**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- HennSupertato by Hendra and LinnetEmmeline Pankhurst- Little People, Big Dreams | Small’s Big Dream – Mann and QuarteyWhen I Grow Up – Minchin and AntonyYou Choose Fairy Tales – Sharratt and GoodheartMr Wolf and the Three Bears – FearnleyRapunzel – (three versions – Woolvin, Perkins, Very Little Rapunzel – Heapy) | The Baker’s Boy and The Great Fire of London – BradmanThe Great Fire of London 250th Anniversary EditionYou Wouldn’t Want to be in the Great Fire of London! - PipeNow Press Play – GFOL Experience MorningThe Pig’s Knickers by Jonathan Emmett | Poems about Animals - MosesAmazing Africa – AtinukeMy Encyclopaedia of Very Important Animals – DKLila and the Secret of the Rain by David ConwayFilm clip about drought in AfricaZahra – Literacy Shed | The Twits by Roald DahlHow to Babysit a Grandma – Reagan – reading ideas for instructionsDon’t – RosenDon’t – Murray Lachlan YoungThe Gloriumptious World of Roald Dahl – Dahl | The Queen’s Handbag – AntonyGreat Britain – A Three Dimensional – TrounceThe Owl and the Pussycat – LearRobin Hood – BrasseyFinn McCool and the Giant’s Causeway – Guillain and DoradoNessie the Loch Ness Monster – BrasseyWelsh Fairy Tales Myths and Legends – Fayers |
| **Song/Film Link** |  | Hair Love – MatthewFilm Clip – TangledChristmas Advert, e.g. John Lewis 2012 |  | The Water Princess – Verde and ReynoldsAfrican Experience Day (Drumroots) – RecountAfrican Songs |  |  |
| **Poetry** | Chocolate cake- RosenMichael Rosen’s books of very silly verses. Read and perform some of Rosen’s poems | Perform the car trip- Rosen | Fire poetryPersonification PoemPoems About Festivals - MosesPerform 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 BearWriting a page of the **story** eg. when the prince climbs her hairGrowth **poem** – concertina poem with words about her hairCreate 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 LondonPersonification 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 characterOwn 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 weeksAddition & Subtraction - 3 weeks  | Addition and subtraction- 2 weeksShape- 3 weeks | Money- 2 weeksMultiplication and division- 5 weeks | Length and height- 1 weekMass, capacity and temperature- 3 weeks  | Fractions- 3 weeksTime- 3 weeks | Statistics- 2 weeksPosition and direction- 2 weeks |
| **RE** | Dignity of the Human person Caritas Theme 2 Family and Community Come and See Theme 1 -Domestic ChurchCome and See Theme 2 Baptism  | Caritas Theme 3 Solidarity and the Common GoodJudaismCome and See Theme 3 Advent | Come and See Theme 4 Local ChurchCome and See Theme 8 Reconciliation Caritas in Action Theme 5–Option for the Poor and Vulnerable | Come and See Theme 6 LentIslamCaritas in Action Theme 4 – Rights and Responsibilities | Come and See Theme 5 –EucharistCome and See Theme 7 Pentecost  | Caritas in Action – Theme 6 – The Dignity of workCome and See Theme 9-Universal ChurchCaritas in Action Theme 7 -Stewardship |
| **PSHE** | Keeping safe (IMatter) | Living in the wider world (IMatter) | Mental and Emotional Health (IMatter) | No outsidersEquality 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: MaterialsChemistry: States of MatterPhysics: Movement and Forces  | Physics: Light and SeeingBiology: Plants | Biology: PlantsPhysics: Electricity | Biology: Environment |
| **Computing** | ITBrushes ReduxDay of the Dead (half and half image) | ITPhotography Unit - Linked to travel App-iMovieWebsite-Pixabay for images | CSGreen Screen-Magic show, superhero (flying, disappearing, teleporting) skills using Chromo | CSScratchJR- Programming a dialogue between two spritesLinks to current topic.  | IT Building our presenting skills – iMovieplanning, filming and recording. Dips & Dippers | CSLego WeDo - Developing our Lego programmingSkillsGetting started lessons. Assessment tool on Lego we-doCooling 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 resistPrintmaking- 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. | Gymnastics5 types of jumps with controlled landings. Describe what I do well and what I need to do to get betterOutdoor 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 | GymnasticsCreate 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. | GymnasticsTransition 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 |