

EYFS Long Term Plan 2023/24

| Subject  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--|--|--|---|---|---|---|
| Lines of Enquiry<br>Or theme                       | All about me - My family   | Celebrations   | Polar habitats/climate change   | Growing/On the Farm   | Once Upon a Time  | Moving on   |
| Personal, Social, Emotional Development (PSED/RSE) | My Feelings<br>Our Class Rules   | My Body<br>Firework Safety   | Dreams and Goals  | Celebrating Difference  | Relationships<br>Sun Safety   | Healthy Me<br>Beach Safety<br>Stranger Danger   |
| Communication and Language                         | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions</i> | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, and Talk Boost</i> | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, and Talk Boost interventions.</i>   | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, and Talk Boost intervention</i>   | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions and Talk Boost interventions.</i>                                    | <i>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions and Talk Boost interventions.</i>  |
| Literacy Reading-<br>Key Texts                     | 3 x 5 for 5<br>T4W<br>Stories  | T4W - The Gingerbread Man  | T4W - The Sleepy Bumblebee  | T4W - Farmer Duck   | T4W - Jack and the Beanstalk  | T4W - The Kiss that Missed  |
| Spine Texts  | Owl Babies<br><br>Mrs Armitage on Wheels   | The Gruffalo<br><br>Whatever Next  | Handa's Surprise<br><br>On the way home   | Rosie's Walk<br><br>Goodnight Moon  | Mr Gumpy's Outing<br><br>Farmer duck  | Six Dinner Sid<br><br>Shhhhh  |
| Literacy Writing                                   | Dominant hand, tripod grip, free mark making, giving meaning to marks, name writing, writing for a purpose- Letters to Lizzie/meerkat Writing initial sounds/CVC words   | Name writing, labelling, Shared write - Spine Poem, Crafted writing Retelling stories, innovative Gingerbread Man story, letter writing to Santa. writing for a purpose in Home corner role play (to do list, shopping list) Writing initial sounds/CVC words/phrases      | Name writing (introduce surname), labelling, Captions, Shared write, Crafted writing, innovative Talk 4Writing story, writing for a purpose in Home corner role play (to do list, shopping list) Message centre - writing a message for my friend (between both classes) Writing CVC/VCC/CVCC words Beginning to write simple | Recount - A trip to the farm Labels and captions - life cycles Character description Shared write, Crafted writing, innovative Talk 4 Writing story, Writing for a purpose in Home corner role play (to do list, shopping list) Writing CVC/VCC/CVCC/CCVC words Beginning to write simple sentences (supported) | Shared write, Crafted writing, innovative Talk 4Writing story, Writing for a purpose in role play (cafe order, vet treatment, hair appointment etc) using phonetically plausible attempts at words, Writing CCVCC, CVCCC, CCCVC words Beginning to write simple sentences with awareness of finger spaces | Shared write, Crafted writing, innovative Talk 4Writing story, Writing for a purpose in role play (cafe order, vet treatment, hair appointment etc) using phonetically plausible attempts at words, Writing CCVCC, CVCCC, CCCVC words Writing simple sentences with awareness of finger spaces, full stops and capital letters. |

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|  |   |  | sentences (supported)   |  |   | Beginning to join two ideas together.  |
| Phonics<br>Sounds Write                    | Unit 1<br>CVC a, i, m, s, t<br>Unit 2<br>CVC n, o, p is, a<br>Unit 3<br>CVC b, c, g, h<br>the, I  | Unit 4<br>CVC d, e, f, v for, of<br>Unit 5<br>CVC k, l, r, u to, are<br>Unit 6<br>CVC j, w, z was  | Unit 7<br>CVC x, y, ff, ll ss, zz all<br>Unit 8<br>VCC & CVCC - (using sounds previously taught) some, come<br>Unit 9<br>CCVC - (using sounds previously taught)  | Unit 10<br>CCVCC, CVCCC, CCCVC<br>(using sounds previously taught)<br>Unit 11<br>sh, ch, th, ck, wh, ng, qu<br>there, their, these, what, where, who             | Consolidation   | Bridging Lesson  |
| Mathematics                                | BASELINE ASSESSMENTS<br>Positional language<br>Match and sort<br>Making comparisons<br>Exploring patterns<br>Counting 1,2,3   | Counting stick in 1s 1 - 5<br>Counting 1,2,3<br>Circles and triangles<br>Counting 4 and 5<br>One more and one less<br>Time<br>Shapes with 4 sides  | Counting in 1s to 5 and number bonds to 5.<br>Introducing 0<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Compare mass<br>Compare capacity   | Counting stick in 1s 1 - 10<br>Exploring 6,7,8,9, 10<br>Capacity, length, mass and time<br>Spatial awareness<br>Patterns   | Counting stick in 1s 1 to 20<br>Build numbers to 10<br>Count patterns beyond 10<br>Adding and taking away<br>Spatial reasoning<br>Match, rotate and manipulate  | Counting stick in 1s 1 to 20 and beyond<br>Doubling, sharing and grouping<br>Even and odd<br>Spatial reasoning<br>Visualise and build<br>Deepening understanding<br>Patterns and relationships<br>Spatial reasoning<br>Mapping |
| Physical Development<br>Gross Motor Skills | 2 day Assessment<br>Real PE<br>Personal Unit<br>- One leg balance<br>- Footwork   | Real PE<br>Social Unit<br>- Jumping & Landing<br>- Seated Balance  | 2 day Assessment<br>Real Gym<br>Cognitive Unit  | Real PE<br>Creative Unit<br>- Ball Skills<br>- Balance   | Real PE<br>Physical Unit<br>- Sending & Receiving<br>- Reaction & Response  | 2 day Assessment<br>Real Dance<br>Health & Fitness Unit  |
| Physical Development<br>Fine Motor Skills  | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand<br>Engage children in | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors / | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Cut a shape out using scissors<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a         |

