

Long Term Plan 2018-19

Learning Journey	Food Glorious Food		Castles		Treasure Island	
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SMSC	Opportunities sought across the entire curriculum in order to develop - the <u>Spiritual child</u> , the <u>Moral child</u> , the <u>Social Child</u> and the <u>Cultural Child</u>					
English core	Main Text - Gruffalo Crumble and other recipes Text Type : Instructions Grammar : CL, FS, commas for lists !, ? Purpose : Kings Meadow Recipe Book Handwriting : hand strengthening and pen position		Main Text : Small Knight and George and the Royal Chocolate Cake Text Type : Character/setting descriptions Grammar : CL/ FS, !, ?, "..." Purpose : Wanted poster descriptions Handwriting : letter formation and sizing		Main Text : The Pirates Next Door Text Type : Letter writing Grammar : CL, FS, commas, ?, !, apostrophes Purpose : Letters of complaint/ letters to recount the events/letter back home after being captured by pirates Handwriting : stamina and letter fluidity	
English Book Talk SMSC	Stories with predictable and patterned language Different stories by the same author Significant authors Stories from other cultures		Traditional Stories and fairy tales - Rapunzel, Cinderella, The Princess and the Pea, Beauty and the Beast, Snow White. Myths and Legends - George and the Dragon, King Arthur, Stories about fantasy worlds - The Happy Prince, The Little Prince, Prince Cinders,		Stories with familiar settings Stories from other cultures Extended stories (Treasure Island)	
English Additional writing opportunities	Poems on a theme Recounts - trips Reports		Poetry Recounts Reports		Poetry Recounts Reports	
Maths Core	Counting Reading and writing numbers	Place Value Addition	Subtraction	Multiplication	Division	Fractions
Maths Continuous provision	Time - Daily Dashboard / class routines Statistics - sorting, charts and graphs - getting to know each other/ favourite foods Measures - Estimation, measure and compare - Length, Mass and capacity Money - recognising coins, adding/ subtracting with coins		Time - Daily Dashboard / class routines 2D shapes/3D shapes - model making Measures - Estimation, measure and compare - Length, Mass and capacity		Time - Daily Dashboard / class routines Position, Directional Movement - Everyday language, Follow instructions, Coordinates Measures - Estimation, measure and compare - Length, Mass and capacity	
Science core WS (working scientifically) Investigation for each unit KS1 LKS2 UKS2 V - visit	Plants <i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i> <i>identify and describe the basic structure of a variety of common flowering plants, including trees.</i> <i>Identify diff parts of flowering plants - and their role in plant life cycle - pollination, seed dispersal etc</i> <i>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</i> <i>Explore how diff plants need diff requirements to grow</i> Link with : Rocks and soils <i>Rocks - compare and group</i> <i>Describe how fossils are formed</i> <i>Recognise what soil is</i>	Animals, including humans what do humans/ animals need to survive importance of exercise, healthy diet and hygiene What do animals/ humans need to survive? - Nutrition Skeletons, muscles and purpose of these Teeth - types and function Digestive system - parts and function Impact of diet, exercise, drugs and life style on bodies Food chains - producers, predators, prey identify and name - fish, amphibians, reptiles, birds, mammals carnivore, herbivore, omnivore, <i>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i> body parts and senses offspring <i>Living things can be grouped in diff ways</i> Classification keys Environments can change and effect living things Compare life cycles Life processes - reproduction Classifying living things - give reasons	Earth and Space Movement of planets in relation to sun Movement of moon relative to Earth Shape of sun, earth, moon Day and night needed - levers, pulleys, gears Everyday materials Naming materials Spotting what an object is made from Describe properties Group according to properties <i>identify and compare the suitability of a variety of everyday materials</i> <i>find out how the shapes of solid can be changed by squashing, bending, twisting and stretching.</i>	Electricity Spot things that use electricity Construct simple series circuit - name parts Spot a circuit that is/ is not complete Switches Conductors/ insulators Link brightness of bulb and number of cells Use circuit symbols	Living things and their habitats Compare living, dead and never living <i>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</i> <i>identify and name a variety of plants and animals in their habitats, including micro-habitats</i> Evolution Living things changed over time Offspring adaptation	Seasonal Changes Observe and describe changes across the seasons <i>observe and describe weather associated with the seasons and how day length varies.</i> States of Matter <i>compare and group materials -solids, liquids or gases</i> <i>materials change state when heated or cooled/ measure the temperature at which this happens in degrees Celsius (°C)</i> <i>Evaporation and condensation in the water cycle</i> <i>Link between evaporation and temperature.</i> Properties and changes of materials <i>compare and group together everyday materials - hardness, solubility, transparency, conductivity, response to magnets</i> <i>dissolving and solutions and reverse separation- filtering, sieving and evaporating</i> <i>Gather evidence to explain uses of everyday materials, including metals, wood and plastic</i>
