

LONG TERM PLAN 2011/2012

KEY STAGE 1

	<u>AUTUMN</u> WW2	<u>SPRING</u> UNITED KINGDOM	<u>SUMMER</u> CASTLES
English, Communication and Language	<p>Texts: Roald Dahl - The magic finger</p> <p>Guided Reading Texts: Following Rigby Star</p>	<p>Texts: Janet and Allan Ahlberg - Peepo and other stories.</p> <p>Guided Reading Texts: Following Rigby Star</p>	<p>Texts: Frog Prince, Rumpelstiltskin, Rapunzel, Sleeping Beauty.</p> <p>Guided Reading Texts: Following Rigby Star</p>
	<p><u>Speaking and Listening:</u> - <u>Harvest Assembly</u> - <u>Nativity</u></p> <p>E1. to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener E2. to remember what they have heard and ask questions E3. to reflect on how talk varies in different circumstances and for different listeners E4. to recognise when to use formal language, including some features of spoken standard English E5. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis E6. to speak clearly, take turns, make relevant contributions, give opinions and listen to different views E7. to explore the imaginative use of language and the conventions of talk through role play E8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text E9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</p>	<p><u>Speaking and Listening:</u> - <u>UK Assembly</u> - <u>Easter Service</u></p> <p>E1. to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener E2. to remember what they have heard and ask questions E3. to reflect on how talk varies in different circumstances and for different listeners E4. to recognise when to use formal language, including some features of spoken standard English E5. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis E6. to speak clearly, take turns, make relevant contributions, give opinions and listen to different views E7. to explore the imaginative use of language and the conventions of talk through role play E8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text E9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</p>	<p><u>Speaking and Listening:</u> - <u>Summer Production</u></p> <p>E1. to organise what they say, giving relevant details and using appropriate vocabulary to make main points clear to the listener E2. to remember what they have heard and ask questions E3. to reflect on how talk varies in different circumstances and for different listeners E4. to recognise when to use formal language, including some features of spoken standard English E5. to recognise how talk is enhanced by non-verbal communication, including gesture, eye-contact and by intonation and emphasis E6. to speak clearly, take turns, make relevant contributions, give opinions and listen to different views E7. to explore the imaginative use of language and the conventions of talk through role play E8. to hear, identify, segment and blend phonemes in the order in which they occur in words to decode text E9. to link sounds and letter patterns using their knowledge of the alphabet and identify syllables in high-frequency and familiar words</p>
	<p><u>Reading:</u> E10. simple grammar, including how word order affects meaning E11. to make connections between different parts of texts¹⁵ and the meaning as a whole E12. to use screen-based and book conventions to find information efficiently¹⁶ and safely E13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects E14. to identify characters and retell and enact narratives E15. to identify the characteristic features of texts with different purposes</p>	<p><u>Reading:</u> E10. simple grammar, including how word order affects meaning E11. to make connections between different parts of texts¹⁵ and the meaning as a whole E12. to use screen-based and book conventions to find information efficiently¹⁶ and safely E13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects E14. to identify characters and retell and enact narratives E15. to identify the characteristic features of texts with different purposes</p>	<p><u>Reading:</u> E10. simple grammar, including how word order affects meaning E11. to make connections between different parts of texts¹⁵ and the meaning as a whole E12. to use screen-based and book conventions to find information efficiently¹⁶ and safely E13. to recognise how writers and poets select words and use patterns of rhythm, rhyme and sound to create effects E14. to identify characters and retell and enact narratives E15. to identify the characteristic features of texts with different purposes</p>

	<p><u>Writing:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E19. to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used E20. how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work E21. how punctuation²² affects meaning, clarifies structure and represents pace and emphasis E22. to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions E23. to form letters correctly and type accurately E24. to create and shape their writing for different readers, choosing appropriate vocabulary</p>	<p><u>Writing:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E19. to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used E20. how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work E21. how punctuation²² affects meaning, clarifies structure and represents pace and emphasis