Warton St. Paul's Primary Academy

EYFS Curriculum and coverage

2022-2023

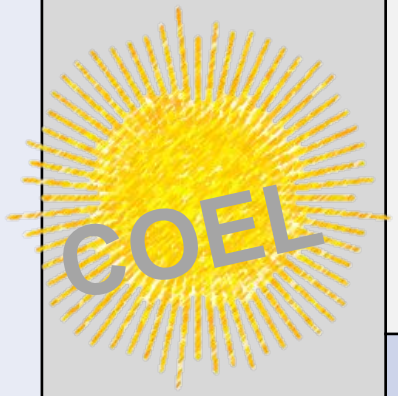
Warton St Paul's
Church of England Primary Academy
A member of DARI

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision* *Well-being & Behaviour for Learning*	**All About me!** Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	**Terrific Tales!** Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas	**Amazing Animals!** Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	**Come Outside!** Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	**Ticket to ride!** Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	**Fun at the Seaside!** Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts and 'Old Favourites'	Owl Babies The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Giraffes Can't Dance Once there were Giants In every house All Welcome	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita StickMan	The Emperor's Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Mary Anning (little people, big dreams)
'Wow' moments / Enrichment Weeks	Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up?	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT World Book Day Reading Week Valentine's Day Internet Safety Day Animal Art	Walk to the park Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Let's fly - Role play visit somewhere in the world	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day World Environment Day

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

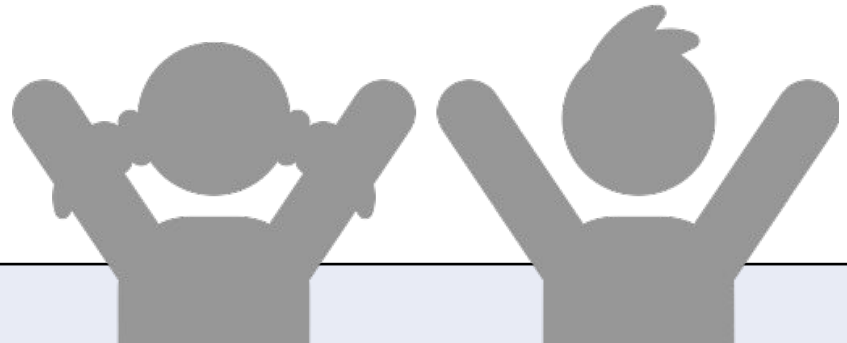
Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings Midterm Assessments	GLD Projections for EOY EYFS team meetings Internal moderations	Pupil progress meetings Parents evening info EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening info EOY data EYFS team meetings
Parental Involvement	Home visits / Parents Evening Harvest Assembly Home / School Agreement Proud Clouds Phonics workshop	Proud Clouds Nativity Maths workshop Parents Evening Book at Bedtime	Proud Clouds Writing workshop Share a story Stay and Read morning	Proud Clouds Parents Evening Art workshop / Gallery Share a story	Proud Clouds Share a story Maths Morning – Look how far we have come!	Proud Clouds Share a story Parents Evening Parent's Picnic

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. **Daily story time**	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	**Tell me a story!** Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.	**Tell me why!** Using language well Ask's how and why questions… Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	**Talk it through!** Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	**What happened?** Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	**Time to share!** Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
PSHE curriculum Managing Self	**Keeping Safe** What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	**Valuing difference** I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	**Being my best** Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	**Rights and respect** Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	**Me and my relationships** All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	**Growing and changing** Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Self - Regulation Link to Behaviour for Learning	Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✔ Controlling own feelings and behaviours ✔ Applying personalised strategies to return to a state of calm ✔ Being able to curb impulsive behaviours ✔ Being able to concentrate on a task ✔ Being able to ignore distractions ✔ Behaving in ways that are pro-social ✔ Planning ✔ Thinking before acting ✔ Delaying gratification ✔ Persisting in the face of difficulty.			*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.* 		

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Daily opportunities for Fine Motor Activities Gross Motor	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics /Balance
	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Literacy	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension - Developing a passion for reading Children will visit the library weekly	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
Word Reading	**Phonic Sounds:** Phase One **Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	**Phonic Sounds:** Phase Two **Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting graphemes in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	**Phonic Sounds:** Phase Three **Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	**Phonic Sounds:** Phase Three **Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.	**Phonic Sounds:** Phase Three/Four **Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.	**Phonic Sounds:** Phase Four **Reading:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Writing Texts may change due to children's interests Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	**Write Stuff Units:** Ruby's Worry (Narrative) The proudest Blue (Narrative) Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!	**Write Stuff Units:** Jack and the jelly bean stalk (Narrative) Poppies (Video) Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	**Write Stuff Units:** Penguins (Non-Fiction) I wanna iguana (Letter) Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	**Write Stuff Units:** We're going on a bear hunt (Narrative) Katie and the Sunflowers (Narrative) Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences	**Write Stuff Units:** Handa's Surprise (Narrative) All aboard the London Bus (Narrative) Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.	**Write Stuff Units:** Snail and the Whale (Narrative) Rainbow Fish (Narrative) If Sharks disappeared (Non-Fiction) Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish Write three sentences – B, M & E.

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Terrific Tales!	Amazing Animals!	Come outside!	Ticket to ride!	Fun at the Seaside!
Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subitising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. **Pattern and early number** Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.	**Numbers within 6** Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six **Addition and subtraction within 6** Explore zero •Explore addition and subtraction **Measures** Estimate, order compare, discuss and explore capacity, weight and lengths **Shape and sorting** Describe, and sort 2-D & 3-D shapes •Describe position accurately **Calendar and time** Days of the week, seasons •Sequence daily events	**Numbers within 10** Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less **Addition and subtraction within 10** Explore addition as counting on and subtraction as taking away **Numbers within 15** Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer	**Grouping and sharing** Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing **Numbers within 20** Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer **Doubling and halving** Doubling and halving & the relationship between them	**Shape and pattern** Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns **Addition and subtraction within 20** Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving **Money** Coin recognition and values •Combinations to total 20p •Change from 10p **Measures** Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths	**Depth of numbers within 20** Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards **Numbers beyond 20** One more one less •Estimate and count •Grouping and sharing

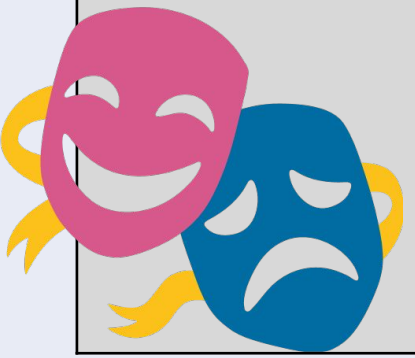
Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	Harvest *Key Questions* *Why is it important to say thank you?* *Why do we say thank you to God at Harvest time?* *Can you think of a way to give thanks to God for his creation and the harvest?* *Why is it important to help others?* *What are your favourite foods and why do you enjoy them?* **I am Special** *Key Questions* *How do we know that we are special in the eyes of God?* *How do we know that God is our heavenly father?* *What are my favourite things?* *Why are names important?*	**Christmas** *Key Questions* *What is a birthday?* *When is your birthday?* *In what ways do you celebrate your birthday?* *How do we celebrate Jesus' birthday?* *Why was Jesus a special baby?*	**Stories Jesus told** *Key Questions* *Where will you find the stories which Jesus told?* *To whom did he tell these stories?* *What do the stories teach us?* *Why did Jesus tell stories?* **Stories Jesus heard** *Key Questions* *What stories did Jesus hear when he was a boy?* *Do you like listening to stories?* *What are your favourite stories?* *Where and when do you hear stories?* *Who tells you stories?*	**Easter** *Key Questions* *What is love?* *Where is love?* *Who do you love?* *Who loves you?* *How do you/they show that love?* *How did Jesus show that he loved us?* **Special Times** *Key Questions* *When are your special times?* *How are special times celebrated?* *What makes time special?* *Where do people go for their special times of prayer?* *Why does the church celebrate Pentecost?*	**Special Places** *Key Questions* *Where is your special place?* *Why is it special?* *Why is the church a special place?* *When do you visit your special place?* *Who goes with you to your special place?* *What makes a place a holy place?* **Special People** *Key Questions* *Who is special?* *What makes someone special?* *How do we decide who is special?* *What do special people do?* *Why is Jesus special?* *Who is special to me?*	**Friendship** *Key Questions* *What is a friend?* *How do we make friends? How do we choose friends?* *Who are our friends?* *What makes a good friend?* *Why are friends important?* *How does it feel when we have no friends?* *Why do we trust our friends?* *Who were Jesus' special friends?* *What makes you a good friend?*
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Understanding the world/ Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. ○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. ○ Introduce children to different occupations and how they use transport to help them in their jobs. ○ Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.	○ Can talk about what they have done with their families during Christmas' in the past. ○ Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. ○ Share different cultures versions of famous fairy tales. ○ To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. ○ Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.	○ Listening to stories and placing events in chronological order. ○ What can we do here to take care of animals in the jungle? ○ Compare animals from a jungle to those on a farm. ○ Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. ○ Nocturnal Animals Making sense of different environments and habitats ○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ After close observation, draw pictures of the natural world, including animals and plants	○ Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. ○ Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. ○ Can children make comments on the weather, culture, clothing, housing. ○ Change in living things – Changes in the leaves, weather, seasons, ○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. ○ Building a 'Bug Hotel' ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ○ Look for children incorporating their understanding of the seasons and weather in their play. ○ Use the BeeBots	○ Use Handa's Surprise to explore a different country. ○ Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. ○ Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. ○ Use bee-bots on simple maps. Encourage the children to use navigational language. ○ Can children talk about their homes and what there is to do near their homes? ○ Look out for children drawing/painting or constructing their homes. ○ Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. ○ Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? ○ Introduce the children to NASA and America. ○ Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. ○ Can children differentiate between land and water. ○ Take children to places of worship and places of local importance to the community.	○ To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. ○ Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. ○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ○ Seasides long ago – Magic Grandad ○ Share non-fiction texts that offer an insight into contrasting environments. ○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Reception Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!	Fun at the seaside!
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.* 	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks.	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Partys and Celebrations Role Play of The Nativity	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Creating outer of space pictures Provide children with a range of materials for children to construct with.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures Father's/special perso Day Crafts

Reception Long Term Plan 22-23

Early Learning Goals – for the END OF THE YEAR - best fit Judgement!

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, social, emotional development

ELG: Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Maths

ELG: Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Warton St. Paul's Primary Academy

Year One Curriculum and coverage

2022-2023

Warton St Paul's
Church of England Primary Academy
A member of DARI

Year one Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision* *Well-being & Behaviour for Learning*	**We are superheroes** My new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? What am I good at? How do I make others feel? Being kind / staying safe	**Fire, Fire** The Great Fire of London Guy Fawkes Festival of Light Fire safety Firefighters then and now Diary writing Poetry	**Ahoy! a pirate's life for me** Pirates Maps Directions Explorers e.g. Christopher Columbus Animals on land, in the sky and underwater Wanted posters Instructions Postcards Sea shanty - poetry	**Huff, Puff and building stuff** Traditional tales - Three Little Pigs Twisted Tales - Three horrid pigs or Three Little Wolves and the Big Bad Pig Everyday materials and properties Investigating structures Design and build a house	**What goes up must come down** Recounts Moving pictures Weather and weather patterns First aeroplane flight/local link to BAE Countries in the UK/Capital Cities of the UK	**How does your garden grow?** Plants Growth Non-chronological reports Changing season Fruit salad Monet's garden Den making Poetry
Possible Texts	Supertato Traction Man is here -*Narrative* Human Body and senses - *Non-fiction*	Great fire of London - *Non-fiction text* Toby and the great fire of London -*Narrative* The Bonfire at Night - Enid Blyton -*Classic Poetry* London's burning rhyme - *Nursery Rhyme*	The night pirates The pirates next door - *Narrative* Explorers/pirates - *Non-Fiction*	Three little pigs Three horrid pigs Three little wolves and the big bad pig *-Traditional Tales* *- Wombat Goes Walkabout* Let's build a house - *Non-Fiction*	How to catch a star - Oliver Jeffers and other titles by the same author - *Narrative* Look up! Man on the moon Amelia Earhart (little people, big dreams) - *Non-Fiction*	Grandpa's garden Oliver's vegetables - *Narrative (repetitive structure)* *The Queens Hat* Plant traps - Bug Club - *Non-Fiction* Flowers and plants -Kew Garden - *Non-Fiction*
Theme Days and Enrichment Weeks	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths Phonics Screening Statutory Assessment	End of year summative assessments in English and Maths
Parental Involvement	Friday Open Afternoon Meet the Teacher Phonics workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, Fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	**Valuing differences** Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	**Being my best** Growth Mindset Healthy eating Hygiene and health Cooperation	**Rights and respect** Taking care of things: Myself My money My environment	**Me and my relationships** Feelings Getting help Classroom rules Special people Being a good friend	**Growing and changing** Getting help Becoming independent My body parts Taking care of self and others
	Relationships Children can name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. **Health and well-being -** Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. **Living in the wider world** Children can explain different ways that family and friends should care for one another.					

