



LONG TERM PLAN

EARLY YEARS FOUNDATION STAGE

VERSION 18/10/2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|--|---|
| THEME | All About Me | Let's Celebrate! (Bonfire Night, Harvest, Diwali, Christmas) & Autumn | Day and KNIGHT (light, sounds, castles) | On the Farm Spring | Dear Earth | On the Move |
| Storytime – High quality texts chosen from CLPE and Booktrust recommended reading list | When I Grow Up - Patrick Geroge What Happened to You? So Much Dogger Mr Big | Uncle Bobby's Wedding The Snowy Day Ezra Jack Keates Would You Rather.... The Tiger Who Came to Tea | Dave and The Tooth Fairy The Last Wolf The Tiger Who Came to Tea Billy and the Beast Traditional fairy tales. | Lulu Get's a Cat – Anna Mc Quinn 10 Fat Sausages – Michelle Robinson I Will Not, Never Ever Eat a Tomato I Want My Potty Owl Babies | Dinosaurs and All That Rubbish Rain – Manya Stojic I see the Sea Hey Water | Where The Wild Things Are The Day the Crayons Quit I want My Hat Back |
| Poetry/Song | The Five Senses Song – Elspeth Science resource Clap Your Hands and Wiggle Your Fingers – Maths link Head Shoulders Knees and Toes Miss Polly Had a Dolly My Toothbrush – Elspeth resource This is the way we.... | 1,2,3,4,5 Once I caught a fish Alive. Nativity Play songs Here's a Little Candle – Elspeth resource I'm a Little Diva Lamp Little Jack Horner Driedel, Driedel, Driedel | 5 Currant Buns 5 Little Speckled Frogs 5 Elephants went to Play 5 crispy pancakes Days of the Week Song The Grand Old Duke of York Pancake song – Elspeth resource | Alice the Camel 10 Green Bottles 10 In the Bed 10 Fat Sausages Old Mac Donald Had a Farm Busy Farmer Ben What's for lunch? – Elspeth science resource Parts of a Plant – Melissa Roy, Elspeth resource I Went to Visit a Farm One Day | Recycling – Elspeth resource Let's Recycle – Elspeth resource | Star Light, Star Bright |
| Reading through the curriculum | Happy In Our Skin – Fran Manushkin Once There Were Giants From Head to Toe – Eric Carle My 5 Sense – Alik Boris' Body Happy – Mies Van Hout | The Best Diwali Ever – Sonali Shah Hovis the Hedgehog Proudest Blue Squirrel's Autumn Search | Trees – Lemniscate Look Inside A castle The Secrets of Winter The Owl who Was Afraid of the Dark | Oliver's Vegetables Little Red Hen That A Year in Nature Tad I won't Eat | 10 Things I can do to Help Protect my World Once Upon a Jungle – Laura Knowles The Boy Who Lost His Bumble Clean Up – Nathan Byron | Once Upon a Star Dig, Dig, Digging Astro Girl |
| Talk for Writing Text | Peace At Last | The Gingerbread Man | T.B.C. | The Enormous Turnip | Supertato | Nat Fantastic |
| Communication and Language ELG Listening and Attention ELG Speaking | <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen to and discuss favourite stories and rhymes. Begin to join in with the retelling of familiar stories Show and tell Learning new words related to topics and our 'story telling' focus books. Home corner role play | <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. 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. | <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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. | <ul style="list-style-type: none"> Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and 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. | <ul style="list-style-type: none"> Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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 and Emotional Development ELG Self-Regulation ELG Managing Self ELG Building Relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. <ul style="list-style-type: none"> Manage their own needs. Build constructive and respectful relationships |

