

Long Term Plan Year 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English - Book	<p><u>The BFG</u> Roald Dahl</p>  <p>Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p> <p><u>The Tin Forest</u> Helen Ward</p>  <p>Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p>	<p><u>The Heart and The Bottle</u> Oliver Jeffers</p>  <p>Own version 'dilemma' narratives Dialogue, postcard, character descriptions, diary entry, letters of advice.</p> <p><u>The First Drawing</u> Mordicai Gerstein</p>  <p>Own historical narrative Character descriptions, diary entry, recount</p>	<p><u>Escape from Pompeii</u></p>  <p>Newspaper reports, Shared poems, diary entries, persuasive posters, letters of explanation, discussions</p>	<p><u>Cloud Tea Monkeys</u></p>  <p>Non-chronological reports, Descriptions, 'how to' guides (instructions), letters, discussions</p> <p><u>Cinderella of the Nile</u></p>  <p>Own version narratives, Descriptive passages, how to guides, letters, discussions, non-chronological reports</p>	<p><u>The Thames and Tide Club</u></p>  <p>Own version fantasy narrative, Persuasive letters and letters of advice, diary entries, weather reports, advertisements, dialogue</p> <p><u>Flotsam</u></p>  <p>Sequels (mystery narratives), Postcards, setting descriptions, non-chronological reports, message in a bottle letters</p>	<p><u>Jim, A Cautionary Tale</u></p>  <p>Narrative poems, Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p> <p><u>The Day I Swapped my Dad for Two Goldfish</u></p>  <p>Own version narratives, Thought bubbles, missing scenes, diaries</p>
Maths (Mastery)	<p>Number Sense and exploring calculation strategies: Read, write, order and compare numbers to 100</p>	<p>Addition and Subtraction: Develop and use a range of mental calculation strategies.</p>	<p>Multiplication and Division facts: Multiplication and division facts for 2, 3, 4, 5, 6, 8 and 10</p>	<p>Time: Tell, record, write and order the time analogue and digital 12-hour, a.m. and p.m.</p>	<p>Angles and Shape: Identify angles including right angles and recognise as a quarter of a turn</p>	<p>Securing multiplication and Division: knowledge and skills: multi-step word problems bar models</p>

Long Term Plan Year 2024-2025

	<p>Calculate mentally using known facts, round and adjust, near doubles, adding on to find the difference Derive new facts from a known fact.</p> <p>Vocabulary: Order, mental strategies, known facts, round, doubles, addition, subtraction, hundreds, tens, ones, place value</p> <p>Place Value: Read, write, represent, partition, order and compare 3-digit numbers Find 10 and 100 more or less Round to the nearest multiple of 10 and 100</p> <p>Vocabulary: Round to the nearest 10, round the nearest 100, partition, hundreds, tens, ones, digit, more, less, greater than, less than, equal</p> <p>Graphs: Collect, interpret and present data using charts and tables. Create pictographs and bar graphs to represent data.</p> <p>Vocabulary: Collect, interpret, data, table, pictograph, bar graph, information, key, row, column</p> <p>Curriculum links:</p>	<p>Illustrate and explain formal written methods – column method.</p> <p>Vocabulary: Addition, subtraction, add, subtract, multiple, minus, regroup, plus, digit, place value, sum, total, partition, number bond, column method, bar model, known, unknown, value, quantity, whole, part, difference</p> <p>Length and Perimeter: Measure, draw and compare lengths Add and subtract lengths Calculate perimeter</p> <p>Vocabulary: Length, perimeter, height, width, nearest, measure, accurately, ruler, centimetre (cm), meter (m), millimetre (mm), estimate, roughly, more, less, greater than, less than, shorter, longer, total distance, altogether, calculate</p> <p>Curriculum links:</p>	<p>Multiplicative structures: equal groups/parts, change and comparison, correspondence problems Relationships: commutativity and inverse.</p> <p>Vocabulary: Equal parts, communitive, whole, part, bar model, inverse, multiplication, division, fact families, lots of, combinations, systematic, factor, product, double, times as many</p> <p>Deriving multiplication and division facts: Multiply and divide by 10 and 100 Multiply a 2-digit number 2, 3, 4 and 5 and corresponding division situations Divide 2-digit by a 1-digit</p> <p>Vocabulary: Equal parts, whole, part, times as many, times as much, divide, division, column, place holder, place value, inverse, times greater, times fewer, bar model, known, unknown, relationship</p> <p>Curriculum links: Times tables songs (music)</p>	<p>Measure, calculate and compare durations</p> <p>Vocabulary: Scale, indicate, clock, digital, analogue, a.m., p.m., clockwise, anti-clockwise, hour hand, minute hand, hour, minute, second, recorded time, minutes to, minutes past, later, earlier, late, early, earliest, latest, chronological order, compare, format, start time, end time, schedule, order, timetable, timeline, calculate</p> <p>Fractions: Part-whole relationships Fractions as part of a whole or a whole set and as a number Add, subtract, compare and order fractions</p> <p>Vocabulary: Whole, part of the whole, known, unknown, bar model, equal, unequal, divide, multiply, vinculum, denominator, numerator, fraction, multiplication, divide, division, multiply, non-unit fraction, compare, solve, fewer, more, greater, less, equivalent, half, tenth</p> <p>Curriculum links:</p>	<p>Identify and draw parallel and perpendicular lines Draw/make, classify and compare 2-D and 3-D shapes. Measure the perimeter</p> <p>Vocabulary: Angle, perpendicular, parallel, lines, right angle, 2-D shape, 3-D shape, vertical, horizontal, equal distance, acute, obtuse, vertex, side, face, symmetry, line of symmetry, symmetrical, mirror image, reflective</p> <p>Measures: Read scales with different intervals when measuring mass and volume Weigh and compare masses and capacities with mixed units Estimate mass and capacity</p> <p>Vocabulary: Capacity, volume, litre, millilitre, mixed units, greater, less, larger, smaller, equal, weight, mass, gram, kilogram, lighter, heavier,</p> <p>Curriculum links:</p>	<p>Multiply a 2-digit number by 6 or 8 (with regrouping) Understand and link different representations for multiplication and division Exploring Calculation Strategies and Place Value: knowledge and skills Apply addition and subtraction strategies Use commutativity, associativity and known facts to multiply efficiently Use halving or doubling to calculate efficiently</p> <p>Vocabulary: multiplication, times, commutative, array, factor, equal parts, whole, product, division, group, share, thousands, greater than, less than, order, compare, more, fewer, ascending, descending, greatest</p> <p>Curriculum links: Multiplying and dividing from Autumn 2 term Bar models included throughout units all year.</p>
--	---	--	---	--	---	--

