Don’t **poem** aimed at Mr Twit  **Instructions** for helping Mr Twit change his ways  **Narrative** retell part of the story of the Twits | **Story-map** the book so pupils can write own version of the story with the swan going to one place in England, Wales, Scotland and Ireland  (tell the story from the Queen or the corgi’s perspective)  **A persuasive letter** from Robin Hood to join his band of Merry Men  **Retelling part of the story** of Finn MacCool / Finn MacCool’s boast about being stronger than the giant  **An eyewitness description** of seeing Nessie  **Welsh dragon story** |
| **Grammar** | **Expanded noun phrases** to describe and specify [for example, the blue butterfly].  Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, **question marks,** exclamation marks, **apostrophes for contraction**).  **Terminology**  **noun, noun phrase compound, suffix, adjective.**  **Sentences with different forms:** statement,question, **exclamation,** command. | | Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, question marks, exclamation marks, **commas for lists).**  **Subordination (when, if, that, because)** and coordination (or, and, but).  **Terminology**  **noun, noun phrase compound, suffix adjective, adverb, verb comma.** | | Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, question marks, exclamation marks, commas for lists, **apostrophes for contraction**).  Use present and past tense correctly and consistently **including progressive form**.  **Terminology**  **noun, noun phrase compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma** | | Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, question marks, exclamation marks, commas for lists, **apostrophes for contraction and possession**).  **Sentences with different forms: statement, question, exclamation, command.**  **Terminology**  **noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.** | Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction and possession).  Revision of all grammar.  **Terminology**  **noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.** | Learning how to use both familiar and new punctuation correctly (Capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction and possession).  Revision of all grammar.  **Terminology**  **noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.** |
|  | **Spellings** | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Learning to spell a few common homophones.** | | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Distinguishing between homophones and near-homophones** | | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Learning to spell more words with contracted forms.**  **Learning the possessive apostrophe (singular) [for example, the girl’s book].** | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.  **Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.** | Spelling linked to RWI.  Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  Learning to spell common exception words.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| **Maths** | | Place Value - 4 weeks  Addition & Subtraction - 3 weeks | | Addition and subtraction- 2 weeks  Shape- 3 weeks | | Money- 2 weeks  Multiplication and division- 5 weeks | | Length and height- 1 week  Mass, capacity and temperature- 3 weeks | Fractions- 3 weeks  Time- 3 weeks | Statistics- 2 weeks  Position and direction- 2 weeks |
| **RE** | | Dignity of the Human person  Caritas Theme 2 Family and Community  Come and See Theme 1 -Domestic Church  Come and See Theme 2 Baptism | | | Caritas Theme 3 Solidarity and the Common Good  Judaism  Come and See Theme 3 Advent | Come and See Theme 4 Local Church  Come and See Theme 8 Reconciliation  Caritas in Action Theme 5–Option for the Poor and Vulnerable | | Come and See Theme 6 Lent  Islam  Caritas in Action Theme 4 – Rights and Responsibilities | Come and See Theme 5 –Eucharist  Come and See Theme 7 Pentecost | Caritas in Action – Theme 6 – The Dignity of work  Come and See Theme 9-Universal Church  Caritas in Action Theme 7 -Stewardship |
| **PSHE** | | Keeping safe (IMatter) | | | Living in the wider world (IMatter) | Mental and Emotional Health (IMatter) | | No outsiders  Equality Act 2010 | Relationship and Sex Education (Ten:Ten) | Healthy Lifestyles (IMatter) |
| **Science** | | Biology: Evolution and Inheritance  Biology: Animals (humans)  Biology: Classifying Living Things | | Biology: Plants (bulb)  Biology: Animals | | Chemistry: Materials  Chemistry: States of Matter  Physics: Movement and Forces | | Physics: Light and Seeing  Biology: Plants | Biology: Plants  Physics: Electricity | Biology: Environment |
| **Computing** | | IT  Brushes Redux  Day of the Dead (half and half image) | | IT  Photography Unit - Linked to travel  App-iMovie  Website-Pixabay for images | | CS  Green Screen-  Magic show, superhero (flying, disappearing, teleporting) skills using Chromo | | CS  ScratchJR- Programming a dialogue between two sprites  Links to current topic. | IT  Building our presenting skills –  iMovie  planning, filming and recording.  Dips & Dippers | CS  Lego WeDo -  Developing our Lego programming  Skills  Getting started lessons.  Assessment tool on Lego we-do  Cooling Fan/  Windmill |
| **History** | | Heroes from the past | |  | | Significant events in British History  Great Fire of London and the Plague | |  | Life in Manchester: The 90s |  |
| **Geography** | |  | | Travel | |  | | Comparing England and a non-European country |  | United Kingdom |
| **Art & Design** | |  | | **Extreme Weather**  Painting-water colour | |  | | **Darkness and Light**  Wax resist  Printmaking- polystyrene block |  | **Seaside**  Drawing- graded pencils  Sculpture- recycled materials |
| **Design & Technology** | | **Mechanisms: Wheels and axles**  Vehicles | |  | | **Structures: Freestanding structures**  Bridges | |  | **Food:**  **Preparing fruit and vegetables**  Dips and Dippers |  |
| **PE** | | Dance  Superhero Dance  Show gesture and expression through movement.  Outdoor games  **Tag games:**  Focusing on fun, movement/exercise, balance, agility and coordination. | | Gymnastics  5 types of jumps with controlled landings.  Describe what I do well and what I need to do to get better  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  Great Fire of London Dance  Change movement using different levels and directions.  Outdoor games  **Invasion games:**  Learning sport specific skills, developing a basic understanding of attack and defence. Focus sports will be football and handball. | | Dance  Dance inspired by chosen destination in geography          Outdoor games  **Tag games:**  Focusing on fun, movement/exercise, balance, agility and coordination | Gymnastics  Create a simple sequence of actions.  Describe what I do well and what I need to do to get better.  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  Transition smoothly from a position of stillness to another stillness and/or travelling movement.  Describe what I do well and what I need to do to get better.  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 | | | | | | | | |