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|   | beyond whole hand grasp<br>Pencil Grip<br>Taking shoes off and putting them on  | structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.  | freely.<br>Holding Small Items /<br>Button Clothing / zips<br>Cutting with Scissors  |   | Start to cut along a curved line, like a circle  | picture<br>Draw pictures that are recognisable<br>Build things with smaller linking blocks, such as Duplo or Lego  |
| Understanding the World:<br>People, Culture and Communities (RE)<br><br>The Natural World (Science and Geography)<br><br>Past and Present (History) | My Family<br>My community<br>What is right? What is wrong? What is good?<br>Harvest<br><br>Ourselves<br><br>My Community/Where I Live/Journeys<br><br>Growing up<br>Black History Month | Diwali/Hinduism<br>Bonfire Night<br>Christmas/Christianity/Nativity<br><br>Seasonal Change (signs of Autumn)<br>Cooking<br>gingerbread/changing states<br><br>Christmas (Now and then)<br>Guy Fawkes | Noah<br>Lunar New Year<br><br>Seasonal Change (Winter)<br>Explore ice and the temperature change on water<br><br>Polar Habitat<br>Climate Change<br>Looking after our oceans | Easter/Christianity<br><br>Seasonal Change (Signs of Spring)<br>What animals will we find on a farm?<br>Lifecycle of a duck<br><br>Looking at transport from the past/Farming in the past | Eid al-fitr<br><br>Seasonal Change (Spring to Summer)<br>Growing a beanstalk<br><br>Castles<br>Investigating everyday objects/toys from the past | Use their senses to investigate the local church?<br>The school community<br>My locality<br><br>Pond visits/minibeasts<br>Hatching butterflies<br>Growing and Changing/Transition<br><br>How have we changed through our Reception year? |
| Expressive Arts and Design:<br>Music (Kapow)<br><br>Art/D&T   | Songs I know<br><br>Self portraits<br>Colour Mixing<br>Food: Soup (Kapow)<br>Artist - Giuseppe Arcimboldo   | Celebration Music<br>Christmas Nativity songs<br>How can we explore colour (Access Art)<br><br>Clay Diva lamp<br>Celebration Art   | Exploring Sounds<br><br>Structures: Junk Modelling (Kapow)<br>Box modelling/simple joining techniques  | Music and Movement<br><br>How can we explore materials and marks (Access Art)<br><br>Observational drawings/paintings of Spring flowers (Easter card)                                     | Musical Stories<br><br>How can we explore 3-D materials (Art Access)<br><br>Making 3-D beanstalk   | Big Band Music Performance<br><br>Textiles: Bookmarks (Kapow)<br><br>Creating summer blossom trees with variety of media   |
| Visits/<br>enrichment   | School Tour   | Happy Smiles visit to school<br>Christmas Nativity   |  | Farm Visit<br>Duckling Eggs in school   | Sports Day   | Litter picking in the locality<br>Local walk to community church   |
| Diversity   | Are all families the same?  | Is it ok to be different?  | Are we all good at the same thing?/personal strengths  |   | All the colours we are project   | Personal achievements throughout the year  |
| Computing   | Learning to use a mouse<br>Learning to navigate the   | E safety<br>Cyberbullying  | Experimenting with drawing tools on IWB  | Creating spring flower<br>Mother's Day card using   | Learning to log in<br>Becoming familiar with a   | Learning to program remote control bugs/Beebots  |

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|  | program 'Poisson Rouge' | Make making/letter formation using IWB | and Paint program | Smartboard tools/paint program | keyboard |  |
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Year 1 Long Term Plan 2023/24

