



Long term plan 2024 - 2025

Class: Striped and River Dolphins

Teacher: Miss Lucas and Mrs Railston

Year group:	Autumn 1 SELF (believe)	Autumn 2 SOCIETY (belong)	Spring 1 SELF (believe)	Spring 2 STEWARDSHIP (become)	Summer 1 SOCIETY (belong)	Summer 2 STEWARDSHIP (become)
Key Questions	Who are we?	Where are we in place and time?	How do we express ourselves?	How does the world work?	How do we organise ourselves?	How can we look after our planet?
Driver Virtues	Resilience	Respect	Resourcefulness	Citizenship	Aspiration	Reflection
INSPIRING CHANGE-MAKER CHALLENGES	Inspiring Leaders (Responsibilities given along with training)		Inspiring Researcher linked to SDG (Young Leaders Award)	Inspiring Speaker (Oracy Focus)	Inspiring Learner (New skills)	
UN GOALS	5 Gender Equality 10 Reduced inequalities	11 Sustainable cities & communities 16 Peace, justice & strong institutions	3 Good health & well-being 6 Clean water & sanitation	13 Climate action 7 Affordable & clean energy 15 Life on land	4 Quality education 16 Peace, justice & strong institutions	1 No poverty 2 Zero hunger 14 Life below water
ENGLISH Including key texts.	Poetry - Emotions A 1st Person Narrative description A Non-chronological reports A Greta and the giants The Pebble in my Pocket	Formal Letter - complaint A Performance poetry A Dialogue through narrative A Leon and the Place Between 'Twas the Night before Christmas	3rd Person Narrative Description A Non- Chronological Reports B Sam Wu is not afraid of the dark	Instructional Writing A Performance poetry B 1st Person Narrative description B Operation Gadgetman	3rd Person Narrative Description B Formal Letter - complaint B Dialogue through narrative B Dancing Bear	Dialogue through narrative B Poetry on a theme Advanced Instructional Writing B The Magician's Nephew

MATHS	Place Value Addition and Subtraction	Multiplication and Division A Area	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity Fractions B	Time Decimals Money	Shape Position and Direction Statistics
SCIENCE	Archaeology: Rocks and Fossils		Living Things: Plants		Lights, Forces, Magnets	
HISTORY	The Stone Age and Bronze Age		Bronze Age and Iron Age Roman Empire		Roman Empire	
GEOGRAPHY		OS Maps and Fieldwork Physical and Human Features		UK Locational Study		Human and Physical Features
DT		Structures		Mechanisms		Food
ART	Gestural Drawing with Charcoal	Christmas Cards	Working with Shape and Colour: Printmaking and collage		Telling stories through making: Sculpture	
COMPUTING	Programming	Video	Photography	Presentation	Data	Computer Networks
MUSIC	Listening and Appraising: Western Music – Classical to Renaissance Performing: ukuleles and keyboards Singing: Harvest and Christmas songs Creating: improvising using ukuleles playing one chord and keyboards using up to 5 notes to provide melody; Creating: composing a sound track using untuned percussion to accompany and match the action in a short extract of film Notation: graphic scores, Treble Clef and staff notation using IT		Listening and Appraising: Western Music – Classical to Renaissance Performing: TooTs and Bamboo Tamboo Singing: Easter songs Creating: improvising using up to five notes (F, G, A, B and c) on the TooTs to a backing track; Creating: creating repeating rhythm patterns of up to four bars to play as soloists with a Bamboo Tamboo ensemble; Composing simple melodies for TooTs and writing them using staff notation in Charanga Notation: Treble Clef and staff notation (link to TooTs)		Listening and Appraising: Musical Genres from around the world Performing: Jumbie Jams and glockenspiels Singing: own songs Creating: improvising on Jumbie Jams using a limited range of notes. Creating: composing simple songs with lyrics in Charanga Notation: Treble Clef and staff notation (link to song writing through IT)	

MFL: Spanish	Phonics 1+2 Instruments	Seasons	Vegetables	Ice creams	Presenting	Goldilocks
PSHE	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
RE	Who is Muslim and how do they live? (PART 1)	1.3 INCARNATION: Why does Christmas matter to Christians?	Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	What makes some places sacred to believers?
PE	Gymnastics Cross Country	Netball Tag Rugby	Dance	Volleyball	Football	Athletics

Autumn 1

SELF How we express ourselves								
Core texts:				Key questions:				
Inspiring changemaker challenge				Enrichment opportunities				
End unit outcome:								
Weekly progress	2/9/2024 (2 days in)	9/9/2024	16/9/2024	23/9/2024	30/9/2024	7/10/2024	14/10/2024	21/10/2024
English - Writing: CUSP Writing SPaG	CUSP Sentence composition	CUSP Sentence Composition	Poetry on a theme Was or were	1 st Person narrative description	1 st Person narrative description	Non-Chronolo gical reports	Non-Chronolo gical reports	Non-Chronolo gical reports Identify the