Science Continuous provision	Observe and describe changes across the seasons		Seasonal Changes - Daily Dashboard <i>observe and describe weather associated with the seasons and how day length varies.</i>			
Computing core KS1 KS2	Computing Use tech safely - personal info private, where to go for help Algorithms- programs work by following precise instructions Create a debug programs Use logic/reasoning Recognise uses of IT beyond school Use tech purposefully to create, organise, store, retrieve digital content Recognise acceptable and unacceptable behaviour/ content					

	<p>Identify a range of ways to report concerns Logic/reasoning Understand networks Select, use, combine software Use searches efficiently</p>				
<p>Geography core SMSC GS - geography skills KS1 KS2</p>	<p>Comparing Places Spot sims and diffs of part of UK and part of non-EU country - compare climates/ land Spot sims and diffs of region of UK, EU and use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world GS- maps, aerial photos, plan perspectives, fieldwork Human and Physical Geog Use geog vocab- beach, cliff, forest etc/ city, town, farm, factory Seasonal and daily weather patterns - UK + hot and cold parts of the world Human- settlements, land use, economics Physical - climate zones, biomes etc GS- maps, aerial photos Location Name and locate 7 continents and 5 oceans/ Name and locate 4 countries and capital cities of UK and seas / Locate world's countries- esp Europe, North and South America +features and capital cities/ Locate counties and cities of UK/ Locate - Equator, north and south hemispheres etc GS- maps, atlases, globes, digital computer mapping</p>				
<p>History</p>	<p>Local History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Farming</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p>		
<p>History SMSC HS - historical skills</p>	<p>Changes in living memory - own time line Events beyond living memory Significant people Significant historical events in own locality Compare HS - chronology, comparison (past and present), asking and answering Qs, compare representations of the past. British, local and world history Spot connections over time Respond to Qs using research</p>				
<p>RE SMSC KS1 focus Christianity + 1 other religion</p>	<p>How religion determines our plate AT1 - Learning about religion and belief Christianity - Knowledge of Jesus and the Bible (locate birth place and consider foods in this part of the world) - Hear some stories from the Bible (new and old Testament) and understand the importance of these for Christians. <i>Feeding of the 5000</i> -Explore special times of year for Christians - Harvest, Christmas Hinduism (locate origin on maps) Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food). Explore how the idea of ahimsa (nonviolence) also means that most Hindus are vegetarian, out of respect for all forms of life. Discover some popular Indian recipes and the important Hindu custom of hospitality. Explore stories of favourite Hindu deities which are the focus of major festivals, e.g. the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are celebrated.</p>	<p>How religion determines our home AT2 - Learning from religion and belief Christianity -Find out when Christians read the Bible in church and at home. -Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, <i>grace before meals</i>) -Know the stories about Jesus connected with Easter and the importance of these for Christians. -Explore special times of year for Christians - Shrove Tuesday, Lent and Easter (<i>link back to food</i>) Hinduism If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g. going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.</p>	<p>How religion gives people strength/ values (for survival) Christianity -Hear some stories from the Bible (new and old Testament) and understand the importance of these for Christians. <i>Good Samaritan</i> - Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness Hinduism -Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja. -Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion. -Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers).</p>		
<p>RE Continuous Provision</p>	<p>Visiting a church throughout the year -become familiar with the main features of the building -find out what happens there and why (worship, baptisms, weddings, children's clubs) -Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). - Spot the changes in the church over the year - Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>				
<p>DT KS1 KS2</p>	<p>Food and nutrition -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. -understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of</p>	<p>-Design, -make, - evaluate</p>	<p>Learn about great architects and designers in history</p>	<p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Learn about the work of a range of craft makers</p>

	ingredients are grown, reared, caught and processed.					