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| <p>Physical Development</p> <p>ELG Gross Motor Skills</p> <p>ELG Fine Motor Skills</p> | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • Sense of Space • Different ways of moving - walking, jogging, hopping, bounding etc • Sending and receiving skills – Hand ball skills <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Use core muscles to have good posture when sitting at a table • Manage in school for a successful day • -lining up • -Mealtimes • -personal hygiene • Know and talk about the different factors that support overall health | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • Sense of Space • Different ways of moving - walking, jogging, hopping, bounding, skipping. • Sending and receiving skills – Football skills • Gymnastics –travelling, balance, climbing, hanging and jumping skills <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Develop their small motor skills e.g. holding a pencil correctly, scissors, paintbrush, knives, forks and spoons • Confidently and safely use a range of large and small apparatus inside/outside | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • Gymnastics –travelling, balance, climbing, hanging and jumping skills <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Revise and refine the fundamental skills of rolling, crawling, walking, jumping, running, hopping, skipping and climbing • Continue to develop fine motor skills | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • Develop overall body strength, balance, co-ordination and agility • Recap on ball skills, introduce games • skipping with ropes <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which fast and efficient | <ul style="list-style-type: none"> • Gross Motor Skills - • Athletics – Jumping, running, throwing <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Introduce equipment such as tennis rackets, cricket balls, batons • Develop the foundations of a handwriting style which is fast, accurate and efficient. | <p>Gross Motor Skills -</p> <ul style="list-style-type: none"> • Athletics – Jumping, running, throwing • Develop overall body strength, co-ordination, balance and agility needed to succeed • Continue with equipment such as tennis rackets, cricket balls, batons <p>Fine Motor Skills -</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support overall health • -healthy eating • -tooth brushing • -good sleep |
| <p>Literacy</p> <p>ELG Comprehension</p> <p>ELG Word Reading</p> <p>ELG Writing</p> | <ul style="list-style-type: none"> • Recognising our name • Continuing a rhyming string • Identifying initial sounds • Phase 2 phonics • Oral blending and segmenting • Read individual letters by saying the sounds for them. • Write recognisable letters, most of which are correctly formed. • 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. | <ul style="list-style-type: none"> • Phase2/3 phonics • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Recognise some phase 2 tricky words. • 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. | <ul style="list-style-type: none"> • Phase 3 phonics Read some letter groups (digraphs/trigraphs) that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • 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. • 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. • 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. | <ul style="list-style-type: none"> • Phase 3 phonics • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Demonstrate understanding of what has been read to them by retelling stories/narratives using their own words & 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. • 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. • 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. | <ul style="list-style-type: none"> • Phase 4 phonics • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • 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. • 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. • Write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> • Phase 4/5 phonics • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • 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. • 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. • Write simple phrases and sentences that can be read by others. |
| <p>Mathematics</p> <p>ELG Number</p> <p>ELG Numerical Patterns</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>Getting to know you</p> <p>Just like me!</p> <p>Matching, Sorting & Comparing</p> <p>Numbers 1, 2, 3,4,5, Subitising</p> <p>Money</p> <p>Time</p> <p>Shape</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>It’s ME 1,2,3!</p> <p>Light and Dark</p> <p>Consolidation</p> <p>Numbers 4, 5, ,6,7,8, Subitising</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Early doubling</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>Alive in 5!</p> <p>Growing 6,7,8</p> <p>Building 9 and 10</p> <p>Numbers 5, 6, 7 ,8,9, Subitising</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Early doubling</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>Building 9 and 10</p> <p>Consolidation</p> <p>Numbers 7, 8, 9, 10</p> <p>Halving</p> <p>Doubling</p> <p>Sharing</p> <p>Subitising</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>On the Move</p> <p>Superhero to 20 and beyond</p> <p>First then now</p> <p>Numbers 10, 11, 12, 13, 14, 15</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p> <p>Subitising</p> | <p>WHITE ROSE + NUMBER BLOCKS</p> <p>First then now</p> <p>Find my pattern</p> <p>Consolidation</p> <p>Numbers 16, 17, 18, 19, 20</p> <p>Money, time, shape</p> <p>Halving, doubling, sharing</p> <p>Subitising</p> |