	Capital letters and Full stops (3 and 4)	Capital letters and Full stops (3 and 4)		Did or done	Mixture of past 3 weeks (3 and 4)	Saw or seen	Add commas after fronted adverbials	expanded noun phrase
English - Reading: Text	Greta and the Giants	Greta and the Giants	Greta and the Giants	Greta and the Giants / The Pebble in my pocket	The Pebble in my pocket	The Pebble in my pocket	The Pebble in my pocket	The Pebble in my pocket / Leon and the place between
SPELLING (Emile scheme)	Flash back: /ay/ sound spelt ay, ai and a-e	The /ay/ sound spelt ei.	The /ay/ sound spelt ey.	Homophones and near-homophones 1.	Homophones and near-homophones 2.	*The /s/ sound spelt c before e, i and y (year 2 revision).	*Double consonants.	Consolidation.
MATHS	<ul style="list-style-type: none"> - Place value elicitation - hundreds, tens and ones 	<ul style="list-style-type: none"> -Place Value - Represent numbers to 1,000 - Partition numbers to 1,000 - Thousands - Represent numbers to 10,000 - Partition numbers to 10,000 	<ul style="list-style-type: none"> -Place Value - Flexible partitioning - Find 1, 10, 100 or 1,000 more or less - Number lines to 1,000 - Number lines to 10,000 - Estimate on a number line 	<ul style="list-style-type: none"> -Place Value - Compare numbers - Order numbers - Round to the nearest 10 - Round to the nearest 100 - Round to the nearest 1,000 	<ul style="list-style-type: none"> -Place Value - Round to the nearest 10, 100 or 1,000 - Roman numerals - PV assessment <ul style="list-style-type: none"> Addition and Subtraction - Elicitation task - Add and subtract 1s, 10s, 100s, 1,000s 	<ul style="list-style-type: none"> Addition and Subtraction - Add 1s, 10s, 100s, 1,000s across a boundary - Subtract 1s, 10s, 100s, 1,000s across a boundary - Make connections - Add up to two 4-digit numbers – no exchange - Add up to two 4-digit numbers (across a 10) 	<ul style="list-style-type: none"> Addition and Subtraction - Add up to two 4-digit numbers (across a 100) - Add up to two 4-digit numbers (across a 1,000) - Add numbers with a different number of digits - Subtract up to two 4-digit numbers – no exchange - Subtract up to two 4-digit numbers (across a 10) 	<ul style="list-style-type: none"> Addition and Subtraction - Subtract up to two 4-digit numbers (across a 10) - Subtract up to two 4-digit numbers (across a 100) - Subtract up to two 4-digit numbers (across a 1,000) - Subtract numbers with a different numbers of digits - Complements to 100 and 1,000

HISTORY		Introduce the three periods of time in the Stone Age.	What were the Palaeolithic times like? How do we know?	What were Mesolithic times like? How do we know?	What were Neolithic times like? How do we know?	When was the Bronze Age? What was the Bronze Age like? How do we know?	How was the Bronze Age different to the Stone Age?	When was the Iron Age? What was the Iron Age like? How do we know?
GEOGRAPHY								
ART	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal	Gestural drawing with charcoal
DT								
MUSIC								
SCIENCE		<p>Archaeology LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>WS: I can make careful observations and identify similarities and differences.</p> <p>SE- I can compare and group materials together depending on</p>	<p>Archaeology LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>WS: I can record my classifications in a table, Venn diagram or Carrol diagram.</p> <p>SE: I can classify rocks using their properties</p>	<p>Archaeology LO: I can compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>WS: I can record my results in a table and rank my rocks to answer enquiries.</p> <p>SE: I can sort and classify materials into magnetic and non-magnetic.</p>	<p>Archaeology LO: To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>WS: I can interpret the process of fossilisation using a model and pictures.</p> <p>SE: I can research and learn about significant scientists in history. (Mary Anning)</p>	<p>Archaeology LO: To recognise that soils are made from rock and organic matter.</p> <p>WS: I can ask questions to deepen my learning about rock formation</p> <p>SE: I use research and models to help demonstrate my learning.</p>	<p>Archaeology LO: To recognise that soils are made from rock and organic matter.</p> <p>WS: I can set up tests to answer questions.</p> <p>SE: I can make systematic and careful observations over time.</p>	<p>Archaeology LO: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>WS: I can locate and label the bones in the body accurately.</p> <p>SE- I can research the bones in the skeletal system.</p>

		their properties.						
PE	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
COMPUTING (computing scheme) Project evolve	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships	Connecting Computers (3.1) Online Relationships
MFL Language angels	Phonics 1& 2 Introduce the first set of phonemes in Spanish: CH J Ñ LL RR	Phonics 1& 2 Introduce the second set of phonemes in Spanish: CA CE CI CO CU	Phonics 1& 2 Introduce the third set of phonemes in Spanish: GA GE GI GO GU	Phonics 1& 2 Introduce the final set of phonemes in Spanish: B V CC QU Z	Instruments (Early language) introduction of 5 common instruments in Spanish with their articles/ determiners	Instruments (Early language) learn how to name (with accurate pronunciation) and remember 5 more instruments in Spanish with their definite articles/ determiners.	Instruments (Early language) consolidate all 10 instrument nouns with their definite articles/determiners and will start to attempt to spell these words in Spanish.	Instruments (Early language) consolidate all 10 instrument nouns with their definite articles/determiners and will learn more about the role of articles/ determiners in Spanish.
PSHE SCARF	Consequences for breaking rules	cooperation & collaboration	maintaining positive relationships	dares & how to deal with them	expressing & listening to opinions	Good & not so good feelings	saying 'no' to a friend	same situation – different feelings, peer pressure
RE Devon agreed syllabus How do festivals and		Pre-assessment and Islamic art focus.	I know what the Qur'an tells Muslims about the nature of God.	I understand how Muslims pray and I understand why it is	I understand why a mosque is an important part of a	I know why self-control is important to Muslims and I understand	I can explain why and how Muslims celebrate the	I understand the Muslim idea of living in harmony with the creator and

worship show what matters to Muslims?.				important for Muslims to worship God.	Muslim community.	how self-control can benefit us all.	Night of Power.	I can link this to how we can all live more harmoniously.
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