DT Continuous provision	<p>explore and use mechanisms in their products.</p> <p>understand and use mechanical systems in their products</p> <p>understand and use electrical systems in their products</p> <p>apply their understanding of computing to program, monitor and control their products.</p>					
Art SMSC KS1 KS2	<p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>- to learn about great artists</p>			to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
Art Across all topics	<p>Use a range of materials creatively</p> <p>Use drawing, painting, sculpting to develop and share ideas</p> <p>Develop wide range of techniques in using colour, pattern, texture, line, shape, form, space</p> <p>Improve techniques</p>					
Music	<p>Listen to recorded music</p> <p>Appreciate diff types of music</p>		<p>Use voices expressively and creatively – sing songs, speak chants and rhymes</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and improvise and compose music</p>		Develop understanding of the history of music	
Music SMSC Continuous provision	<p>Play tuned/ untuned instruments</p> <p>Experiment with, create, select and combine sounds</p> <p>expression</p> <p>listen with attention to detail</p> <p>use and understand staff and other musical notations</p>					
Forest School	Take part in outdoor and adventurous activities					
	<p>Observing seasonal changes</p> <ul style="list-style-type: none"> - Making and setting up weather stations 	<p>Understanding what living things need to survive/ naming animals/food chains</p> <ul style="list-style-type: none"> - Animal spotting - Animals surviving the winter- den building for animals - Food chain games <p>Caring for our world - Tree dressing</p>	<p>Recapping - Observing seasonal change/ Animal spotting at a differing point in the year</p> <p>Showing kindness/ building relationship</p> <ul style="list-style-type: none"> - Pebbles sculpture 	<p>Showing kindness/ building relationships</p> <ul style="list-style-type: none"> - Frozen flowers - Shelter for your team 	<p>On Treasure Island/Survival (inc sun safety)</p> <ul style="list-style-type: none"> -Den building - story telling 	<p>Senses</p> <p>What can you hear, see, smell, feel outside</p> <p>Using nature to making musical instruments</p>
PE SMSC Continuous provision	<p>Swimming</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>					
PE core Sports Leads	<p>Ball Skills/ Co-op games</p> <p>Master basic movements - running, jumping, throwing, catching</p> <p>Competitive and co-operative activities</p> <p>Team games, develop tactics</p> <p>Communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games - attacking and defending</p>	<p>Dance</p> <p>Perform dances using simple movement patterns</p> <p>Agility, balance and coordination</p> <p>Perform dances using a range of movement patterns</p> <p>Compare performances</p>	<p>Gymnastics</p> <p>master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>develop flexibility, strength, technique, control and balance</p>	<p>Athletics – running skills and relays</p> <p>Competitive and co-operative activities</p> <p>Team games, develop tactics</p> <p>Master basic movements - running, jumping, throwing, catching</p> <p>Communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Athletics – jumping and throwing (Val Sabin)</p> <p>Competitive and co-operative activities</p> <p>Team games, develop tactics</p> <p>Master basic movements - running, jumping, throwing, catching</p> <p>Communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	
Real PE Carousel	<p>1.Static Balance – one leg</p> <p>2.Static balance seated</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>	<p>3.Static Balance – floor work</p> <p>4.static balance – small base</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>	<p>5. Dynamic Balance</p> <p>6. Dynamic balance agility</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>	<p>7. Counter balance in pairs</p> <p>8.Coordination with equipment</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>	<p>9. Co-ordination ball skills</p> <p>10. Co-ordination floor movement patterns</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>	<p>11. Agility-Ball Chasing</p> <p>12. Agility – Reaction/ Response</p> <p>Agility, balance and coordination</p> <p>Compare performances</p>