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| <p>Understanding the World</p> <p>ELG Past and Present</p> <p>ELG People, Culture and Communities</p> <p>ELG The Natural World</p> <p>Hst Gg Sci RE</p> | <p>KUW – The Natural World – Humans Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>KUW – Past and Present Comment on images of familiar situations in the past.</p> <p>KUW – Past and Present Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Draw information from a simple map – map of the school – walk to school?</p> <p>People Cultures and Communities Talk about members of their immediate family and community Name and describe people who are familiar to them.</p> <p>Understanding Christianity Unit: Why is the word God so Important to Christians?</p> <p>People and communities to do!</p> | <p>KUW The Natural World, Autumn, Materials</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>KUW – Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understanding Christianity Unit: Why do Christians perform nativity plays at Christmas?</p> | <p>KUW The Natural World – Light, Sound – The Black Rabbit</p> <p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>KUW – Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Why do Christians put a cross in an Easter garden?</p> | <p>KUW The Natural World - Animals excluding humans</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>KUW – Past and Present Comment on images of familiar situations in the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Glos Agreed Syllabus: Which stories are special and why? Which people are special and why?</p> | <p>KUW - The Natural World - Living Things and Their Habitat – The Ugly Five</p> <p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>People, Cultures and Communities Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Glos Agreed Syllabus: Being special and where do we belong?</p> | <p>KUW - The Natural World – Forces – Dinosaur’s Day out Earth and Space</p> <p>Explore the natural world around them Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>KUW – Past and Present Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>People, Cultures and Communities Recognise some environments that are different to the one in which they live.</p> <p>Glos Agreed Syllabus: What is Special about our world?</p> |
| <p>Expressive Art & Design</p> <p>ELG Creating with Materials</p> <p>ELG Being Imaginative and Expressive</p> <p>DT Art Mu</p> | <p>Being Imaginative and Expressive Using our senses Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Develop storylines in their pretend play – home corner</p> <p>Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Creating with Materials Portraits, freely accessing classroom resources for the first time. Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> | <p>Creating with Materials Building a strong paper chain, making jelly and cakes, printing with veg, modelling, Christmas crafts. Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive Nativity Explore and engage in music making and dance, performing solo or in groups Develop storylines in their pretend play – home corner</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>Being Imaginative and Expressive Develop storylines in their pretend play - castles</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Creating with Materials Collage, Puppets, masks Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> | <p>Creating with Materials Modelling animals – clay, building shelters, moving water Building shelters, moving water Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being Imaginative and Expressive Develop storylines in their pretend play - vet home corner Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>Creating with Materials Paint – mixing colours – sunset pictures, using colours, oils and paint, under the sea mobiles</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p>Being imaginative and Expressive Develop storylines in their pretend play – safari home corner Sing in a group or on their own, increasingly matching the pitch and following the melody</p> | <p>Being imaginative and Expressive Develop storylines in their pretend play – space station home corner</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Creating with Materials Creating tracks/obstacle courses to test cars, papier mache planets. Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> |