Long Term Plan Year 2024-2025

	Outdoor Maths linked Science (Plants). Children to count the leaves on trees in the playground, create a table of data and then use the data to create a bar graph.					
Science KS2 (Rising Stars).	<p>Plants</p> <p>Knowledge/Learning To know about parts of plants, lifecycle, requirements for life</p> <p>Skills: 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</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Vocabulary: Root Stem Flower Leaves Pollen Pollination Ovary Sepals Stamen Carpel Stigma Style Ovule</p>	<p>Animals including Humans</p> <p>Knowledge/Learning To know about animals, nutrition, skeletons and muscles</p> <p>Skills: to 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</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Vocabulary: Nutrients: Protein: Fats: A balanced diet: Carbohydrates: Skeleton: Exoskeleton: Femur: Humerus: Contract: Relax: Muscle Joint</p> <p>Curriculum Links: Computing: Virtual Experiment links,</p>	<p>Rocks</p> <p>Knowledge/Learning To know about rocks, how rocks are formed, soil and physical properties of rocks</p> <p>Skills: 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 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Vocabulary: Mineral Rock Permeable Impermeable Crystals Ore Igneous Magma Sediment Sedimentary Granite, marble, sand, clay, limestone. Palaeontologist, Fossil Extinct Explanation</p> <p>Curriculum Links: English links • Writing notes, researching. Mathematics links •</p>	<p>Forces and Magnets</p> <p>Knowledge/Learning To know about forces, everyday materials, magnetic materials, magnets different poles.</p> <p>Skills: Compare how things move on different surfaces Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>Vocabulary: Force Magnet Contact Non-contact Attract Repel Magnetic Non-magnetic Iron Pole Magnetic North Compass Prediction</p> <p>Curriculum Links:</p>	<p>Light</p> <p>Knowledge/Learning To know about light sources, reflection and blocking light, shadows, how shadows change and how sunlight can be dangerous.</p> <p>Skills: Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p> <p>Vocabulary: Dull Shiny Reflect Mirror Observation Light source Shadow Transparent Translucent Opaque Description: Mirror:</p>	<p>Space</p> <p>Knowledge/Learning To know about the moon, astronauts, and craters</p> <p>Skills: To observe and draw the Moon from real life and secondary sources. To make a model rocket and explain how it works. To describe the Earth's magnetic field and explain what it does to magnets.</p> <p>Vocabulary: Moon Rocket Thrust: Crater Sphere Cosmonaut Astronaut: Taikonaut Shock absorber Pole Magnetic North Compass Prediction</p> <p>Curriculum Links: English - diary writing of an astronaut History - timeline of space travel Maths - time to travel to space etc</p>

Long Term Plan Year 2024-2025

	<p>Petal</p> <p>Curriculum Links: Maths: measuring English.computing: Information page about the functions of flower parts</p>	<p>spreadsheets for graphs and comparing arm/feet sizes</p> <p>Literacy: Writing Opportunities: Menu of Healthy Eating. Posters on eating well and keeping healthy, extended write activities such as persuasive letters, information pages...</p> <p>History: comparing diet now to in the past Numeracy: Handling data – collecting information and representing in a graph or chart. Songs: Healthy Heart</p>	<p>Tables/results Computing links • Research, photographing evidence, also some recording could be done on word/publisher Other links Geography- rocks around the world/ history fossils/stone age</p>	<p>DT: appropriate materials for everyday items Computing: Literacy: Writing Opportunities: • Extended write opportunity – write a report of their findings from one of the experiments Numeracy: bar charts, measures</p>	<p>Mesopotamia Coating Kaleidoscope Timeline</p> <p>Curriculum Links: Art: Light and Dark RE: Festival of Light RE: stain glass windows</p> <p><u>Summer 1 – We are Astronauts – Famous Astronaut – Neil Armstrong</u></p> <p><u>Summer 1 – Light – Famous Scientist – Thomas Edison</u></p>	
<p>History (Rising Stars – Voyagers)</p>		<p>What was new about the new Stone Age?</p> <p>Knowledge/learning:</p> <p>UNIT OVERVIEW In this unit the children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments.</p> <p>Skills:</p> <p>To research, select, organise and communicate findings develop a chronological understanding of the Stone Age</p>		<p>What was more impressive the Bronze age or Iron age?</p> <p>UNIT OVERVIEW In this unit the children will explore the key features of the Bronze and Iron Ages, and come to conclusions about how difficult life was. They look at the developments that were made during the periods and discuss together which made the biggest impact o the standard of living.</p> <p>CURRICULUM LINKS In this unit, the children will: • understand changes in Britain from the Stone Age to the Iron Age • understand historical concepts such as continuity and change, cause and consequence, similarity, difference • understand the methods of historical enquiry.</p> <p>CROSS-CURRICULAR LINKS English: researching information in books and online</p>	<p>Why should we preserve locality?</p> <p>Unit overview: In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning. There is the possibility of inviting a panel of guests to take part in a question and answer session about</p>	

Long Term Plan Year 2024-2025

		<p>To gain a historically grounded understanding of abstract terms To use concepts to make connections, draw contrasts and analyse trends To devise and answer historically valid questions about the Stone Age To construct the past from a range of sources To think critically, weigh evidence, sift arguments.</p> <p>Vocabulary: Archaeologist Artefact bc(e) Domestication Flint and flint knapping Homo sapiens Hunter gatherer Megaliths, henges, barrows, stone circles Mesolithic (Middle Stone Age) Neanderthal Neolithic (new Stone Age) Nomad Palaeolithic (early Stone Age) Saddle quern</p> <p>Prior Learning: Year 2 History topic Curriculum Links: English: researching information in books and online communicating findings, and expressing opinions writing of various types including description, narrative and imaginative, writing, presenting, drafting, editing and redrafting, vocabulary development, explaining and justifying ideas.</p> <p>Maths: understanding dates, duration, time terms, Calculations.</p> <p>Science: relationships with the environment, changes over time , classification</p>		<p>(Lessons 1-6); communicating findings, and expressing opinions (Lessons 3–6); writing of various types including description, comparative, narrative, imaginative, persuasive, drama and role-play (Lesson 6); presentation using different genres (Lesson 6); drafting, editing and redrafting (Lessons 2–6); vocabulary development, explaining and justifying ideas (Lesson 6) Maths: understanding dates, duration, time terms, calculations (Lessons 1, 6); Science: understanding relationships with the environment (Lessons 4, 5); changes over time, classification (Lessons 2–6) Art and design: expressing creativity – drawing, painting, understanding art including cultural development of art forms (Lessons 3, 4, 6); evaluating art (Lessons 1–6) Computing: researching online including selecting and using software, using search facilities and safe use of technology (Lessons 1-6) Design and technology: designing and making buildings and artefacts (Lesson 4); making fit for purpose, selecting tools and materials for the task, understanding different materials (Lesson 4); evaluating products, understanding how significant technological developments shaped social, economic, political and cultural structures, understanding diet and cooking materials in the Bronze and Iron Ages (Lesson 3)</p>	<p>local buildings, leading into the children planning and running a campaign to save a particular building. The Big Finish in week 6 provides an opportunity for the children to consolidate their learning into a big piece of creative work, illustrating what makes a building special. Their work will be exhibited and is a chance to share their learning with the school, family and friends in this unit, the children will:</p> <ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources <p>Cross-curricular links</p> <ul style="list-style-type: none"> • Art: creative work responding to the locality, art in the style of a local artist • DT: designing and making items for the campaign, models of buildings or sites of particular significance • English: letter-writing, blogs, social media campaigns 	
--	--	---	--	---	--	--

Long Term Plan Year 2024-2025

		<p>Art and design: expressing creativity – drawing, painting; understanding art including cultural development of art forms, evaluating art.</p> <p>Computing: researching online including selecting and using software, using search facilities and safe use of technology.</p> <p>Design and technology: designing and making, annotating sketches, making fit for purpose – selecting tools and materials for task, evaluating products, understanding how technology shaped the world understanding diet and cooking material.</p> <p>Geography: knowledge of places and location, understanding why settlements were created, understanding physical characteristics and climate, maps, land use, trade and natural resources.</p> <p>Resources: Blank timeline of human History Stone Age images Timeline of Stone Age Voyagers research guide Useful website links .Changes during Early and Middle Stone ages ,Changes in the period , including deliberate errors</p>		<p>KEY VOCABULARY Access a full online glossary for this course at My Rising Stars.</p> <ul style="list-style-type: none"> • Ard: an iron plough used in Iron Age times • Artefact: an object left as evidence of life in an earlier time • barrow mound: a burial mound used in Bronze Age times • bronze: 90% copper and 10% tin • bronze Age: a period of history from around 2000 bce until the start of the Iron Age around 800 bce • celtic: the name often given to tribes that lived in Europe and beyond in Iron Age times • Hoard: a large collection of artefacts discovered in one place • Hill fort: a fortified settlement from Iron Age times • iron: a chemical element, hardened by the process of 'smelting' • iron Age: a period of history from around 800 bce until the invasion of the Romans in 43 ad • Roundhouse: a circular dwelling • Spindles and whorls: instruments used to make clothes • torc: an item of jewellery • tribes: names given to the groupings in Britain • Wattle and daub: material for constructing walls on roundhouses. 	<ul style="list-style-type: none"> • Geography: map work, routes, locality, physical and human geography and changes in recent memory <p>Key vocabulary Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p>	
Geography (Rising Stars – Voyagers)	<p>Our World Unit 1 Where on Earth Are We?</p> <p>Knowledge/learning: Improve their locational knowledge through</p>		<p>Climate and Weather Unit 2</p> <p>Is the Climate cool?</p> <p>Knowledge/learning: To recap weather and start to learn about climate, climate zones and biomes</p>			<p>Coasts Unit 3 Do you like to be beside the seaside? Knowledge/learning: Extend their knowledge and understanding beyond the local area to include the United Kingdom.</p> <p>Name and locate (some) counties and cities of the</p>