| Subject                     | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------------------|---|--|--|--|--|---|
| <b>English</b>              | <p><i>2 weeks: Short burst writing<br/>5 sentence stories /<br/>handwriting / setting<br/>expectations</i></p> <p><i>5 weeks: Handa's Surprise<br/>adapted model<br/>Focus: using description<br/>(character / objects)</i></p> | <p><i>4 weeks: Amazing Antelopes<br/>Focus / Outcome: To write<br/>an information report.</i></p> <p>+ 1 week cross curricular<br/>application</p> <p>Poetry unit.<br/>E.g. What's in the box?</p> | <p><i>5 weeks: How to Catch a<br/>Star<br/>Outcome: A new version of a<br/>wishing tale.</i></p> <p>Focus: Sentence structure.</p>   | <p>4 weeks: Non-fiction Model<br/>Text: Teacher written How to<br/>Catch a Fairy<br/>Outcome: To write<br/>instructions.</p> <p>+1 week cross curricular<br/>application</p> <p>Poetry unit.</p>                               | <p><i>5 weeks: The Storm Whale<br/>adapted model<br/>Outcome: To write another<br/>finding story based on the<br/>plot of finding an animal in<br/>trouble.</i></p> <p>Focus: Using description -<br/>character/setting.</p> | <p>4 weeks: Big Blue Whale<br/>-Outcome: To write a<br/>non-chronological report.</p> <p>3 weeks: Recount of school<br/>trip</p> <p>+ 1 week cross<br/>curricular<br/>application</p> |
| <b>Reading/<br/>Phonics</b> | <p><u>Initial code (units 7-10)<br/>bridging lessons</u><br/><u>Extended code</u></p> <p><u>Unit 1 -5</u><br/><u>/ae/, /ee/, /oe/</u></p>   | <p><u>Extend code</u></p> <p><u>Units 6, 8, 9, 24</u><br/><u>/er/ /ar/ ow/ oe</u></p>  | <p><u>Units 10, 11, 12, 13, 19</u><br/><u>/oo/ /ie/ /oo/ /or/</u></p> <p><u>One week oo, one week oo</u></p>   | <p><u>Units, 20, 21, 23</u><br/><u>/air/ /ue/ oy/</u></p>  | <p><u>Teacher assessment review</u></p> <p><u>Phonics screening prep.</u></p>  | <p><u>Screening check 12th June</u></p> <p><u>Unit 7, 14, 15, 16, 17, 18, 22,</u><br/><u>25</u><br/><u>/e/</u></p> <p>Y2 - Unit 26 onwards</p>  |
| <b>Maths</b>                | <p>Place Value within 10</p> <p>Length and height</p> <p>Maths Mastery wk 0-5</p>   | <p>Addition and subtraction within<br/>10</p> <p>Geometry (shape)</p> <p>Maths Mastery wk 5-11</p>   | <p>Place Value within 20</p> <p>Measurement (volume and<br/>mass)</p> <p>Maths Mastery wk 12-16</p>  | <p>Addition and subtraction within<br/>20</p> <p>Place Value within 50</p> <p>Money</p> <p>Maths Mastery wk 17-21</p>  | <p>Multiplication and division</p> <p>Fractions</p> <p>Geometry (position and<br/>direction)</p> <p>Maths Mastery wk 22-26</p>   | <p>Place value (within 100)</p> <p>Money</p> <p>Time</p> <p>Maths Mastery review /<br/>consolidation</p>  |
| <b>Science</b>              | <p><u>Everudau materials</u><br/><u>What is the best material for a<br/>puppy bed?</u></p> <p>Distinguish, name, group and<br/>compare everyday materials.</p>  | <p><u>Seasonal changes</u><br/><u>What happens to the leaves<br/>over the year?</u></p> <p>Observe changes across the<br/>four seasons including the</p>   | <p><u>Animals including humans</u><br/><u>Do all animals have the same<br/>senses as humans?</u></p> <p>Identify, name, draw and label<br/>the basic parts of the human<br/>body. (including senses)</p> | <p><u>Animals including humans</u><br/><u>Do all animals belong in a zoo?</u></p> <p>Identify, describe and name a<br/>variety of common animals:<br/>(birds, fish, amphibians, reptiles,<br/>and mammals, including pets)</p> | <p><u>Plants</u><br/><u>Are there plants that are in<br/>flower in every season?</u></p> <p>Identify, name and describe a<br/>variety of common wild and<br/>garden plants, Identify and</p>                                 | <p><u>Plants</u><br/><u>Why do some trees not lose<br/>their leaves?</u></p> <p>Identify and name a variety of<br/>common wild and garden plants,<br/>including deciduous and</p>     |

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|                           |   | weather and how day length varies   |   |   | describe the basic structure of a variety of plants.   | evergreen trees. Observe changes across the four seasons   |
| <b>Geography /History</b> | History:<br>What was the gunpowder plot and why was it important?   | Geography: What is it like to live in Thorpe?   | Geography:<br><b>What are the continents and oceans?</b>                                  | History<br>How should we remember Mary Seacole?   | Geography:<br><b>Why do we have hotter months and colder months?</b>                               | History: What is the greatest toy of time?<br><br>Toys over time   |
| <b>PE</b>                 | 2 day Assessment<br>Real Dance<br>Personal Unit 1<br>PE HUB Run, Jump, Throw  | Real Gym<br>Social Unit 1<br>PE HUB Run, Jump, Throw  | 2 day Assessment<br>Real Gym<br>Cognitive Unit 2<br>PE HUB Hit, Catch, Run                | Real PE<br>Creative Unit<br>- Counterbalance<br>- Ball skills<br>PE HUB Hit, Catch, Run | Real PE<br>Physical Unit<br>- Sending & receiving<br>- Reaction & Response<br>PE HUB Send & Return | 2 day Assessment<br>Real PE<br>Fitness Unit<br>- Ball chasing<br>- Floorwork<br>PE HUB Attack, Defend, Shoot   |
| <b>Computing</b>          | Computing systems and networks - Technology around us   | Creating Media - Digital painting/E-safety  | Programming A - Moving a robot<br>Safer Internet Day - 7th Feb                            | Data and information - grouping data  | Creating media - digital writing/E-safety  | Programming B - programming animations   |
| <b>Art / DT</b>           | Art<br>Access art - Spirals   | D&T -<br>Kapow - Mechanicals - Wheels and Axles - Wacky races   | D&T -<br>Kapow - Food and nutrition<br>Fruit smoothies                                    | Art<br>Access art - Simple printmaking  | D&T<br>Kapow -Textiles: Making puppets   | Art<br>Access Art - Playful making   |
| <b>Music (Kapow)</b>      | All About Me - Pulse and Rhythm   | Christmas Performance songs   | Animal Theme - Classical Music, (dynamics and tempo)                                      | Under the Sea theme -Musical vocabulary (pitch, timbre, texture)                        | Tuned Instrument<br>Boomwhackers   | By the Sea theme - vocal and body sounds   |
| <b>PSHE/RSE</b>           | <b>Being me in my world</b>   | Celebrating difference  | Dreams and goals  | Healthy me  | relationships  | Changing me  |
| <b>RE</b>                 | How do festivals/celebrations bring people together?<br>(Christianity/ <i>Hinduism</i> )<br><br><i>Harvest (Christianity)</i><br><i>Holi (Hinduism)</i> | How does the Christian Nativity story teach us about the meaning of gifts?<br><br><i>Christmas (Christianity)</i><br><i>(using the discovery RE scheme)</i> | Why do people have different views about God ?<br><br>God (Christianity)<br>Allah (Islam) | What might Christians learn from the Easter narrative?<br><br>Easter (Christianity)     | What happens in the life of a Hindu child?<br><br><i>(Hinduism)</i>                                | What questions do religious stories make us ask?<br><i>(Christianity/Hinduism)</i><br><br><i>David and Goliath, The Creation, Noah's Ark, Daniel and the Lions Den, Joseph</i> |
| <b>Visits</b>             |   | Pantomime (RL)<br>Local Walk (Geography) (RB)   |   | Zoo (RB)  |  | Pensthorpe (RB)  |