E22. to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions E23. to form letters correctly and type accurately E24. to create and shape their writing for different readers, choosing appropriate vocabulary</p>	<p><u>Writing:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E19. to recognise and use different sentence constructions, exploring how ideas are linked within and between sentences and how nouns, verbs and adjectives are used E20. how paragraphs, bullets, screen layout and headings are used to organise and link ideas, and to use these in their own work E21. how punctuation²² affects meaning, clarifies structure and represents pace and emphasis E22. to segment phonemes, identify morphemes in words and recognise and apply common spelling patterns and conventions E23. to form letters correctly and type accurately E24. to create and shape their writing for different readers, choosing appropriate vocabulary</p>
	<p><u>ICT:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E17. to combine written text with illustration, moving image and sound E18. to communicate with known audiences using ICT where appropriate²¹</p>	<p><u>ICT:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E17. to combine written text with illustration, moving image and sound E18. to communicate with known audiences using ICT where appropriate²¹</p>	<p><u>ICT:</u> E16. to plan, discuss and review their work in order to improve it, including using ICT where appropriate E17. to combine written text with illustration, moving image and sound E18. to communicate with known audiences using ICT where appropriate²¹</p>
Mathematical Understanding	<p><u>WW2 money problems, handling data - who likes chocolate, link to rationing.</u></p>	<p><u>Measuring photo frames</u></p>	<p><u>Beebot castle, shape castles</u></p>
	<p><u>Mathematical Understanding</u> E1. to estimate the number of objects and count them, recognising conservation of number E2. to read, write and order numbers to 100 and beyond using a range of representations⁶ E3. to explore and explain patterns⁷, including number sequences in the counting system E4. to group, match, sort, partition and recombine numbers, developing an understanding of place value</p>	<p><u>Mathematical Understanding</u> E1. to estimate the number of objects and count them, recognising conservation of number E2. to read, write and order numbers to 100 and beyond using a range of representations⁶ E3. to explore and explain patterns⁷, including number sequences in the counting system E4. to group, match, sort, partition and recombine numbers, developing an understanding of place value</p>	<p><u>Mathematical Understanding</u> E1. to estimate the number of objects and count them, recognising conservation of number E2. to read, write and order numbers to 100 and beyond using a range of representations⁶ E3. to explore and explain patterns⁷, including number sequences in the counting system E4. to group, match, sort, partition and recombine numbers, developing an understanding of place value</p>
	<p><u>Number operations and calculations</u> E5. a range of strategies for combining, partitioning, grouping and sharing (including doubling and halving) and increasing and decreasing numbers, to solve practical problems¹⁵. E6. to use number bonds to ten to add and subtract mentally¹⁶ whole numbers with one or two significant figures E7. to represent addition and subtraction as number sentences including finding missing numbers and understanding the equals sign¹⁷</p>	<p><u>Number operations and calculations</u> E5. a range of strategies for combining, partitioning, grouping and sharing (including doubling and halving) and increasing and decreasing numbers, to solve practical problems¹⁵. E6. to use number bonds to ten to add and subtract mentally¹⁶ whole numbers with one or two significant figures E7. to represent addition and subtraction as number sentences including finding missing numbers and understanding the equals sign¹⁷</p>	<p><u>Number operations and calculations</u> E5. a range of strategies for combining, partitioning, grouping and sharing (including doubling and halving) and increasing and decreasing numbers, to solve practical problems¹⁵. E6. to use number bonds to ten to add and subtract mentally¹⁶ whole numbers with one or two significant figures E7. to represent addition and subtraction as number sentences including finding missing numbers and understanding the equals sign¹⁷</p>
	<p><u>Money</u> E8. to use coins of different values and recognise the equivalence of different combinations of coins²⁶ E9. to compare and order costs of different items</p>	<p><u>Money</u> E8. to use coins of different values and recognise the equivalence of different combinations of coins²⁶ E9. to compare and order costs of different items</p>	<p><u>Money</u> E8. to use coins of different values and recognise the equivalence of different combinations of coins²⁶ E9. to compare and order costs of different items</p>
	<p><u>Measures</u> E10. to compare and order objects and events²⁷ E11. to create and use whole number scales²⁸ to measure</p>	<p><u>Measures</u> E10. to compare and order objects and events²⁷ E11. to create and use whole number scales²⁸ to measure</p>	<p><u>Measures</u> E10. to compare and order objects and events²⁷ E11. to create and use whole number scales²⁸ to measure</p>
