

Long term plans:

Year A

	Autumn Term – Coaley and Beyond	Spring Term – Once Upon a Time	Summer Term – Victorious Victorians.
Key text(s)	<p>The Emperors Egg: Martin Jenkins Beegu: Alexis Deacon Bob, The Man on the Moon. Simon Bartram The Martian and the Supermarket: Penelope Lively Pumpkin Soup Helen Cooper Owl Babies: Martin Wadell Burglar Bill: Alan Ahlberg Wish You Were Here (poetry anthology) Colin Mcnaughton. Dogger/Alfie and Annie Rose Collection: Shirley Hughes One Day, So Many Ways: Laura Hall</p>	<p>Kind Polly and the Wolf in Danger: Catherine Storr Making Pancakes Whilst my Mother was Out: Paddy Kinsale. Roald Dahl: Revolting Rhymes: Jack and the Beanstalk. Little Red Riding Hood, Cinderella. Uncle Gobb and the Dread Shed: Michael Rosen. Silly Poems (Rosen) Wolves: Emily Gravett. Poetry: cautionary Tales/limericks: Hilaire Belloc, Spike Milligan,</p>	<p>Zog, Gruffalo, Room on the Broom: Julia Donaldson. The Tunnel: Anthony Browne Alice in Wonderland: Lewis Carroll Queen Victoria's Knickers: Jackie French. That Rabbit belongs to Emily Brown (and other stories): Cressida Cowell Gobbolino The Witches Cat: Ursula Williams. The Twin Giants: Dick King Smith. The Dragon Sitter: Josh Lacey Alice in Wonderland: Lewis Carroll. The Selfish Giant: Oscar Wilde</p>
English	<p>Narrative: Owl Babies, Stick Man, -losing, finding, journey tales. Instructions: Pumpkin Soup, recipe books, Newspaper: Beegu Biography): Bob the Man on the Moon. Autobiography: My School Day Wanted poster: Burglar Bill Narrative: Literacy Shed short film Non-Chronological report: Penguins</p>	<p>Poetry: Edward Lear (owl and the Pussy Cat), The Land of the Bumbley Boo (Milligan). Limericks (Belloc). Poetry: Revolting Rhymes Cinderella. Letter: Goldilocks Narrative: Innovation Recount: Mr Wolf's Pancakes, The True Story of the 3 little pigs. Instructions: Making Pancakes when my Mother was out-Paddy Kinsale. Narrative: Literacy Shed short film. Non-Chronological report- Wolves. Emily Gravett Reception: captions, story map – gingerbread man, goldilocks.</p>	<p>Poetry: The Magic Box, Kit Wright, The Witches Spell (Shakespeare). Poems to Perform (Donaldson). Acrostic (QVK). The Gruffalo Narrative: That Rabbit belongs to Emily Brown, Zog, The Tunnel Letter: Queen Victoria's Knickers. Biography: George and the Dragon. Non- Chronological report: Castles Narrative: Literacy Shed short film. Queen Victoria's Knickers Alice in Wonderland</p>
Science	<p>Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Y2: notice that animals, including humans, have offspring which grow into adults.</p> <p>YR2: 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</p>	<p>Y1: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Y1: identify and describe the basic structure of a variety of common flowering plants, including trees. Y2: observe and describe how seeds and bulbs grow into mature plants. Y2: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>YR1: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</p> <p>EYFS: make observations of animals and plants and</p>	<p>YR1: 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: 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,</p>