LONG TERM PLAN

KEY STAGE ONE

VERSION 09/09/2022

| CYCLE A | AUTUMN 2022 | | SPRING 2023 | | SUMMER 2023 | | CYCLE B | AUTUMN 2023 | | SPRING 2024 | | SUMMER 2024 | |
|---|---|--|---|--|---|--|---|---|--|---|--|---|--|
| English READING See also Reading Plan | Fluency - Recap Phonics Phase 5 Mix of Whole-Class and Guided (Group) reading, interventions where required. Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | Fluency - Recap Phonics Phase 5 Mix of Whole-Class and Guided (Group) reading, interventions where required. Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | Fluency - Phonics – Phase 5+ Graphemes for 40+ phonemes, words of >1 syllable, –s, –es, –ing, –ed, –er, –est Y2 - blend in unfamiliar words Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | English READING See also Reading Plan | Fluency - Recap Phonics Phase 5 Mix of Whole-Class and Guided (Group) reading, interventions where required. Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | Fluency - Recap Phonics Phase 5 Mix of Whole-Class and Guided (Group) reading, interventions where required. Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | Fluency - Phonics – Phase 5+ Graphemes for 40+ phonemes, words of >1 syllable, –s, –es, –ing, –ed, –er, –est Y2 - blend in unfamiliar words Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | |
| English WRITING | Narrative – Traction Man is Here Instructions – How to make a puppet Narrative – We completely must go to London Poetry – Christmas Acrostics | | Poetry – Moon (Night-time around the world) Narrative – Little Red & the Hungry Lion Narrative – The Tin Forest Instructions – How to grow sunflowers | | Narrative – The Three Little Pigs Recount – Great Fire of London Narrative – Something Fishy (Animation) Non-chronological report - Animals | | English WRITING | Narrative – How to hide a lion Instructions – How to hide a _____? Poetry – Bonfire Night (shape poems) Posters – Christmas adverts/animations | | Narrative – Lila and the secret of rain Poetry – Tree (Seasons Come, Seasons Go) Narrative – The Bear and The Piano Instructions – Making pitta pizzas | | Narrative – The Twits Non-chronological report - Brunel Narrative – The Last Wolf Non-chronological report - Animals | |
| Maths | Place Value Addition Subtraction Money | | Multiplication Division Statistics Shape | | Fractions Measurements Position and direction Time | | Maths | Place Value Addition Subtraction Money | | Multiplication Division Statistics Shape | | Fractions Measurements Position and direction Time | |
| Science - See also Science Plan | EVERYDAY MATERIALS (Properties of everyday materials) Also - Seasons | | ANIMALS INC. HUMANS (Classification) PLANTS (Structure of plants) Also - Seasons | | LIVING THINGS AND THEIR HABITATS (Hot and cold habitats) Also - Seasons | | Science - See also Science Plan | PLANTS (Life cycle) Also - Seasons EVERYDAY MATERIALS (Uses of everyday materials) | | ANIMALS INC. HUMANS (Basic needs) Also - Seasons | | LIVING THINGS AND THEIR HABITATS (Local habitats) Also - Seasons | |
| History | CHANGES WITHIN LIVING MEMORY How have toys changed over time? | | | | EVENTS BEYOND LIVING MEMORY What happened during the Great Fire of London? | | History | COMPARISON BETWEEN FLORENCE NIGHTINGALE & EDITH CAVELL How did nurses improve hospitals? Includes "Medicine across time" | | | | LOCAL STUDY Who was Isambard Kingdom Brunel and why was he famous? | |