	<p><u>Geometry</u> E12. to identify, group, match, sort and compare common shapes³² using geometric properties³³ E13. to identify, reproduce and generate geometric patterns including the use of practical resources and ICT E14. to generate instructions for straight and turning movement³⁴</p>	<p><u>Geometry</u> E12. to identify, group, match, sort and compare common shapes³² using geometric properties³³ E13. to identify, reproduce and generate geometric patterns including the use of practical resources and ICT E14. to generate instructions for straight and turning movement³⁴</p>	<p><u>Geometry</u> E12. to identify, group, match, sort and compare common shapes³² using geometric properties³³ E13. to identify, reproduce and generate geometric patterns including the use of practical resources and ICT E14. to generate instructions for straight and turning movement³⁴</p>

	<p><u>Statistics</u> E15. to generate and explore questions that require the collection and analysis of information E16. to collect, group, match, sort, record and represent information⁴² for a purpose and store it using ICT E17. to interpret and draw conclusions from information they have collected</p>	<p><u>Statistics</u> E15. to generate and explore questions that require the collection and analysis of information E16. to collect, group, match, sort, record and represent information⁴² for a purpose and store it using ICT E17. to interpret and draw conclusions from information they have collected</p>	<p><u>Statistics</u> E15. to generate and explore questions that require the collection and analysis of information E16. to collect, group, match, sort, record and represent information⁴² for a purpose and store it using ICT E17. to interpret and draw conclusions from information they have collected</p>
Scientific and Technological Understanding	<p>E1. to explore and observe¹⁴ in order to collect data and describe¹⁵ and compare their observations and findings E2. to apply their knowledge and understanding in their practical work¹⁶ E3. to sort, group and apply information using ICT to inform investigations, designs and made products</p> <p><u>Design and make a moving toy for an evacuee or a train to take evacuees to the country.</u></p> <p>E6. to explore changes in the way things move by using push and pull forces E7. to explore simple mechanisms and structures to investigate how they work²⁴</p> <p><u>Light and sound</u> <u>Senses</u> E10. to explore sources of light and sound and how we sense them²⁵</p>	<p>E1. to explore and observe¹⁴ in order to collect data and describe¹⁵ and compare their observations and findings E2. to apply their knowledge and understanding in their practical work¹⁶ E3. to sort, group and apply information using ICT to inform investigations, designs and made products</p> <p><u>Design and make a photograph frame.</u></p> <p><u>Life cycles</u> <u>Living and growing</u> E11. to explore ways of looking after living things and keeping them alive and healthy²⁶ E12. to investigate their local environment and use their findings to inform actions to care for²⁷ and improve it.</p>	<p>E1. to explore and observe¹⁴ in order to collect data and describe¹⁵ and compare their observations and findings E2. to apply their knowledge and understanding in their practical work¹⁶ E3. to sort, group and apply information using ICT to inform investigations, designs and made products</p> <p><u>Design and make a castle cake.</u></p> <p><u>Forces</u> <u>Living things</u> E4. to sort, group and identify familiar living things and materials according to observable features and properties. E6. to explore changes in the way things move by using push and pull forces E11. to explore ways of looking after living things and keeping them alive and healthy²⁶</p>
Historical, Geographical and Social Understanding	<p><u>Start and End of WW2, who was involved? Life of an evacuee - what did they do in their spare time? Food, clothes, the blitz, shelters.</u> E2. to explore how people's ways of life, including their own, change with location and time¹¹ E3. about the links between their locality and other places in the UK and beyond¹² E4. to find out about the lives of significant people and events from the past and the present¹³ E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places E7. the importance of rules and to recognise the difference between right and wrong and what is fair and unfair</p>	<p><u>Map of Great Britain - plot major cities and places we have visited. Toys in the 60's. Timeline of UK history, Royal family, 1966 World cup. Great Fire of London.</u> E1. to find out about the key human and physical features of their own locality¹⁰, its location in the UK, and how it has changed over time E2. to explore how people's ways of life, including their own, change with location and time¹¹ E3. about the links between their locality and other places in the UK and beyond¹² E4. to find out about the lives of significant people and events from the past and the present¹³ E5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community¹⁴ E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places</p>	<p><u>When were first castles built? Why built? Where built? Different rooms of a castle, different types of castles.</u> E1. to find out about the key human and physical features of their own locality¹⁰, its location in the UK, and how it has changed over time E2. to explore how people's ways of life, including their own, change with location and time¹¹ E3. about the links between their locality and other places in the UK and beyond¹² E4. to find out about the lives of significant people and events from the past and the present¹³ E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore distant and contrasting places</p>