	EYFS: make observations of animals and plants and explain why some things occur and talk about changes.	explain why some things occur and talk about changes.	bending, twisting and stretching. EYFS: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
History	Wright Brothers The lives of significant individuals: The Wright Brothers significant historical events, people and places in their own locality. Changes in flight timeline. Neil Armstrong (Tim Peake). the lives of significant individuals in the past who have contributed to national and international achievements	Elizabeth 1: How clothes have changed over time	Queen Victoria Significant person: Queen Victoria, Victorian England - compare toys, buildings, Coaley church. Dr Barnado
Geography	understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - Brazil EYFS: People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Compare London and Coaley/Dursley. Countryside and City. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Devise a simple map; and use and construct basic symbols in a key- of school and village. Know own address. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use simple fieldwork to and observational skills to study the geography of their village and the key human and physical features of its surrounding environment and the advantages and disadvantages of living there.
DT	Make, design and evaluate paper aeroplanes Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make	use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.: A healthy alternative vegetarian meal for a hungry wolf. Explore and use mechanisms: Design, make and evaluate a castle with a draw bridge using a lever/ make a pulley to send food up to princess in a castle.	Make a pair of knickers for Queen Victoria! Design purposeful, functional, appealing products for themselves and other users based on design criteria, make using equipment and practical tasks, select materials and evaluate against design criteria.

	<p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p>		
Key piece of music/composer	Holst	Peter and the Wolf- Prokofiev	Old music hall
Music	Vera Lynn compared with modern - identify instruments Harvest songs carols.	Play tuned and untuned instruments musically. Recognise and explore how sounds can be organised to create a beginning, middle and end.	Respond to starting points that have been given in a round. Use voices expressively and creatively by singing songs listen with concentration and understanding to a range of high quality live and recorded music
Key piece of art/artist	Matisse colage	Andy Goldsworthy	Lowry.
Art and Design	<p>still life, Icarus, Snail</p> <p>Colour mixing, primary and secondary.</p> <p>EYFS:Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>To use a range of materials creatively to design and make products: Use natural products to design and make collages and sculptures</p> <p>Make sculptures and pictures using natural resources.</p> <p>explore 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</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination: A school playground scene.</p> <p>To learn about the work of a range of artists, describing the similarities and differences between different practices and disciplines and make links to their own work.</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space: Lines, colour mixing.</p>
PE	<p>Football skills and games</p> <p>develop balance, agility and coordination and apply in a range of activities: Balancing and ball skills</p> <p>Understanding how to use equipment safely.</p>	<p>perform dances using simple movement patterns: Dancing -plants and country dancing. gymnastics: using equipment to jump from. Forward rolls, handstands. Crabs, travelling in different ways</p> <p>EYFS:Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle</p>	<p>participate in team games, developing simple tactics for attacking and defending</p> <p>Running, jumping, throwing and catching in athletics activities.</p>

		equipment and tools effectively, including pencils for writing.	
Computing	basic word processing skills, typing, saving. Take photos of local area - church, school, fields. Store in file: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Film peers acting out traditional tales: use technology purposefully to create, organise, store, manipulate and retrieve digital content	Recognise the common uses of information technology beyond home. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use search engines to find out about Queen Victoria. EYFS: Technology: <i>children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i>
RE	Unit 1.7 Who is Jewish and how do they live?	Unit 1.2 Who do Christians say made the world? Unit 1.4 What is the good news Christians say Jesus brings? Unit 1.5 Why does Easter matter to Christians	Unit 1.10 What does it mean to belong to a faith community? Unit 1.2 Who do Christians say made the world?
PSHE	My special people Our school, rules and routines, tolerating each other, playing, sharing, understanding similarities and differences within school and wider community. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	being kind respecting the classroom and their own work, being a try-a-saurus and taking pride in their achievements. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Learning who to talk to if we need help with emotions. Using reflective area. Knowing how to be kind and recognising bullying. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
French	Say hello, good morning and good afternoon at register.	Say Je M'appelle..... And j'aians.	know colours
Cultural diversity/SMCS			
Trips/visit to school	Local walk panto	minibeast hunt. Village walk.	

