



Long Term Plan: 2019-2020

Long Term Planning						
	<u>Autumn 1</u> <u>Time Travellers</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>Time Travellers</u> <u>7 weeks</u>	<u>Spring 1</u> <u>What is underneath?</u> <u>6 weeks</u>	<u>Spring 2</u> <u>What is underneath?</u> <u>6 weeks</u>	<u>Summer 1</u> <u>Summer Fun</u>	<u>Summer 2</u> <u>Summer Fun</u>
Trips	Wenzels bakery Cake sale to raise money for coach Merry Hill Fields – Art	Entry Activity: GFOL day Fire station to visit	Entry Activity:	Exit Activity: Visit to Rose Gardens	Entry Activity:	Exit Activity: Roald Dahl Museum Beach day Leavers show
Quality Text	Pumpkin Soup Paddington	Katie in London Toby and the Great Fire of London, or Vlad and the Great fire of London	The Great Kapok Tree	In My Garden	Tinga Tinga tales.	Roald Dahl –
English skills	3 weeks- fairy tales Pumpkin soup 2 weeks- list poems 2 weeks – Recount (Katie in London, bakery trip) 1 week - Paddington	3 weeks – GFOL text 3 weeks – reports – GFOL 1 week – calligrams	3 weeks- Stories with recurring literacy language – The Great Kapok Tree 3 weeks- explanations- extinction	2 weeks- Calligrams- plants 2weeks- Stories with recurring literacy language- In my Garden 1 week- read, write and perform a verse	3 weeks – Tinga Tinga Tales 2 weeks - Poetry Explanations	Roald Dahl 3 weeks - Character description 2 weeks – instructions 1 week - Poetry

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Maths skills	Time Measuring height of children		Measuring plants/ animals/ rainfall/ weight		Data handling Symmetry of seaside items Fractions of flags/ kites Money- buying seaside items	
Science	Health and exercise Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Humans – growth. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Investigation: Will I look like my parent?	Living things and habitats: Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name	Plants Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	

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			different sources of food.			
History skills		<p>Great Fire of London</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>3. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>6. events beyond living memory that are significant nationally or globally</p>		<p>Charles Darwin</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>7. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>		<p>Seaside's</p> <p>1. develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>4. understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>
Geography skills	<p>London and Peru</p> <p>5. use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</p>		<p>Rainforest</p> <p>1. name and locate the world's seven continents and five oceans</p>		<p>Africa</p> <p>3. understand geographical similarities and differences through studying the human</p>	

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	<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>7. Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.</p>		<p>5. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>4. 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>5. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>6. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use aerial photographs and plan perspectives to</p>	
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					recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	
Music skills use their voices expressively and creatively by singing songs and speaking chants and rhymes ☑ play tuned and untuned instruments musically ☑ listen with concentration and understanding to a range of high-quality live and recorded music ☑ experiment with, create, select and combine sounds using the inter-related dimensions of music. Key	<u>Music Express 2</u> Ourselves Our bodies Recorder <ul style="list-style-type: none"> • Play tuned instruments, use voices expressively 	<u>Music Express 2</u> Our land Weather Recorder <ul style="list-style-type: none"> • Play tuned instruments, use voices expressively 	<u>Music Express 2</u> Animals Story Time Recorder <ul style="list-style-type: none"> • Play tuned instruments, listen with concentration and understanding 	<u>Music Express 2</u> Travel Seasons Recorder <ul style="list-style-type: none"> • Play tuned instruments, listen with concentration and understanding 	<u>Music Express 2</u> Toys Water Recorder <ul style="list-style-type: none"> • Play tuned instruments, experiment and create sounds 	<u>Music Express 2</u> Pattern Number Recorder <ul style="list-style-type: none"> • Play tuned instruments, experiment and create sounds
Art skills	Van Gogh – Starry Night 1.produce creative work, exploring their ideas and recording their experiences 2.become proficient in drawing		Henri Rousseau- powder paint-landscape. 1.produce creative work, exploring their ideas and recording their experiences		African Art- masks 1.produce creative work, exploring their ideas and recording their experiences 2. become proficient in sculpting	

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	<p>3. evaluate and analyse creative works using the language of art, craft and design</p> <p>4. Know about great artists and understand the historical and cultural development of their art forms.</p>		<p>2.become proficient in painting</p> <p>3. evaluate and analyse creative works using the language of art, craft and design</p> <p>4. Know about great artists and understand the historical and cultural development of their art forms.</p>		<p>3. evaluate and analyse creative works using the language of art, craft and design</p>	
DT		<p>Vehicles- GFOL cart</p> <p>1.design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>2.generate, develop, model and communicate their ideas through talking, drawing, mock-ups and, where appropriate, information and communication technology</p> <p>3. select from and use a range of tools and equipment to perform practical tasks</p> <p>4. select from and use a wide range of materials and components, including construction</p>		<p>Rainforest smoothies</p> <p>1.design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>3. select from and use a range of tools and equipment to perform practical tasks</p> <p>4. Select from and use a wide range of materials and components including ingredients, according to their characteristics.</p> <p>6. evaluate their ideas and products against design criteria</p>		<p>Kites</p> <p>1.design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>2. Generate, develop, model and communicate their ideas through talking, drawing, mock-ups.</p> <p>3.select from and use a range of tools and equipment to perform practical tasks</p> <p>4. Select from and use a wide range of materials and components including textiles according to their characteristics.</p>

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		<p>materials according to their characteristics</p> <p>5. explore and evaluate a range of existing products</p> <p>6. evaluate their ideas and products against design criteria</p> <p>7. build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>8. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>9. use the basic principles of a healthy and varied diet to prepare dishes</p> <p>10. Understand where food comes from.</p>		<p>5. explore and evaluate a range of existing products</p> <p>6. evaluate their ideas and products against design criteria</p> <p>7. build structures, exploring how they can be made stronger, stiffer and more stable</p>
Computing	2.6- creating pictures	<p>2.2- Online Safety</p> <p>2.5- Effective searching</p>	<p>2.3- Spreadsheets</p> <p>2.4- Questioning- Pictograms and tree diagrams (To continue into Spring 2)</p>	2.8- Presenting Ideas- fact files	<p>2.7- Making Music</p> <p>2.1- Coding (To continue in Summer 2)</p>	

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