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, Fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
English Word Reading Comprehension - Developing a passion for reading Children will visit the library weekly	**Phonics** Letters and Sounds Begin Phase 5a	**Phonics** Letters and Sounds Begin Phase 5b	**Phonics** Letters and Sounds Begin Phase 5c	**Phonics** Letters and Sounds Continue 5c	**Phonics** Letters and Sounds Continue 5c	**Phonics** Letters and Sounds Consolidate Phase 5
	-Read aloud accurately, books that are consistent with their developing phonic knowledge. -Apply phonic knowledge as a route to decode words. -Respond speedily with the correct sound for 44 phonemes. -Read some common exception words from the Year One list, noting the tricky part. -Read the contraction I'm. -Read words with plurals -s and -es. -Orally retell stories with props and pictures. -Enjoy and recite simple rhymes and poems. -Discuss key vocabulary, linking meaning to words already known. -Activate prior knowledge. -Discuss main events in stories. -Make predictions on what has been read so far. -Identify the main characters in stories. -Recall information from non-fiction texts. -Locate and name parts of non-fiction texts.		-Read aloud accurately, books that are consistent with their developing phonic knowledge. -Apply phonic knowledge as a route to decode words. -Respond speedily with the correct sound for 44 phonemes. -Read more common exception words from the Year One list, noting the tricky part. -Read words with -ing and -ed endings. -Split two syllable words, including compound words, into separate syllables to support blending for reading. -Read contractions I'll, we'll -Orally retell familiar stories in a range of contexts. -Enjoy and recite rhymes and poems including traditional verse. -Give opinions and, when prompted, support with reasons. -Identify main events in stories using words like first, next, then, after that and at the end. -Identify the main characters in stories and capture simply in writing. -Discuss the title and predict what it might be about. -Answer 'why' questions requiring basic inference. -Recall specific information from non-fiction text by answering simple oral questions. -Locate specific parts of a text that give specific information.		-Recognise and use the different ways of pronouncing the same grapheme e.g. the c in ice and cream. -Read all Year One common exception words. -Read words containing -s, -es, -ing, -ed, -est endings. -Split two and three syllable words, including compound words, into separate syllables to support blending for reading. -Read contractions I'll, we'll and I'm understanding the apostrophe represents the omitted letter. -Use patterns and repetition to orally retell familiar stories in a range of contexts. -Make personal reading choices and give reasons for their selection. -Check texts make sense when reading and self-correct. -Give opinions and support with reasons. -Identify, discuss and sequence main events and record simply. -Identify, describe and discuss the main characters in stories and capture simply in writing. -Make predictions based on what has been read so far and give reasons. -Recall specific information from non-fiction texts. -Use parts of a text to find information.	

Year one Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, Fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
	Narrative - short narrative based on text with small changes **Non-Fiction -** all about me information leaflet/poster **Poetry** - Senses poetry **WAC -** *Warton Information Poster*	**Narrative -** Recount based on Toby's Great Fire of London **Non-Fiction -** Historical diary recount **Poetry -** Recite and perform a London's Burning Rhyme **WAC -** *Historical Recount of the Great Fire of London, Diary entry from Samuel Pepys.*	**Narrative -** postcards/message in a bottle from pirate **Non-Fiction** - Wanted Poster for a famous pirate **Poetry** - Sea Shanty **WAC -** *Historical Recount Diary from Christopher Columbus , Writing a letter to discuss Jesus' teachings.*	**Narrative -** Traditional Tales with a twist based on Three Little Pigs **Non-Fiction** - Instruction writing How to build a House **WAC -** *Poster warning homeowners about the Wolf/informing them of appropriate materials to build with*	**Narrative -** Stories by the same author, write a similar short narrative **Non-Fiction -** Recount of first flight/Amelia Earhart's journey **Poetry** - weather descriptive poetry **WAC -** *Historical recount for Amelia Earhart*	**Narrative -** Retell and change the story using days of the week **Non-Fiction -** Non-Chron report about plants/growing **WAC -** *Instructions for how to plant a seed and care for it.*
Writing Texts may change due to children's interests	-Write sentences that can be read by themselves and others. -With support, use finger spaces between words. -Use full stops to demarcate sentences. -Recognise and write from memory, capital letters. -Use capital letter for pronoun, I. -Identify and use question marks. -Use joining word *and.* -Orally plan and rehearse ideas for narrative and non-fiction texts. -Orally compose sentences to write short narratives and non-fiction texts e.g. *information, postcards, instructions* -Re-read every sentence, with support, to check they make sense. -Read and discuss their writing with an adult.		-Separate words with spaces. -Use capital letters and full stops to demarcate sentences. -Use capital letters for names of people and places and days of the week. -Identify and use exclamation marks. -Use joining word *and* to link clauses. -Use joining word *but* to join words. -Sequence ideas and events in narrative and non-fiction. -Orally compose each sentence before writing including sentences with *and* or *but.* -Re-read every sentence to check it makes sense. -Orally compose sentences for short narratives and non-fiction texts. -Discuss their writing with adults and read audibly to a small group/		-Separate words with roughly consistent size spaces. -Use capital letters and full stops to demarcate independent writing. -Use question marks and exclamation marks in independent writing. -Use joining words *and, or* and *but* in independent writing. -Use familiar plot for structuring the opening, middle and end of their story. -Sequence ideas and events in non-fiction texts. -Orally compose every sentence before writing including sentences with *but, or* and *and.* -Independently re-read every sentence to check they make sense. -Orally compose and sequence sentences to write short narratives and information texts. -Discuss writing with adults and peers, giving opinions and read aloud audibly to a larger group	

Year one Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, Fire	Ahoy! a pirate's life for me	Huff, Puff and building stuff	What goes up must go down	How does your garden grow?
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning.					
	Place Value -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify 1 more and 1 less **Addition and Subtraction** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20 -Add and subtract one-digit and two-digit numbers to 20, including 0 **Multiplication and Division** -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Fractions** -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. **Measurement** -Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) **Properties of shapes** -Recognise and name common 2-D and 3-D shapes	**Place Value** -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. **Addition and Subtraction** -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. **Position and Direction** -Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	**Fractions** -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. **Multiplication and Division** -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. **Measurement** -Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass / weight capacity and volume time -Recognise and know the value of different denominations of coins and notes	**Place Value** -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s **Addition and Subtraction** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20 -Add and subtract one-digit and two-digit numbers to 20, including 0 -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. **Properties of shapes** -Recognise and name common 2-D and 3-D shapes	**Fractions** -Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. **Measurement** -Recognise and use language relating to dates, including days of the week, weeks, months and years. -Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -Sequence events in chronological order using language **Problem Solving** -All objectives covered.

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Science	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.					
	Animals including Humans Pupils should be taught to: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Seasonal Changes** Pupils should be taught to: -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.	**Animals including Humans** Pupils should be taught to: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify and name a variety of common animals that are carnivores, herbivores and omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	**Everyday Materials** Pupils should be taught to: -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties.	**Seasonal Changes** Pupils should be taught to: -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.	**Plants** Pupils should be taught to: -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -Identify and describe the basic structure of a variety of common flowering plants, including trees.

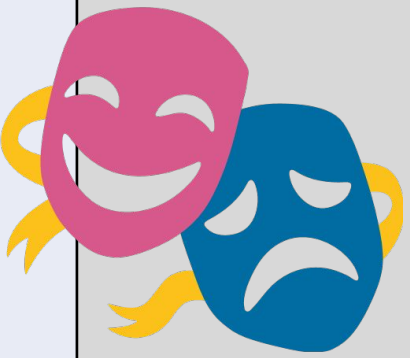
Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Geography and History	Geography - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. History - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented					
	Geography - Human and Physical Geography Pupils should be taught: -Basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - *The place where we live (Warton).* **Geography: Geographical enquiry** - teacher led enquiries to ask and respond to simple closed questions. USe information books/ pictures as sources of information. Investigate their surroundings. Make observations about where things are. E.g within school or local area. **Using maps** - Use a simple	**History** Pupils should be taught about: -Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally - *The Great Fire of London* **History: Chronological understanding** - sequence events in their life. Sequence 3 or 4 artefacts from distinct periods of time. Match objects to people of different ages.	**History** Pupils should be taught about: -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - *Christopher Columbus and famous pirates* **History: Range and depth of historical knowledge** - recognise the difference between past and present in their own and other's lives. Know and recount events from stories about the past. **History: Interpretation of history** - Use stories to encourage children to distinguish between fact and fiction	**History** Pupils should be taught about: -Significant historical events, people and places in their own locality - *The first flight and BAE History* **History: Interpretation of history** - Compare adults talking about the past - how reliable are their memories? Historical enquiry - find answers about the past from sources of information. E.g artefacts.	**Geography - Locational Knowledge** Pupils should be taught to: -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. **Geography: Direction/ Location** - follow directions (up/down, left/right, forwards/backwards) Start to learn the four compass points. **Map knowledge** - Begin to identify points on maps A,B and C. Recognise and find places previously learnt.	**Geography - Human and Physical Geography** Pupils should be taught to: -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - *Plants and growth in different places in the world and seasonal changes* **Geography: Style of maps** - use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! a pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Music	Key stage 1 Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music experiment with create, select and combine sounds using the inter-related dimensions of music.					
	Introducing Beat How Can We Make Friends WHen We Sing Together? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Adding Rhythm and Pitch** How Does Music Tell Stories About the Past? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Introducing Tempo and Dynamics** How Does Music Make the World a Better Place? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Combining Pulse, Rhythm and Pitch** How Does Music Help Us To Understand Our Neighbours? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Having Fun With Improvisation** What Songs Can We Sing To Help Us Through the Day? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Exploring Sound and Creating a Story** How Does Music Teac Us About Looking Afte Our Planet? https://www.lancashi musichub.co.uk/c/135 66-model-music-curric um
Skills taught	**Listen and appraise** To know 5 songs by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. **Singing** To confidently sing or rap five songs from memory and sing them in unison. **Playing** To learn the names of the notes in their instrumental part from memory, or when written down. To learn the names of the instruments they are playing. **Improvisation** To know that improvisation is making up your own tunes on the spot. **Composition** To create a simple melody using one, two or three notes. **Performance** To work with others to perform a song they have learnt. To say how they feel about the performance.					

Year one Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, Fire!	Ahoy! A pirate's life for me	Huff, Puff and building stuff	what goes up must come down	How does your garden grow?
Art and Design Technology *Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.* 	**Art and Design** **Drawing** Pupils should be taught: -About the work of a range of artists -To use drawing to develop and share ideas, experience and imagination. -To develop a wide range of art and design techniques in using line, shape and space *Abstract self portraits in the style of Picasso* Drawing - Explore tone using different grades of pencil, chalk and pastel. Observe and draw shapes. Evaluating - Identify how their own/others work makes them feel.	**Art and Design** **Sculpture** Pupils should be taught: -About the range of designers, describing the difference and similarities between different practices and disciplines, and making lines to their own work. *A sculpture, similar to the monument for The Great Fire in London, to remember a significant event in their lives.* 3D work - Compares and recreates form and shape using basic materials. Evaluating - Identify how their own/others work makes them feel.	**Art and Design** **Collage, painting and textures** Pupils should be taught: -To use painting to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern and texture. *Building a layered landscape (sea or land) using collage, painting and textures* Painting - Creates patterns using different tools and colours. Can mix colours to create new ones. Colour - Identify primary colours by name. Begin to mix Primary shades and tones. Collage - Develops skills of overlapping and overlaying. Textiles - Stitches and cuts, threads and fibres. Printing - Explores colour and recreate patterns and textures using sponges, leaves and fruit. Evaluating - Identify how their own/others work makes them feel.	**Design and Technology** **House Building** **Design** -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Technical knowledge** -Build structures, exploring how they can be made stronger, stiffer and more stable *Build a house for the Three Little Pigs that cannot be blown down* *Developing ideas* - Draw on their own experience to help generate ideas. Suggest ideas and explain what they are going to do. Identify a target group for what they intend to design and make. Model their ideas in card and paper.	**Design and Technology** **Moving Pictures** **Technical knowledge** -Explore and use mechanisms, for example, levers, sliders, in their products. *Create a moving picture for the first flight.* *Working with tools* - Make their design using appropriate technique. With help measure, mark out, cut and shape a range of materials. Use tools e.g. scissors and a hole punch safely Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Use simple finishing techniques to improve the appearance of their product	**Design and Technology** **Food and Nutrition** Pupils should be taught to: -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from. Working with tools - Select and use appropriate fruit and vegetables, processes and tools Use basic food handling, hygienic practices and personal hygiene Developing ideas - Develop their design ideas applying findings from their earlier research.