Long term plans:

Year B

	Autumn Term – Marvellous Me and My Family!	Spring Term – A Bug's Life	Summer Term – Superheroes!
Key text(s)	<p>Knuffle Bunny: Mo Willems</p> <p>Not Now Bernard/Elmer stories: David Mckee</p> <p>Mog Stories: Judith Kerr</p> <p>Wanted The Perfect Pet: Fiona Robertson</p> <p>Peace at Last, 5 Minutes Peace, Whatever Next: Jill Murphy</p> <p>A Squash and a Squeeze.: Julia Donaldson</p> <p>Brother and Sister: Lewis Carroll</p> <p>I wonder Why...I Sleep</p> <p>Anna-Magdalena's Dark Secret: Kay Kinnear</p> <p>Peter Rabbit: Beatrix Potter</p> <p>The great pet sale: Mick Inkpen</p> <p>The Tiger who came to Tea: Judith Kerr</p> <p>Matilda's Cat, Dogs: Emily Gravett.</p>	<p>The Hungry Caterpillar Mixed up Chameleon, Very Busy Spider: Eric Carle.</p> <p>Old lady who swallowed a fly.</p> <p>Frog and Toad Together: Arnold Lobel.</p> <p>I Wonder Why – Caterpillars Eat so Much</p> <p>Sophie's Snail: Dick King Smith</p> <p>James and the Giant Peach: Roald Dahl</p> <p>Upon the Snail (Bunyan)</p> <p>The Caterpillar (Rossetti)</p> <p>Snail and the Whale: Donaldson</p> <p>The Bog Baby: Jeanne Willis</p> <p>Diary of a Spider: Doreen Cronin</p> <p>The Whales's song – Dylan Shydon</p> <p>Aesop Fables: the ant and the grasshopper,</p> <p>The frog and the scorpion</p> <p>The crocodile who didn't like the water: gemma merino</p>	<p>In the Beginning and Pandora's box: Geraldine McCaughrean</p> <p>The Crooked Little Finger: Philippa Pearce</p> <p>Poems to Perform</p> <p>The Magic Finger: Roald Dahl.</p> <p>Life and Times- Florence Nightingale</p> <p>The Owl Who was Afraid of the Dark: Jill Tomlinson.</p> <p>Detective Dog, Super Worm, Poems to Perform. (ed. Julia Donaldson</p> <p>Traction Man: Mini Grey</p> <p>Supertato: Sue Hendra</p> <p>Alexander and the horrible, no good very bad day: Judith Viorst</p>
English	<p>Instructions: The Perfect Pet.</p> <p>Autobiography: (my life so far!): Mog Stories, Six Dinner Sid</p> <p>Newspaper: Flat Stanley</p> <p>Narrative: Knuffle Bunny, Six Dinner Sid, Not Now Bernard.</p> <p>Narrative: Literacy Shed short film.</p> <p>Poetry: Poems about family Ten Things Found in a Shipwrecked Bottle: Ian McMillan</p> <p>Non-Fiction-cats and dogs</p>	<p>Diary: The Diary of a Spider</p> <p>Non-Chronological report: Butterflies, whales.scorpions.</p> <p>Narrative: The Snail and the Whale, the ant and the grasshopper, The frog and the scorpion, Frog and Toad together.</p> <p>Poetry: There was an old lady who swallowed a fly. Broccoli – Michael Rosen, the whales song</p> <p>Narrative: James and the Giant Peach, whale's song. The crocodile who didn't like the water.</p> <p>Letter: To the Mixed up Chameleon</p>	<p>letter: The Lion inside/ The Loudest Roar</p> <p>Comic strips: Traction Man, Supertato</p> <p>Narrative: Superworm, Alexander and the horrible, no-good very bad day.</p> <p>Non-Chronological Report: Based on Non-Fiction text – ten things to save my world: Melanie Walsh</p> <p>Poetry: Ten things found in a Wizard's Pocket: Ian McMillan to write about a superhero.</p>
Science	<p>Y1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Y1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>YR2: 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</p> <p>identify and name a variety of plants and animals in</p>	<p>Y2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Y2: describe the importance for humans of exercise, eating the right amounts of different types of food,</p>