Long Term Plan Year 2024-2025

	<p>identifying the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied</p> <p>Use the eight points of the compass to build their knowledge of the wider world.</p> <p>Skills: To understand that our flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways To demonstrate the relationship between maps and globes and explore the idea of addresses To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic and the North and South Poles To learn about longitude, and about the Earth's daily rotation and its effects To introduce the International Date Line and time around the world, and to start inventing the Big Finish World Game To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface</p>		<p>To find out about the polar climate zone, and to learn about the tundra biome To find out about the hottest, driest places on Earth and the tropical desert climate zone To find out about the hottest, wettest places on Earth, and to learn the term tropical rainforest biome To learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures that might be taken in the UK To produce a report based on researching a specified animal adapted to life in its biome, and to use appropriate geographical vocabulary learned during the course of the topic</p> <p>Skills: Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them Describe and give examples of the variety of biomes and vegetation belts Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</p> <p>Vocabulary Biome Climate Desert Drought Environment: Fauna Flora Grassland Rainfall Temperature Tropical</p>			<p>United Kingdom</p> <p>Learn about key topographical features (including coast and rivers) to understand how some of these aspects have changed over time</p> <p>Understand similarities and differences through the study of human and physical geography of a regions of the United Kingdom (SW England) and a region in a European country (Costa Blanca, Spain)</p> <p>Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity etc.</p> <p>Skills: To discover how much the children know about, and have experienced, the seaside, and to locate coastal places in the UK on a map To introduce a region of the UK, and discover how varied its coastline is To use geographical vocabulary to describe, compare and contrast natural features found at the coast To introduce economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features. To carry out research and prepare a presentation.</p> <p>Vocabulary: bay, beach, cliff, coast, coral, dock, dune, erosion, estuary, harbour, headland, pier, port, promenade, rockpool, saltmarsh, sand, tide, tourism</p> <p>Prior Learning:</p>
--	---	--	--	--	--	---

Long Term Plan Year 2024-2025

	<p>Vocabulary Antarctic Circle Arctic Circle, Compass points, Day, Equator, Global Positioning Systems International Date Line Lines of latitude Lines of longitude Night Northern Hemisphere, North Pole, Ordnance Survey Map, Prime Meridian Southern Hemisphere, South Pole, Time zone</p> <p>Prior Learning: use world maps, atlases and globes, use simple compass directions 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, name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, 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</p> <p>Curriculum Links: English: writing text for a picture book or to recount as a story without words. writing game rules listening to how John Harrison solved the problem of longitude.</p>		<p>Equator Tundra Vegetation belt Weather Maps of world annual average air temperatures and rainfall Map of World Climate Zones Images obtained by Googling named deserts Useful website links page</p> <p>Prior Learning:</p> <p>Curriculum Links: English: reading factual information, recording factual information in writing, on a diagram, discussing ideas and information, practising presentation skills Speaking in an interview.</p> <p>Maths: learning about temperature, measuring in millimetres.</p> <p>Science: researching plant and animal habitats, learning about temperature, plant and animal life.</p> <p>Art & design: creating a wall collage of visual material.</p> <p>Computing: writing a PowerPoint presentation</p> <p>Resources: World map Lines of latitude and Climate Zones sheet Map of world annual average air temperatures Map of world climate Useful website links page. Map of world annual average air temperatures Map of the Arctic Map of the Antarctic Five coldest places on Earth Internet access to Google Earth Map of World Climate Zones</p>		<p>use world maps, atlases and globes to identify the United Kingdom and its countries. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom use world maps, atlases and globes to identify the United Kingdom. use simple compass directions.</p> <p>Curriculum Links: English: using descriptive language .using persuasive writing Science: learning about beach, cliff and sea habitats</p> <p>Art & Design: designing and creating posters and presentations to promote a coastal location. Computing: using Google Earth to explore the world</p> <p>Music: singing a song about the seaside.</p> <p>Resources:</p>
--	---	--	--	--	--

Long Term Plan Year 2024-2025

	<p>Maths: learning about scale direction and compass points learning about properties of a sphere, time and the 24-hour clock, angles.</p> <p>Science: seeing the Earth from space.</p> <p>Art & design: making a papier-mâché globe , an invented game.</p> <p>Computing: writing a new game.</p> <p>Design & technology: making a papier-mâché globe, inventing a game.</p> <p>Resources:</p>		A globe. Characteristics of the Arctic and Antarctic. Map of world rainfall			
Art (Kapow)		<p>Knowledge/learning: Painting and mixed media: prehistoric (links with stone age)</p> <p>Skills: Generating ideas: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p> <p>Using sketchbooks: Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Making skills: Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Confidently use a range of materials and tools, selecting and using these appropriately with more independence.</p>		<p>Knowledge/learning: Take One Picture</p> <p>Skills: Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Interpret patterns from the given picture.</p> <p>Vocabulary: charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone</p> <p>Prior Learning: Develop observational skills, sketching, and mixing paint.</p>		<p>Knowledge/learning: Sculpture and 3D: Shape and Space</p> <p>Skills: I can define 'sculpture'. I can try different ways to join card shapes. I can build a 3D structure that stands up on its own.</p> <p>Vocabulary: Sculpture, structure, three dimensional</p> <p>Prior Learning: Build upon prior knowledge of sculpting, using tools correctly, constructing with growing independence. Use hands and tools with confidence when cutting, shaping, joining paper and malleable materials.</p> <p>Curriculum Links: To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. About great artists, architects and designers in history.</p>

Long Term Plan Year 2024-2025

		<p>Knowledge of artists: Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects.</p> <p>Evaluating and analysing: Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Vocabulary: charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone</p> <p>Prior Learning: Develop on prior painting confidence, using mixed methods of artistic representation. Experimenting in sketch books, further demonstrate control.</p> <p>Curriculum Links: To create sketch books to record their observations and</p>		<p>Develop observational skills to look closely and aim reflect some of the formal elements of art.</p> <p>Curriculum Links:</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Resources:</p> <p>Sketch books, paint, pencils, charcoal.</p>		<p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Resources: Cereal boxes, Scissors, Rulers, Pencils, Cardboard Shape Templates (Squares, triangles, circles, irregular shapes), cameras to take photos</p>
--	--	--	--	---	--	--