Physical Development, Health and Wellbeing	<p><u>Say no to bullying.</u> <u>Getting on and falling out.</u></p> <p><u>Across the area of learning</u> E1. to work and play independently and in groups E2. to listen to, and show consideration for, other people's views E3. to identify and talk about their own and others' strengths and how to improve E4. how to keep safe and know how and where to get help¹⁷ E5. to use strategies to stay safe when using ICT and the internet E6. to recognise right and wrong, what is fair and unfair and explain why E7. to recognise how attitude and behaviour, including bullying, may affect others</p> <p><u>Physical Education</u></p>	<p><u>Going for goals.</u> <u>Good to be me.</u></p> <p><u>Across the area of learning</u> E1. to work and play independently and in groups E2. to listen to, and show consideration for, other people's views E3. to identify and talk about their own and others' strengths and how to improve E4. how to keep safe and know how and where to get help¹⁷ E5. to use strategies to stay safe when using ICT and the internet E6. to recognise right and wrong, what is fair and unfair and explain why E7. to recognise how attitude and behaviour, including bullying, may affect others</p> <p><u>Physical Education</u> E8. to develop control and coordination of their physical movements</p>	<p><u>Relationships.</u> <u>Changes.</u></p> <p><u>Across the area of learning</u> E1. to work and play independently and in groups E2. to listen to, and show consideration for, other people's views E3. to identify and talk about their own and others' strengths and how to improve E4. how to keep safe and know how and where to get help¹⁷ E5. to use strategies to stay safe when using ICT and the internet E6. to recognise right and wrong, what is fair and unfair and explain why E7. to recognise how attitude and behaviour, including bullying, may affect others</p> <p><u>Physical Education</u></p>

	<p>E8. to develop control and coordination of their physical movements E9. to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important E10. to devise and use repeat compositions and sequences in physical activities²⁴ E11. to use and apply simple tactics and strategies E12. to improve performance by observation and use criteria for evaluation E13. about the benefits of regular exercise and how their bodies feel when they exercise</p> <p><u>Anti bullying week.</u> <u>Fire and rescue service - fire plans.</u> <u>Planting bulbs around school</u> <u>Personal Wellbeing</u> E14. why healthy eating and physical activity are beneficial E15. to make healthy eating choices and prepare simple healthy foods E16. that some substances can help or harm the body³⁰ E17. about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people³¹ E18. to manage personal hygiene E19. to identify different relationships that they have and why these are important³² E20. how to recognise, manage and control strong feelings and emotions</p> <p><u>Economic Wellbeing</u> E21. about the different types of work people do and about different places of work⁴⁰ E22. about where money comes from and the choices people make to spend money on things they need and want E23. ways to contribute to enterprise activities⁴¹</p>	<p>E9. to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important E10. to devise and use repeat compositions and sequences in physical activities²⁴ E11. to use and apply simple tactics and strategies E12. to improve performance by observation and use criteria for evaluation E13. about the benefits of regular exercise and how their bodies feel when they exercise</p> <p><u>Sun safety and drugs week</u> <u>School grounds - planting potatoes around school.</u> <u>Personal Wellbeing</u> E14. why healthy eating and physical activity are beneficial E15. to make healthy eating choices and prepare simple healthy foods E16. that some substances can help or harm the body³⁰ E17. about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people³¹ E18. to manage personal hygiene E19. to identify different relationships that they have and why these are important³² E20. how to recognise, manage and control strong feelings and emotions</p> <p><u>Economic Wellbeing</u> E21. about the different types of work people do and about different places of work⁴⁰ E22. about where money comes from and the choices people make to spend money on things they need and want E23. ways to contribute to enterprise activities⁴¹</p>	<p>E8. to develop control and coordination of their physical movements E9. to recognise, observe and apply rules in competitive and cooperative games and other physical activities and why they are important E10. to devise and use repeat compositions and