| Geography | LOCATION KNOWLEDGE, HUMAN GEOGRAPHY What is the United Kingdom like? | | PLACE KNOWLEDGE How does the geography of Kenya compare to the South West of England? | | PHYSICAL GEOGRAPHY What do we find where the land meets the sea? | | Geography | | | PHYSICAL GEOGRAPHY How does the weather affect our lives? | | HUMAN AND PHYSICAL GEOGRAPHY What are the geographical features of my local area? | |
| Design Technology | TEXTILES Puppets | | FOOD TECHNOLOGY Food from around the world | | STRUCTURES Homes (Stronger/more stable) | | Design Technology | MECHANISMS Moving Pictures (Sliders and levers) | | NUTRITION Healthy Lunchbox | | MECHANISMS Moving Vehicles (Axels and wheels) | |
| Art and Design | PRINTING & COLLAGE Pattern, (Lauren Child) | | DRAWING/ SKETCHING (Observational drawings) | | 3D Recycled ocean art | | Art and Design | PAINTING (Wassily Kandinsky) | | COLLAGE AND PAINTING Seasons - Giuseppe Arcimboldo) | | SCULPTURE and natural art (Andy Goldsworthy) | |
| Music | PITCH Singing, Tuned percussion. BEAT Charanga "Glocks!" | | PITCH Sounds and sequences Charanga "Zoo Time" | | EXPLORING SOUNDS Tempo & Dynamics Charanga "Friendship Song" | | Music (DRAFT) | BEAT Movement, body percussion (Machines 1) PITCH listening games (Seasons 2) | | SOUNDS instrum~ ents, word rhythms, raps composition (Weather 1 & 2) | | PERFORMANCE Rhythms, chanting, combining sounds Description (Travel 1 & 2) | |
| Computing Inc. E-Safety and Digital Citizenship | ALGORITHMS & SEQUENCES - Beebots | | CREATE & UNDERSTAND - Graphs | | SEQUENCE & PREDICT - On-Screen robots | | Computing Inc. E-Safety and Digital Citizenship | ALGORITHMS & SEQUENCES - Beebots | | CREATE & SHARE - Stories, publish | | CREATE & DEBUG - On-Screen robots | |
| Physical Education (inc. Swimming) | Invasion Games | | Gymnastics | | Gymnastics, Dance Swimming | | Physical Education (inc. Swimming) | Invasion Games | | Gymnastics | | Gymnastics, Dance Swimming | |
| Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | Who is Muslim and how do they live? (Part 1) (GS) | | Why does Christmas matter to Christians? (UC) | | Why does Easter matter to Christians? (UC) | | Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | Who is Muslim and how do they live? (Part 2) (GS) | | What is the 'good news' Christians believe Jesus brings? (UC) | | What makes some places sacred to believers? (GS) | |
| Wellbeing: Relationships, Physical and Mental Health | 1: HEALTH AND WELLBEING: Safety First. Home and Online. People who help. | | 2: RELATIONSHIPS: Be Yourself. Positive qualities, emotions, sharing is important | | 1: HEALTH AND WELLBEING: It's My Body. Safer choices, sleep, exercise, diet. Consent. | | Wellbeing: Relationships, Physical and Mental Health | 2: RELATIONSHIPS: Growing Up. Growth, change, inc emotional. Respecting difference | | 3: LIVING IN THE WIDER WORLD: Money Matters. Spending, saving, belongings safe. Want or Need? | | 3: LIVING IN THE WIDER WORLD: Respecting Rights. Citizenship. Rights are shared. Fairness. | |
| | 1: HEALTH AND WELLBEING: Aiming High. Positive views, personal goals, stereotyping jobs | | 1: HEALTH AND WELLBEING: Think Positive. Feelings, inc negative. Calm. Decision making. | | 2: RELATIONSHIPS: Team. Working together, collaboration skills, listening. Being kind. Bullying. | | | 2: RELATIONSHIPS: V.I.P.s in my life. Are families importa Difference. Caring. Building relationship groups. Impact. | | 3: LIVING IN THE WIDER WORLD: Diverse Britain. Belong and contributing to global different. Earth's resources. | | 3: LIVING IN THE WIDER WORLD: One World. Own life compared to global different. Earth's resources. | |



