

The Lanes Primary School Long Term Plan 2023-4

	Reception	Year 1 (Science: seasonal changes covered throughout the year)	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Once Upon a Time</b> Beeston Library F5 – Belonging: Who are we and how do we all belong? Dance My stories</p>	<p><b>Dinosaurs</b> Texts – If I had a dinosaur, Dinosaurs in my school. Science – animals, including humans 1.1 - Who celebrates what and why? (Christianity and Judaism) Music -Introducing beat</p>	<p><b>Super Me!</b> Texts - Elliott Midnight Superhero, Manfred the Baddie Science – animals, including humans 2.3 - Belonging: What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today? Music- exploring simple patterns Multiskills</p>	<p><b>Brilliant Inventions</b> Text – The Dragon Machine/ Wallace and Gromit’s Cracking Inventions Science – Forces and Magnets Trip – Magna 3.1 – Beliefs and Questions: What difference does it make to be a Christian? French - Phonetics Lesson 1 and I’m Learning French Music- Enjoying improvisation Football</p>	<p><b>What’s that Noise?</b> Text – The Wolves in the Walls Science – sound 4.3 – Spiritual Expression: Christianity, music and worship: what can we learn? (Christianity plus being spiritual but not religious). French - Phonetics Lesson 2 and Musical Instruments Music-interesting time signatures</p>	<p><b>Rainforests</b> Text - The Explorer English – Advertising Campaigns. Geography – Locational knowledge Science – Living things and their habitats French - Phonetics Lesson 3 and Boucle D’Or et Les Trois Ours. 5.4 – Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture? (Christianity, Islam and Hinduism). Swimming</p>	<p><b>Dark Tales</b> Text – The Outsiders History – Local history study Music- understanding structure and form Science – light 6.2 - Religion, worldviews, family and community: What contributions do religions make to local life in Nottinghamshire? (Christianity, Islam, Hinduism, Judaism. Also, non-religious examples should be studied). Phonetics Lesson 4 and Chez Moi Multiskills National Justice Museum??</p>
Autumn 2	<p><b>Celebrations</b> Me F4 - What times are special and why? (Hinduism and Christianity) Nativity production</p>	<p><b>My how you’ve grown!</b> History – Changes within living memory Science - animals, including humans using working scientifically. 1.1 - How can we live together respectfully when we are all so different? (Christianity and Judaism) Panto trip Music -Introducing beat</p>	<p><b>Fire! Fire!</b> History – Events beyond living memory. 2.1- Leaders: What makes some people inspiring to others? Moses and Saint Peter. (Christianity, Judaism and other non-religious viewpoints) Panto/Newstead Abbey Music- exploring simple patterns</p>	<p><b>Let there be light</b> Text – Fantastic Mr Fox, Christmas Poems Science – light 3.1 – Beliefs and Questions: How do Christian people’s beliefs about God, Jesus, the world and others have an impact on their lives? French - Seasons Year 3-4 production Multiskills Music- Enjoying improvisation</p>	<p><b>Ancient Egypt</b> English – Biography (Tutankhamun or Hatshepsut) The Egyptian Cinderella/A Mummy Ate my Homework History Egypt today – environmental regions, human and physical characteristics, major cities. Find Egypt on a map. 4.4 - Religion, family, community, worship, celebration and ways of living: What are the deeper meanings of some Hindu festivals? French – Little Red Riding Hood New Walk museum/Lakeside Year 3-4 production Music-interesting time signatures</p>	<p><b>Extreme Earth</b> Text – Escape from Pompeii Geography – Locational knowledge, place knowledge. Physical geography (but not water cycle). Science- properties and changes of materials 5.4 – Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in charity and generosity? (Christianity, Islam and Hinduism). French – En Classe Multiskills and Swimming Music-emotions and musical styles</p>	<p><b>Holes</b> Science - evolution and inheritance Science – animals, including humans (health and hygiene perspective) Geography – The USA: locational and place knowledge, human and physical geography. 6.3 - Belief in Action in the World: How do religions and beliefs respond to global issues of human rights, fairness, social justice and importance of the environment? (Christianity, Hinduism, Humanism). French – Le Salon du The Tag Rugby Music- understanding structure and form Mount Cook Residential</p>