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Computing	Key stage 1 Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
	Purple Mash Unit 1:1 Online Safety *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.* **Digital Literacy** To understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space. Unit 1:2 Grouping and Sorting *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Information Technology** To sort, collate, edit and store simple digital content.	*Purple Mash* Unit 1:7 Coding *Create and debug simple programs.* **Computer Science** They know that a computer program turns an algorithm into code that the computer can understand. To work out what is wrong with a simple algorithm when the steps are out of order. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. To read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	*Purple Mash* Unit 1:3 Pictograms *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school. Unit 1:8 Spreadsheets *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school.	*Purple Mash* Unit 1:4 Lego Builders *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* **Computer Science** To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	*Purple Mash* Unit 1:6 Animated stories *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not.	*Purple Mash* Unit 1:5 Maze Explorers *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* **Computer Science** To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.

Year One Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Year 1 FMS Baseline Unit - Lost and Found **Games** Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills.	Year 1 Dance - Toy Story **Dance** Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Year 1 Gymnastics activities 1 **Gymnastics** Perform fundamental movement skills at a developing level in: Travelling skills. Perform body actions with some control and coordination.	Year 1 FMS Bouncing and Catching **Games** Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills.	Year 1 FMS Overarm Throwing **Games** Perform fundamental movement skills at a developing level.	Year 1 FMS Athletics **Athletics** Perform fundamental movement skills at a developing level.

Year One Long Term Plan 22-23

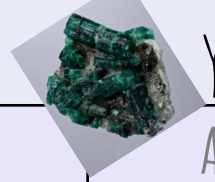
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	We are superheroes	Fire, fire	Ahoy! A pirate's life for me	Huff, Puff and building stuff	What goes up must come down	How does your garden grow?
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	1.1 Harvest *Key Questions* *Why do we celebrate Harvest Festival?* *Where does our food come from?* *Which foods do you enjoy the most?* *How can we help those who do not have a good harvest?* *Why should we help those who do not have a good harvest?* **1.2 God and Creation** *Key Questions* *What do we know and believe about God the creator of the world?* *I wonder how God felt when he had made the world?* *How have the actions of people spoilt the world?* *What do you feel about the wonder of creation?* *What are your favourite things that God created?*	**1.3 Christmas** *Key Questions* *Why do people give and receive gifts at Christmas?* *Why is Jesus described as a gift?* *How does it feel when you give and receive gifts?* *What is the best gift you have ever received?*	**1.4 Jesus was Special** *Key Questions* *What does special mean? Jesus was special. How? Why?* *What made Jesus special?* *Who were the special friends of Jesus and how did they try to follow his teachings?* *How do we make and build friendships?*	**1.5 Easter New life** *Key Questions* *What do you think is the most important part of the Easter Story?* *In what way is the Easter Story about new life?* *How do you think people feel when someone they love has died?* *How does the life cycle of a butterfly reflect the events of Easter?* *In what way is Easter a new beginning?*	**1.7 Why is baptism special?** *Key Questions* *What does it mean to 'belong?'* *What is baptism? Why are some people baptised?* *Why is baptism special?* *What is a promise? Where is it kept? How is it kept?* *What makes you feel as if you are part of God's family?* *How do people of faith welcome new babies?*	**1.8 Joseph** *Key Questions* *How do we know God was with Joseph?* *I wonder how Joseph was feeling?* *I wonder why Joseph was a Bible hero?* *I wonder what we can learn from this story?*
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Warton St. Paul's Primary Academy

Year Two Curriculum and Coverage

2022-2023

Warton St Paul's
Church of England Primary Academy
A member of DARI



Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision* *Well-being & Behaviour for Learning*	**Up, Up and Away** Animals around the world Continents and oceans Traditional Tales - *Inside the Villains* Moving vehicles	**global inspirations** Stories from other cultures - Pattan's pumpkin *All aboard for the Bobo road* Biographies Black History Month Yayoi Kusama - Dot artwork	**China** Chinese New Year The Great Race story Dragons Food - tasting chinese food, making simple foods Animals around the world Comparison between UK and Non-European place Stories with familiar settings - *Mr Majeika*	**Kings and queens** Famous Monarchs Queen's birthday Castles Textiles Animal adventure stories - *Meerkat Mail* David Attenborough	**Marvellous Medicine** Nurses Wartime Safety around medicine Healthy Humans Exercise and balanced diets Observing, drawing and sculpting humans	**enchanted woodland** Plants and growth Gardening Maps and aerial photographs of the school grounds and local areas Stories by the same author - *Anthony Browne* School Trip to Brockholes
Possible Texts	Traditional Tales - *Jack and the Baked beanstalk* Non-Fiction Non chronological report Big Cats Little People, Big Dreams David Attenborough - *Non-Fiction* How to help a hedgehog and protect a polar bear (13 different habitats) - *Non-Fiction*	Rosa Parks (Little people, big dreams) *Non-Fiction recount* Nelson Mandella The long walk to freedom - *Children's biography* Stories from other cultures - *All aboard for the Bobo road, Handas Surprise, Mama Panya's Pancakes*	Stories with familiar settings - *Mr Majeika* How to catch a dragon - Caryl Hart *Non-Fiction Instructions*	The Queen's Nose -Dick KIng Smith Animal Adventure stories - *Meerkat Mail* Kings and Queens - Henry VIII, Elizabeth I, Elizabeth II - *Non-fiction recounts, information and biographies* See inside castles - *Non-Ficiton*	George's Marvellous Medicine - Roald Dahl Zog and the Flying Doctors - *Stories with a repetitive pattern* Florence Nightingale and Mary Seacole -*Non-Fiction non-chron reports and information*	The enchanted wood - Enid Blyton Stories by the same author - *Anthony Browne stories e.g. Gorilla , Willy and the cloud, What if?* Ten Seeds (seed dispersal) - *Non-Fiction Explanation*
Theme Days and Enrichment Weeks	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in Phonics, English and Maths Resit Phonics Screening Statutory Assessment SAT's for reading, SPAG and maths	End of year summative assessments in English and Maths
Parental Involvement	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning Look at me! Talent show!	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Up, Up and Away	global inspirations	China	Kings and queens	Marvellous medicine	enchanted woodland
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** Safe and unsafe secrets Appropriate touch Medicine safety	**Valuing differences** Being kind and helping others Celebrating difference People who help us Listening Skills	**Being my best** Growth Mindset Looking after my body Hygiene and health Exercise and sleep	**Rights and respect** Cooperation Self-regulation Online safety Looking after money – saving and spending	**Me and my relationships** Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	**Growing and changing** Life cycles Dealing with loss Being supportive Growing and changing Privacy
	Relationships Children can explain different ways that family and friends should care for one another. **Health and well being** Children can make simple choices about some aspects of their health and wellbeing and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. **Living in the wider world** Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can					

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Up, Up and Away	global inspirations	China	Kings and queens	Marvellous medicine	enchanted woodland
English Word Reading Comprehension - Developing a passion for reading Children will visit the library weekly	**Phonics** Phase 5c consolidation No-Nonsense Spelling Scheme (Phase 6)	**Phonics** No-Nonsense Spelling Scheme (Phase 6)	**Phonics** No-Nonsense Spelling Scheme (Phase 6)	**Phonics** No-Nonsense Spelling Scheme (Phase 6)	**Phonics** No-Nonsense Spelling Scheme (Phase 6)	**Phonics** No-Nonsense Spelling Scheme (Phase 6)
	-Read aloud books closely matched with their phonic knowledge, sounding out words accurately. -Read frequently encountered words, including high frequency words, without overt sounding out and blending. -Read words accurately by blending, including those with alternative pronunciations. -Read words ending in suffixes -ing, -ed, -er, -est and -y. -Sequence the main events in stories using prompts. -Orally retell simple stories, fairy tales and traditional tales in a group. -Recognise the use of repetitive language in a simple story. -Learn and recite a poem. -Choose favourite words and phrases from a text. -Take note of punctuation when reading e.g. pausing at full stops. -Demonstrate understanding of fiction and non-fiction texts by asking and answering questions. -Develop and demonstrate their understanding of characters through role play and drama. -Draw inferences about characters from the text. -Make predictions based on what has been said so far. -Identify how specific information is organised in a non-fiction text. -In discussion about texts, listen to others and respond with reasons.		-Read aloud books closely matched with their phonic knowledge, sounding out words accurately. -Read frequently encountered words, including high frequency words, without overt sounding out and blending. -Read words accurately by blending, including those with alternative pronunciations. -Read words ending in suffixes -ment, -ness, -ful, -ly. -Discuss and sequence main events in a story. -Using their own story map, retell a simple story, fairy tale or traditional tale. -Learn and recite a range of poems. -Begin to develop and talk about personal reading preferences for particular authors or types of books. -Choose favourite words and phrases from a text. -Take note of punctuation when reading e.g. pausing at full stops. -Pose, orally rehearse and write questions prior to reading non-fiction text. -Explain and demonstrate their understanding of a text and give opinions. -Develop and demonstrate their understanding of characters through role play and drama. -Draw inferences about characters from events in the story. -Make predictions based on what has been read so far and give reasons. -Locate information in a non-fiction text using the contents page, index, labelled diagrams and charts. -Make thoughtful contributions to discussion in different group situations.		-Read aloud books closely matched with their phonic knowledge, sounding out words accurately. -Read frequently encountered words, including high frequency words, without overt sounding out and blending. -Read words accurately by blending, including those with alternative pronunciations. -Read words ending in suffixes -ment, -ness, -ful, -ly, -ed, -er, -est, -ing, -y. -Read longer, less familiar texts independently. -Discuss the main events in stories and sequence using language such as first of all, moments later and finally. -Use their own story maps to retell a wider range of stories to different audiences. -Recognise the use of repetitive language within texts and poems and across texts. -Learn and recite a range of poetry with intonation. -Demonstrate enthusiasm for particular authors or types of texts, choosing to read these for pleasure. -Identify, discuss and collect favourite words and sort into word class e.g. nouns, adjectives, adverbs. -Identify and discuss words within context and use morphology to work out the meaning e.g terror and terrorised. -Take note of punctuation by using tone and intonation when reading aloud. -Explain and demonstrate their understanding of a text and give opinions. -Develop and demonstrate their understanding of characters through role play and drama drawing on language from the text. -Draw inferences about characters using specific parts of the text.	

