

LONG TERM PLAN

Yearly Overview 2024 - 2025	Autumn		Spring		Summer	
Fieldhead Factor Focus	Co-operative	Respectful	Responsible	Resourceful	Reflective	Persevering
PSHE – Crew Time am Project Evolve Objectives	1.Privacy and Security <u>Mental health and emotional well-being</u> Pupils learn about celebrating achievements and setting personal goals Pupils learn about dealing with put-downs Pupils learn about positive ways to deal with set-backs.	2. Online Bullying 3. Online Relationships <u>Keeping safe and managing risk</u> Pupils learn to recognise bullying and how it can make people feel Pupils learn about different types of bullying and how to respond to bullying incidents Pupils learn about what to do if they witness bullying	4. Managing Online Information <u>Careers, financial capability and economic wellbeing</u> Pupils learn about what influences people’s choices about spending and saving money Pupils learn how people can keep track of their money	5. Online Reputation <u>Identity, society and equality</u> Pupils learn about valuing the similarities and differences between themselves and others Pupils learn about what is meant by community. Pupils learn about belonging to groups <u>Sex and relationship education</u> Pupils learn about different types of family and how their home-life is special	6. Copyright and Ownership 7. Copyright and Ownership Self-Image and Identity <u>Drug, alcohol and tobacco education</u> Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the effects and risks of smoking tobacco and second-hand smoke Pupils learn about the help available for people to remain smoke free or stop smoking Pupils learn about the world of work	8. Health, Well-Being and Life Style <u>Physical health and wellbeing</u> Pupils learn about making healthy choices about food and drinks Pupils learn about how branding can affect what foods people choose to buy Pupils learn about keeping active and some of the challenges of this
RE	How do Jews remember God’s covenant with Abraham and Moses?		What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	Who can inspire us?
KIRFS	I know number bonds for all numbers up to 100. Count in 50s and 100s.	Count in 4s. I know the multiplication and division facts for the 4 times tables (up to 12 x 4)	Count in 8s. I know the multiplication and division facts for the 8 times tables (up to 12 x 8)	Count in 7 and 9s. I know the multiplication and division facts for the 7 and 12 times tables (up to 12 x 7 and 12 x 12)	Count up and down in tenths. I can recognise decimal equivalents of tenths.	I can multiply and divide 1 digit numbers by 10.
Maths	<u>Place Value</u>	<u>Addition and Subtraction</u> <u>Multiplication and</u>	<u>Multiplication and Division B</u>	<u>Fractions A</u> <u>Mass and Capacity</u>	<u>Fractions B</u>	<u>Shape</u>

LONG TERM PLAN

	<u>Addition and Subtraction</u>	<u>Division A</u>	<u>Length and Perimeter</u>		<u>Money</u> <u>Time</u>	<u>Statistics</u>
Science	<p><u>Rocks</u></p> <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter <p><u>Focus Scientist: Mary Anning</u></p>	<p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - 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 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p><u>Focus Scientist: William Gilbert</u></p>	<p><u>Forces and Magnets</u></p> <p>compare how things move on different surfaces</p> <ul style="list-style-type: none"> - notice that some forces need contact between 2 objects, but magnetic forces can act at a distance - 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 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p><u>Focus Scientist: William Gilbert</u></p>	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement <p><u>Focus Scientist: Marie Curie</u></p>	<p><u>Light</u></p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change <p><u>Focus Scientist: Percy Shaw</u></p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p><u>Focus Scientist: George Washington Carver</u></p>
<p>Reading</p> <p>Literature used to support reading and writing</p> <p>Literature for pleasure</p>	<p><u>Longer Sharing Stories(or audio books)</u></p> <p>Stone Age Boy</p> <p>Ug Boy Genius</p> <p><u>Songs Rhymes and Poems</u></p> <p>Roald Dahl - Revolting Rhymes</p> <p><u>Key Authors</u></p> <p>Tom Percival (through CREW) – Ruby’s Worri</p>	<p><u>Longer Sharing Stories(or audio books)</u></p> <p>The Boy Who Grew Dragons</p> <p><u>Songs Rhymes and Poems</u></p> <p>Dirty Beasts</p> <p>https://childrens.poetryarchiv e.org</p> <p><u>Films (inc Musicals)</u></p> <p>Charlie and the Chocolate Factory</p>	<p><u>Historic/Arcane Texts</u></p> <p>The Frog Prince</p> <p><u>Key Authors</u></p> <p>Roald Dahl – The Twits</p> <p>George’s Marvellous Medicine</p> <p><u>Picture Books</u></p> <p>Gilbert and the Great Books</p> <p>Home</p> <p><u>Egyptian Cinderella</u></p>	<p><u>Longer Sharing Stories(or audio books)</u></p> <p>Fantastic Mr Fox</p> <p><u>Picture Books</u></p> <p>Return</p> <p>Journey</p> <p><u>Films (inc Musicals)</u></p> <p>Matilda</p>	<p><u>Longer Sharing Stories(or audio books) re Books</u></p> <p>The Boy Who Swam with Piranhas</p> <p><u>Historic/Arcane Texts</u></p> <p>The Velveteen Rabbit</p> <p><u>Picture Books</u></p> <p>Flotsam</p>	<p><u>Longer Sharing Stories(or audio books)</u></p> <p>The Wild Robot</p> <p><u>Picture Books</u></p> <p>Tin Forest</p> <p>Leaf</p> <p>Into the Woods</p> <p>Leon and the place in-between</p>