Long Term Plan Year 2024-2025

		<p>use them to review and revisit ideas.</p> <p>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Resources: Pencils, rubbers, lesson resources (work sheets), charcoal, paint</p>				
DT	<p>Knowledge/learning: Be a Baker - Bread making</p> <p>To enable pupils to learn how bread from around the world can contribute to a healthy, varied diet. To learn where food comes from and how different ingredients are produced. To research, taste, design and make bread safely and hygienically.</p> <p>Skills: To name a selection of different types of bread and their countries of origin. To describe a selection of breads tasted using sensory vocabulary. To make bread by applying bread rolling skills. To identify ingredients in meals from around the world and sort those ingredients into The Eatwell Plate. To select basic equipment to prepare ingredients safely. To select and arrange ingredients to create an attractive pizza. To suggest ideas for basic design criteria.</p>		<p>Knowledge/learning: Sewing – Money Containers</p> <p>To know about stitching and different stitches, investigating fabrics, plan and make a design and evaluate</p> <p>Skills: To investigate a range of textile products that have a selection of stitches</p> <p>To learn a range of stitching techniques and to practise sewing two small pieces of fabric together. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing To use tools effectively and safely To create a design brief, set within a context which is authentic and meaningful. To make a paper template of their design To plan the main stages of making. To make a finished product using design criteria.</p> <p>Vocabulary:</p>		<p>Knowledge/learning: Structures- Kite Making</p> <p>To name and explain the function of the different parts of a kite. To plan and design a structure. To create a functional kite using a range of tools and equipment. To use tools effectively and safely To test kites. To evaluate their own products against the design criteria.</p> <p>Skills: To apply their understanding of how to strengthen and reinforce complex structures. To use research and development design criteria to inform the design of an innovation, functional and appealing product. To generate, develop and communicate their ideas through discussion and annotated sketches. To select from and use a wide range of materials and components according to</p>	

Long Term Plan Year 2024-2025

	<p>To design bread based on their research and experiences. To follow their design and apply the food preparation skills to make bread. To evaluate their bread against their design and suggest improvements.</p> <p>Vocabulary: Texture, taste, smell, appearance, filling, sweet, sour, salty, bitter, recipe, ingredients, instructions, Bread, oven, temperature, Weighing, Sieving, Mixing, Kneading, Proving ,Shaping Baking, Healthy, balanced plate, food groups, preference</p> <p>Prior Learning: Each lesson builds off of the previous lesson so skills will be built throughout the half term.</p> <p>Curriculum Links: · History: The Stone Age – What did they eat. Geography: Where food comes from and Seasonality. English: Writing-Food Pyramid; learning new vocabularies. French: Vocabularies Maths: measuring. After school club: Cooking club. Maths : Money-selling</p> <p>Resources: Different types of bread Bread evaluation sheet Bread matching cards Roll Recipe Ingredients/equipment Worksheet Eat well Plate Food cards (1 per group) Pizza recipe</p>		<p>fabric, names of fabrics, fastening, compartment, zip stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated, sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces, Stage, flowchart.</p> <p>Prior Learning: Created designs for kites, investigated appropriate materials and evaluated kites in Summer 1</p> <p>Curriculum Links: English: Role shop – buying and selling. PSHE: Looking after our belongings – money; team work; healthy food plate. Art: Research and design. Maths: Solving problems involving money. Improving five motor skills. History: Old money comparisons.</p> <p>Resources: collection of wallets, LCP flip book, selection of fabrics and fastenings, left/right handed scissors, needles, thread, tape, fabric glue, pins, measuring tape Nets, Template, paper models Paper, scissors</p>		<p>their functional properties and aesthetic qualities. To apply an understanding of how to strengthen, stiffen and reinforce complex structures. To evaluate their ideas and product against the design criteria.</p> <p>Vocabulary: Parts, function, bridle, line, tow point, keel, sail, spars, tail, fabric</p> <p>Prior Learning:</p> <p>Curriculum Links: English: Writing instructions; reading comprehension.· PSHE: Socialising.· Computing· Art: Drawing and textiles.· Maths: Shapes.· Geography: Seasons and weathers. Science: Forces - air resistance</p> <p>Resources: Colouring pencils, pencils, rubbers Selection of fabrics, wooden dowels, string, scissors</p>	
--	---	--	--	--	---	--

Long Term Plan Year 2024-2025

	<p>Pizza making ingredients/equipment Mini tortillas, sauce and toppings. Ingredients Recipe Access to kitchen</p> <p>Healthy eating word search</p>					
Computing (Purple Mash)	<p>Coding</p> <p>Knowledge and Learning Review previous learning, to design and write a program, learn how to use the if command, to understand what a variable is, to explore the use of the repeat command, to understand what debugging is and the need to debug and test a program.</p> <p>Skills: design algorithms using flowcharts, use selection in coding with the 'if' command, understand and use variables,</p> <p>Vocabulary event if input output object properties repeat computer simulation selection timer variable</p> <p>Prior Learning: understand and use variables, what is an algorithm and understand the difference between timers and repeat commands.</p> <p>Curriculum Links</p> <p>Resources: purple mash</p>	<p>Online Safety Knowledge and Learning</p> <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate. To understand how a blog can be used to help us communicate with a wider audience. To discuss why PEGI restrictions exist.</p> <p>Skills: For pupils to consider if what they read on websites is true? To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate.</p> <p>Vocabulary password internet blog concept map username website webpage spoof website pegi rating</p> <p>Prior Learning: What is personal information? why you should not share user name</p> <p>Curriculum Links PSHE: keeping yourself safe Resources: purple mash</p>	<p>Spreadsheets</p> <p>Knowledge and Learning To create pie charts and bar graphs. To use the more than less than equal To introduce advanced mode of 2calculate and use coordinates.</p> <p>Skills: create a table of data on a spreadsheet, use a spreadsheet to create graphs and charts, use more than less than equals to compare different numbers, describe a cell location, find specific locations on a spreadsheet.</p> <p>Vocabulary advanced mode, copy and paste, columns, cells, delete key equals tool, move cell tool, row, spin tool, spreadsheet</p> <p>Prior Learning: What more than less than and equals to mean and apply them correctly,</p> <p>Curriculum Links maths - graphs, number, more than less than Resources: purple mash</p> <p>touch typing Knowledge and Learning Introduce typing, how to sit at a keyboard, to learn and practice typing</p> <p>Skills:</p>	<p>Email</p> <p>Knowledge and Learning To think about different methods of communication, To open and respond to an email, To learn how to use email safely, To add an attachment to an email, To explore a simulated email scenario.</p> <p>Skills: Open and respond to an email, add an attachment to an email, to search for a contact, read and respond to a series of emails, pupils know how to stay safe online.</p> <p>Vocabulary communication, email, compose, send, report to the teacher, attachment, address book, save to draft, password, cc, formatting.</p> <p>Prior Learning: Internet safety pupils know not to give out personal information. \children know how to use the email feature on purple mash</p> <p>Curriculum Links english-writing a response, Resources:</p> <p>purple mash</p>	<p>Branching databases</p> <p>Knowledge and Learning To complete a branching database, To create a branching database of the pupils' choice.</p> <p>Skills: Sort objects using yes or no questions, Pupils have contributed to a class branching database about fruit. • Pupils have completed a branching database about vegetables. • Extension: Pupils can edit andPupils can select and save appropriate images. • Pupils can create a branching database.</p> <p>Vocabulary branching database database question data</p> <p>Prior Learning:</p> <p>Curriculum Links maths sorting objects Resources: purple mash 2question</p>	<p>Simulations Knowledge and Learning</p> <p>To explain what a simulation is and be able to give examples of simulations. To run through simulations making choices and discussing their effects. To discuss the purpose of a simulation and how effective it was.</p> <p>Skills: find out what a simulation is and understand the purpose of simulations. explore different simulations. create their own simulation, evaluate different simulations.</p> <p>Vocabulary simulation Prior Learning:</p> <p>Curriculum Links Science - space simulation on space Resources: purple mash, 2simulate</p> <p>Graphing Knowledge and Learning To produce and share graphs, record data accurately, analyse graphs and data, To present results in graphic form.</p> <p>Skills: To enter data into a range of graphs, To make a graph on the computer, select the most</p>