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Up, Up and Away	global inspirations	China	Kings and queens	Marvellous medicine	enchanted woodland
	Narrative: Traditional tales with a twist **Non-Fiction:** Non chronological report **WAC:** *Diary entry* *Letter home* *Setting description*	**Narrative:** Stories from other cultures **Non-Fiction:** Meerkat Christmas (Postcards) **WAC:** *Recount letter from Rosa Parks* *Weather report from around the world*	**Narrative:** Stories with familiar settings **Non-Fiction:** Instructions/ persuasive advert **WAC:** *Postcard from China*	**Narrative:** Animal stories **Non-Fiction:** Letter writing **WAC:** *Historical recount/biography of a famous Monarch*	**Narrative:** *Stories with repetitive patterns* **Non-Fiction:** Non-Chronological reports/information leaflets **WAC:** *Non-Chronological report about staying healthy*	**Narrative:** Stories by the same author **Non-Fiction:** Explanations **WAC:** *A leaflet for an area of interest from fieldwork*
Writing Texts may change due to children's interests	-Say, write and punctuate simple and compound sentences using the joining words *and* and *but* (coordination). -Use sentences with different forms: questions and exclamations. -Secure the use of capital letters, full stops, question marks and exclamation marks. -Use subordination for time using *when* -Use subordination for reason using *because* -Identify, understand and select verbs to complete sentences. -Use progressive form of verbs in the present tense e.g. she is watching tv. -Use past tense accurately for narratives, recount and historical reports. -Identify, understand and select nouns correctly to complete sentences. -Generate, select and effectively use adjectives. -Identify, understand and select adverbs to complete sentences. -Discuss and plan what to write about using a range of methods.		-Say, write and punctuate simple and compound sentences using the joining words *so* and *or* (coordination). -Use sentences with different forms: statements and commands. -Use commas in a list. -Use subordination for time using *before and after.* -Use subordination for reason using *if.* -Use subordinating conjunction *that* in sentences and in narratives. -Identify, understand and select verbs to complete sentences. -Use progressive form of verbs in the present tense e.g. she is watching tv. -Use present tense accurately for non-chronological reports and persuasive adverts. -IGenerate, select and effectively use nouns. -Edit and improve own writing by strengthening the use of adjectives to make noun phrases. -Generate, select and effectively use adverbs. -Discuss and plan what to write about using a range of methods.		-Say, write and punctuate simple and compound sentences using the joining words *so* and *or* (coordination). -Use sentences with different forms: questions, exclamations, statements and commands. -Independently edit and improve own writing using capital letters, full stops, question marks and exclamation marks. -Use commas to separate items in a list in a range of fiction, non-fiction and cross curricular writing. -Use apostrophes for contracted forms e.g don't -Use apostrophes for singular possession. -Use subordination for time using *when, before and after.* -Use subordination for reason using *because and if.* -Use subordinating conjunction *that* in sentences for non-fiction texts. -Independently edit and improve own writing by strengthening the use of nouns, verbs, adverbs and noun phrases. -Discuss and plan what to write about using a range of methods. -Drawing on sentence structures from known texts, orally	

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Maths	Guided Reasoning will be planned for every friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Place Value -Recognise the place value of each digit in a two-digit number (10s, 1s) -Read and write numbers to at least 100 in numerals and in words -Compare and order numbers from 0 up to 100; use <, > and = signs **Addition and Subtraction** -Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and 1s a two-digit number and 10s 2 two-digit numbers adding 3 one-digit numbers **Multiplication and Division** -Recall and use multiplication and division facts for the 2, 5 and 10	**Fractions** -Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity. **Measurement** -Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels -Compare and order lengths, mass, volume/capacity and record the results using >, < and = **Properties of Shapes** -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	**Place Value** -Identify, represent and estimate numbers using different representations, including the number line -Compare and order numbers from 0 up to 100; use <, > and = signs **Addition and Subtraction** -Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods **Position and Direction** -Order and arrange combinations of mathematical objects in patterns and sequences. -Use mathematical vocabulary to describe position, direction and	**Statistics** -Interpret and construct simple pictograms, tally charts, block diagrams and tables. -Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. -Ask and answer questions about totalling and comparing categorical data. **Multiplication and Division** -Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. -Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Measurement**	**Place Value** -Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward -Use place value and number facts to solve problems. **Addition and Subtraction** -Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. -Show that addition of 2 numbers can be done in any order (commutative) and subtraction of one number from another cannot. **Properties of Shapes** -Identify 2-D shapes on the surface of 3-D shapes. -Compare and sort common 2-D and 3-D shapes and everyday objects.	**Fractions** -Write simple fractions, for example 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. **Measurement** -Compare and sequence intervals of time -Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. -Know the number of minutes in an hour and the number of hours in a day. **Problem Solving** -All objectives covered.

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Science	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.					
	Living things and their habitats Pupils should be taught to: -explore and compare the differences between things that are living, dead, and things that have never been alive -identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other -identify and name a variety of plants and animals in their habitats, including microhabitats -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.	**Seasonal Changes (Year One Objectives)** Pupils should be taught to: -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.	**Animals, including humans** **Focus on Animals** Pupils should be taught to: -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	**Uses of everyday materials** Pupils should be taught to: - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Animals, including humans** **Focus on Humans** Pupils should be taught to: -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	**Plants** Pupils should be taught to: -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

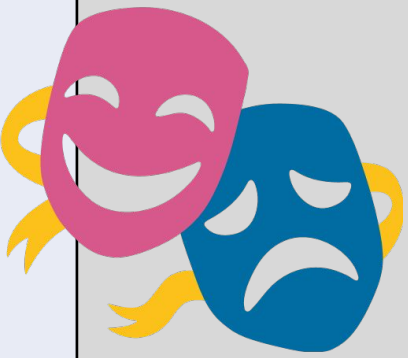
Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Geography and History	Geography - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. History - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented					
	Geography **Locational knowledge** -name and locate the world's seven continents and five oceans **Human and physical geography** -identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Locating areas of the world and what its is like to live there throughout the year - focus on other places in the world.* **Geography: Style of maps** - find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use Google maps. Scale/ Distance - begin to spatially match places (e.g recognise UK on a small scale and larger scale maps) **Using maps** - Use an infant map to locate places. **Map knowledge** - Identify significant places and environments. Identify locations and discuss what has been previously learnt.	**History** Pupils should be taught about: -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods *Rosa Parks and Barack O'Bama* **History: Range & depth of historical knowledge** - recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	**Geography** **Place knowledge** -understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country *Learn about a small province in China* **Geography: Geographical enquiry** - children encouraged to ask simple geographical questions; Where is it? What's it like? Use books, stories, atlases, pictures/photos and the internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	**History** Pupils should be taught about: -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods *Elizabeth II and King Charles* **History: Chronological understanding** - sequence artefacts closer together in time. Sequence photographs from different periods of their life. Describe memories of key events in their own and other's lives. **Interpretation of history -** compare two versions of a past event. Compare pictures and photographs of people and events in the past.	**History** Pupils should be taught about: -changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. -the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods *Florence Nightingale and Mary Seacole* *Wartime medicine* **History: Historical enquiry** - Use a source to answer questions about the past on the basis of simple observations.	**Geography Geographical skills and fieldwork** Pupils should be taught to: -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. **Human and Physical Geography** Pupils should be taught: -Basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm,

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Music	Key stage 1 Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music experiment with create, select and combine sounds using the inter-related dimensions of music.					
	Exploring Simple Patterns How Does Music Help Us to Make Friends? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Focus on Dynamics and Tempo** How Does Music Teach Us About the Past? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Exploring Feelings Through Music** How Does Music Make the World a Better Place? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Inventing a Musical Story** How Does Music Teach Us About Our Neighbourhood? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Music THat Makes You Dance** How Does Music Make Us Happy? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Exploring Improvisatio** How Does Music Teac Us About Looking Afte Our Planet? https://www.lancashi musichub.co.uk/c/135 66-model-music-curric um
Skills Taught	**Listen and appraise** To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To know that music has a steady pulse. **Singing** To confidently sing or rap five songs from memory and sing them in unison. **Playing** To learn the names of the notes in their instrumental part from memory, or when written down. To learn the names of the instruments they are playing. **Improvisation** To know that improvisation is making up your own tunes on the spot. **Composition** To create a simple melody using one, two or three notes. **Performance** To work with others to perform a song they have learnt. To say how they feel about the performance.					

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Art and Design Technology *Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.* 	**Design and Technology** Design- design purposeful, functional, appealing products for themselves and other users based on design criteria Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Evaluate -explore and evaluate a range of existing products-evaluate their ideas and products against design criteria Technical knowledge -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.Vehicles to explore the world, including a vehicle with wheels and axles.	**Art and Design** Pupils should be taught: -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Dots - Yayoi Kasuma Painting - Represents things observed, remembered or imagined using colour. Colour - Mix colours and know which Primary Colours make Secondary Colours. Evaluating - Identify what they would do different next time. Generate a written evaluation.	**Design and Technology** **Food** **Design** -design purposeful, functional, appealing products for themselves and other users based on design criteria **Make** -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] **Evaluate** -explore and evaluate a range of existing products evaluate their ideas and products against design criteria *Tasting, evaluating and making chinese food (no bake recipes)* *Working with tools* - Follow safe procedures for food safety and hygiene	**Design and Technology** **Design** -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **Make** -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Technical knowledge** -Build structures, exploring how they can be made stronger, stiffer and more stable *Design and make a replica Castle*	**Art and Design** Pupils should be taught: -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *Drawings and sculptures of humans* *Drawing* - Uses line and tone (light/dark lines) in drawings that show a controlled range of marks. *3D work* - Able to create texture and specific effects using a range of tools. *Printing* - Explore images by recreating texture using wallpaper, string, polystyrene. *Evaluating* - Identify what they would do different next time. Generate a written evaluation.	**Art and Design** Pupils should be taught: -to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. *Drawings of landscapes (school grounds or local areas).* Collage - Experiments with creating mood, feelings and movement. Textiles - Weaving using strong wool through card and paper. Use colours to create pattern. Evaluating - Identify what they would do different next time. Generate a written evaluation.

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted garden
Computing	Key stage 1 Pupils should be taught to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs, use technology purposefully to create, organise, store, manipulate and retrieve digital content, recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.					
	Purple Mash Unit 2.1 Coding *Create and debug simple programs.* **Computer Science** To explain that an algorithm is a set of instructions to complete a task. When designing simple programs, children show an awareness of the need to be precise with their algorithms so that they can be successfully converted into code. To create a simple program that achieves a specific purpose. They can also identify and correct some errors. To identify the parts of a program that respond to specific events and initiate specific actions. For example, they can write a cause and effect sentence of what will happen in a program.	*Purple Mash* Unit 2.2 Online Safety *Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.* **Computer Science** To know the implications of inappropriate online searches. Children begin to understand how things are shared electronically.	*Purple Mash* Unit 2.3 Spreadsheets *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Information Technology** To demonstrate an ability to organise data using, for example, a database. Unit 2.5 Effective Searching *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* *Recognise common uses of information technology beyond school.* **Digital Literacy** To effectively retrieve relevant, purposeful digital content using a search engine. They can apply their learning of effective searching beyond the classroom. They can share this knowledge.	*Purple Mash* Unit 2.4 Questioning Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Information Technology** To demonstrate an ability to organise data using, for example, a database.	*Purple Mash* Unit 2.6 Creating pictures Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Information Technology** To demonstrate an ability to organise data using, for example, a database. Unit 2.7 Making Music Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Information Technology** To demonstrate an ability to organise data using, for example, a database.	*Purple Mash* Unit 2.8 Presenting ideas Use technology purposefully to create, organise, store, manipulate and retrieve digital content. **Information Technology** To demonstrate an ability to organise data using, for example, a database.

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Year 2 - Games - Net and Wall **Games** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills Year 2 Gymnastics **Gymnastics** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with control and coordination.	Year 2 - Games - Piggy in the Middle **Games** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills Year 2 Gymnastics **Gymnastics** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills Perform body actions with control and coordination.	Year 2 Dance Moving Along **Dance** Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. Year 2 FMS Bounce Ball **Games** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills	Year 2 Dance Activities - Once upon a giant **Dance** Perform fundamental movement skills at a developing level and start to master some basic movements Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. Year 2 FMS Playground games in the 20th Century **Games** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills	Year 2 - Games - Striking and Fielding **Games** Perform fundamental movement skills at a developing level and start to master some basic movements in: Travelling skills. Sending skills. Receiving skills	Year 2 Athletics **Athletics** Perform fundamental movement skills at a developing level and start to master some basic movements.