LONG TERM PLAN

	focus book							Tadpole’s Promise Ocean meets sky	<u>Films (inc Musicals)</u> Coco and the Day of the Dead		
Phonics SPaG	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)	Little Wandle Group (Phase dependent on assessment)				
	Any Year 2 gaps to be assessed	Spelling Shed Stage 3 group	Spelling Shed Stage 3 group	Spelling Shed Stage 3 group	Spelling Shed Stage 3 group	Spelling Shed Stage 3 group	Spelling Shed Stage 3 group				
	Grammar through T4W	Grammar through T4W	Grammar through T4W	Grammar through T4W	Grammar through T4W	Grammar through T4W	Grammar through T4W				
Drama	Drama skills taught through cross-curricular links and in T4W.	Christmas Play	Drama skills taught through cross-curricular links and in T4W.	Drama skills taught through cross-curricular links and in T4W.	Drama skills taught through cross-curricular links and in T4W.	Drama skills taught through cross-curricular links and in T4W.	Drama skills taught through cross-curricular links and in T4W.				
Talk for Writing (KS1 only)	<u>Fiction</u> Text <i>Smok the Dragon and The Cobbler of Krakow</i>	<u>Non-Fiction</u> Text <i>How to trap a Dragon</i>	<u>Fiction</u> Text <i>The King of the Fishes</i>	<u>Non-Fiction</u> Text <i>Poetry</i>	<u>Fiction</u> Text <i>Egyptian Cinderella</i>	<u>Non-Fiction</u> Text <i>A day in the life of an Egyptian</i>	<u>Fiction</u> Text <i>The Magic Brush</i>	<u>Non-Fiction</u> Text <i>How to Make a Magic Brush Work</i>	<u>Non-Fiction</u> Text <i>Wacky Sea Creatures</i>	<u>Fiction</u> Text <i>Best Enemies</i>	<u>Non-Fiction</u> Text <i>Dogs Make Great Pets</i>
	Short-burst writing Story Pattern <i>Warning Story</i> Focus <i>Suspense</i>	Text Type <i>Instructions</i>	Short-burst writing Story Pattern <i>Wishing Tale</i> Focus <i>Dialogue</i>	Text Type <i>Haiku</i>	Short-burst writing Story Pattern <i>Finding tale</i> Focus <i>Style – varying sentences and vocabulary</i> <i>Re-writing of ending – change in how she reacts.</i>	Text Type <i>Diary Entry</i>	Short-burst writing Story Pattern <i>Finding Tale</i> Focus <i>Openings and endings</i>	Text Type <i>Non-Chronological Report</i>	Text Type <i>Information</i>	Short-burst writing Story Pattern <i>Tale of Fear</i> Focus <i>Suspense and action</i>	Text Type <i>Persuasive argument (instead of poster)</i>

LONG TERM PLAN

					Only speech is the slipper moment at the end of the story – nothing else!!! Do some sequencing to support children						
Writing (planned genres)	Fiction: Character Non-Fiction: Recount in the form of a newspaper report.	Fiction: Dialogue Non-Fiction: Instructions	Fiction: Style – varying sentences and vocabulary Non-Fiction: Discussion	Fiction: Openings and endings Non-Fiction: Explanation	Fiction: Dialogue Non-Fiction: Information	Fiction: Suspense and action Non-Fiction: Persuasive argument					
Humanities Little People Books	Stone Age to Iron Age Trade Migration Change and continuity Historical investigation 										

LONG TERM PLAN

	focus: Animals Decoupage Animals		different effects. Blocking in colour Painting Focus Use different painting techniques to create texture of animal coats			
Computing	Coding (6 lessons)	Graphing (2 Lessons)	Touch Typing (4 lessons) Simulations (3 lessons)	Email (6 lessons)	Branching Databases (4 lessons) Graphing (4 lessons)	Presenting (5 lessons)
PE	Basketball	Hockey	Gymnastics/Dance	Team Building/Orienteering	Rounders	Athletics (Sports Day Prep)
Music	Musical Structures (Beginning, Middle and end)	Charanga (Singing)	Rhythms/Pulses Glockenspiels		Percussion to follow a song Record a composition	
Music Appreciation – Crew	Teachers choice	The Rat Pack	50's Rock 'n' Roll	Country Music	Musicals	Grunge
FHC Gallery	The Library by Jacob Lawrence	Untitled (1957) by Franz Kline	Nichols Canon by David Hockney	House of Stairs by MC Escher	Bathers at Asnisers by Georges Seurat	Nature Forms by Georgia O'Keeffe
Trips and Enrichment	Stone Age dig with Pippa from Leeds City Museum		Ancient Egyptian Outreach Workshop (Emily from Discovery Centre)			Tango's Farm trip?

LONG TERM PLAN

MFL	Greetings:	Shapes and Colours	Numbers and Ages	Classroom Objects	Where do you live in Spain?	Journey around Latin America
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