

Haselbury Plucknett CE First School
YEAR A LONG TERM PLAN 2016-17

	Up, up and away!		Explorers		Feast!	
Visits/ Visitors	Chard/Taunton Museum visit or visitor in to us with resources	'Pop Up' museum to celebrate the childrens' achievements during this topic	Focus on preparing outdoor raised beds. Improve outdoor area by building bug hotels and bird box making	Planting days. Outdoor classroom days. 'Sail for a Fiver' days at the Andrew Simpson Sailing Foundation in Weymouth?	Crewkerne Museum day Roman focus Coombe Farm visit Science focus	Visit to 'Roman' Dorchester. STEM Day KS2 Sound - Wadham
Numeracy <i>Taught in Year groups following White Rose planning</i>						
Literacy <i>Taught in Year groups</i> See separate English LT plan incorporating SLN						
RE (AM&V) http://amvsomerset.org.uk/	KS1: FM Harvest AMV KS1 Unit 2 Judaism/Christianity FM Christmas		KS1: AMV Unit 9 FM Easter		KS1: AMV Unit 8	
	KS2: FM Harvest (Y4) AMV Unit 3 FM Christmas (Y3)		KS2: AMV Unit 2 FM Easter (Y3)		KS2 AMV Unit 11 (Hinduism)	
PSHCE SCARF RESOURCES www.lancsngfl.ac.uk/curriculum/pshe/index	Say No to Bullying - reviewed and developed throughout the year					
	New beginnings	Getting on and Falling out	Good to be me	Going for Goals	Relationships	Changes
ICT Using Elim planning EYFS Continuous provision planning as specified on Wessex Planning	E-safety taught throughout every unit					
	Year 1/2	Programming Y1 3		Programming Y1 5		Programming Y2 2
		Multimedia Y1 3		Handling Data Y1 1		TIOL Y2 1
	Year 2/3	TIOL Y1 3		Multimedia Y2 3		Handling Data Y2 2
		Programming Y2 3		Programming Y3 4		Programming TBC
		TIOL Y2 1		TIOL Y3 3		Handling Data Y3 3
	Year 3/4	Multimedia Y2 2		Handling Data Y2 4		Multi-media Y3 2
		Programming Y3 4		Programming Y4 3		Programming Y4 1
TIOL Y3 3		TIOL Y4 1		Handling Data Y4 3		
	Multi-media Y4 1		Handling Data Y4 2		Multi-media Y4 2	
SCIENCE	KS1 Seasonal Change					
	observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies					
	GENERAL SKILLS During <i>years 1 and 2</i> , pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the					

programme of study content: asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

During **years 3 and 4**, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings.

KS1 Yr 1 Materials Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Yr2 Uses of Everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Y3 Forces and Magnets: Compare how things move on different surfaces notice that some forces need contact between two objects but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which Poles are facing.

Y4 Electricity: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple

KS1 Y1 Plants/Living things – and Habitats

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2 Animals including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

LKS2: Y3 Animals including Humans identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Y4 Animals including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.

KS1 Y1 Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

Y2 Living things and their Habitats

Observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay Healthy. Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro- habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

LKS2: Y3 Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water,

	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. Recognise some common conductors and insulators, and associate metals with being good conductors.				nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
**GEOGRAPHY Tb completed	GL1/GL2 and GS1/GS2 should be taught throughout each geography focus and assessment should be carried out using the criteria provided on the geography skills assessment matrix produced by CISP				
HISTORY	KS1 Changes within living history (Toys, Link with Science - Materials) (H1:a) KS2 Local history study development of local industry - webbing/sailcloth etc. Lacemaking/Powered flight (Chard) (H2:a) Sc link		No history focus this term		KS1 Significant events people or places in your locality, (Crewkerne Museum day/Lopen Mosaic, link with Art and DT) (H1:d) KS2 Roman Empire and its impact on Britain (Dorchester visit museum/Roman house, link with Art and DT) (H2:d)
PE Food technology - Health and fitness must be covered in PE	Dance	Gym / Indoor games	Multi-skills	Team games	Fielding and striking
	Gym / Indoor Games	Dance	Team Games	Orienteering	Athletics
DT	Evaluate: This aspect of DT to be planned for within each project				
	KS1 (DTM1d)		No DT focus this term	KS1 (DTD1a/1b)	Food technology must be covered through cooking and nutrition -Food health -Food hygiene (-Health and fitness covered in PE)
	KS2 (DTM2d)			KS2 (DTD2a)	
Music	Music Express scheme of work and planning to include mixed age planning as provided.				
Art <i>See example Artist coverage within the Subject strands document</i>	Across all projects				
	KS1 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A1b) KS2 create sketch books to record their observations and use them to review and revisit ideas (A2a) Create Sketching opportunities across all subjects and visits for evidence in sketch books.				
	KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A1c)Mondrian KS2 learn about great artists, architects and designers in history. (A2c) Da Vinci Classical architects	KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A1c) Observational plant drawing		KS2 (A2a) KS2 (A2c) Archimboldo	
<u>Merriott First School</u> YEAR B LONG TERM PLAN 2017-18					
	Grand Designs		The Elements		Homes
Visits/ Visitors	Architect visit in	Present design work in a	Partnership Day - field	Wookey Hole	KS2 Visit to New
					KS1 Visit to Lyme Regis/Charmouth