Year two Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	up, up and away	global inspirations	china	kings and queens	marvellous medicine	enchanted woodland
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	2.1 The Bible *Key Questions* Why is the Bible special? Why does the vicar/minister think that the Bible is special? Which Bible stories do you enjoy? Why? Who uses the Bible? Why? The Bible is in two parts which are different. Why/how are they different?	**2.7 Christmas The Journey to Bethlehem** *Key Questions* Why did Mary and Joseph make the journey to Bethlehem? · In what ways would their journey be different from a journey you might make? Many other people made the journey. Who might they have been? Why did the shepherds make the journey? Why did the wide men make the journey?	**2.3 Friend to everyone** *Key Questions* What is a miracle? Why are these stories important? Why did Jesus welcome everyone? I wonder how it felt to meet Jesus? What did Jesus want us to learn from his behaviour? What do these stories reveal about Jesus?	**2.4 Easter Signs and Symbols** *Key Questions* How do symbols help us to understand the meaning of the story? What do you think this means? Why is Easter the most important festival in the Christian calendar? What has saving people and rescue got to do with Jesus and Easter?	**S13 Multicultural Christianity** *Key Questions* How has the story of Jesus been spread around the world? Why didn';t the first Christians give up when telling the story was so hard? Why does Jesus look different in all the pictures? Why does the artwork reflect the culture? In what ways does the artwork reflect the culture?	**2.6 Ascension and Pentecost** *Key Questions* Why is Ascension a special celebration in the church year? What happened at Pentecost? Why is Pentecost often called the Birthday of the Church? How does it feel when we say goodbye?
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Year two Long Term Plan 22-23

END OF THE YEAR EXPECTATIONS

Reading

Year 2 Teacher Assessment Framework
Expected Standard

The pupil can:

• read accurately most words of two or more syllables
• read most words containing common suffixes
• read most common exception words

In age-appropriate books, the pupil can:

• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
• sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

• check it makes sense to them, correcting any inaccurate reading
• answer questions and make some inferences
• explain what has happened so far in what they have read.

Writing

Year 2 Teacher Assessment Framework
Expected Standard

The pupil can, after discussion with the teacher:

• write simple, coherent narratives about personal experiences and those of others (real or fictional)
• write about real events, recording these simply and clearly
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
• use present and past tense mostly correctly and consistently
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others
• spell many common exception words
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
• use spacing between words that reflects the size of the letters.

Maths

Year 2 Teacher Assessment Framework
Expected Standard

The pupil can:

• read scales* in divisions of ones, twos, fives and tens
• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
• add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
• recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
• recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
• identify 1/4,1/3,1/2,2/4,3/4, of a number or shape, and know that all parts must be equal parts of the whole
• use different coins to make the same amount
• read the time on a clock to the nearest 15 minutes
• name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Science

Year 2 Teacher Assessment Framework
Expected Standard
Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

• ask their own questions about what they notice
• use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, finding things out using secondary sources of information
• communicate their ideas, what they do and what they find out in a variety of ways.

Science content

The pupil can:

• name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
• describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
• describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
• identify whether things are alive, dead or have never lived [year 2]
• describe and compare the observable features of animals from a range of groups [year 1]
• group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
• describe seasonal changes [year 1]
• name different plants and animals and describe how they are suited to different habitats [year 2]
• distinguish objects from materials, describe their properties

Warton St. Paul's Primary Academy

Year Three and Four Curriculum and coverage

2022-2023

Warton St Paul's
Church of England Primary Academy
A member of DARI

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes *Well-being & Behaviour For Learning*	**Wonderful Warton** Digestive system and teeth local history Harvest God, David and the psalms L.S Lowry	**Food for thought** *Skeletons and movement* *Counties that make up the British Isles* *Healthy, varied diet*	**Rock and Roll** Comparing and grouping rocks Changes in Britain from Stone age to Iron age Structures	**It's Electric** Electrical circuits Northern and Southern hemisphere Electrical systems Easter, exploring the sadness and joy of Easter	**When in Rome** Functions of plants Roman empires impact on Britain Investigating patterns Which rule should we follow?	**Did you hear that?** Sound and vibration Human and physical geography Seurat and pointillism The Lords Prayer
Possible Texts	The Tin Forest	Gulliver's travels Twas the night before Christmas	Stone age Boy Biography	Firework makers daughter	Escape from Pompeii Play script: Dum Spiro	Bill's new frock
Theme Days and Enrichment Weeks	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Year three and Four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and Roll	It's Electric	When in Rome	Did you hear that?
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** Managing risk Decision-making skills Drugs and their risks Staying safe online	**Valuing differences** Recognising and respecting diversity Being respectful and tolerant My community	**Being my best** Keeping myself healthy and well Celebrating and developing my skills Developing empathy	**Rights and respect** Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	**Me and my relationships** Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	**Growing and changing** Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
	Children will follow rolling 2 year curriculum to ensure all skills are covered in mixed aged class. **Relationships** Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems. **Health and Well being** Children can make choices about how to develop healthy lifestyles. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them **Living in the wider world** Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds) They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)					

Assessment opportunities	Baseline Opportunities for English and Maths Half Termly Assessments Spelling age and reading age	End of Term Assessments Mock Times Tables Assessment	Mock Times Tables Assessment Half Termly Assessments Spelling age and reading age	End of term Assessments Times Tables Statutory Assessments	Half Termly Assessments Spelling age and reading age	End of Year Assessments
Parental Involvement	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Maths workshop Parents Evening	Friday Open Afternoon Writing workshop Stay and Read morning	Friday Open Afternoon Parents Evening	Friday Open Afternoon Maths Morning – Look how far we have come!	Friday Open Afternoon Sports Day End of Year Reports

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and Roll	It's Electric	When in Rome	Did you hear that?
English Word Reading Comprehension - Developing a passion for reading Children will visit the library weekly	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling	Year 3 and 4 No-Nonsense Spelling
	https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf See LAP 1 Year 3/4		https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf See LAP 2 Year 3/4		https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf See Lap 3 Year 3/4	

Year three and Four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and Roll	It's Electric	When in Rome	Did you hear that?
	Narrative: Folk Tales **Non-Fiction:** Persuasion **WAC:**	**Narrative:** Fantasy **Non-Fiction:** Explanations **Poetry:** Poems on a theme **WAC:**	**Narrative:** Mystery **Non-Fiction:** Issues and dilemmas **Poetry:** Poems with a structure **WAC:**	**Narrative:** Novel as a theme **Non-Fiction:** Discussions **Poetry:** Classic Poetry **WAC:**	**Narrative:** Fairy Tales **Non-Fiction:** Biographies **WAC:**	**Narrative:** Fables **Non-Fiction:** Film and Play Script **WAC:**
Writing Texts may change due to children's interests	https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf See LAP 1 Year 3/4		https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf See LAP 2 Year 3/4		https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf See LAP 3 Year 3/4	

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	did you hear that?
Maths	Guided Reasoning will be planned for every friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Year 3 Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) Identify, represent and estimate numbers using different representations Read and write numbers up to 1,000 in numerals and in words Year 4 Count backwards through 0 to include negative numbers Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) Identify, represent and estimate numbers using different representations	Year 3 Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Year 4 Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator	Year 3 Compare and order numbers up to 1,000 Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Year 4 Count in multiples of 6, 7, 9, 25 and 1,000 Order and compare numbers beyond 1,000 Round any number to the nearest 10, 100 or 1,000 Find 1,000 more or less than a given number	Year 3 Interpret and present data using bar charts, pictograms and tables Solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables. Year 4 Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Year 3 Solve number problems and practical problems involving everything taught in place value. Year 4 Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.	Year 4 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with 1 decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places Solve simple measure and money problems involving fractions and decimals to 2 decimal places. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and roll	It's electric	When in Rome	Did you hear that?
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Year 3 Add and subtract numbers mentally, including: i. three-digit number and 1s ii. three-digit number and 10s iii. three-digit number and 100s Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction Year 4 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	Year 3 Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Add and subtract amounts of money to give change, using both £ and p in practical contexts Year 4 Count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10. Recognise and write decimal equivalents of any number of tenths or hundredths Recognise and write decimal equivalents to ¼; ½; ¾ Convert between different units of measure Estimate, compare and calculate different measures, including money in pounds and pence	Year 3 Estimate the answer to a calculation and use inverse operations to check answers Year 4 Estimate and use inverse operations to check answers to a calculation	Year 3 Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Year 4 Recognise and use factor pairs and commutativity in mental calculations	Year 3 Recognise angles as a property of shape or a description of a turn Identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. Year 4 Identify acute and obtuse angles and compare and order angles up to 2 right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.	Year 3 Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks Recognise and show, using diagrams, equivalent fractions with small denominators Compare and order unit fractions, and fractions with the same denominators Add and subtract fractions with the same denominator within one whole Solve problems that involve all of their teaching on fractions

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for Thought	Rock and Roll	It's Electric	When in Rome	Did you hear that?
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Year 3 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Year 4 Recall multiplication and division facts for multiplication tables up to 12 × 12 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Year 3 Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them Year 4 Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Year 4 Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.	Year 3 Measure the perimeter of simple 2-D shapes Year 4 Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Find the area of rectilinear shapes by counting squares	Year 3 Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. Year 4 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Year 3 Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight Know the number of seconds in a minute and the number of days in each month, year and leap year Year 4 Read, write and convert time between analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and roll	It's electric	When in Rome	Did you hear that?
Science	During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them, setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes, using straightforward scientific evidence to answer questions or to support their findings.					
	Animals including humans (Teeth and Digestion) Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.	**Animals including humans (Skeletons and movement)** (Health and digestion) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Rocks** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.	**Electricity** Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.	**Plants** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Sound** • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.

Year three and four Long Term Plan 22-23

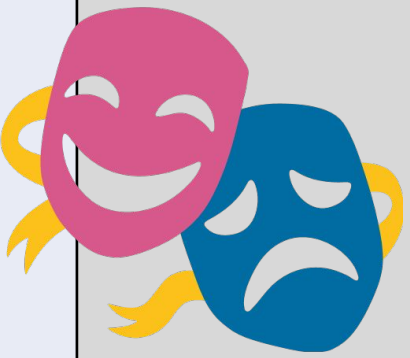
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	did you hear that?
Geography and History	**Geography** -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **History** - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
	History **Wonderful Warton** A local history study. Explore trends and changes over time. Demonstrate knowledge of aspects of history significant in their locality. **History: Historical enquiry** - use a range of sources to find out about a period. Choose relevant material to present a picture of life in times past. Ask a variety of questions. Begin to independently use the library and internet for research.	**Geography** **Locational knowledge** Locate and name the countries making up the British Isles, with their capital cities. (Basic symbols and key on ordnance survey maps) **Geography:** **Drawing maps -** make a map of a short route experienced, with features in correct order. Make a simple scale drawing. **Representation -** know why a key is needed. Use standard symbols. Begin to recognise symbols on an OS map. **Style of maps -** Use large scale OS maps Begin to use map sites on internet. Begin to use junior atlases Begin to identify features on aerial/oblique photographs. Use index and contents	**Stone Age** Changes in Britain from the Stone Age to the Iron Age. Demonstrate awareness that the past can be divided into different periods of time. **History: Range & depth of historical knowledge -** find out about everyday lives of people in times studied. Compare with our life today. **History: Chronological understanding** - place events from periods studied on a timeline. Use terms related to the period and begin to date events.	**Geography** **Locational knowledge** Identify the position of significance of the equator, North and South hemisphere, Tropics of cancer and Capricorn. **Geography:** **Direction/location** - use 4 compass points to follow/ give directions. Use letter/no. coordinates to locate features on a map. **Using maps -** locate places on large scale maps. Follow a route on a large scale map. **Scale/Distance** - Begin to match boundaries on different scale maps. Begin to identify points on maps a,B and C. Recognise and find places previously learnt. Identify significant places.	**Roman Britain** The Roman Empire and its impact on Britain. Use some dates and historical terms when ordering events and objects. Select and organise historical information to present in a range of ways. Use dates and historical terms to sequence events and periods of time. **History: Range & depth of historical knowledge -** Identify key features and events of times studied. Identify reasons for and results of people's actions. **Interpretation of history -** Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and discuss reliability of photos, accounts and stories.	**Geography** **Human and physical geography** Describe and understand the key aspects of physical and human geography. Rivers, water cycle, Climate zones, biomes and vegetation (Link to rainforests) Types of settlements. Villages, towns,cities Why did people choose to settle there? Link to Roman Britain. **Geography:** **Geographical enquiry** - ask and respond to questions and offer thier own ideas. Use books, stories, atlases, pictures and the internet as sources of information. Investigate places and themes at more than one scale. Collect and record

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	did you hear that?
Music	Key stage two Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.					
	Lancashire Music Service WOPS Samba Instruments					
Skills taught	**Listen and appraise** To know five songs, who wrote them and sang them. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. To listen carefully and respectfully to other people's thoughts about the music. To identify any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch). **Singing** To confidently sing or rap five songs from memory and sing them in unison. **Playing** To learn the names of the notes in their instrumental part from memory, or when written down. To learn the names of the instruments they are playing. **Improvisation** To know that improvisation is making up your own tunes on the spot. **Composition** To create simple melodies with up to five notes. To learn how the notes of the composition can be written down and changed if necessary. **Performance** To choose a song to perform. To add their ideas to the performance. To say how they could improve a performance.					