LONG TERM PLAN

LOWER KEY STAGE TWO

VERSION 09/09/2022

| CYCLE A | AUTUMN 2022 | SPRING 2023 | SUMMER 2023 | CYCLE B | AUTUMN 2023 | SPRING 2024 | SUMMER 2024 |
|---|---|---|---|---|---|---|---|
| English READING See also Reading Plan | Fluency – Whole-Class Reading, targeted Phonics Catch-up / interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, target Phonics Catch-up / interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, targeted Phonics Catch-up interventions. In line with N.C. Appendix 1: The Y3/4 common exception words Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) | English READING See also Reading Plan | Fluency – Whole-Class Reading, targeted Phonics Catch-up interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, targeted Phonics Catch-up interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, target Phonics Catch-up interventions. In line with N.C. Appendix 1: The Y3/4 common exception words Comprehension - V.I.P.E.R.S. (Vocab., Inference, Predict, Explain, Retrieve and Summarise / Sequence) |
| English WRITING | Narratives – Egyptian myths Newspaper- based around Howard Carter Advertise – brochure / leaflet Poetry – Christmas shape | Narratives – The Wolves in the Walls Recount Posters Persuasive – brochure / leaflet – visit Spain | Narratives – The Iron Man Newspaper – as above Letter Poetry | English WRITING | Fables – Hare and Tortoise Persuasive speech – join Roman Army Narrative – Guess Who’s Coming For Dinner? Letter | Narrative – character flaw Explanation text – volcanoes Poster / leaflet Poetry | Narrative – George’s Marvellous Medicine Newspaper Advert Poetry - haikus |
| Maths | Place value Addition and subtraction Multiplication and division Length and perimeter (Y4) | Multiplication and division Money (Y3) Length and perimeter (Y3) Fractions Decimals (Y4) | Statistics Time Money (Y4) Properties of shape Mass and capacity Position and direction (Y4) | Maths | Place value Addition and subtraction Multiplication and division Length and perimeter (Y4) | Multiplication and division Money (Y3) Length and perimeter (Y3) Fractions Decimals (Y4) | Statistics Time Money (Y4) Properties of shape Mass and capacity Position and direction (Y4) |
| Science - See also Science Plan | FORCES MAGNETS | LIGHT SOUND | ELECTRICITY | Science - See also Science Plan | ANIMALS AND HUMANS | ROCKS STATES OF MATTER | PLANTS LIVING THINGS AND HABITATS |
| History | EGYPTIANS What is the point in pyramids? Includes “Medicine across time” | BRITAIN’S SETTLEMENT BY ANGLO-SAXONS AND SCOTS What made the Anglo-Saxons settle in Britain? Includes “Medicine across time” | VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR How and why did the Vikings invade? Includes “Medicine across time” | History | ROMAN EMPIRE AND ITS IMPACT ON BRITAIN What impact did the Roman Empire have on Britain? Includes “Medicine across time” | | LOCAL HISTORY Who was Edward Jenner and why was he important? – Includes “Medicine across time” Scott – animals |
| Geography | | HUMAN AND PHYSICAL ASPECTS OF A REGION IN EUROPE What makes Spain special? | LOCATION KNOWLEDGE - UK What is it like to live in the UK and why would people want to visit? | Geography | | PHYSICAL GEOGRAPHY What makes an environment extreme? Mountains, volcanoes, earthquakes | OUR LOCAL AREA What’s in our locality? Land use , human activity, inc. economic |
| Design Technology | TEXTILES Juggling Balls | FOOD TECHNOLOGY Bread | ELECTRICAL SYSTEMS Switchboard Games | Design Technology | MECHANISMS Mechanical Posters | TEXTILES Cross Stitch Bookmarks | FOOD TECH Edible Gardens – Smoothies |
| Art and Design | | 3D Masks (Ancient Egypt) | PAINTING Picasso, Gaudi - Architecture | Art and Design | | SKETCHING Quentin Blake | POP ART Andy Warhol |
| Music | | PERFORMANCE Voices, bodies STRUCTURE texture Charanga “Ukulele Pathway” | SOUNDS Diff instruments types. PITCH Singing, parts Charanga “3 Little Birds” | Music (DRAFT) | | STRUCTURE Sing Call & Response (Human Body 3) BEAT, TEXTURE & STRUCTURE (Buildings 4) | COMPOSITION Accompaniment, sound pictures (Environment 3) STRUCTURE (Recycling 4) |
| Computing Inc. E-Safety and Digital Citizenship | COMMUNICATE & COLLABORATE Email, Office 365 | | COLLECT & INTERROGATE Build a database, Purple Mash, 2 Investigate | Computing Inc. E-Safety and Digital Citizenship | REASON & EXPLAIN Crystal Rainforest Design & Execute Algorithms, Debug | SEQUENCE & REPEAT MSW Logo, 2 Logo Shapes & Patterns | ROUTINES & VARIABLES MSW Logo 2 Logo Shapes & Patterns |
| Physical Education (inc. Swimming) | Invasion Games, Tri-Golf, Swimming | Invasion Games, Swimming | Gymnastics Dance | Physical Education (inc. Swimming) | Invasion Games, Tri-Golf, Swimming | Invasion Games, Swimming | Gymnastics, Dance |
| Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | What do Christians learn from the Creation story? (U.C) | What is it like for someone to follow God? (U.C.) | How do festivals & worship show what matters to a Muslim? (GS) | Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | What do Hindus believe God is like? (GS) | What is the ‘Trinity’ and why is it important for Christians? (U.C.) | What does it mean to be Hindu in Britain today? (GS) |
| Wellbeing: Relationships, Physical and Mental Health | 3: LIVING IN THE WIDER WORLD: Diverse Britain. Our rules, laws, liberty, democracy. People diversity, tolerance. | 2: RELATIONSHIPS: VIP’s: A good friend? How are friendships made & maintained? Dealing with disputes, bullying | 2: RELATIONSHIPS: Growing Up. Growth & change, inc human male & female difference. Family structures. | Wellbeing: Relationships, Physical and Mental Health | 2: RELATIONSHIPS: TEAM. The Class team. Skills. Being considerate, their responsibilities. Resolving conflicts. | 2: RELATIONSHIPS: Be Yourself. Self-confidence. Learn from mistakes. Assertive but respectful. Media influence. | 1: HEALTH AND WELLBEING: It’s My Body. Choices about cleanliness and substances. Issues of consent. |
| Languages (Spanish) | Numbers, Greetings, Introducing ourselves, Ages, Class Instructions | Food and Drink, Family Pets | Hobbies Transport | Languages (Spanish) | Numbers, Greetings, Introducing ourselves, Ages, Christmas | Days of the week, Months, Colours | Weather, Body, Adjectives |