Spring 1	<p><b>Where do I Live?</b> Looking and making comparisons of our local area and then contrasting with a different environment. Walk around the local area F2 - Which people are special and why? (Islam and Christianity) Ball Skills Our world</p>	<p><b>Fire and Ice</b> Geography focus – Locational knowledge and place knowledge, geographical skills. Remember to compare these areas with Nottingham. 1.2 - How do we show we care for others? Why does caring matter? (Christianity, Judaism and non-religious views) Music – introducing tempo and dynamic Dance</p>	<p><b>A Ghanaian Adventure</b> Geography – Locational knowledge, place knowledge, human and physical geography, geographical skills. Science – uses of everyday materials 2.2 – Believing: What do Jewish people believe about God, creation, humanity and the natural world? Music- exploring feelings through music</p>	<p><b>Stone Age to Iron Age</b> History – Stone Age to Iron Age Text – Stone Age Boy/ How to Wash a Woolly Mammoth Science – Rocks and Fossils Mount Cook Residential 3.2 – Religion, Family and Community Prayer: How do religious families and communities practise their faith? The example of prayer. (Christianity and Islam) Physical and human geography: linking the 2, e.g. why were Iron Age forts built on hills? Music- Learning more about musical styles French - Ancient Britain</p>	<p><b>That’s Shocking!</b> Text – play scripts. Science – electricity 4.4 - Religion, family, community, worship, celebration and ways of living: How do Hindu families practise their faith? French – My Family Swimming Music- creating simple melodies together</p>	<p><b>Macbeth and Scotland</b> Text – Shakespeare (Macbeth). Regional study of the UK 5.2 – Religion and the individual: What is expected of a person in following a religion or belief? What matters most to Christians in their religion? French - Do you have a pet? Music- livin’ on a prayer Year 5 production</p>	<p><b>Britain in 1940</b> Text - Once History – an aspect or theme in British History Science – electricity 6.4 – Belief in Action in the World: What was the Kindertransport? Who resisted and rescued? How can we be upstanders today? (Judaism) French - World War 2 Music-Gaining confidence through performance Family</p>
Spring 2	<p><b>Spring The Farm</b> Bardill’s/Bluebell’s Dairy</p>	<p><b>Paws, Claws and Jaws</b> Science – animals including humans</p>	<p><b>Nocturnal Animals</b> Science – living things and their habitats</p>	<p><b>Ancient Greece + Study of a European City (Athens)</b> History</p>	<p><b>Romans</b> History Italy today. Find Italy on a map.</p>	<p><b>Anglo Saxons &amp; Vikings</b> Text – Viking Boy</p>	<p><b>The Maya</b> English – Retold Myths and traditional Tales.</p>

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	<p>F1 - Which stories are special and why? (Christianity) Everyone</p>	<p>Text? – Please cover The Senses in English. Yorkshire Wildlife Park? 1.3 – Beliefs and teachings: What can we learn from them? How do religious stories make a difference to people’s lives? (Christianity) Multiskills Year 1 production Music – introducing tempo and dynamic</p>	<p>Owl Man visiting 2.2 – Believing: Music- exploring feelings through music Dance</p>	<p>Text – Greek Myths. Ancient Greece Wow Day Capital cities in Europe, find Greece on a map. 3.4 Inspirational people from the past: What can we learn from inspiring people in sacred texts and in the history of religions? (Christianity, Islam, Judaism and non-religious viewpoints) French - Je Peux Music- Learning more about musical styles</p>	<p>4.3 - Symbols and religious expression: How do people express their religious and spiritual ideas on pilgrimages? (Islam, Hinduism, Christianity, non-religious worldviews) French – La Date Science – animals, including humans. Castleton residential Music- creating simple melodies together</p>	<p>English – Could cover Non Chron. Reports and Balanced Arguments. Geography – Where did the AS and Vikings come from and why? (locational and place knowledge, human and physical geography) History 5.3 – Beliefs and Questions: How do people’s beliefs about God, the world and others have impact on their lives? (Hinduism, Islam and non-religious views) French – Je Me Presente Forces Badminton Music- livin’ on a prayer York residential</p>	<p>History Geography – Central America: locational and place knowledge. Science – living things and their habitats. 6.3 - Belief in Action in the World: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? (Christianity, Hinduism, Humanism). French – Manger et Bouger Music-Gaining confidence through performance DARE and Maya visitors</p>