Year 2 Long Term Plan 2023/24

| Subject               | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|-----------------------|--|---|--|---|---|--|
| English               | Narrative-Journey/meeting<br>Meerkat Mail<br><br>Poetry- A few frightening things                          | Narrative-Overcoming monster-<br>Supertato  | Narrative- Tale of fear- Owl that<br>was afraid of the dark  | Non-fiction- Information report-<br>Storm Owl<br>Poetry- Zealous Zoo  | Fiction- Overcoming monster-<br>George and the dragon<br>Non- fiction- Instructions-<br>How to trap a Dragon  | Narrative- Meeting Tale- Bob's<br>Best ever Friend<br>Poetry- Free choice                                    |
| Reading/ph<br>onics   | Sounds-Write: Extended Code<br>Review Unit 19 /or/<br>Unit 20-23<br>/air/, /oy/, /ue/<br><br>Group Reading | Sounds-Write: Extended Code<br>Units 23-25<br>/ar/, /oy/, /o/<br><br>Group Reading      | Sounds-Write: Extended Code<br>Units 27-32<br>/ae/ More Spellings, /i/, /ee/<br>More Spellings, /d/, /oe/ More<br>Spellings<br><br>Group Reading | Sounds-Write: Extended Code<br>Units 33-37<br>/j/, /oo/ More Spellings, /v/, /er/<br>More Spellings, /n/<br><br>Group Reading | Sounds-Write: Extended Code<br>Units 38-44<br>/h/, /or/ More Spellings, /m/,<br>/f/, /g/<br><br>Group Reading | Sounds-Write: Extended Code<br>Unit 45-49<br>/eer/, /z/, /t/, /r/, /k/<br><br>Group Reading                  |
| Maths                 | Number-<br>Place Value<br>Addition<br>Subtraction<br>Assessment Week                                       | Number-<br>Subtraction<br>Multiplication<br>Division                                    | Number-<br>4 Operations<br>Fractions<br>Position and Direction<br>Assessment Week  | Measurement-<br>Time<br>Length and Height<br>Geometry-<br>Properties of Shape   | Geometry-<br>Properties of Shape<br>Measurement-<br>Money   | Measurement-<br>Mass, capacity and Temp<br>Statistics and Problem Solving                                    |
| Science               | Living Things-<br>How do you know if something is<br>alive?  | Living Things-<br>How do animals choose their<br>homes?                                 | Animals including Humans-<br>How do animals and humans<br>survive?   | Plants-<br>How do plants grow and survive?  | Everyday Materials-<br>What makes a material suitable<br>for its job?   | Conduct Simple Investigations<br>using Everyday Materials-<br>How can I change the shape of a<br>material?   |
| Geography<br>/History | Geography<br><br>What is different and the same<br>about the places people live?                           | History<br><br>How has Rosa Parks and Edith<br>Cavell made the world a better<br>place? | Geography<br><br>What are the physical features<br>of the countries that make up the<br>UK?  | History<br><br>Is Norwich the oldest Castle in<br>Norwich?  | Geography<br><br>How is Brazil different from the<br>UK?acc   | History<br><br>This is the flame that started<br>the Great Fire of London-should<br>we blow it out?          |
| PE                    | 2 day Assessment<br>Real Dance<br>Personal Unit 1<br>PE HUB Run, Jump, Throw                               | Real Gym<br>Social Unit 1<br>PE HUB Hit, Catch, Run                                     | 2 day Assessment<br>Real Gym<br>Cognitive Unit 2<br>PE HUB Send & Return   | Real PE<br>Creative Unit<br>- Counterbalance<br>- Ball skills<br>PE HUB Send & Return   | Real PE<br>Physical Unit<br>- Sending & receiving<br>- Reaction & Response<br>PE HUB Attack, Defend, Shoot    | 2 day Assessment<br>Real PE<br>Fitness Unit<br>- Ball chasing<br>- Floorwork<br>PE HUB Attack, Defend, Shoot |

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| Computing        | Computing systems and networks                          | Creating media- digital photography         | Programming a) Robot algorithms<br>Safer Internet Day - 7th Feb                    | Data and information- pictograms                               | Creating media- digital music                      | Programming b) Programming quizzes   |
| Art / DT         | Art-<br>Drawing and Sketchbooks:<br>Explore and Draw    | DT-<br>Textiles: Pouches                    | Art-<br>Surface and Colour: Expressive<br>Painting                                 | DT-<br>Food: Healthy Wrap                                      | Art-<br>Working Three Dimensions:<br>Music and Art | DT-<br>Structures:<br>Baby Bear's Chair  |
| Music<br>(Kapow) | West African call and response<br>song (Theme: Animals) | On this island: British songs and<br>sounds | Musical me   | Orchestral instruments (Theme:<br>Traditional Western stories) | Ocarinas   | Dynamics, timbre, tempo and<br>motifs (Theme: Space)                               |
| PSHE/<br>RSE     | My Feelings   | My Body                                     | Dreams and goals   | Celebrating difference   | Healthy me   | Relationships  |
| RE               | How did the universe come to be?                        | Why is light an important<br>symbol?        | How do worship gatherings<br>give Christians a sense of<br>identity and belonging? | What do Christians say<br>God is like?                         | How do we make the right<br>choices?               | What did Jesus teach? Is<br>it possible to be kind to<br>everyone all of the time? |
| ED. Visits       |   |   |  | Banham Zoo- Link to TFW  |  | Dinosaur Park to link to TFW/R   |