PSHE SEAL Themes Assemblies and Circle time	<p>New Beginnings</p> <p>Getting to know each other</p> <p>Rights and responsibilities</p> <p>The class charter</p> <p>Creating a community</p> <p>Joining a new group</p> <p>Feeling welcome and welcoming others</p> <p>Belonging</p> <p>Gifts and Talents</p>	<p>Getting on and falling out (Anti- Bullying week)</p> <p>Co-operation</p> <p>Friendship and working together</p> <p>Understanding and managing feelings</p> <p>Conflict resolution and problem solving</p> <p>Active listening</p> <p>Making and sustaining friendships</p> <p>Seeing things from another point of view</p> <p>What is bullying?</p> <p>Creating a safe school</p> <p>Becoming a 'telling' school</p>	<p>Going for Goals</p> <p>Motivation</p> <p>Persistence and perseverance</p> <p>Dealing with frustrations and boredom</p> <p>Role models</p> <p>Overcoming obstacles to success</p> <p>Excuses, taking responsibility</p> <p>Understanding/knowing myself</p> <p>Knowing how I learn best – learning styles</p> <p>Giving feedback about work and behaviour</p> <p>Breaking long-term goals down into small steps</p> <p>New Year Resolutions</p> <p>Weighing up the consequences</p> <p>Scaling – as a way of monitoring progress</p> <p>Making choices</p>	<p>Good to be me</p> <p>Feeling excited</p> <p>Calming down: relaxing</p> <p>Feeling good about myself: feeling proud</p> <p>Standing up for myself: assertiveness</p> <p>Our gifts and talents</p> <p>Impulsive v thoughtful behaviour</p> <p>Feeling surprised</p> <p>Fight or flight</p> <p>Proud v boastful</p> <p>Agreeing and disagreeing</p>	<p>Relationships</p> <p>Understanding my uncomfortable feelings - proud, jealous, loved, cared for, fair and unfair, loneliness, guilt, embarrassment</p> <p>People who are important to us</p> <p>Dealing with our hurt feelings without hurting others</p> <p>Loss and bereavement</p> <p>Leaving home</p> <p>Dealing with feelings of guilt</p> <p>Making amends</p> <p>Sticks and stones</p> <p>Breaking friendships</p> <p>Forgiveness</p>	<p>Changes</p> <p>Transition and change over time</p> <p>Welcome and unwelcome changes</p> <p>Making a plan to bring about change</p> <p>Understanding individual differences in our responses to changes</p> <p>Saying goodbye and moving on</p>

			Taking risks			
PSHE Keys to Happier Living Assemblies and Circle Time (Marian to lead)	Giving Relating Exercising Awareness		Trying out Direction Resilience		Emotions Acceptance Meaning	
PSHE SMSC Teacher-led Assemblies KS1 objectives	Living in the Wider World What improves/ harms local, natural and built environments How to contribute in the classroom Construct and follow rules Needs and responsibilities - sharing, return items borrowed, take turns Belonging to different groups and communities Health and Wellbeing How to keep physically and emotionally safe - e-safety - Safe use of social networks - personal information + What to do if...	Relationships Communicating Feelings Respect sims and diffs Fair and unfair - link to fair trade Listen to others and play co-operatively How Behaviour affects others Health and Wellbeing Growing - how our needs change Spread of disease in terms of our responsibility for our health and that of others Healthy life style including dental health Likes and dislikes in relation to emotional and physical health How to keep physically and emotionally safe - fire safety (link to Bonfire night) E-safety - Appropriate and Inappropriate (images, games, text) - what to do	Health and Wellbeing Change - in relation to feelings Celebrate strengths and set simple challenging goals Good and not so good feelings - vocab to describe feelings People who look after/help us Keeping safe - when to say yes/ no/ I'll ask/ I'll tell How to keep physically and emotionally safe - road safety (including on bikes) E-safety - Stranger danger + What to do if...	