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	did you hear that?
Art and Design Technology *Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed.*	**Art** **L.S Lowry** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists and architects in history. Drawing - Explores shading using a range of media including light and dark. Draws familiar objects from a range of points of view. Begin to develop an awareness of composition, scale and proportion. Painting - Explore the effect of other media on paint e.g. sand, glue. Use a range of techniques e.g. dots, scratches, splashes. 3D work - Shows an awareness of texture, shape and form by recreating an image in 3D. Look at colour and pattern in 3D structures and transfer this knowledge to their own creations. Colour - Mix colours and know which Primary Colours make Secondary Colours. Use more specific colour language. Mix and use tints and shades. Evaluating - Evaluate the work of other artists describing likes and dislikes. Directly annotate work,	**DT** **Food** Understand and apply the principles of a healthy and varied diet. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	**DT** **Structures** Apply understanding of computing to program, monitor and control their products. Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.	**DT** **Electrical Systems** Understand and use electrical systems in their products. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	**Art** **Investigating Patterns** To improve their mastery of art and design techniques. To learn about great artists and designers in history. Colour - Mix colours and know which Primary Colours make Secondary Colours. Use more specific colour language. Mix and use tints and shades. Evaluating - Evaluate the work of other artists describing likes and dislikes. Directly annotate work, sketches and drawings prior to creating a final piece.	**Art** **Seurat and Pointillism** To record their observations in sketchbooks and use them to review and revisit ideas. To learn about great artists in history Painting - Explore the effect of other media on paint e.g. sand, glue. Use a range of techniques e.g. dots, scratches, splashes. 3D work - Shows an awareness of texture, shape and form by recreating an image in 3D. Look at colour and pattern in 3D structures and transfer this knowledge to their own creations. Colour - Mix colours and know which Primary Colours make Secondary Colours. Use more specific colour language. Mix and use tints and shades. Evaluating - Evaluate the work of other artists describing likes and dislikes. Directly annotate work, sketches and drawings prior creating a final piece.



Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	Food for thought	Rock and roll	It's electric	When in Rome	Did you hear that?
Computing	Key Stage Two Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Purple Mash **Unit 3.2 – Online safety** *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Online Safety** To begin to help others to understand the importance of online safety. To be able to recall ways of reporting inappropriate content and contact. To understand the online safety implications associated with using the internet.	**Purple Mash** **Coding** *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.* **Computer Science** To be able to turn a real life situation into an algorithm using coding structures for selection and repetition.	**Purple Mash** **Unit 3.3 – Spreadsheets** *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* **Information Technology** To make software choices when presenting information.	**Purple Mash** **Unit 3.5 – Email** *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Online Safety** To be able to recall ways of reporting inappropriate content and contact.	**Purple Mash** **Unit 3.6 – Branching database** *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* **Computer Science** To recognise the main components of hardware which allow computers to form a network. To make software choices when presenting information.	**Purple Mash** **Unit 3.7 – Simulations** *Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and*

Year three and four Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	did you hear that?
Physical Education	Key Stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success					
	Year ¾ invasions games netball **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Year ¾ gymnastics – activity 2 **Gymnastics** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy and extension.	Year ¾ Dance – Sparks might fly **Dance** Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.	Year ¾ Net and Wall core task (2) Tennis **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Year ¾ striking and fielding Cricket **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.	Year ¾ Invasion games Tag Rugby **Games** Master most fundamental skills from KS1 and start to develop sport specific skills and perform them with some accuracy.
MFL French	Getting to know you	All about me	Family and friends	Food glorious food	Our school	Time

Spoken language • Repeat modelled words • Listen and show understanding of single words and short phrases through physical response. • Recognise a familiar question and respond with a simple rehearsed question. • Ask and answer a simple and familiar question with a response. • Express simple opinion about likes and dislikes. • Name objects and actions and may links words with a simple connective. • Use familiar vocabulary to say a short sentence using a language scaffold. • Identify individual sounds in words and pronounce accurately when modelled.

Year three and four Long Term Plan 22-23

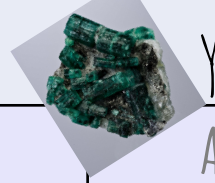
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	food for thought	rock and roll	it's electric	when in rome	rock and roll
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	God, David and the psalms <u>Key Questions</u> *What values do you consider to be important?* *Who inspires you?* *What are the qualities of a good king?* *What is God like*	**3.2 Christmas God with us** *Key Questions* *In what ways is God with us?* *How does it feel to be in the presence of God?* *How did/does the presence of Jesus have an impact on people's lives?* *In what ways are we in the presence of Jesus in the world today?*	**3.3 Jesus, the man who changed lives** *Key Questions* *What does 'change' mean?* *How can our lives be changed? Is it easy to change?* *How did Jesus change lives?* *When did/does Jesus change lives?* *What happens when Jesus changes a person's life?*	**3.4 Easter, exploring the sadness and joy of Easter** *Key Questions* *Is it possible to describe the events of Holy Week and Easter simply as events of joy or sadness? Why? Why not?* *Is the cross a symbol of sadness or joy?* *How do the services held in churches during Holy Week and Easter reflect the sadness and joy?* *Is Good Friday the beginning or the end?* *Is Easter Sunday the end or the beginning?*	**3.5 Which rules should we follow?** *Key Questions* *What are rules?* *Why do we have rules?* *Who makes the rules?* *Who keeps the rules?* *Is there a difference between rules and laws?* *Who makes the law?* *What would happen if there were no rules/laws?* *Are the ten commandments still as relevant today?* *Why did Jesus bring a new commandment?* *Why do religions have rules?*	**The lords prayer** What do the words of the Lord's Prayer really mean? What do we need each day to live? What is "our daily bread"? Why is God's name Holy? What is forgiveness? How important is forgiveness? What is temptation? Where is temptation? What is the kingdom of God like?
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Warton St. Paul's Primary Academy

Year Five Curriculum and Coverage

2022-2023

Warton St Paul's
Church of England Primary Academy
A member of DARI



Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes *Well-being & Behaviour for Learning*	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Possible Texts	-**Gorilla (Anthony Browne)** -Biographies - David Attenborough, Jane Goodall, Steve Irwin, Roald Dahl -The Lion, the Witch and the Wardrobe (C.S Lewis) -BFG (Roald Dahl)	-The Lion, the Witch and the Wardrobe (C.S Lewis) -A Christmas Carol (retold by Gill Tavner) -The Boy Who Harnessed the Wind (William Kamkwamba and Bryan Mealer) -The Magic School Bus and the Electric Field Trip (Joannea Cole)	**-Cosmic (Frank Cottrell Boyce)** -The Skies Above My Eyes (Charlotte Gullain) -George's Secret Key to the Universe (Lucy Hawking, Stephen Hawking) -A Galaxy of her own (Libby Jackson) -Hidden Figures (Margot Lee Shetterly) -	-Beowolf (Michael Morpurgo) -Outlaw (Michael Morpurgo) -Anglo Saxon Boy (Tony Bradman) -The Buried Crown (Ally Sherrick) -**Kick! (Mitch Johnson)**	**-The Explorer (Katherine Rundell)** -Over and Under the Rainforest (Kate Messner & Christopher Silas Neal) -South American Folklore -Ramshackle Rainbow: Poems for Year 5 (Pie Corbett) - Imagine (Pie Corbett) -Predictable (Bruce Lansky) -If: A Treasury of Poems for Almost Every Possibility (Allie Esiri)	-Who Let the Gods Out? (Maz Evans) Fleeced! (Julia Wills) -Percy Jackson and the Lightning Thief (Rick Riordan) -A Visitor's Guide to Ancient Greece (Lesley Sims)
Theme Days and Enrichment Weeks	Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Reading, Maths and Writing Half termly assessments in English and Maths	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	Half termly assessments in English and Maths Teacher Assessment Writing	End of year summative assessments in English and Maths Teacher Assessment Writing
Parental Involvement	Friday Open Afternoon Meet the Teacher Reading workshop	Friday Open Afternoon Carol Service Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop	Friday Open Afternoon Parents Evening Art workshop / Gallery	Friday Open Afternoon Maths Morning	Friday Open Afternoon Sports Day Proud Clouds

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	**Valuing differences** Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	**Being my best** Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	**Rights and respect** Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	**Me and my relationships** Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	**Growing and changing** Managing difficult feelings Managing change How my feelings help keeping safe Getting help
	Relationships They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. **Health and Well being** They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. **Living in the wider world** Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.					

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
English Word Reading Comprehension - Developing a passion for reading Children will visit the library weekly	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme
	See Reading LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf		See Reading LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf		See Reading LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf	

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
	Narrative: Novel as a theme **Non-Fiction:** Biography **WAC:** Naturalist biographies Letter to a Warton villager from the past Journey of a tadpole - diary	**Narrative:** Film and Play Scripts (Narnia) **Non-Fiction:** Explanation texts **WAC:** Diary entry for a Warton villager from the past Electricity explanation text Christmas setting description Nativity newspaper report Nativity play script scene	**Narrative:** Science fiction **Non-Fiction**: Report **Poetry:** Poems with a structure (Haiku) **WAC:** Space haiku Astronaut biography Alien newspaper report Space senses poem	**Narrative:** Stories with historical settings **Non-Fiction:** Persuasive letter **WAC:** Forces explanation text Anglo Saxon diary entry Anglo Saxon advert	**Narrative:** Stories from other cultures **Poetry:** Poems with figurative language **WAC:** Diary entry for rainforest dweller Persuasive letter - rainforest destruction Rainforest poem - figurative language	**Narrative:** Legends **Non-Fiction:** Information texts **WAC:** Play script scene for Greek gods Greek god biography
Writing Texts may change due to children's interests	See Writing LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf		See Writing LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf		See Writing LAP's Year 5 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf	

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Place Value -Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. -Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0. **Addition and Subtraction** -Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -Add and subtract numbers mentally with increasingly large numbers	**FDP** Compare and order fractions whose denominators are all multiples of the same numbers -Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths -Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number -Add and subtract fractions with the same denominator and denominators that are multiples of the same number **Measurement** -Convert between different units of metric measure.	**Place Value** -Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 -Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 **FDP** -Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction -Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25.	**Statistics** -Solve comparison, sum and difference problems using information presented in a line graph -Complete, read and interpret information in tables, including timetables. **Multiplication and Division** -Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. -Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -Establish whether a number up to 100 is prime and recall prime numbers up to 19.	**Place Value** -Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals. -Solve number problems and practical problems that involve all of place value taught. **Multiplication and Division** -Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers -Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. **Measurement** -Solve problems involving converting between units of time.	**Problem Solving** -Use all four operations to solve problems involving measure using decimal notation including scaling. -Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign -Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	it's an illusion	Going For Gold
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	cont. -Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. -Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Multiplication and Division** -Multiply and divide numbers mentally drawing upon known facts -Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	**cont.** -Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints **Properties of Shapes** -Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. -Draw given angles, and measure them in degrees (o) -Identify: angles at a point and 1 whole turn (total 360o) angles at a point on a straight line and half a turn (total 180o) other multiples of 90o Use the properties of rectangles to deduce related facts and find missing lengths and angles.	**cont.** -Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams **Position and Direction/ shape** -Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. -Identify 3-D shapes, including cubes and other cuboids, from 2-D representations -Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.	**cont.** -Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) -Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes **Area & Perimeter** -Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres -Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes	**cont.** -Estimate volume and capacity.	**cont.** -Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Science	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram	**Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** • Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction. • Recognise that some mechanisms, including levels, pulleys and gears, allow a smaller force to have a greater effect.	**Properties and changes of materials** 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. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually	

Year Five Long Term Plan 22-23

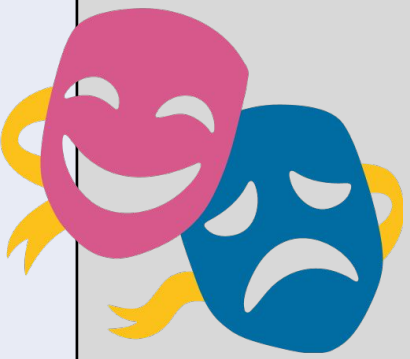
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Geography and History	Geography -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. History - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
	History & Geography **Wonderful Warton** A study over time tracing how several aspects of national history are reflected in the locality. **Linking with Geography** To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Geography: Geographical enquiry -** begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and larger places. Collect and record evidence unaided. Analyse evidence and draw	**History & Geography** **Wonderful Warton** A study over time tracing how several aspects of national history are reflected in the locality. **Linking with local History**, map how land use has changed in local area over time. **Linking with History,** compare land use maps of UK from past with the present, focusing on land use. **History: Interpretation of history** - compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.	**Geography** **Place knowledge** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Geography: Direction/location -** Use 8 compass points. Begin to use 4 figure coordinates to locate features on a map. **Scale/Distance -** measure straight line distance on a plan. Find/recognise places on maps of different scales. **Style of maps -** use index and contents page within atlases. Use medium scale land ranger OS maps.	**History** **Anglo Saxons** -Britain's settlement by Anglo-Saxons and Scots. -Types of settlements in Viking, Saxon Britain linked to Geography. **History: Chronological understanding** - know and sequence key events of times studies. Use relevant terms and period labels. Make comparisons between different times in the past. **Range & depth of historical knowledge -** Study different aspects of different people and the differences between men and women in the past.	**Geography** **Place knowledge** Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia. Understand some of the reasons for similarities and differences. Human geography including trade between UK and Europe and Rest of the world. **Geography: Drawing maps** - begin to draw a variety of thematic maps, based on their own data. **Using maps** - compare maps with aerial photographs. Select a type of map for a specific purpose. Begin to use atlases to find out about the other features of places (e.g the wettest place in the world) **Map knowledge -** Identify significant places and environments. Identify locations and discuss previously learnt.	**History** **Ancient Greece** -A study of Greek life and achievements and their influence on the western world. **History: Range & depth of historical knowledge** - examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period. **Historical enquiry** - begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Use books and the internet to research with increasing confidence.