LONG TERM PLAN

UPPER KEY STAGE TWO

VERSION 25/10/2022

| CYCLE A | AUTUMN 2022 | SPRING 2023 | SUMMER 2023 | CYCLE B | AUTUMN 2023 | SPRING 2024 | SUMMER 2024 | | | | | | |
|---|---|---|---|---|---|---|---|--|---|--|---|---|---|
| English READING See also Reading Plan | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | English READING See also Reading Plan | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | Fluency – Whole-Class Reading, supported by targeted interventions. In line with N.C. Appendix 1: Comprehension - V.I.P.E.R.S. (Vocabulary, Inference, Predict, Explain, Retrieve and Summarise / Sequence) | | | | | | |
| English WRITING | Story writing / description – Lost in the rain forest Report about rain forest animals, deforestation or fair trade Deforestation or fair trade | Narrative - Evacuation story Letter writing Instructions Campaign Poster Poetry | Descriptive writing in character Newspaper reports, Diary Writing, Letter writing form the Titanic Who was to blame for the sinking of the Titanic | English WRITING | Narrative Report Formal Letter Newspaper Persuasion Poetry | Narrative Descriptions and stories involving planets, aliens and space travel. Fact files, information about planets. Autobiography / Biography Advert / presentation, Poetry | Narrative Poetry Balanced Argument Leaflet | | | | | | |
| Maths | Place Value Calculations – The Four Rules Perimeter and Area Co-ordinates – Positions & Direction | Fractions, Decimals & Percentages Statistics Algebra Ratio | 2D / 3D Shapes Measurement Volume Consolidation | Maths | Place Value Calculations – The Four Rules Perimeter and Area Co-ordinates – Positions and Direction | Fractions, Decimals and Percentages Statistics Algebra Ratio | 2D / 3D Shapes Measurement Volume Consolidation | | | | | | |
| Science - See also Science Plan | LIVING THINGS AND THEIR HABITATS - Life Cycles and reproduction ANIMALS AND HUMANS – Circulatory system and nutrients | FORCES ANIMALS AND HUMANS – Changes through life / Reproduction | PROPERTIES AND CHANGES OF MATERIALS | Science - See also Science Plan | EVOLUTION AND INHERITANCE LIVING THINGS AND THEIR HABITATS Classification and Micro-organisms | EARTH AND SPACE LIGHT | ELECTRICITY EVERYONE AS SCIENTISTS – children’s investigations ending in a Science Fair. | | | | | | |
| History | ANCIENT GREECE Which City state was best? | BRITISH HISTORY KNOWLEDGE BEYOND 1066 - How was Nibley affected during WW2? | | History | BRITAIN FROM THE STONE AGE TO THE IRON AGE | NON-EUROPEAN SOCIETY AS A CONTRAST: What was the greatest achievement of the Maya civilization? | | | | | | | |
| Geography | PLACE - Is life in Brazil always a carnival? | | PHYSICAL GEOGRAPHY Do we have enough rain? | Geography | PLACE - London or North Nibley: Where you rather live? | | HUMAN GEOGRAPHY Is it possible to be a self-sufficient country? With whom do we trade? | | | | | | |
| Design Technology | COOKING AND NUTRITION - Seasonal Food | CONSTRUCTION - Kites | TEXTILES - Cushion Covers (TBC) | Design Technology | FUNCTION & AESTHETICS Phone Cases | MECHANICS - Moon Buggies | COOKING AND NUTRITION - Global Food Trade | | | | | | |
| Art and Design | PAINTING - pop art, graffiti - Beatriz Milhazes Romero Britto | SKETCHING — Charcoal SCULPTURE - Henry Moore | TEXTILES Batik / Dying | Art and Design | PHOTOGRAPHY - Vanley Burke? | DIFFERENT MEDIA - Peter Thorpe | SCULPTURE - Mayan Clay | | | | | | |
| Music | PERFORMANCE (STREET DANCE) Pulse, ostinato, harmony & chords (<i>Charanga "Classroom Jazz"</i>) | STRUCTURE Mood, style & genre. Sing, Compose, perform (<i>Charanga – Blown Away Recorder</i>) | SONG CYCLES STRUCTURES Singing in parts (<i>Charanga – Dancing In The Street</i>) | Music (DRAFT) | BEAT & RHYTHM Tempo, scales, chromatic melodies (Keeping Health 5) | LISTENING, TEXTURE Rap, dynamics, melodic ostinato (Holst) (Solar system 5) | STEP DANCE PERFORMANCE Beat, syncopation, pitch & harmony (World Unite 6) | | | | | | |