Long Term Plan Year 2024-2025

			<p>develop the ability to touch type the home and bottom rows, to use two hands to touch type at a keyboard.</p> <p>Vocabulary posture, top row keys, bottom row keys, space bar Prior Learning:</p> <p>Curriculum Links English- spelling Resources: purple mash</p>			<p>appropriate type of graph to present data.</p> <p>Vocabulary graph, bar chart, field, data, block graph, line graph, pie chart, row, column Prior Learning:</p> <p>Curriculum Links maths-graphs Resources: purple mash</p>
PE	<p>Dodgeball</p> <p>Knowledge and Learning To learn the rules of dodgeball and apply them to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit.</p> <p>Skills: Physical: Throwing Physical: Catching Physical: Dodging Physical: Blocking Social: Communication Social: Collaboration Social: Respect Emotional: Honesty Emotional: Perseverance Thinking: Decision making Thinking: Selecting and applying skills</p> <p>Curriculum Links ENGLISH Learning of key vocabulary – Opposition, consecutive, conceding, defending Understand and follow instructions Understand rules and apply them to game situations Communicating tactics and discussing what made them successful MATHS</p>	<p>Ball Skills:</p> <p>Knowledge and Learning To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet.</p> <p>Skills: Physical: Tracking a ball Physical: Throwing Physical: Catching Physical: Dribbling Social: Supporting others Social: Co-operation Social: Communication Social: Managing games Emotional: Perseverance Emotional: Honesty Emotional: Respect Emotional: Challenging self Thinking: Decision making Thinking: Developing tactics Thinking: Creativity</p>	<p>Football</p> <p>Knowledge and Learning To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament.</p> <p>Skills: Physical: Dribbling Physical: Passing Physical: Ball control Physical: Tracking/ jockeying Physical: Turning Physical: Receiving Social: Communication Social: Collaboration Social: Cooperation Emotional: Honesty Emotional: Perseverance Thinking: Selecting and applying tactics Thinking: Decision making</p> <p>Curriculum Links ENGLISH Learning of key vocabulary - Interception, opponent,</p>	<p>Tag Rugby</p> <p>Knowledge and Learning To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To be able to dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p> <p>Skills Physical: Passing Physical: Catching Physical: Dodging Physical: Tagging Physical: Scoring Social: Communication Social: Collaboration Social: Inclusion Emotional: Honesty and fair play Emotional: Perseverance Emotional: Confidence Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback</p>	<p>Dance</p> <p>Knowledge and Learning To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To work with a partner to choose actions that relate to an idea. To remember and repeat actions, using dynamics to clearly show different phrases. To choose actions which relate to the idea, using space and timing to make my work look interesting. To understand and use formations, choosing poses which relate to the stimulus. To use transitions and changes of timing to move into and out of shapes.</p> <p>Skills: Physical: Using canon, unison, formation, dynamics, pathways, direction Physical: Copying and performing actions Physical: Control Physical: Balance Social: Sharing ideas</p>	<p>Cricket</p> <p>Knowledge and Learning To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.</p> <p>Skills: Physical: Underarm and overarm throwing Physical: Catching Physical: Over and underarm bowling Physical: Fielding and tracking a ball Physical: Batting Social: Collaboration and communication Social: Respect Emotional: Perseverance Emotional: Honesty Thinking: Observing and providing feedback Thinking: Applying strategies</p> <p>Curriculum Links ENGLISH Learning of key vocabulary - Fielders, batters, striking, tracking, bowling Understand and follow instructions</p>

Long Term Plan Year 2024-2025

<p>Adding points in the tournament to work out their overall placing</p> <p>SCIENCE</p> <p>Exploring overarm throwing and discussing their findings relating to technique and accuracy</p> <p>Vocabulary:</p> <p>Receiver Footwork Rebound Tracking Intercepting Mark Travelling Playing area</p> <p>Fundamentals</p> <p>Knowledge and Learning</p> <p>To develop balancing and understand the importance of this skill.</p> <p>To understand how to change speed and be able to demonstrate good technique when running at different speeds.</p> <p>To demonstrate a change of speed and direction to outwit others.</p> <p>To develop technique and control when jumping, hopping and landing.</p> <p>To develop skipping in a rope.</p> <p>To apply fundamental skills to a variety of challenges.</p> <p>Skills:</p> <p>Physical: Balancing Physical: Running Physical: Hopping Physical: Jumping Physical: Dodging Physical: Skipping Social: Supporting and encouraging others Social: Respect Social: Communication</p>	<p>Curriculum Links:</p> <p>ENGLISH</p> <p>Learning vocabulary - accuracy, consistency, creative, track, focus, control</p> <p>Sharing and communicating ideas</p> <p>Discussing and agreeing on a plan</p> <p>Communication skills</p> <p>MATHS</p> <p>Estimating distances</p> <p>Addition</p> <p>Vocabulary:</p> <p>Track Receive Chest Shoulder Overhead Accurate</p> <p>Gymnastics</p> <p>Knowledge and Learning</p> <p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence incorporating equipment.</p> <p>Skills:</p> <p>Physical: Individual point and patch balances Physical: Straight roll Physical: Barrel roll Physical: Forward roll Physical: Straight jump Physical: Tuck jump Physical: Star jump Physical: Rhythmic gymnastics Social: Collaboration Social: Communication</p>	<p>defend, attack, tracking, possession</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communication with a partner and group</p> <p>MATHS</p> <p>Adding scores in the tournament to get a final placing</p> <p>Creating goals set distances apart</p> <p>Vocabulary:</p> <p>Receiver Footwork Rebound Tracking Intercepting Mark Travelling Playing area</p> <p>Handball</p> <p>Knowledge and Learning</p> <p>To begin to throw and catch while on the move.</p> <p>To develop accuracy when shooting.</p> <p>To be able to apply individual and team defending skills</p> <p>To use a change of direction and speed to lose a defender and move into space.</p> <p>To maintain possession when in attack.</p> <p>Skills:</p> <p>Physical: Ball control Physical: Throwing and catching Physical: Moving with the ball Physical: Dribbling Physical: Shooting Social: Working Safely Social: Communication Social: Respect Emotional: Honesty and Fair Play Emotional: Perseverance Thinking: Planning strategies</p>	<p>Curriculum Links</p> <p>ENGLISH</p> <p>Learning of key vocabulary - interception, opponent, defend, attack, consecutive, possession</p> <p>Understand and follow instructions</p> <p>Understand rules and apply them to game situations</p> <p>Communication with a partner and group</p> <p>MATHS</p> <p>Keeping the score in matches and the number of tags made</p> <p>Vocabulary:</p> <p>Receiver Footwork Rebound Tracking Intercepting Mark Travelling Playing area</p> <p>Hockey</p> <p>Knowledge and Learning</p> <p>To develop sending the ball with a push pass.</p> <p>To develop receiving the ball.</p> <p>To develop dribbling using the reverse stick (Indian dribble).</p> <p>To develop moving into space after passing the ball.</p> <p>To be able to use an open stick tackle.</p> <p>To apply defending and attacking principles and skills in a hockey tournament.</p> <p>Skills:</p> <p>Physical: Passing Physical: Dribbling Physical: Receiving Physical: Intercepting Physical: Tackling Social: Communication Social: Collaboration Social: Inclusive Emotional: Honesty and fair play Emotional: Perseverance Emotional: Empathy</p>	<p>Social: Respect</p> <p>Social: Inclusion of others</p> <p>Social: Leadership</p> <p>Social: Working safely</p> <p>Emotional: Confidence</p> <p>Emotional: Acceptance</p> <p>Thinking: Selecting and applying actions</p> <p>Thinking: Creating</p> <p>Thinking: Observing and providing feedback</p> <p>Curriculum Links</p> <p>ENGLISH</p> <p>Learning of key vocabulary - stimulus, dynamics, formations, canon, unison, shape, relationships</p> <p>Understand and follow instructions, linking actions to counts</p> <p>Communication with a partner and group</p> <p>Communicating and exploring ideas to create a dance phrase</p> <p>Vocabulary:</p> <p>Flow Explore Create</p> <p>Athletics</p> <p>Knowledge and Learning</p> <p>To develop the sprinting technique and improve on your personal best.</p> <p>To develop changeover in relay events.</p> <p>To develop jumping technique in a range of approaches and take off positions.</p> <p>To develop throwing for distance and accuracy.</p> <p>Skills:</p> <p>Physical: Sprinting</p>	<p>Understand rules and apply them to game situations</p> <p>Communicating ideas and discussing what made them successful</p> <p>Spelling the word 'WICKET' in a scoring game</p> <p>MATHS</p> <p>Counting the number of objects thrown on each side of the court</p> <p>Keeping the score</p> <p>Degrees of release in throws and bowling</p> <p>Creating goals set distances apart</p> <p>SCIENCE</p> <p>Exploring overarm throwing and discussing their findings relating to technique and accuracy</p> <p>Vocabulary:</p> <p>Strike Grip Rounder Backstop Bowl Post Wicket Batting Wicket keeper Fielding</p> <p>OAA</p> <p>Knowledge and Learning</p> <p>To develop co-operation and teamwork skills.</p> <p>To develop trust and team work.</p> <p>To involve all team members in an activity and work towards a collective goal.</p> <p>To develop trust and accept support whilst listening to others and following instructions.</p> <p>To be able to identify objects on a map, draw and follow a simple map.</p> <p>To draw a route using directions.</p> <p>To be able to orientate a map and navigate around a grid.</p> <p>Skills:</p> <p>Physical: Balance Physical: Running</p>
---	---	---	--	--	---

