



## WHOLE SCHOOL LONG TERM PLAN 2021-2022

		WHOLE SCHOOL LONG TERM PLAN 2021-2022					
		AUTUMN		SPRING		SUMMER	
		NURSERY RHYMES		SPACE & TRANSPORT		PLANTS & FAIRY TALES	
TOPICS	Acorn	GROWING HEALTHY & HAPPY	LONDON'S BURNING	EXPLORING & TRAVELLING	DOWN ON THE FARM	PLANTS	PADDLING
	Oak	SHINING BRIGHT		EXPLODING EARTH AND BEYOND		THE BATTLE OF SHREWSBURY	
<b>ENGLISH: Fiction</b>	Acorn	Kind, Brave and Mindful Books. Its Okay to be different The Suitcase by Chris Naylor-B Rabbityness by J Empson The Visitor by Antje Damm Hibernation Hotel by John Kelly		Intergalactic Ed and the space pirates Journey to the moon The man and the moon Curiosity: The story of a mars rover Field trip to the moon A cat's guide to the night sky		The biggest pumpkin ever Jack and the beanstalk	
		You wouldn't want to be in the great fire of London Toby and the great fire of London		TBC		Who's hiding at the seaside? TBC	
	Oak	Wizards of Once by Cressida Cowell		TBC		TBC	
<b>TBCNon- fiction</b>	Acorn	My visit to the Dentist/Doctor Ourselves. Understanding your senses.		The international space station Look inside: Space One Giant Leap		Seed to sunflower Seed to apple Monster plants	
		Dear Dinosaur, Dear Postman, Dear Father Christmas (Hamilton lesson plan) the great fire of London – various text options		Spend a year on the farm Soil, seed's sun and rain Farm crops Farming Jobs Farm animals From seed to Harvest Plant and Grow		Ocean sunlight TBC	
	Oak	Biography of Ole Kirk Christiansen (Lego) Biography of Percy Shaw (Cat's Eyes)					
<b>Poetry</b>	Acorn	Wiggle and Roar I can feel a rainbow When the colours spoke		Space poems by Gaby Morgan		I am the seed that grew the tree	
		London's Burning		TBC		TBC	
	Oak	Poems from a Green and Blue Planet, edited by Sabrina Mahfouz					
<b>Grammar</b>	Acorn						

	Oak	<p><b>Year 3/4</b>  Nouns and Pronouns for Clarity  Adverbs to Express Time and Cause  Apostrophes  Plural and Possessive '-s  Subordinate Clauses  'A' or 'An'?'  Fronted Adverbials  Present Tense  Inverted Commas</p> <p><b>Year 5/6</b>  Proper Nouns  Noun Phrases  Adverbs of Possibility  Modal Verbs and Subjunctive Mood  Possessive Plural Apostrophes  Relative Clauses  Adverbs to Show Frequency  Expanded Noun Phrases (expanded by the addition of modifying  of modifying  Colons in Lists  Using Inverted Commas</p>	<p><b>Year 3/4</b>  Verbs  Adjectives  Compound Nouns  Commas after Fronted Adverbials  Subordinating Conjunctions  Adverbs - Time, Place &amp; Cause  Determiners  Prepositional Phrases  Coordinating Conjunctions  Inverted Commas</p> <p><b>Year 5/6</b>  Prepositions  Adverbs to Show Possibility  Coordinating Conjunctions and Clauses  Commas for Meaning and Clarity  Parenthesis – Brackets  Semi-colons, Colons and Dashes to Mark Clauses  Determiners  Subordinating Conjunctions  Using Inverted Commas  Direct &amp; Indirect (Reported) Speech</p>	<p><b>Year 3/4</b>  Verb Inflections  Conjunctions to Express Time and Cause  Time Conjunctions  Possessive Apostrophes  Paragraphs  Homophones  Verb Tenses – Past  Word Families  Place and Cause Conjunctions</p> <p><b>Year 5/6</b>  Direct and Reported Speech  Active and Passive  Semi-colons, Colons and Dashes to Mark Clauses  Formal and Informal Speech and Vocabulary  Parenthesis – Commas  Parenthesis - Brackets, Commas and Dashes  Word Families  Subordinate Clauses</p>
<b>MATHS</b>	Acorn	Hodder National Curriculum objectives YR-2	Hodder National Curriculum objectives YR-2	Hodder National Curriculum objectives YR-2
	Oak	Hodder National Curriculum objectives Y3-6	Hodder National Curriculum objectives Y3-6	Hodder National Curriculum objectives Y3-6
<b>SCIENCE</b>	Acorn	<p><b>Animals including Humans – Basic Needs (Y2)</b> <u>Human</u> offspring, growing &amp; changing, basic needs for survival, exercise, food &amp; hygiene</p>	<p><b>Uses of Everyday Materials (Y2)</b>  Identify &amp; compare suitability of materials for uses; explore changing materials.  Link with materials for transport</p>	<p><b>Plants – Recap Identification (Y1)</b> identify, name, describe structure  <b>Plants – Growth (Y2)</b>  observe &amp; describe how seeds &amp; bulbs grow. *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.*</p>
		<p><b>Everyday Materials (Y1)</b>  Identify, name, describe &amp; compare materials  Link with History – Fire of London</p>	<p><b>Animals including Humans – Basic Needs (Y2)</b> <u>Animal</u> offspring, growing &amp; changing, basic needs for survival.  Link with the Farming.</p>	<p><b>Living things &amp; their habitats (Y2)</b> – water based.  Living/non living, describing environments, identifying variety of living things there &amp; how they are suited to the environment, food chains</p>
	Oak	<p><b>Electricity Y4</b>  • identify common appliances that run on electricity;</p>	<p><b>Earth and Space Y5</b>  • describe the movement of the Earth and other planets relative to the sun in the solar system;</p>	<p><b>Living Things and Their Habitats Y5</b>  • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</p>