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Music	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the interrelated dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.					
	Interesting Time Signatures How Does Music Bring Us Together? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Emotions and Musical Styles** How Does Music Connect Us With our Past? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Holst - The Planets** How Does Music Improve Our World?	**Introducing Chords** How Does Music Teach Us About Community? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Words, Meaning and Expression** How Does Music Shape Our Way of Life? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum	**Identifying Important Musical Elements** How Does Music Connect Us With the Environment? https://www.lancashiremusichub.co.uk/c/1356466-model-music-curriculum
Skills taught	**Listen and appraise** To know five songs, who they were written by, when and why. To know the style of the five songs and to name other songs in those styles. To compare to songs from the same style. To know the historical context of the songs and what else was going on at this time. **Singing** To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. **Playing** To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends					

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Art and Design Technology	**Art** **Landscapes** To record their observations in their sketchbooks and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Drawing - Use a range of materials to produce marks (lines, patterns, shapes), tone and shade. Begin to use simple perspective. Painting - Explores the effect of light, colour, texture and tone. Colour - Mix and match colours to create atmosphere and light effects. Be able to identify Primary, Secondary and Complimentary Colours. Sculpture - Explores how stimuli can be used as a starting point for 3D work. EValuating - Explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.	**Design Technology** **Electrical Systems** Understand and use electrical systems in their products. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	**Art** **Kandinksy - Abstract Art** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists, architects and designers in history. Drawing - Use a range of materials to produce marks (lines, patterns, shapes), tone and shade. Begin to use simple perspective. Collage - Embellishes using a variety of techniques including drawing, painting and printing. Painting - Explores the effect of light, colour, texture and tone. Colour - Mix and match colours to create atmosphere and light effects. Be able to identify Primary, Secondary and Complimentary Colours. Evaluating - Explain why they have chosen a specific media, style or technique and the impact this has on their final outcome.	**Design Technology** **Food** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand how key events and individuals in design and technology have helped shape the world.	**Art** **Textiles** To record their observations in their sketchbooks and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Textiles - Use a range of plaiting, pinning, stitching and sewing techniques.	**Design Technology** **Structures: Building Bridges** Understand and use mechanical systems in their products (Pulleys or gears) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.



Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs, understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration, use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that, accomplish given goals, including collecting, analysing, evaluating and presenting data and information and use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Purple Mash Unit 5.1 Coding *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.* *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.* **Computer Science** To be able to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. To test and debug their own programs. To translate algorithms, that include sequence, selection and repetition into code with increasing ease. When coding, children can think about their code structure in terms of the ability to debug and interpret the code later.	*Purple Mash* Unit 5.2 Online Safety *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* **Digital Literacy** To have a secure common knowledge of online safety rules and can apply these by demonstrating the safe and respectful use of different technologies. To relate appropriate online behaviour to their right to privacy and mental well-being of themselves and others.	*Purple Mash* Unit 5.3 Spreadsheets *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* **Computer Science** To select the most appropriate form of online communications.	*Purple Mash* Unit 5.4 Databases *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.* *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.* **Computer Sceicne** To understand the value of computer networks but are aware of the main dangers of them. To understand what personal information is and can explain how to keep this safe.	*Purple Mash* Unit 5.5 Game Creator *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* **Computer Science** To be able to turn more complex real life situations into algorithms for a program by deconstructing it into manageable parts. To test and debug their own programs. To translate algorithms, that include sequence, selection and repetition into code with increasing ease. When coding, children can think about their code structure in terms of the ability to debug and interpret the code later.	*Purple Mash* Unit 5.6 3D Modelling *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* **Information Technology** To search with greater complexity when using search engines and can explain with some detail how credible the webpage, where the information is stored, is. To collaboratively create content and solutions using digital features within appropriate software.

Year Five Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dan using simple movement patterns.					
	Year 5 Invasion Games Netball **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. Swimming	Year 5 Gymnastics activity 2 **Gymnastics** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. Orienteering Swimming	Dance – Robin Hood **Dance** Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. Swimming	Year 5 Net and Wall Badminton **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. Swimming	Year 5 Striking and fielding – Rounders **Games** Continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. Swimming	Year 5 Invasion Games Hockey **Games** Continue to develop spo specific skills and perfor with consistency, accurac confidence and control Swimming
MFL French	All around town	On the move	Gone shopping	Where in the world?	What's the time?	Holidays and hobbies

Spoken language • Listen and show understanding of simple sentences containing familiar words through physical response. • Listen and understand the main points from short, spoken material in the target language.
• Engage in short conversation using a range of simple familiar questions. • Use familiar vocabulary to say several longer sentences using a language scaffold. • Manipulate familiar language to present ideas and information in simple sentences.
• Present a range of ideas and information, without prompts, to a partner or small group of people.

Reading • Read and show understanding of simple sentences containing familiar and some unfamiliar language. • Use a range of strategies to determine the meanings of new words (links with known language, cognates, etymology, context) • Use a bilingual dictionary to identify the word class. • Can read and pronounce familiar words accurately • Read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.
• Write simple sentences from memory using familiar language Follow the text of a familiar song or story

Writing Write several simple sentence containing adjectives to describe people, places, things and actions using a language scaffold.

Grammar Demonstrate understanding of gender and number of nouns and use appropriate determiners. • Explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence.
• Name and use a range of conjunctions to create compound sentences. • Demonstrate the use of first, second- and third-person singular pronouns with some regular and high frequency verbs in present tense and apply subject verb agreement. • Recognise and use a range of prepositions.
• Recognise and use high frequency verbs in the perfect tense; compare with English

Year Five Long Term Plan 22-23

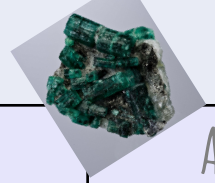
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	Going For Gold
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	5.1 How and why do Christians read the bible? *How and why is the Bible used?* *Do you need a Bible to be a Christian?* *Why is the Bible holy?* *Why is the Bible a best seller?* *Why are there so many versions of the Bible?*	**5.2 Christmas: The Gospels of Matthew and Luke** *Key Questions* *Where in the Bible is the Christmas story?* *How are the stories in Matthew and Luke similar/different?* *How do our celebrations reflect the true meaning of Christmas?* *Where do the ideas of including a donkey and a stable in the story come from?*	**5.3 Jesus the Teacher** *Key Questions* *Why did Jesus tell this story?* *What can we learn from this story?* *How does this story help us to understand Christian beliefs?* *How does this story impact on the lives of believers?*	**5.4 Why do Christians believe Easter is a celebration of Victory?** *Why do Christians believe that Easter is a celebration of victory?* *In what ways is Christ's death and resurrection a victory?* *What is Jesus victorious over and why?* *How does his victory affect us today?* *What did Jesus do to save human beings?*	**5.5 Exploring the lives of significant women in the Old Testament** *Key Questions* *What can I learn from this story?* *Why is this a significant moment?* *Why is this woman important?* *In which values and beliefs are the actions of the women rooted?* *Did she do the right thing?* *Where does this story fit into God's big story?*	**5.6 Loss, Death and Christian Hope** *What is death?* *What does it mean when something or someone dies?* *Is death an ending or a beginning?* *What happens when we die? Where do we go?* *Where is heaven?* *What is heaven like?*
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice

Warton St. Paul's Primary Academy

Year Six Curriculum and Coverage

2022-2023

Warton St Paul's
Church of England Primary Academy
A member of DARI



Year Six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes *Well-being & Behaviour For Learning*	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Possible Texts	The Girl of Ink and Stars	Oliver Twist	The Jamie Drake Equation	Thornhill	Holes	Letters from the lighthouse
'Wow' moments / Enrichment Weeks	Harvest Time Roald Dahl Day Black History Month Maths Week Geography Fieldwork trip	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Reading, Maths and Writing Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths	Half termly assessments in English and Maths Mock SAT's Papers for Reading, SPAG and maths	Half termly assessments in English and Maths Statutory Assessment SAT's for reading, SPAG and maths	End of year summative assessments in English and Maths
Parental Involvement	Friday open afternoons Meet the Teacher Reading workshop Parent's Evening	Friday open afternoons Carol Service Maths workshop Parents Evening Book at Bedtime	Friday open afternoons Writing workshop	Friday open afternoons Parent's Evening Art workshop / Gallery	Friday open afternoons Maths Morning	Friday open afternoons End of year reports End of Year Performance Leavers' service

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
British values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	**Valuing differences** Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Being my best Aspirations and goal setting Managing risk Looking after my mental health	**Rights and respects** Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	**Me and my relationships** Assertiveness Cooperation Safe/unsafe touches Positive relationships	**Growing and changing** Coping with changes Keeping safe Body Image Sex education Self-esteem
	Relationships They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. **Health and Well being** They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. **Living in the wider world** They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves					

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
English Word Reading Comprehension - Developing a passion for reading Children will visit the library weekly	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme	No-Nonsense Spelling Scheme
	See Reading LAP's Year 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf		See Reading LAP's 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf		See Reading LAP's Year 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1422&type=pdf	

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
	Non-Fiction: Persuasion Biographies **WAC:** Naturalist Biography Tourist brochure based around the local area. Persuasive speech based on a topical local issue.	**Narrative:** Stories with historical settings **Poetry:** Thinker's Rap **WAC:** Narrative based on a Warton child in History. Bonfire night poem Non-chronological report about electricity.	**Narrative: Science-fiction stories.** **Non-Fiction: Explanation Texts** **WAC:** **Non-chronological report on Space**	**Narrative:** Ghost stories **Non-Fiction:** Persuasion **WAC:** **Explanation text on forces** **Persuasive letter** **Narrative based on Maya mythology**	**Narrative:** *Film and Play script* **Non-Fiction:** Newspaper reports **WAC:** Newspaper report based around an incident in Holes	**Narrative:** Novel as a theme **Non-Fiction:** Recount/Interview **WAC:** **Diary of an evacuee**
Writing Texts may change due to children's interests	See Writing LAP's Year 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf		See Writing LAP's Year 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf		See Writing LAP's Year 6 https://www.primet.lancs.sch.uk/attachments/download.asp?file=1416&type=pdf	