Summer 1	<p><b>Minibeasts</b> Attenborough Nature Reserve F6 –Our Wonderful World: How can we care for living things and Earth? (Christianity) Big bear funk</p>	<p><b>Castles</b> George and the Dragon, History – Significant historical places in their own locality. Science – everyday materials Castle trip 1.4 – Symbols in religious worship and practice: In what ways are churches important to believers? Cricket Music –combining pulse, rhythm and pitch</p>	<p><b>Brave Women</b> The lives of significant individuals in the past who have contributed to national and international achievements. 2.4- Stories: How and why are some stories important in religions? (Christianity, Judaism and non-religious viewpoints) Music- music that makes you dance</p>	<p><b>Let it Grow</b> English – James and the Giant Peach/ Weslandia Science – plants 3.3 – Worship and Special Places: Where, how and why do people worship? (Muslims and Hindus) French - Ice Creams Music-recognising different sounds Geography – atlas/map work, comparing physical geography of Nottingham with another country: why are different crops grown in these countries?</p>	<p><b>Habitats</b> Text – River Singers Science - living things and their habitats. 4.1 - The journey of life and death: Why do some people think life is like a journey? Where do we go? (Christianity, Hinduism and Islam) Attenborough nature reserve French - Habitats Music-connecting notes and feelings Tennis</p>	<p><b>Earth and space</b> Text – Cosmic Science – Earth and space, forces Music-emotions and musical styles Visitor – The Wonder Dome 5.1 – Inspirational People in Today’s World: What can we learn from great leaders and inspiring examples in today’s world? (Christianity and a non-religious person if time) French – The Olympics Music- words, meaning and expression</p>	<p><b>Science Fiction</b> Text – The Boy in the Tower 6.1 – Teachings, Wisdom and Authority: What can we learn by reflecting on words of wisdom from religions and worldviews? (Christianity and Islam) French - The Weekend Music- using cords and structure</p>
Summer 2	<p><b>Holidays/Under the Sea/Pirates</b> Grandparents’ Day Pirates Party F3 - What places are special and why? (Christianity, Islam and Hinduism) Cricket Reflect, rewind and replay</p>	<p><b>Climate Emergency!</b> Text –The Last Wolf by Mini Grey. Please cover Beginning, Middle and End in English. Science – Plants Geography – Geographical skills and fieldwork 1.4 - Symbols in religious worship and practice: In what ways are synagogues important to believers? (Visit to Attenborough, Beeston or Chilwell) English – Traditional tales including Red Riding Hood. Music –combining pulse, rhythm and pitch</p>	<p><b>Robin Hood</b> History – Significant historical people in their own locality. Geography – human and physical geography, geographical skills and fieldwork Science – plants 2.4 - What can we learn from these stories from the Torah and Bible? (Christianity, Judaism and non-religious viewpoints). Sherwood residential Year 2 production Music- music that makes you dance</p>	<p><b>Animals</b> Text: Jumanji/ Animal Riddles Science - Animals including Humans 3.3 – Worship and Special Places: Where, how and why do people worship? (Christians) Yorkshire Wildlife Park French – Animals Music-recognising different sounds</p>	<p><b>Water</b> English – more work on figurative language. Charlie and the Chocolate Factory Science –states of matter Geography – Physical geography (the water cycle) Geography – Geographical skills and fieldwork of Beeston Weir. 4.1 – The Journey of Life and Death: What do different people think about life after death? (Christianity, Hinduism and Islam) French – Quel Temps Fait-Il? Dance Cadbury World Music-connecting notes and feelings</p>	<p><b>Explorers</b> Text – Shackleton’s Ice Trap Science: animals, including humans French – Les Vetements 5.1 – Inspirational People in Today’s World: What can we learn from great leaders and inspiring examples in today’s world? (Islam and Hinduism) Dance Music- words, meaning and expression</p>	<p><b>The £10 Challenge</b> Finish Science Fiction for the first 2 weeks of this half term. Geography – Fieldwork, links to trade fair. Science – animals, including humans (SRE perspective). 6.1 - Teachings, Wisdom and Authority: What do sacred texts and other sources say about God, the world and human life? (Judaism and Hinduism) French - Me in the World Tennis Music- using cords and structure Year 6 production</p>