		<ul style="list-style-type: none"> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery; recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;</li> </ul> <p><b>Electricity Y6</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;</li> <li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> </ul>	<ul style="list-style-type: none"> <li>• describe the movement of the moon relative to the Earth;</li> <li>• describe the sun, Earth and moon as approximately spherical bodies;</li> </ul>	<ul style="list-style-type: none"> <li>• describe the life process of reproduction in some plants and animals.</li> </ul>
		<p><b>Materials—States of matter Y4</b></p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>• observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); <ul style="list-style-type: none"> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> </li> </ul>	<p><b>Materials—Rocks Y3</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock;</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Y6 Evolution</b> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p><b>This topic is an additional creative topic and goes beyond National Curriculum requirements.</b></p> <p><b>We are dinosaur Hunters</b> (Switched on Science) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Compare everyday materials on the basis of their properties, thermal conductivity. Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
<b>HISTORY/ GEOGRAPHY</b>	Acorn	<p><b>Changes within living memory/ beyond living memory</b> – how our understanding of the body &amp; medicine has changed</p> <p><b>The lives of significant individuals</b> – contribution to medicine, Florence Nightingale</p> <p><b>Events beyond Living Memory</b> - the great Fire of London</p>	<p><b>The lives of significant individuals</b> – Christopher Columbus/Tim Peake</p> <p><b>Events beyond living memory</b> – the first flight/space launch</p> <p><b>Local history</b> Shropshire evacuees. Investigate local connections.</p>	<p><b>UK Maps</b> use maps, globes, atlases to identify the 4 countries, capitals cities &amp; seas.</p> <p><b>Where in the world?</b> identify hot &amp; cold areas, North &amp; South Poles. Name &amp; locate the 7 continents, 5 oceans</p>

	Oak	<b>Turning Points – Inventions since 1066</b> - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century	<b>Earthquakes and Volcanoes</b> - physical geography, including: volcanoes and earthquakes - identify 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)	<b>Shropshire Local History -</b> A local history study. This could include: - a depth study linked to one of the British areas of study listed above - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
<b>RELIGIOUS EDUCATION</b>	Acorn	What do Christians believe God is like?  Why do Christians perform Nativity plays at Christmas?	What do Muslims believe?  Why do Christians put a cross in the Easter Garden?	Why is the word God so important to Christians?  Who are special people and am I special
	Oak	<b>What is the Trinity?</b> <b>UC2a.3 (Core learning - Baptism and the Grace)</b> <b>RQ1, RQ4, RQ9</b> <b>What are festivals of light?</b> <i>Surrey pg 128</i> <b>RQ1, RQ4, RQ2</b>	<b>What can we learn from a mosque?</b> <i>Surrey pg 82</i> <b>RQ1, RQ4, RQ2</b> <b>Why do Christians call the day Jesus died ‘Good Friday’?</b> <b>UC2a.5</b> <b>RQ1, RQ4, RQ12</b>	<b>When Jesus left, what was the impact of Pentecost?</b> <b>UC2a.6</b> <b>RQ1, RQ4, RQ13</b> <b>Is life like a journey?</b> <i>Surrey pg 187</i> <b>RQ1, RQ4, RQ5</b>
<b>PSHE</b> PSHE Association Respect Yourself	Acorn	Relationships: <b>What is the same and different about us?</b> Relationships: <b>Who is special to us?</b>	Health and Wellbeing: <b>What helps us stay healthy?</b> Living in the Wider World <b>What can we do with money?</b>	Health and Wellbeing <b>Who helps to keep us safe?</b> Living in the Wider World <b>How can we look after each other and the world?</b>
	Oak	Why should we eat well and look after our teeth? Y3 Why should we keep active and sleep well? Y3 How can we manage our feelings? Y4 How can we keep healthy as we grow? Y6	What makes a community? Y3 What jobs would we like? Y5 What decisions can people make with money? Y5	What are families like? Y3 How do we treat each other with respect? Y4 What will change as we become more independent? How do friendships change as we grow? Y6
<b>MUSIC</b> Music Express	Acorn	Our Bodies Y1 Ourselves Y2  Number Y2 Weather Y1	Travel Y2 Machines Y1  Animals Y2 Pattern Y1	Story time Y2 Animals Y1  Water Y1 Weather Y2
	Oak	The Environment Y4 Singing French Y3	China Y3 The Solar System Y5	Keeping Healthy Y5 Moving On Y6
<b>COMPUTING</b> Teachcomputing	Acorn	Computing Systems and networks Y1 Technology around us	Creating Media Y1 Digital Writing	Programming A Y2 Robot Algorithms