Long Term Plan Year 2024-2025

	<p>Social: Taking turns Emotional: Challenging myself Emotional: Perseverance Emotional: Honesty Thinking: Selecting and applying skills Thinking: Observing others and providing feedback Thinking: Identifying strengths and areas for development</p> <p>Curriculum Links MATHS Counting Measuring distances Understanding scales ENGLISH Communicating with others Expressing ideas Learning key vocabulary: accelerate, decelerate, dodging, sprinting Listening to and following instructions SCIENCE Understanding changes to the body when exercising</p> <p>Vocabulary: Distance Technique Control Tension Coordination Rhythm</p>	<p>Social: Respect Emotional: Confidence Thinking: Observing and providing feedback Thinking: Selecting and applying actions Thinking: Evaluating and improving</p> <p>Curriculum Links: ENGLISH Learning of key vocabulary - Extension, body tension, momentum, rotate Understand and follow instructions Structuring and providing feedback to others MATHS Creating symmetrical shapes in their jumps Creating matching and contrasting shapes</p> <p>Vocabulary: Flow Explore Create Matching Interesting Control contrasting</p>	<p>Thinking: Observing and providing feedback</p> <p>Curriculum Links ENGLISH Learning of key vocabulary: grip, attack, interception, opponent, defend, possession. Understand and follow instructions. Communicate with team-mates, opponents and officials. MATHS Estimating distances</p> <p>Vocabulary: Track Receive Chest Shoulder Overhead</p>	<p>Thinking: Planning strategies and using tactics Thinking: Observing and providing feedback Thinking: Decision making</p> <p>Curriculum Links: ENGLISH Learning of key vocabulary - interception, possession, opposition, defender, attacker, reverse. Understand and follow instructions. Understand rules and apply them to game situations. Communication with a partner and group. MATHS Adding scores in the tournament to get a final placing. Creating goals set distances apart. Estimating distances away from a partner.</p> <p>Vocabulary: Receiver Footwork Rebound Tracking Intercepting Mark Travelling Playing area</p>	<p>Physical: Jumping for distance Physical: Push and pull throwing for distance Social: Working collaboratively Social: Working safely Emotional: Perseverance Emotional: Determination Thinking: Observing and providing feedback</p> <p>Curriculum Links: ENGLISH Learning of key vocabulary - Power, speed, strength, vertical, progressive Communicating ideas Reading task cards MATHS Adding metres thrown to get a total Recording data Analysing data Timing partner in events Measuring distances with cones Estimating speeds to match their partner's pace SCIENCE Understanding the effect exercise has on the body Learning the names of muscles Understanding how the body reacts to different exercises Estimating distances with cones and concluding the longest jump Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power in throws</p> <p>Vocabulary: Speed Power Strength Accurately Higher Pace Control</p>	<p>Social: Communication Social: Teamwork Social: Trust Social: Inclusion Social: Listening Emotional: Confidence Thinking: Planning Thinking: Map reading Thinking: Decision making Thinking: Problem solving</p> <p>Curriculum Links ENGLISH Learning of key vocabulary – Communication, obstacle, reflect, planning, navigate Understand and follow instructions Understand rules and apply them to different challenges Expressing ideas and communicating with a partner and group MATHS Adding body parts together in 'Body Parts' challenge Adding points together in 'Gold Nuggets' challenge GEOGRAPHY Reading maps to navigate around a course Learning how to orientate a map</p> <p>Vocabulary: Rules Route Trust Negative Grid Discuss plan</p>
--	--	--	--	--	---	---

Long Term Plan Year 2024-2025

					Faster Further	
RE (Discovery RE)	<p>Hinduism - Diwali</p> <p>Knowledge and Learning: We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Skills: To retell the story of Rama and Sita and explain their importance to Divali</p> <p>To explore Hindus beliefs, different symbols and their meanings. To explore why Ganesha is so popular.</p> <p>To understand how Hindus learn from the actions of the lead characters.</p> <p>To explain if Ravana is a symbol of evil.</p> <p>To understand how standing up against evil influence Hindu behaviour today.</p> <p>Vocabulary: River Ganges, Brahman, Ravana, Hanuman, Rama, Sita; Diva; Divali, festival of light; Hindu celebrating, belonging, symbol, community</p> <p>Prior Learning: Children celebrates birthdays and festivals.</p> <p>Curriculum Links: British values and rule of law.</p> <p>Resources:</p>	<p>Christianity - Christmas: Incarnation</p> <p>Knowledge and Learning: We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p> <p>Skills: To retell a story</p> <p>To learn the true meaning of Christmas.</p> <p>To explain if sacred texts have to be 'true' to help people understand their religion.</p> <p>To explain if religion is the most important influence and inspiration in everyone's life. (Believing/Behaving)</p> <p>Vocabulary: Christians, Jesus, Bethlehem, Wise men etc (words related to the Christmas story</p> <p>Prior Learning: Birthday celebrations</p> <p>Curriculum Links: PSHE, British values</p> <p>Resources: Pass the Parcel (Huey the Owl) Nativity scenes/images Children's Bible: Christmas story</p>	<p>Christianity - Jesus' miracles: Incarnation</p> <p>Knowledge and Learning: We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</p> <p>Skills: To retell a story</p> <p>To be able to answer the questions: Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>Vocabulary: Disciples, Rabbi, sinned, parents, the pool of Siloam, blind, Jesus, anointed, Sabbath, Pharisees, believe, Capernaum, spirit, paralytic, forgiven, blasphemies.</p> <p>Prior Learning: A visit to the hospital</p> <p>Curriculum Links: PSHE, British values, English- story telling.</p>	<p>Christianity - Easter – forgiveness: Salvation-New Covenant</p> <p>Knowledge and Learning: We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p>Skills: To answer the questions: What is 'good' about Good Friday?</p> <p>Should religious people be sad when someone dies?</p> <p>Do sacred texts have to be 'true' to help people understand their religion?</p> <p>Can the arts help communicate religious beliefs? (Believing)</p> <p>Vocabulary: Jesus, Jerusalem, Palm Sunday, Priests, betrayed, money, Passover meal, Last Supper, cock crows, garden of Gethsemane, temple guards, punished, crucified, cross, angel, risen, heaven.</p> <p>Prior Learning: Festivals and celebrations</p> <p>Curriculum Links: PSHE, British values, English- story telling.</p>	<p>Hinduism - Hindu Beliefs</p> <p>Knowledge and Learning: We are learning to understand the Hindu belief that there is one God with many different aspects.</p> <p>Skills: To learn to answer the questions: How can Brahman be everywhere and in everything?</p> <p>Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing)</p> <p>Vocabulary: Ganesha, image, describe, symbols, explore, meanings, popular, famous wisdom</p> <p>Prior Learning: Children investigated what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.</p> <p>Curriculum Links: PSHE, British values, English- story telling.</p> <p>Resources: Cube nets</p>	<p>Hinduism - Pilgrimage to the River Ganges</p> <p>Knowledge and Learning: We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p> <p>Skills: To learn to answer the questions: Would visiting the River Ganges feel special to a non Hindu?</p> <p>Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving)</p> <p>Vocabulary: Posters, presentation, important, charities, Water Aid, power, water, collage, river, research, facts, raindrop sun catchers, wax crayons, sprinkled, parchment paper, River Ganges</p> <p>Prior Learning: Learning about Hindu beliefs</p> <p>Curriculum Links: PSHE, British values, English- story telling</p> <p>Resources: Glass of water Holiday brochures for India, parchment paper, shavings of wax crayons</p>