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusions	We'll meet again
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	Place Value -Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -Use negative numbers in context, and calculate intervals across 0 **Addition and Subtraction** -Solve addition and -subtraction multi-step problems in contexts, deciding which operations and methods to use and why **Multiplication and Division** -Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication	**FDP** -Use common factors to simplify fractions; use common multiples to express fractions in the same denomination -Compare and order fractions, including fractions >1 -Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions -Multiply simple pairs of proper fractions, writing the answer in its simplest form -Divide proper fractions by whole numbers **Measurement** -Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate.	**Place Value** -Round any whole number to a required degree of accuracy -Solve number and practical problems that involve all of place value taught **FDP** -Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. -Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers are up to three decimal places Multiply one-digit numbers -with up to 2 decimal places by whole numbers.	**Statistics** -Interpret and construct pie charts and line graphs and use these to solve problems -Calculate and interpret the mean as an average. **Multiplication and Division** -Perform mental calculations, including with mixed operations and large numbers. -Identify common factors, common multiples and prime numbers -Use their knowledge of the order of operations to carry out calculations involving the 4 operations -Solve problems involving addition, subtraction, multiplication and division	**Ratio and Proportion** -Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts -Solve problems involving the calculation of percentages and the use of percentages for comparison -Solve problems involving similar shapes where the scale factor is known or can be found -Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Algebra** -Use simple formulae -Generate and describe linear -number sequences	**Revision** **Problem Solving** **Transitional projects**

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusions	We'll meet again
Maths	Guided Reasoning will be planned for every Friday related to the objectives learnt during the week with a focus on using mathematical language, problem solving and reasoning. Opportunities to practice SAT's style questions to be planned for during this time.					
	cont. -Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context -Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context -Use written division methods in cases where the answer has up to 2 decimal places.	**cont.** -Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places -Convert between miles and kilometres **Properties of Shapes** -Draw 2-D shapes using given dimensions and angles -Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	**cont.** -Solve problems which require answers to be rounded to specified degrees of accuracy -Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Position and Direction/Shape** -Describe positions on the full coordinate grid (all 4 quadrants) -Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. -Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, regular polygons and quadrilaterals.	**cont.** **Measurement** Recognise that shapes with -the same areas can have different perimeters and vice versa -Recognise when it is possible to use formulae for area and volume of shapes -Calculate the area of parallelograms and triangles -Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units -Recognise, describe and build simple 3-D shapes, including making nets	**cont.** -Express missing number problems algebraically -Find pairs of numbers that satisfy an equation with two unknowns -Enumerate possibilities of combinations of 2 variables. **Properties of Shapes** Recognise, describe and build simple 3-D shapes, including making nets	

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	wonderful warton	It's Electric	out of this world	may the force be with you	it's an illusion	we'll meet again
Science	During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.					
	Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics.	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram	**Earth and Space** Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** • Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction. • Recognise that some mechanisms, including levels, pulleys and gears, allow a smaller force to have a greater effect.	**Properties and changes of materials** 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. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually	

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	it's an illusion	we'll meet again
Geography and History	Geography -Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. History - Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
	History & Geography **Wonderful Warton** A study over time tracing how several aspects of national history are reflected in the locality. **Linking with Geography** To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Geography: Geographical enquiry -** suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence independently. Analyse evidence and draw conclusions e.g. from field work data on	**History & Geography** **Wonderful Warton** A study over time tracing how several aspects of national history are reflected in the locality. **Linking with local History**, map how land use has changed in local area over time. **Linking with History,** compare land use maps of UK from past with the present, focusing on land use. **History: Chronological understanding** - place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline.	**Geography** **Place knowledge** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **Geography: Drawing maps -** draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. **Using maps** - locate places on a world map. Use atlases to find out about other features of places (e.g. volcano regions) **Map knowledge -** identify significant places and environments. Identify locations and	**History** **Ancient Maya** A non-European society that provides contrasts with British history. **History: Historical enquiry -** confidently use books and the internet for research. Recognise primary and secondary sources. Bring knowledge gathered from several sources together in a fluent account.	**Geography** **Place knowledge** Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia. Understand some of the reasons for similarities and differences. Human geography including trade between UK and Europe and Rest of the world. **Geography: Direction/ location -** use 8 compass points confidently and accurately. Use 4-figure coordinates confidently to locate features on a map. Begin to use 6 figure grid references; use latitude and longitude on atlas maps. **Scale/Distance -** use a scale to measure distances. Draw/use maps and plans at a range of scales. Style of mps - use OS maps Confidently use an atlas. Recognise world map as a flattened globe.	**History** **WWII** Study of a significant turning point in British history. **History: Interpretation of history -** link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations. **Range & depth of historical knowledge -** find out about beliefs and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time. Write another explanation of a past event in terms of cause and effect. Know key dates, characters and events of times

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Music	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the interrelated dimensions of music, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.					
	Charanga **Happy** *Pop / Neo Soul*	*Charanga* **Classroom Jazz 2** *Bacharach and Blues: jazz, improvisation & composition*	*Charanga* **A New Year Carol** *Classical or Urban Gospel: Benjamin Britten's music & cover versions*	*Charanga* **You've Got A friend** *70s Ballad / Pop: The music of Carole King*	*Charanga* **Reflect, Rewind & Replay** *Classical: The history of music*	*Charanga* **Show Time!** *End of Year Performance*
Skills taught	**Listen and appraise** To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To listen carefully and respectfully to other people's thoughts about the music. To talk about the musical dimensions working together in the Unit songs. To talk about the music and how it makes you feel, using musical language to describe the music. **Singing** To know about the style of the songs so you can represent the feeling and context to your audience **Playing** To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends Playing **Improvisation**					

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Art and Design Technology	**Art** **Landscapes** To record their observations in their sketchbooks and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting Drawing - Use a range of materials to produce marks, tone and shade. Develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground, background. Painting - Confidently uses a range of colours, tone and effects. Colour - Work with complimentary and contrasting colours. Evaluating - Critically evaluate their work and use the evaluations to impact positively on a final piece of work.	**Design Technology** **Electrical Systems** Understand and use electrical systems in their products. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	**Art** **Symbolism** (Gustav Klimt) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. 3D work - Imaginatively, express own ideas using the knowledge they have of tools, techniques and materials. Evaluating - Critically evaluate their work and use the evaluations to impact positively on a final piece of work.	**Design Technology** **Food** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand how key events and individuals in design and technology have helped shape the world.	**Art** **Illusions** To record their observations in their sketchbooks and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Collage - Develops and applies knowledge of embellishing techniques e.g. stitching, printing… Printing - Design prints for fabric, books, wallpaper. Experiments with approaches used by other artists. Textiles - Experiment with stitching, cutting, joining fabrics for a specific outcome. Evaluating - Critically evaluate their work and use the evaluations to impact positively on a final piece of work.	**Design Technology** **Mechanical Systems** Understand and use mechanical systems in their products (Pulleys or gears) Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Computing	Key stage 2 Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, use sequence, selection, and repetition in programs; work with variables and various forms of input and output, use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs, understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration, use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that, accomplish given goals, including collecting, analysing, evaluating and presenting data and information and use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
	Purple Mash Unit 6.1 Coding *Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.* *Use sequence, selection and repetition in programs; work with variables and various forms of input and output.* *Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.* To turn a more complex program into an algorithm by identifying the important parts (abstraction) and then decomposing them in a logical way using coding structures and applying previously learnt skills. To test and debug programs as they go using logical methods to identify the cause of the bugs and using a systematic approach to identify the line of code that is causing a problem.	*Purple Mash* Unit 6.2 Online Safety *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.* To demonstrate safe and respectful use of a range of digital technologies and online services. To identify more discrete inappropriate behaviour and use. To recognise the value of preserving privacy when online for the safety of themselves and others.	*Purple Mash* Unit 6.3 Spreadsheets *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* To make clear connections with the audience when presenting content.	*Purple Mash* Unit 6.4 Blogging *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* *Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.* To make clear connections with the audience when presenting content.	*Purple Mash* Unit 6.5 Text adventures *Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.* *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.* To apply filters when using a search engine. To explain in detail how credible a webpage is and the information that is retrieved from it. To compare various digital sources and rate them in terms of quality and accuracy.	*Purple Mash* Unit 6.6 Networking *Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.* To know what a WAN and LAN are and how they are used in school to access the internet. Unit 6.7 Quizzes *Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.*

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Year 6 Invasion Games Handball **Games** Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. Swimming	Year 6 OAA Swimming	To be decided by the children **Dance** Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.	Year ⅝ Net and Wall Badminton **Games** Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.	Year 5/6 Striking and fielding – Rounders **Games** Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.	To be decided by the children **Gymnastics** Continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed.
MFL	Getting to know you	All about ourselves	That's tasty	Family and Friends	School life	Time Travelling
	Spoken language Listen and understand the main points and some detail from short, spoken material in French. • Ask and answer more complex questions with a scaffold of responses. • Express a wider range of opinions and begin to provide simple justification • Converse briefly without prompts • Refer to everyday activities and interests, recent experiences and future plans. • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. **Reading** Read and understand the main points and some detail from short written material. • Use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and English. • Write several sentences from memory with familiar language with understandable accuracy. • Replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. • Follow the text of a familiar song or story and sing or read aloud. • Understand the gist of an unfamiliar story or song using familiar language and song or read aloud **Writing** • Manipulate familiar language to describe people, places, things and actions, maybe using a dictionary. • Use a wider range of descriptive vocabulary in their descriptions of people, places, things and actions. **Grammar** Name and use a range of conjunctions to create compound sentences. • Name all subject pronouns and use to conjugate a high frequency verbs in the present tense. • Follow a pattern to conjugate a regular verb in the present tense. • Choose the correct tense of a verb (present/perfect/imperfect/future) according to context.					

Year six Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Wonderful Warton	It's Electric	Out of this world	May the force be with you	It's an illusion	We'll meet again
Religious Education	Taken from RE Syllabus for Church Schools Written by Blackburn Diocese.					
	5.1 How and why do Christians read the Bible? How important are holy books in faiths other than Christianity? *How and why is the Bible used?* *Do you need a Bible to be a Christian?* *Why is the Bible holy?* *Why is the Bible a best seller?* *Why are there so many versions of the Bible?*	**6.2 How do Christians prepare for Christmas?** *What is Advent?* *When is Advent?* *Why is Advent a time of preparation?* *What is being prepared for during Advent?* *What has this unit taught you about what it means to be a Christian?* *What has this unit taught you about Christian beliefs?* *Have you learnt anything about yourself from this unit?*	**6.3 Why is the Exodus such a significant event in Jewish and Christian history?** *Why did God choose Moses?* *Why is the Exodus such a significant event in Jewish and Christian history?* *What is freedom?* *Why is freedom important?* *What does it mean to be free?* *Why is it important to remember?*	**6.4 Easter: Who was Jesus? Who is Jesus?** *Who was Jesus?* *Who is Jesus?* *Who did Jesus say he was?* *Was Jesus the Messiah?*	**6.5 Ascension and Pentecost: In what ways do these events and beliefs make Christianity distinctive?** *Why are these two events so important?* *What is the impact of these events then and now?* *In what ways do these events and beliefs make Christianity distinctive?* *What do Christians believe about the nature and character of the Holy Spirit?*	**6.6 Ideas about God** *What words would you use to describe God?* *What is the nature and character of God?* *What images do you have of God?* *How is it possible for God to be visible and yet invisible?* *Where is God? How old is God?* *What is God's name?* *What makes God happy? What makes God sad?* *What does God do all day?* *Does God really know everything? How do you know?*
	Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	Which people are special and why? Diwali Hannukah Christmas	What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan	Being special: where do we belong? Eid Shavuot	What is special about our world? Summer Solstice

Year Six Long Term Plan 22-23

End of the year Expectations

Reading

Year 6 Teacher Assessment Framework
Expected Standard

-Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
-Maintain positive attitudes to reading and an understanding of what they read by:
-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
-Reading books that are structured in different ways and reading for a range of purposes
-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
-Recommending books that they have read to their peers, giving reasons for their choices
-Identifying and discussing themes and conventions in and across a wide range of writing
-Making comparisons within and across books
-Learning a wider range of poetry by heart
-Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, asking questions to improve their understanding, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied; summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas and identifying how language, structure and presentation contribute to meaning

Writing

Year 6 Teacher Assessment Framework
Expected Standard

-Use further prefixes and suffixes and understand the guidance for adding them
-Spell some words with 'silent' letters
-Continue to distinguish between homophones and other words which are often confused
-Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
-Use dictionaries to check the spelling and meaning of words
-Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
-Use a thesaurus
-Pupils should be taught to write legibly , fluently and with increasing speed
-Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
-Choosing the writing implement that is best suited for a task
-Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
-Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages, using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader
-Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to

Maths

Year 6 Teacher Assessment Framework
Expected Standard

The pupil can:

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Science

Year 6 Teacher Assessment Framework
Expected Standard
Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate, recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests, reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations and identifying scientific evidence that has been used to support or refute ideas or arguments.