| Year 3 Long Term Plan 2023/24 |  |   |   |   |  |  |
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| Subject                       | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
| English                       | <i>Wish (a spell)</i> by Brian Moses<br><i>The Day the Crayons Quit</i> :<br>Children will write their own<br>conflict and resolution story. | <i>Why Dragons are afraid of mice:</i><br>To write a 'why' explanation e.g.<br><i>Why Dragons breathe fire;</i><br><br><i>Why Dragons are afraid of mice:</i><br>To write a 'why' explanation e.g.<br><i>Why do Dragons breathe fire?</i> | <i>Grandpa's Teeth</i> adapted model:<br>To write a losing tale.    | Teacher written letter from DC<br>Rate: Persuading Grandpa that<br>they are not guilty of stealing his<br>teeth | Creating a setting for a portal<br>story: To generate vocabulary<br>that can be used to create strong<br>settings in a portal story.<br>Setting description of <i>The Lion,<br/>the Witch and the Wardrobe</i> : To<br>write a fantasy story opening | <i>The Lion, the Witch and the<br/>Wardrobe</i> - C S Lewis<br><i>The Land of Never Believe</i> -<br>Norman Messenger: To write a<br>report about an imaginary<br>world/land<br><br><i>Elf Road</i> by Pie Corbett: To write<br>a portal story |
| Talk For<br>Reading           | Picture Book Unit: Window by J<br>Baker  | Fiction Unit: Charlotte's Web by<br>E.B. White  | Fiction Unit: The Firework<br>Maker's daughter by Philip<br>Pullman | Fiction: Fireworks by James<br>Reeves   | Fiction: Witches   | Non-Fiction Unit: Witches by<br>Colin Hawkins  |

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|---------------------------|--|---|--|--|--|---|
| <b>Maths</b>              | Place value: Represent and partition numbers to 1000.<br>Addition and Subtraction: ones, tens and hundreds   | Addition and subtraction:<br>Multiplication and division:<br>Measurement length and perimeter   | Multiplication and division:<br><br>Fractions:   | Measurement: Time<br>Measurement: Money  | Four operations:<br>Fractions  | Geometry: Properties of shape<br>Measurement: Mass and capacity   |
| <b>Science</b>            | Rocks and geology<br><br>Why is Stonehenge still standing today?<br><br>Compare appearance and simple physical properties<br><br>Recognise that soils are made from rocks and organic matter | Rocks and geology<br><br>How can an animal be made of stone?<br><br>Describe how fossils are formed<br><br>Recognise that soils are made from rocks and organic matter                              | Forces and Magnets<br><br>How can you see invisible powers?<br><br>Observe how magnets attract or repel each other<br>Describe magnets as having two poles and predict whether two magnets will attract or repel each other, | Light<br><br>What can light do?<br><br>Recognise that they need light in order to see things and that dark is the absence of light<br>Notice that light is reflected from surfaces.<br>Recognise that shadows are formed when the light from a light source is blocked by an opaque object | Plants<br><br>What are flowers for?<br><br>Identify and describe the functions of different parts of flowering plants.<br>Explore the requirements of plants for life and growth<br>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Animals including humans<br><br>Why are all animals not like jelly?<br><br>Animals including humans<br>Identify that animals, including humans, need the right types and amount of nutrition<br>Identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| <b>Geography /History</b> | History:<br>The stone age- Who first lived in Britain? (Compare differences between the Stone Age and today.)  | Geography:<br>Why would someone live near a volcano?<br><br><i>I can describe the features of volcanoes, earthquakes and mountains. I can explain why people live in geologically active areas.</i> | History:<br>Who was Nelson Mandela?  | Geography:<br>What are the human and physical features of Europe?<br><br>What are the human and physical features of North America?  | History:- Ancient Egyptians:<br>What did the Ancient Egyptians achieve?  | Geography:<br>Why do we have weather and why is it changing?  |
| <b>PE</b>                 | 2 day Assessment<br>Real Dance<br>Social Unit<br>PE HUB Cricket  | Real PE<br>Personal Unit<br>- Footwork<br>- One leg balance<br>PE HUB Netball   | 2 day Assessment<br>Real PE<br>Cognitive Unit<br>- Ball Skills<br>- Dynamic balance<br>PE HUB Basketball   | Real Gym<br>Creative Unit 1<br>PE HUB Tennis   | Real Gym<br>Health & Fitness Unit 2<br>PE HUB Athletics  | 2 day Assessment<br>Real PE<br>Physical Unit<br>- Reaction & Response<br>- Floorwork<br>PE HUB Hockey   |
| <b>Computing</b>          | Computing systems and networks   | Programming A - Sequencing sounds   | Creating media - stop frame animation<br>Safer Internet Day  | Data and information - branching database  | Creating media - desktop publishing  | Programming B - events and actions in programmes  |
| <b>Art / DT</b>           | Art-<br>Drawing and Sketchbooks:<br>Gestural Drawing with Charcoal   | D and T<br><br>Rainbow food tarts - seasonal ingredients  | D and T<br><br>Pneumatic toys  | Art-<br>Surface and Colour:<br>Working with Shape and Colour   | Art-<br>Working in Three Dimensions:<br>Telling Stories Through Drawing and Making   | D and T<br><br>Egyptian collars (Textiles)  |
| <b>Music (Kapow)</b>      | Ballads  | Recorders<br>Christmas performance songs  | Creating compositions in response to animation   | Developing singing technique and keeping in time   | Pentatonic melodies and compositions<br>Jazz   | Traditional instruments and improvisation   |