| Computing Inc. E-Safety and Digital Citizenship | DESIGN & MAKE 3DPrinting, email Trip to KLB - Tinkercad | COLLECT & ANALYSE Evaluate and present data - Excel | WRITE & DEBUG Game Makers - Scratch | Computing Inc. E-Safety and Digital Citizenship | LOG & CONTROL Do We Sense We Are In Control? - Mission Control | USE & COMBINE software, hardware, web Movie Makers | SAFE & RESPONSIBLE Web technology, Social Media | | | | | | |
| Physical Education | Invasion Games, Tri-Golf, OAA (Y6), Play Leader Training (Y6) | Invasion Games, Gymnastics, Fitness, Play Leader Training (Y6) | Gymnastics, Dance, Invasion Games, Net & Wall, OAA, Striking & Fielding | Athletics | Striking & Fielding Games Tri-Golf | Invasion Games, Tri-Golf, OAA (Y6), Play Leader Training (Y6) | Invasion Games, Gymnastics, Fitness, Play Leader Training (Y6) | Net & Wall, OAA, Striking & Fielding | Athletics | Striking & Fielding Games Tri-Golf | | | |
| Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | What does it mean if Christians believe God is Holy and Loving? (UC) | Christians and how to live: What would Jesus do? (UC) | Why is the Torah so important to Jewish people? (GS) | Why do Christians believe Jesus was the Messiah? (UC) | For Christians, what kind of King is Jesus? (UC) | How does faith help people when life gets hard? (GS) | Religious Education (UC = Understanding Christianity) (GS = Glos. Syllabus) | Creation and science: conflicting or complementary? (GS) | Why do some people believe in God and some people do not? (GS) | Why do Hindus want to be good? (GS) | What do Christians believe Jesus did to "save" people? (UC) | What does it mean to be Muslim in Britain today? (GS) | What matters most to Humanists and Christians? (GS) |
| Wellbeing: Relationships, Physical and Mental Health | 3: LIVING IN THE WIDER WORLD: One World. Global citizenship, Environmental care, sustainability, steps we can take. | 1: HEALTH AND WELLBEING: Think Positive. +’ve & -’ve mental health, mindfulness, growth mindset approach to life. | 1: HEALTH AND WELLBEING: It’s My Body. Autonomy & consent, taking care. Body image/ stereotypes. Media pressure. Puberty. | 2: RELATIONSHIPS: Be Yourself. Being proud. Individuality. Peer pressure & positive choices. Correcting ‘mistakes’. | 1: HEALTH AND WELLBEING: Safety First. Recognising risks. Responsibility for self. What to do in an emergency. E-Safety & reporting. | 2: RELATIONSHIPS: Growing Up. Body & emotional changes. Sexual relationships positive body images, stereotypes | Wellbeing: Relationships, Physical and Mental Health | 1: HEALTH AND WELLBEING: Aiming High. Learning styles, successes and barriers. Overcoming obstacles. | 3: LIVING IN THE WIDER WORLD: Diverse Britain. Range of faiths & ethnicities. The law. Charities. Local and National government | 2: RELATIONSHIPS: V.I.P.s Conflicts and resolutions. Secrets and dares, healthy and unhealthy relationships. | 3: LIVING IN THE WIDER WORLD: Money Matters. Being consumers. Advertisers’ tricks. Budgeting, poverty, tax & society. | 3: LIVING IN THE WIDER WORLD: Respecting Rights. Discrimination & equality. Protecting rights, the work of activists. | 2: RELATIONSHIPS: Together Everyone Achieves More. Compromise & care. Disagree with respect. Effective communication. |
| Languages (Spanish) | Classroom instructions and objects Date & weather | Do you have...? Clothing Opinions | Houses, Rooms Family | Languages (Spanish) | Town Directions | Days of the week , Time Sports and hobbies | Numbers Food & Restaurants | | | | | | |