	<p>Y1: identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Y1: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>their habitats, including micro-habitats</p> <p>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.</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>and hygiene.</p> <p>EYFS: The world</p> <p>children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>
History	<p>The Great fire of London/ Guy Fawkes</p> <p>significant historical events, people and places in their own locality.</p> <p>Remembrance Day (local soldiers)- Significant person: Walter Tull, comparing his life to ours and key facts.events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p>	<p>Charles Darwin - significant historical person. the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Mary Anning-link with science and things that are dead.</p>	<p>Mary Seacole and Florence Nightingale and hospitals in the past.: changes within living memory.</p>
Geography	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p>Name and locate the world's seven continents and five oceans (snail and the whale, lost and found).</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple compass directions (North, South,East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>EYFS: People and communities:</p> <p>children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Compare the seaside</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
DT	<p>To design, make and evaluate a kite. Use technical</p>	<p>design, make and evaluate a diorama of a food chain.,</p>	<p>EYFS: Technical knowledge</p>

	knowledge to make improvements. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.	using sliders.	Make a fast car for a superhero. build structures, exploring how they can be made.
Key piece of music/composer	Vivaldi-four seasons https://www.youtube.com/watch?v=GRxofEmo3HA	The Beatles - yellow submarine, link with habitat-sea life.	superhero film tracks - Star Wars, superman
Music	Explore pitch, make a stringed instrument. Find out about a composer. Discuss how a piece of music makes you feel and what it represents. Play simple rhythmic patterns on an instrument. London's Burning Harvest songs Carols. use their voices expressively and creatively by singing songs and speaking chants and rhymes	link with history- what did my grandparents listen to? Sea shanties - pirate songs, sing in a round.	play tuned and untuned instruments musically: Perform simple patterns and accompaniments keeping to a steady pulse:experiment with, create, select and combine sounds using the inter-related dimensions of music
Key piece of art/artist	Monet	Charles Darwin - pictures of animals. Turner - oceans and waves.	Kandinsky
Art and Design	Discuss and give an opinion about an artist. Discuss how artists have used colour, pattern and shape. Know how to use lines to create lines of different thickness for drawings. Choose and use three different grades of pencil when drawing. Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Turner: make ocean scenes using watercolours. Discuss and give an opinion about an artist. Discuss how artists have used colour, pattern and shape Drawings of animals and plants, using pencil for detail. EYFS: Being imaginative: Observational drawings of plants. children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Create colour designs using shape and using , paints to create secondary colours, shades and tints.. Comic strip animation: to use a range of materials creatively to design and make products. EYFS: Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
PE	Multiskills master basic movements including spatial awareness, rolling, aiming, throwing, catching as well as develop balance. Dancing: Perform dances using simple movement patterns.	Plan and perform dances using simple movement patterns:sequence of movements- The Hungry caterpillar. Cricket, bat and ball: participate in team games, developing simple tactics, throwing underarm, hitting into an unmarked space. EYFS: Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Sports day activities Circuit training

Computing	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.: SMARTIE the Penguin.	Create a powerpoint about Mary Anning: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. EYFS: Technology: <i>children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i>	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions: BeeBots create and debug simple programs use logical reasoning to predict the behaviour of simple programs (link with Geography and compass directions). Technology: <i>children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i>
RE	Unit 1.1 What do Christians believe God is like? Unit 1.3 Why does Christmas matter to Christians?	Unit 1.8 What makes some places sacred to believers? Unit 1.9 How should we care for others and the world and why does it matter?	Unit 1.6 Who is Muslim and how do they live?
PSHE	good listening, resolving conflict Staying safe during Bonfire night. <i>Giving to others, children in need, what can I do to make someone happy?</i> EYFS:Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Self-confidence and self-awareness: children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Exploring own feelings and emotions. Learning about positive thinking, good choices, mindfulness as a way to cope with feelings and knowing who to talk to. EYFS:Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.	Keeping safe in the community, online, rules, secrets, changing body, pants are private. EYFS:Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.
French	count to 10	animals Say, read and understand aimer and animal names	food Say, read and understand je voudrais and café food names
Cultural diversity/SMCS			
Trips/visit to school	local walk panto		