|            |  |                                      |                                 |  |   |  |
|------------|--|--------------------------------------|---------------------------------|--|---|--|
| PSHE/RSE   | My feelings                                      | My body                              | Dreams and goals                | Celebrating difference                         | Relationships   | Healthy Me   |
| ML         | I'm learning Spanish                             | Animals                              | Musical instruments             | Shapes   | Little red riding hood  | Seasons  |
| RE         | How can Brahman be everywhere and in everything? | Has Christmas lost its true meaning? | What does it mean to be Muslim? | Is forgiveness always possible for Christians? | How important is it for Jewish people to do what God asks them to do? | Are there miracles or is there some other explanation? |
| ED. Visits | Stone Age Trip                                   |                                      |                                 | Field work in School grounds - climate         | Ancient Egyptian Day  | Cromer fossil hunting trip                             |

**Year 4 Long Term Plan 2023/24**

| Subject                 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|-------------------------|--|--|---|--|--|--|
| <b>English</b>          | <i>The Wild Girl</i> - Chris Wormell: Children will write a sequel further adventure of the wild girl. | Model poem: <i>Dragon's Wood</i> by Brian Moses<br><br><i>The Wild Girl</i> -Chris Wormell<br><i>The Day I met the Mighty Aslan</i> - Teacher written magazine article: Children will write their own magazine recount article | <i>The Tunnel</i> - Anthony Browne: <i>The Tunnel</i> adapted model: To write an opening and build up to a portal story | <i>The Tunnel</i> - Anthony Browne<br>Model Text: <i>Rose's diary</i> (first person diary recount): To write a first person diary recount about a personal experience<br><br>Model poem: <i>What do the fairies ride?</i> by Clare Bevan | <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i> )<br>Model Text: <i>The Night Fairy</i> : To write a Finding Tale set in a fantasy world<br><br><i>The Field Guide/The Seeing Stone</i> : To write a persuasive letter | <i>The Field Guide/The Seeing Stone</i> (part of <i>The Spiderwick Chronicles</i> )<br><br>A discussion answering another <i>Should</i> question related to one of the creatures from the class text |
| <b>Talk For Reading</b> | Picture Book Unit: <i>Voices in the Park</i> by Anthony Browne   | Poetry: <i>From a Railway Carriage</i> - Robert Louis Stevenson.<br>Fiction Unit: <i>Five Children and It</i> by E .Nesbit<br>Non-Fiction Unit: <i>Elves</i>   | Fiction Unit: <i>The Midnight Fox</i> - Betsy Byars   | Non-Fiction Unit: <i>Temperate Woodlands</i><br>Poetry: <i>Moonlit Apples</i> by John Drinkwater   | Fiction Unit: <i>The Legend of Podkin One-Ear</i> - Kieran Larwood<br>Non-Fiction Unit: <i>Wild Rabbits</i><br>Poetry: <i>Rabbit in Mixer Survives</i> - by Roger McGough  | Fiction Unit: <i>The Iron Man</i> - Ted Hughes<br>Non-Fiction Unit: <i>The Iron Age</i><br>Poetry: <i>Poems from A Kid in My Class</i> by Rachel Rooney  |
| <b>Maths</b>            | Number: Place Value<br><br>Number: Addition and Subtraction  | Number: Addition and Subtraction<br>Measurement: Perimeter and Length<br>Number: Multiplication and  | Number: Multiplication and Division<br><br>Fractions  | Fractions<br><br>Position and Direction<br><br>Decimals  | Time<br><br>Decimals   | Money<br><br>Statistics<br><br>Geometry - Property of Shape  |