Long Term Plan Year 2024-2025

	<p>Pathway of Belief - Islam, Hinduism and Sikhism: DVD/Video www.bbc.co.uk/education/clips/zmwmpv4: Divali and New Beginnings</p> <p>Rangoli patterns, Diva lamps and Puja tray: internet - one per group</p> <p>Pictures of Hindu children during Divali: internet 'Being Me in My World': Jigsaw</p> <p>Or</p> <p>Sikhism - The Amrit Ceremony and the Khalsa</p> <p>Knowledge and Learning: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.</p> <p>Skills: To explain if joining the Khalsa make a person a better Sikh. To explain if religious people lead better lives. To explain if religion is the most important influence and inspiration in people's life. To explain if all religions beliefs influence people to behave well towards others.</p> <p>Vocabulary:</p>		<p>Resources: 'Bear Feels Sick' by Karma Wilson Bible Stories: Blind Man (John 9), Paralysed Man (Mark 2)</p>	<p>Resources: Easter story Art representations of 'The Last Supper' and 'The Crucifixion': e.g. Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc. .</p>	<p>A small box containing pictures/models of different Hindu deities</p> <p>Cards explaining the role of each of the Deities</p> <p>Glass of water and salt, pictures of the tri-murti</p> <p>or</p> <p>Sikhism - Sharing and Community</p> <p>Knowledge and Learning: We are learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing</p> <p>Skills: To learn to answer the questions: Do Sikhs think it is important to share? Do religious people lead better lives? Is religion the most important influence and inspiration in people's life? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving) Add Humanism if appropriate</p> <p>Vocabulary: acrostic poem, share, Sikh beliefs, emotions, commitment, reflect</p>	<p>or</p> <p>Sikhism - Prayer and Worship</p> <p>Knowledge and Learning: We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which one shows the most commitment.</p> <p>Skills: To be able to answer the questions: What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p> <p>Vocabulary: Believing, belonging, 5 k's, symbols, Sikh, Khalsa, commitment, faith, community</p> <p>Prior Learning: Children have learned about Sikh beliefs and the 5 Ks.</p> <p>Curriculum Links: PSHE, British values, English-story telling.</p> <p>Resources</p>
--	--	--	--	---	---	--

Long Term Plan Year 2024-2025

<p style="text-align: center;">French</p>	<p>Believing, belonging, 5 k's, symbols, Sikh, Khalsa, commitment, faith, community</p> <p>Prior Learning:</p> <p>Curriculum Links: PSHE, British values</p> <p>Resources: Pathways of Belief - Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/zghyr82: Origins of the Khalsa Jarah Prashtad 5Ks</p> <p>Getting to know you</p> <p>Knowledge and Learning:</p> <p>This Getting to Know You unit will teach your class about basics of the French language. Your class will learn to greet each other, exchange names, ask how someone is, count to 10 and say how old they are. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p> <p>Skills:</p> <p>To greet people in different ways.</p>	<p>All About Me</p> <p>Knowledge and Learning:</p> <p>This All About Me unit will teach your class to understand and follow instructions, name parts of the body, identify colours and say what they are wearing. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of the lesson plan where necessary.</p> <p>Skills:</p> <p>To listen and respond to instructions. To read, listen and respond to vocabulary.</p>	<p>Food Glorious Food</p> <p>Knowledge and Learning:</p> <p>This 'food' themed unit pack uses an easy-to-follow story as its inspiration and is designed to pick up and develop your class's learning from the previous Year 3 French units. By joining in with the story, your class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance at the end of each lesson plan.</p> <p>Skills:</p> <p>To follow a familiar story in French. To use determiners for identifying quantities in making polite requests.</p>	<p>Family and Friends</p> <p>Knowledge and Learning:</p> <p>This 'Family & Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home. To support non-specialists, there are also sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary</p> <p>Skills:</p> <p>To present a picture of family members using possessive adjectives.</p>	<p>Prior Learning: Children have explored different religious beliefs</p> <p>Curriculum Links: PSHE, British values, English- story telling.</p> <p>Resources Pot of natural yoghurt Sikh flag Pictures of Sikhs sharing (4 or 5)</p> <p>Our School</p> <p>Knowledge and Learning:</p> <p>This Our School unit will teach your class key vocabulary and phrases around the theme of school. Your class will learn vocabulary for school places and classroom objects; they will take part in a PE-themed lesson conducted mostly in French and will combine learning to express preferences about activities and school subjects. To support non-specialists, there are sound files of all key vocabulary plus extra teacher guidance where relevant at the end of each lesson plan.</p> <p>Skills:</p> <p>To ask and explain where things are in the classroom.</p>	<p>Range of symbols and artefacts that show commitment. The 5 Ks</p> <p>Time</p> <p>Knowledge and Learning:</p> <p>In this 'Time' unit, your class will learn to say the days of the week, months and dates and also count on from 11 to 31. To support non-specialists, there are sound files of all key vocabulary, plus extra teacher guidance at the end of the lesson plans where necessary.</p> <p>Skills:</p> <p>I can recognise and repeat sounds and words with increasing accuracy. I can recognise, say and respond to a set of vocabulary.</p>
--	--	---	--	--	--	---