		public gallery for parents at end of term	work. Annie Fisher in to judge Haiku competition.		Barn Farm/Ancient Technology centre near Cranbourne	Lyme Regis (free) Fossil Festival
Numeracy <i>Taught in Year groups following White Rose planning</i>						
Literacy <i>Taught in Year groups</i> See separate English LT plan incorporating SLN						
RE (AM&V)	KS1: FM Harvest AMV Unit 7 FM Christmas	KS1: AMV Unit 3 FM Easter		KS 1 AMV Unit 6		
	KS2: FM Harvest (Y3) AMV Unit 5 FM Christmas (Y4)	KS2: AMV Unit 4 FM Easter (Y4)		KS 2 AMV Unit 9		
PSHCE	SCARF Planning and Resources - additional materials used as appropriate eg www.lancsngfl.ac.uk/curriculum/pshe/index					
	Health and Wellbeing	Health and Wellbeing Focus: Anti-bullying week (including cyber-bullying)	Relationships Focus: Safer Internet Day - February Focus: Life Education Bus Visit	Relationships	Living in the Wider World	Living in the Wider World
ICT Using ELIM model planning EYFS continuous provision as indicated in Wessex planning	Online Safety Active Bytes should form an element of all delivery as well as one discrete assembly and lesson per term.					
	Year 1/2	Programming Y1 1	Programming Y1 4	Programming Y2 5		
		TIOL Y1 1	Handling Data Y1 2	TIOL Y2 3		
		Multimedia Y1 1	Multimedia Y1 2	Handling Data Y2 1		
	Year 2/3	Programming Y2 4	Programming Y2 1	Programming Y3 1		
		TIOL Y2 2	TIOL Y3 2	Handling Data Y3 1		
		Multimedia Y2 1	Handling Data Y2 3	Multi-media Y3 3		
	Year 3/4	Programming Y3 1	Programming Y3 2	Programming Y3 3 (could differentiate by using Scratch) or Y3 5		
	TIOL Y3 1	TIOL Y4 3	Handling Data Y3 2			
	Multi-media Y3 1	Handling Data Y4 1	Multi-media Y4 3			
SCIENCE	KS1 Seasonal Change Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies					
	KS1 Y1 Materials Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	KS1 Y1 Animals including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and Omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw		KS1 Yr1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Y2 Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and		

Y2 Uses of everyday materials. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

KS2 Y3 Light recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.

Y4 Sound identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. *Possible STEM day working with 6th Form Ambassadors at Wadham*

and label the basic parts of the human body and say which part of the body is associated with each sense.

Y2 Animals including Humans Notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

LKS2 Y3 Rocks. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter.

Y4 States of Matter. Compare and group materials together, according to whether they are solids, liquids or gases. 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

describe how plants need water, light and a suitable temperature to grow and stay healthy.

Y2 Living Things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro- habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

LKS2: Y4 Living Things and their habitats Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.

**GEOGRAPHY		GL1/GL2 and GS1/GS2 should be taught throughout each geography focus and assessment should be carried out using the criteria provided on the geography skills assessment matrix				
			Geography Focus (G1:d) Mapping - continents; UK; Americas Earthquakes; Volcanoes; Hurricanes; Rivers; Water Cycle; Mountains		(GHP1:e)	GHP2e
HISTORY	KS1: Events beyond Living memory (H1: b) KS2 <u>Ancient Greece</u> (H2: b)		<u>No history focus this term</u>		KS1 Lives of significant individuals- (Boudicca/ Mary Anning? Link with Science Materials/Geography) KS2 Changes in Britain from Stone Age to the Iron Age	
PE	Ball skills	Ball skills	Games and Gymnastics Swimming	Games and Gymnastics Swimming	Athletics	Fielding and Striking games
DT	(DTT1g) (DTM1c)	(DTT2h) (DTM2c) (DTT2j)	(DTT1h)	(DTT2i)	Food technology must be covered through cooking and nutrition -Food health -Food hygiene (-Health and fitness covered in PE)	
Music	Music Express scheme of work and planning to include mixed age planning as provided. KS2 - Samba performance and composition throughout the year.					

ART	<p>Across all projects - KS1 Pupils should be taught to use a range of materials creatively to design and make products (A1a)</p> <p>KS2 Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (A2a)</p> <p>Create Sketching opportunities across all subjects and visits for evidence in sketch books.</p>		
	<p>KS1 use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (A1b)</p> <p>KS2 create sketch books to record their observations and use them to review and revisit ideas (A2a)</p> <p>learn about great artists, architects and designers in history. (A2c)</p> <p>Drawing</p> <p>Mosaic</p> <p>Gaudi</p>	<p>KS1 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (A1c)</p> <p>KS2 learn about great artists, architects and designers in history. (A2c)</p> <p>Turner</p> <p>Katsushika Hokusai</p> <p>Printing</p>	<p>KS1 be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (A1d)</p> <p>Weaving</p> <p>Collage</p>