|                           |  | <b>Division<br/>Measurement: Area</b>   |   |  |   |  |
|---------------------------|--|---|---|--|---|--|
| <b>Science</b>            | <u>States of Matter</u><br>What is everything made of?<br>What do icebergs, puddles and kettles have in common?  | <u>Sound</u><br>Can there be sound if no one is there to hear it?   | <u>Animals including humans</u><br>How do we eat and why do we poo?   | <u>Living Things and Habitats</u><br>What do creatures have in common and how are they different?  | <u>Living Things and Habitats</u><br>Do all animals eat other living things?                    | <u>Electricity</u><br>Where does electricity come from and how does it work?                                       |
| <b>Geography /History</b> | <b>Geography:</b><br>What effect do rivers have on the landscape and people?   | <b>History:</b><br>What happened when Robert Kett stood up for the poor against the King of England?<br>(A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.) | <b>Geography:</b><br>How are Chile and the UK similar and different?  | <b>History:</b><br>How did the Romans change Ancient Britain?  | <b>Geography:</b><br>Why is the climate and the time different in different parts of the world? | <b>History:</b><br>Was life better in Anglo Saxon or Roman Britain?  |
| <b>PE</b>                 | 2 day Assessment<br>Swimming<br>Real Dance<br>Cognitive Unit<br>PE HUB Cricket   | 2 day Assessment<br>Swimming<br>Real Dance<br>Cognitive Unit<br>PE HUB Cricket  | 2 day Assessment<br>Real PE<br>Creative Unit<br>- Sending & Receiving<br>- Counterbalance<br>PE HUB Netball | Real Gym<br>Personal Unit 1<br>PE HUB Tennis   | Real Gym<br>Social Unit 2<br>PE HUB Athletics   | 2 day Assessment<br>Real PE<br>Physical Unit<br>- Floorwork<br>- Reaction & Response<br>PE HUB Hockey              |
| <b>Computing</b>          | Computing systems and networks<br>- The Internet   | Creating media - Audio production   | Programming A - Repetition in shapes<br><br>Safer Internet Day - 7th Feb                                    | Data and information - Data logging  | Creating media - Photo editing  | Programming B - Repetition in games  |
| <b>Art / DT</b>           | <b>Art:</b><br><u>Storytelling Through Drawing</u><br>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. | <b>DT:</b><br>Textiles: Fastenings  | <b>DT:</b><br>Food and Nutrition: Adapting a recipe   | <b>Art:</b><br><u>Exploring Pattern</u><br>Exploring how we can use colour, line and shape to create patterns, including repeating patterns. | <b>DT:</b><br>Structures: Pavilions   | <b>Art:</b><br><u>The Art of Display</u><br>Explore how the way we display our work can affect the way it is seen. |
| <b>Music (Kapow)</b>      | Tuned instrument<br>Recorders  | Rock and Roll<br><br>Christmas performance songs  | Body and tuned percussion<br><br>Ukeleles (Spring 2023)   | Changes in pitch, dynamics and tempo<br><br>Ukeleles (Spring 2023)   | Rainforest theme - Body & Tuned percussion<br><br>Haiku music and performance                   | Samba and carnival sounds and instruments  |
| <b>Jigsaw PSHE</b>        | Being Me in My World   | <b>Celebrating Difference</b>   | <b>Dreams and Goals</b>   | <b>Healthy Me (Celebrating Difference 2022-2023)</b>   | <b>Relationships (Healthy Me 2022-23)</b>   | <b>Changing Me (Relationships 2022-23)</b>   |

**Year 5 Long Term Plan 2023/24**

| <b>Subject</b>          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|-------------------------|---|---|--|--|--|---|
| <b>English</b>          | Narrative: Beowulf<br>To write an opening and build up with a focus on character<br><br>Poetry: The River | Non-Fiction<br>To write a discussion around a fantastical creature.   | Narrative: Skellig<br>To write an opening and build up to a fantasy story with a focus on suspense | Non-Fiction<br>To write a detailed information report about a mythical character | Narrative : This morning I met a whale<br>To write a portal story  | Non-fiction: To write a persuasive speech   |
| <b>Talk For Reading</b> | Fiction: The Promise- Nicola Davies<br>(Independent application using The Flower by John Light)           | Fiction: An Eagle in the Snow-Michael Morpurgo<br>Non-fiction: Owl-Anthology of Intriguing Animals<br>Poetry-In Flanders Field<br>John McCrae | Fiction: Skellig-David Almond<br>Non-fiction:Griffins In   | Arthur Spiderwick's Field Guide<br>Poetry: Silver Walter de la Mare              | Fiction: Tom's Midnight Garden-Philippa Pearce<br>Non-fiction: Preserving the Rainforests<br>Poetry-Fog by Carl Sandburg | Fiction: Cogheart-Peter Bunzl<br>Non-fiction: You Wouldn't want to be a Victorian Child- John Malam<br>Poetry: The Door<br>Miroslav Holub |
| <b>Maths</b>            | Place value<br>Addition and subtraction   | Multiplication and division<br>Fractions  | Multiplication and division<br>Fractions Decimals and percentages                                  | Measurement<br>Perimeter and area<br>Statistics                                  | Geometry<br>Position and direction<br>Decimals<br>Negative numbers   | Measurement<br>Converting units<br>Measurement<br>Volume  |

|                    |  |   |   |   |  |   |
|--------------------|--|---|---|---|--|---|
| Science            | Earth & Space<br>How have our ideas about the solar system changed over time?                            | Forces<br>Why can't we fall upwards?<br>Forces<br>Is EVERYTHING affected by forces? | Materials and their properties<br>How can you clean muddy water enough to drink it? | Materials and their properties - Changes<br>Why can't you unscramble an egg     | Living Things and their Habitats<br>What's the difference between the life cycle of an insect and a mammal?<br>Sexual reproduction | Living Things and their Habitats<br>Do all living things need two parents to reproduce?<br>Asexual reproduction   |
| Geography /History | How can we save our biomes?<br>Are all biomes equally fragile?   | Vikings- Ruthless killers or peaceful settlers?                                     | What drives migration and what is its impact?                                       | What were the Ancient Greeks biggest achievements?                              | Victorians<br>What was it like to be a child in the Victorian era?   | How can we make our communities more sustainable?   |
| PE                 | 2 day Assessment<br>Real PE<br>Personal Unit<br>- Reaction & Response<br>- Ball Skills<br>PE HUB Netball | Real PE<br>Cognitive Unit<br>- Footwork<br>- Stance<br>PE HUB Basketball            | 2 day Assessment<br>Real Gym<br>Creative Unit 1<br>PE HUB Hockey                    | Real Gym<br>Physical Unit 2<br>PE HUB Tennis                                    | Real Dance<br>Social Unit<br>PE HUB Athletics  | 2 day Assessment<br>Real PE<br>Health & Fitness Unit<br>- Sending & Receiving<br>- Ball chasing<br>PE HUB Cricket |
| Computing          | Vector drawing   | Sharing Information   | Video editing   | Databases   | Selection  | Selection in quizzes  |
| Art / DT           | Art-<br>Sketchbooks and Drawing:<br>Typography and Maps  | D and T<br>Levers - pop up book   | Art-<br>Surface and Colour:<br>Fashion Design                                       | D and T<br>Healthy Bolognese  | Art-<br>Working in Three Dimensions:<br>Architecture: Dream Big or Small   | D and T<br>Stuffed Toys   |
| Music (Kapow)      | Composition Notation   | The Blues   | South and west Africa   | Composition to represent the festival of colour - Holi (Mar 8)                  | Musical theatre  | Looping and remixing  |
| PSHE/RSE           | My Feelings  | My Body   | Dreams and goals  | Celebrating difference  | Healthy me (relationships summer 2023)   | Relationships   |
| ML                 | Vocabulary focus   | Can I talk about vegetables?<br>(E)   | Can I present myself?   | Can I talk about family?  | Can I ask for things at a cafe?<br>(I)   | Can I talk about clothes?<br>(I)  |
| RE                 | How do Hindus make sense of the world?   | Are angels real?  | What does it mean to be part of a global religious/worldview community?             | How significant is it for Christians to believe that God intended Jesus to die? | Is being happy the greatest purpose in life?   | How do Buddhists explain The suffering  |