Long Term Plan Year 2024-2025

	<p>To exchange names in French. To discuss how I am feeling. To choose appropriate phrases for the situation. To recognise and repeat sounds and words accurately. To apply my knowledge to make sentences.</p> <p>Curriculum Links:</p> <p>All About France This is intended for the beginning of the unit. The children will gather any prior knowledge or experience of France or the language to share with their peers. Introduce Yourself The children will draw a self-portrait and add details using the language structures and vocabulary they have learnt in this unit.</p>	<p>To understand and respond to action words. To listen to and copy pronunciation of colour words accurately. To ask and answer what is 'there'. To use simple conjunctions to link vocabulary for clothes and accessories.</p> <p>Curriculum Links:</p> <p>Lots of super videos can be found online to help children with these and other vocabulary topics. Authentic video/audio materials are invaluable for developing intercultural understanding. These books make brilliant aids for learning the language within this unit: Easy Learning French Dictionary.</p>	<p>To use the definite article when generalising. To describe the colour(s) of an object by modifying adjectives. To begin to place adjectives appropriately before or after the noun they modify. To use a range of grammar structures to practise a set of vocabulary groups.</p> <p>Curriculum Links:</p> <p>Cross-curricular activities: healthy eating. Lots of super videos can be found online to help children with these and other vocabulary topics. Authentic video/audio materials are invaluable for developing intercultural understanding. Book recommendations: Collins Robert French Dictionary.</p>	<p>To develop strategies for remembering new language. To recognise and repeat sounds and words with increasing accuracy. To make links between known and new structures. To use French pronunciation of the alphabet to spell words. To make new sentences about homes by substituting different vocabulary.</p> <p>Curriculum Links:</p> <p>Children could use Google Earth to explore the types of houses found in French speaking countries. Teachers might want to 'virtually' visit a French house with their class on a French estate agency's website. Lots of super videos can be found online to help children with these and other vocabulary topics. Authentic video/audio materials are invaluable for developing intercultural understanding. Book recommendations: Collins Robert French Dictionary.</p>	<p>To describe the contents of my pencil case. To express opinions about school subjects. To listen to commands and follow instructions. To ask and answer questions about places in school. To construct simple sentences to say what I like to do at school.</p> <p>Curriculum Links:</p> <p>To develop intercultural understanding, children can research what it is like going to school in France, e.g. timetables, types of school, the school day. Lots of great videos can be found online to help children with these and other vocabulary topics. Authentic video/audio materials are invaluable for developing intercultural understanding. French language picture books are great for children to see the types of books read by young children in France.</p>	<p>I can listen, read and respond to a set of vocabulary. I can speak in sentences using known vocabulary and grammar. I can use known language to present information about French festival dates. I can begin to conjugate the verb 'to be' for past and future tense.</p> <p>Curriculum Links:</p> <p>Home Learning – Days and Months: Children can practise the days and months vocabulary independently using their own set of vocabulary cards to make up games. Design a Birthday Card: Children use the language developed in this unit to help them write a birthday card for a friend or family member.</p>
--	---	--	--	---	--	--

Long Term Plan Year 2024-2025

Music (Charanga)	Writing music down	Playing in a band	Composing using your imagination	More musical styles	Enjoying improvisation	Opening night
	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p>	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p> <p>Skills To listen and appraise</p>	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p> <p>Skills To listen and appraise</p>	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p> <p>Skills To listen and appraise</p>	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p> <p>Skills To listen and appraise To sing To perform/share</p>	<p>Knowledge and Learning</p> <p>Explore the Musical Spotlights and Social Questions within each unit.</p> <p>Begin to use music notation and start to put sound together with symbol where appropriate.</p> <p>Listen to and learn about musical styles and how music has changed and shaped lives around the world.</p> <p>Think about and explore how singing and playing together can create beautiful sounds and experiences.</p> <p>Play instruments together with more confidence and expression.</p> <p>Explore where they improvise in a song.</p> <p>Using their imaginations when composing using graphic scores and Music Explorer.</p> <p>Plan and create a performance with an understanding of the songs they are singing and where they fit in the world.</p> <p>Create their own band using the simple band parts provided. Every instrument is there!</p> <p>Skills To listen and appraise To sing To perform/share</p>

Long Term Plan Year 2024-2025

	<p>Skills To listen and appraise To sing To perform/share To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, ballad, harmony, drumloops, solo, ensemble, song, verse, chorus, lyrics</p> <p>Semi-breves, minims, rests</p> <p>Curriculum Links Geography and History: - Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>	<p>To sing To perform/share To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics</p> <p>Crotchets, minims, rests</p> <p>Curriculum Links Geography and History: Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>	<p>To listen and appraise To sing To perform/share To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, cover, roots reggae, song, verse, chorus, lyrics</p> <p>Crotchets, quavers, minims, rests</p> <p>Curriculum Links Geography and History: Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>	<p>To sing To perform/share To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics</p> <p>Crotchets, minims</p> <p>Curriculum Links Geography and History: Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>	<p>To sing To perform/share To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics, disco/funk,</p> <p>Crotchets, quavers, minims, dotted quavers, rests</p> <p>Curriculum Links Geography and History: Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>	<p>To play and improvise To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics</p> <p>Curriculum Links Geography and History: Music from around the world and from different periods of time PSHE: Friendship and building relationships • Kindness and helping one another • Connecting and interacting with others • Responsibility • Families, your place in your family • Making friends and understanding each other, communication • Using your imagination</p>
--	---	--	---	---	--	---

Long Term Plan Year 2024-2025

PSHE (SCARF)	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	<p>Knowledge and Learning: how to identify worry and what actions to take, difference between a secret and a surprise, know who to go to for help if a secret made them uncomfortable</p> <p>Skills: identify when someone is worried. Which actions to take when someone is worried, recognise how different surprises and secrets would make them feel,</p> <p>Vocabulary Dare, worry, safe/unsafe secret, surprise, uncomfortable</p> <p>Prior Learning</p> <p>Curriculum Links</p> <p>Resources SCARF</p>	<p>Knowledge and Learning: How to identify different types of families and different types of relationships. How to be respectful and show respect when discussing viewpoints and challenging viewpoints of others. Understanding differences of individuals. Understand what bullying is and strategies to deal with bullying.</p> <p>Skills: Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling (including talking to a trusted adult).</p>	<p>Knowledge and Learning: Identify different types of relationships;</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>Recognise who they have positive healthy relationships with</p> <p>why is first aid important, what is body space (personal space)</p> <p>Skills: How to give first aid, How to make a clear and efficient call to emergency services if necessary. how to be assertive about personal space, be able to form and maintain positive relationships</p> <p>Vocabulary relationship, assertive, feelings, emotions, private, appropriate touch</p> <p>Prior Learning</p> <p>Curriculum Links science-the body</p> <p>Resources SCARF</p>	<p>Knowledge and Learning: Understand why we have rules Understand money and responsibility</p> <p>Skills: Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules. Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <p>Vocabulary Rules, consequences, money, saving, income, spending, factors, jobs</p>	<p>Knowledge and Learning: Identify healthy eating habits/foods, understand a balanced diet. Identify the major parts of the body systems</p> <p>Skills: Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p>	<p>Knowledge and Learning: Understanding different feelings Bereavement / loss Recognise their talents and talents of others Identify areas of achievement and areas for development Puberty</p> <p>Skills: Explain some of the feelings someone might have when they lose something important to them;</p> <p>Understand that these feelings are normal and a way of dealing with the situation.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p> <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p> <p>Explain why some groups of people are not represented as much on television/in the media.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p>

Long Term Plan Year 2024-2025

		<p>Vocabulary Relationship, friend, family, couple, family friend, uncle, aunt, mum, dad, step-brother, step-sister, cousin, same-sex couple, neighbour, grandparents, adopted family, view point, respectful, bullying, differences, traits, experiences</p> <p>Prior Learning</p> <p>Curriculum Links</p> <p>Resources SCARF</p>		<p>Prior Learning</p> <p>Curriculum Links Money- Maths</p> <p>Resources SCARF</p>	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Vocabulary Balanced diet, healthy, illness, medicine, medical, infectious, disease, safe, unsafe</p> <p>Prior Learning</p> <p>Curriculum Links Science –Animals including humans</p> <p>Resources SCARF</p>	<p>Understand that for girls, periods are a normal part of puberty.</p> <p>Vocabulary</p> <p>Prior Learning</p> <p>Curriculum Links Science – the human body</p> <p>Resources SCARF</p>
--	--	--	--	--	---	---