		Creating Media Y1 Digital painting	Data and Info Y2 Pictograms	Programming B Y2 An intro to quizzes
	Oak	Computing Systems and Networks Creating Media - Animation	Data and information - databases Programming - Sequence	Creating Media - DTP Programming – Events and Action
ART/DT	Acorn	<b>ART:</b> Focus artists - Henri Matisse (cut and stick collage) - John Dyer (fireworks), <b>DT:</b> Design Focus – Design and make a great Fire of London Landscape	<b>ART:</b> Focus artists – Hilma af Klint (colour mixing) or Jackson Pollock - Wassily Kandinsky (shapes) <b>DT:</b> Make and technical knowledge focus – a rocket out of suitable materials (or create materials that look suitable)	<b>ART:</b> Focus artist – Emily Stackhouse observational drawing of plants) – Andy Goldsworthy (natural art) <b>DT:</b> Evaluate Focus – Make a boat to float and evaluate whose is the best
	Oak	<b>ART:</b> Autumn Leaves Topic (Twinkl) Use pencil, colour, paint, print, collage and paper to create quality art work that shows progression in skills. Explore the work of several paintings of Autumn scenes, also works by Matisse and by Cezanne. <b>DT:</b> Battery operated Lights (Twinkl)	<b>ART:</b> Central and South American Art (Twinkl) <b>DT:</b> Felt Phone cases (Twinkl)	<b>ART:</b> Insects (Twinkl) <b>DT:</b> Super seasonal food (Twinkl)
PE	Acorn Twinkl	Circuit Training Y2 Dance Seasons Y1 Team Games	Gymnastics animals Y1 Fundamental skills (Y2) (Easter themed)	Dance Plants Y2 Sports day practice/ Athletics
	Oak	Invasion Games. Outdoor activities + Dance (Class teacher + STITC)	Gymnastics + Swimming (Class teacher + STITC)	Rounders , Cricket + Athletics (Class teacher + STITC)
FRENCH	Oak	<b>Cultural Unit Where in the world speaks French?</b> Other countries that speak French. <b>Numbers &amp; Alphabet</b> A recap of numbers to 30/Numbers to 100/ Phonic blends & sounds/ Spelling words <b>My family &amp; me</b> Introducing family/ Asking about family/ Talking about yourself eg. health/ Asking age <b>My Home</b> Describing the size of a home/ Things you'll find in each room eg household appliances <b>Colours</b> Revise colours of the rainbow/ Introduce other colours eg gold, silver platinum/ Begin to explore descriptions such as 'light blue'	<b>Animals</b> Farm animals/ Zoo animals/ Create/design own farm or zoo <b>Food</b> Revision/ Foods found in the supermarket/ Creating own shopping lists <b>Calendar</b> Revise days & months/ Speaking & writing the date past & present – 12 hour clock/ Time words – tomorrow, today, next week <b>Clothing</b> Describing what you wear on different days. On weekends, I wear... / Create a clothing shop/ Body parts <b>Shopping</b> Pocket money/ Different shops and prices	<b>Holidays/ Celebrations</b> Revision/ How to talk about holidays & holiday destinations /Different ways you can travel/ Describing major festivals <b>My Town</b> How to describe places in the town/ How to get to my town, it's location/ How to get to places in the town (directions) <b>The Weather</b> Revision/ Describing the weather with adjectives/ Describing past, present & future weather <b>Sports &amp; Hobbies</b> Introducing hobbies/ Simple phrases to describe hobbies/ Describing sports & hobbies they like/dislike <b>School</b> Revision/Tour of the school/ School times & subjects/ What I want to be when I leave school

<b>TRIPS</b>	Acorn	<b>Trip to see Santa</b>	<b>Farm trip</b>	<b>Seaside</b>
	Oak		National Space Centre – Leicester ThinkTank planetarium	Battlefield Museum and fields