|            |  |                               |  |                            |                          |  |
|------------|--|-------------------------------|--|----------------------------|--------------------------|--|
| ED. Visits | TEAM BUILDING - adventurous activity day - Eaton Vale<br>Possible trip to Carlton Marshes to explore Marshland Biome | Vikings immersive History day |  | Musical in London - Wicked | Gressenhall (Victorians) |  |
|------------|--|-------------------------------|--|----------------------------|--------------------------|--|

| Year 6 Long Term Plan 2023/24 |   |                             |  |   |   |  |
|-------------------------------|---|-----------------------------|--|---|---|--|
| Subject                       | Autumn 1  | Autumn 2                    | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
| English                       | Narrative - Adventure story with a chasing/hiding plot<br>Non-Fiction<br>A why explanation text | Narrative<br>Suspense story | Narrative<br>The Stranger<br>A story of magical powers | Non-Fiction<br>Discursive text<br>Poetry<br>Into the Lair of Baron Jugula | Non-fiction<br>Advert<br>Non-fiction<br>Explanation<br>Additional independent writing based on The Lighthouse | Poetry<br>Memories of Primary School<br>Non-Fiction<br>Autobiography |

|                    |  |   |  |   |  |   |
|--------------------|--|---|--|---|--|---|
| Talk For Reading   | The Invention of Hugo Cabret   | The Wolves of Willoughby Chase<br>The Channel Tunnel<br>His Nine Sympathies | Holes<br>Benedict Allen  | Benedict Allen Cont.<br>The Way Through the Woods               | Wonder<br>Great Adventurers<br>Lyrical Content of songs  | The Girl of Ink and Stars<br>Shackleton's Journey<br>The Listeners  |
| Maths              | Place Value<br>Four Operations   | Fractions A<br>Fractions B<br>Converting Units                              | Ratio<br>Algebra<br>Decimals                                     | FDP<br>Area, Perimeter and Volume<br>Stats                      | Shape<br>Position and Direction  | Consolidation and projects  |
| Science            | Circulatory System   | Light   | Evolution  |   | Classification   | Electricity   |
| Geography /History | History<br>WW2   | Geography<br>Brazil<br>Climate<br>Comparison with Norway                    | History<br>Early Islamic Civilisation                            | Geography<br>Trade  | History<br>Propaganda  | Geography skills and fieldwork  |
| PE                 | 2 day Assessment<br>Real PE<br>Personal Unit<br>- Reaction & Response<br>- Ball Skills<br>PE HUB Netball | Real PE<br>Cognitive Unit<br>- Footwork<br>- Stance<br>PE HUB Basketball    | 2 day Assessment<br>Real Gym<br>Creative Unit 1<br>PE HUB Hockey | Real Gym<br>Physical Unit 2<br>PE HUB Tennis                    | Real Dance<br>Social Unit<br>PE HUB Athletics  | 2 day Assessment<br>Real PE<br>Health & Fitness Unit<br>- Sending & Receiving<br>- Ball chasing<br>PE HUB Cricket |
| Computing          | Computing systems and networks - communication and collaboration   | Creating media - web page creation  | Programming A - Variables in games                               | Data and information - spreadsheets                             | Creating media - 3D modelling  | Programming B sensing movement  |
| Art / DT           | Art-<br>Sketchbooks and Drawing:<br>2D Drawing to 3D Making  | D&T: Nutrition:   | Art-<br>Surface and Colour:<br>Activism                          | D&T: Structures - playground                                    | Art-<br>Working in Three Dimensions:<br>Brave Colour   | D&T: Textiles: waistcoats   |
| Music (Kapow)      | Music Appreciation   | Steel Pans  |  | ICT and Music Composition                                       | Singing for Musical  |   |
| PSHE/RSE           | My Feelings  | My Body (needs letter first)  | Dreams and goals   | Celebrating difference  | Healthy me   | Relationships   |
| MFL                | Phonetics 1 -4   | Can I present myself?   | Can I ask the question, do you have a pet?                       | Can I ask the questions: what is the date? What is the weather? | Can I talk about my house?   | Can I talk about my school?   |
| RE                 | How do beliefs shape identity for humanists?   | Is the Christmas story true?  | What makes a religion a religion?                                | Is anything ever eternal?                                       | Does belief in Akhirah (life after death) help Muslims to lead good lives? (Part 1)<br><br>Does belief in Akhirah (life after death) help Muslims to lead good |   |

|            |             |  |  |  |  |                  |
|------------|-------------|--|--|--|--|------------------|
|            |             |  |  |  |  | lives? (Part 2)) |
| ED. Visits | Gressenhall |  |  |  |  | Residential      |