sequences in physical activities²⁴ E11. to use and apply simple tactics and strategies E12. to improve performance by observation and use criteria for evaluation E13. about the benefits of regular exercise and how their bodies feel when they exercise</p> <p><u>Keeping fit and healthy eating week</u> <u>Harvesting what we've planted</u> <u>Personal Wellbeing</u> E14. why healthy eating and physical activity are beneficial E15. to make healthy eating choices and prepare simple healthy foods E16. that some substances can help or harm the body³⁰ E17. about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people³¹ E18. to manage personal hygiene E19. to identify different relationships that they have and why these are important³² E20. how to recognise, manage and control strong feelings and emotions</p> <p><u>Economic Wellbeing</u> E21. about the different types of work people do and about different places of work⁴⁰ E22. about where money comes from and the choices people make to spend money on things they need and want E23. ways to contribute to enterprise activities⁴¹</p>
<p>Understanding the Arts</p>	<p><u>Art and Design: Blitz pictures, Evacuees painting, watercolours, propaganda posters, self portraits as evacuees.</u> E1. To explore a wide range of media and materials, tools and techniques to create artworks¹³, improvise and depict imagined worlds, and model the real world through the arts E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p> <p><u>Music/Dance: Wartime songs, tea dance and waltz</u> E2. To explore movement skills and create movement patterns in response to stimuli¹⁴ E4. To sing songs and make music with expression and control¹⁵ E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p> <p><u>Nativity</u> E3. To use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together</p>	<p><u>Art and Design: Flower Power, fashion, Lowry</u> E1. To explore a wide range of media and materials, tools and techniques to create artworks¹³, improvise and depict imagined worlds, and model the real world through the arts E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p> <p><u>Music/Dance: Mersey Beat sound</u> E2. To explore movement skills and create movement patterns in response to stimuli¹⁴ E4. To sing songs and make music with expression and control¹⁵ E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p> <p><u>60's Disco</u></p>	<p><u>Art and Design: Festival, sketching castles</u> E1. To explore a wide range of media and materials, tools and techniques to create artworks¹³, improvise and depict imagined worlds, and model the real world through the arts E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p> <p><u>Music: Summer Production</u> E2. To explore movement skills and create movement patterns in response to stimuli¹⁴ E3. To use role play and imaginative play to engage and empathise with characters, situations and events from known stories and stories they create together E4. To sing songs and make music with expression and control¹⁵ E5. To listen and observe carefully, taking account of simple instructions¹⁶ E6. To experiment with designs, shapes, colours and sounds¹⁷, explore and record ideas using ICT where appropriate</p>

<p>Religious Education</p>	<p><u>Angels</u> <u>Care and concern - Christmas</u></p> <p>E1. to explore a range of religious and moral stories and sacred writings, and talk about their meanings E2. to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community13 E3. to identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning14 E4. to recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives E5. to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts20 E6. to reflect on how spiritual qualities and moral values relate to their own behaviour21</p>	<p><u>Hinduism</u> <u>Easter Peter</u></p> <p>E1. to explore a range of religious and moral stories and sacred writings, and talk about their meanings E2. to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community13 E3. to identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning14 E4. to recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives E5. to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts20 E6. to reflect on how spiritual qualities and moral values relate to their own behaviour21</p>	<p><u>Journeys</u> <u>Special places</u></p> <p>E1. to explore a range of religious and moral stories and sacred writings, and talk about their meanings E2. to name and explore a range of celebrations, worship and rituals in religions or beliefs, recognising the difference they make to individuals, families and local community13 E3. to identify and suggest meanings for religious symbols, using a range of religious and moral words and exploring how they express meaning14 E4. to recognise the importance for some people of belonging to a religion or holding special beliefs, in diverse ways, exploring the difference this makes to their lives E5. to communicate their ideas about what matters most, and what puzzles them most, in relation to spiritual feelings and concepts20 E6. to reflect on how spiritual qualities and moral values relate to their own behaviour21</p>
<p>VISITS</p>	<p>WW2 Visit- Eden Camp Pantomime</p>	<p>Yorkshire Wildlife Centre</p>	<p>Bolton Castle Seaside</p>