Relationships Sharing opinions The difference between secrets and surprises Physical contact - acceptable and unacceptable bullying bodies and feelings can be hurt. Health and Wellbeing How to keep physically and emotionally safe - rail safety e-safety - cyber bullying	Health and Wellbeing Loss in relation to feelings Personal hygiene Household products, medicines - harmful if not used properly Health and Wellbeing How to keep physically and emotionally safe - water safety E-safety- Computer viruses (spam/ click here to win messages)	Living in the Wider World Money comes from different places and can be used for different purposes Spending and saving How to manage money, keep it safe, what influences our choices when we spend. Health and Wellbeing How to keep physically and emotionally safe -, sun safety E-safety - recapping key points from the year/ priority focus area
PSHE Topic lessons	Health and Wellbeing - Healthy Balanced life style Living in the Wider World - the importance of respecting and protecting the environment - Carbon Foot print Relationships - People without food - Harvest Festival/ Elsie's Cafe		Health and Wellbeing - spread of disease/ hygiene Living in the Wider World - different lifestyles (historical or religious) / the part that money plays in people's lives -Homelessness Day (28 th January)/ Hope Centre Relationships - respecting equality and diversity		Health and Wellbeing - how we have changed over time/ our bodies/ Naming parts of the body - sims and diffs between boys and girls Living in the Wider World - understanding different types of relationships (friends, families, marriage, civil partnerships)/ how our relationships make us stronger/ what is a healthy relationship Relationships - to judge what kind of physical contact is acceptable and unacceptable/ protective behaviours	
Continuous Provision Ideas	Role play - kitchen vets Small world - farm Sensory - food		Role play - castles, royal palaces Small world - playmobil castle pets and their homes Construction - buildings - lego Arts and Crafts - junk model castles		Role play - survival, dens Small world - water and island animals Arts and Crafts -	
Visits/ visitors SMSC	Asda - community life champions Home Grown Care Farm - visit into school Science + Art NNHS - Rocks and soils workshop - using microscopes to look at a range of rocks and soils and make links to types of ground where plants can/cannot grow + take photographs of rocks and soils under the microscope to use within artwork RE Member of the Christian community Member of the Hindu community Computing - Member of the farming community		Castle Ashby Science - Explorer dome - mobile planetarium -		Raft building - frontier centre Irthlingborough Science - NNHS/ Newton Fields - Pond Dipping workshop - finding living things, sorting living things, looking at them under the microscope - linking to living things and their habitats	
Theme days (Link with core teaching) SMSC	Food Festivals from around the world - Links :- French Geography - locating places around the world - comparing and contrasting PSHE/ SMSC - respecting differences World days - 26 th Sept - European Day of languages/ 1 st October World Vegetarian Day 6 th - 11 th Nov Diwali Outdoor Learning afternoons (see forest school details)		28th Jan - Homelessness Sunday 6 th Feb Safer Internet Day 13 th Feb Shrove Tuesday/ 14 th Feb Ash Wednesday 7 th March World Book Week 13 th March Holi (Hindu)			
National Awareness Days SMSC	25th Sept - 1st Oct Recycling week 5 th Nov Guy Fawkes 11 th Nov Remembrance Day 12-16 Nov - Anti Bullying week 20 th Nov Road Safety week First week of Dec - Tree-dressing day		18 th Jan Winnie the Pooh Day 27 th Jan - 3 rd Feb - Story telling week 17th Feb Random acts of kindness day 26 th Feb - 12 th March Fairtrade fortnight 3 rd March World Wildlife Day March Comic relief/ Sport Relief tbc 20th March International Day of Happiness 21 st March World Poetry Day British Science week - tbc		30 th July - Friendship day	

