



Eden Long Term Curriculum Plans 2023-2024

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personalised learning	<p>All children in Eden have a 'Pupil Passport' and a Personalised Learning Plan and this will include the objectives and themes within this long term plan. We constantly strive to engage children in a broad and balanced curriculum, whilst prioritising the aims of the individual targets on their EHCPs. We aim to base learning around quality texts and provide learning experiences that are pitched to their individual needs and interests.</p> <p>Every child has a Personalised Learning Plan where we look at their individual targets and areas of interest. Every child is unique and so too their curriculum should be.</p>					
Trips/ Events	<p>All trips for Eden will be based within the local area and will focus on developing awareness and safety when walking to and from key locations. These will include:</p> <ul style="list-style-type: none"> The local shops - Walking to the shop. Buying something from a list. Listening to the teacher. Walking back. The local park - Walking to the park The fish and chip shop - planning a visit, writing a letter, walking safely to the chip shop, collecting the order. <p>The children will be taught through social stories on how you interact with various people in the various situations they will find themselves in and to manage themselves and be responsible and safe. All children will access swimming with their mainstream peers and PE sessions when appropriate.</p> <p>Children in Eden are also involved in therapeutic learning, such as Forest school and Horse riding and also integrate into their mainstream classes for lessons we can ensure their success.</p> <p>We aim to cover what we plan out in our Long Term plan. However, because we want children to feel inspired and motivated to learn, we are quick to adapt the plan to suits the needs and interests of the children.</p>					

English	All children have very specific targets related to their next steps and will be detailed within their personalised curriculum. The objectives below will be covered for some children.					
	<p>Recount - Letter Objectives:</p> <ul style="list-style-type: none"> I can group related ideas into paragraphs. I can explain what how to use the build a varied and rich vocabulary. I can explain how to the use prepositions to express time, place and cause. I can use inverted commas to punctuate direct speech. 	<p>Narrative - Fantasy Objectives:</p> <ul style="list-style-type: none"> I can use conjunction and adverbs to express, time, place and cause. I can explain how to use a or an correctly. I can create characters, settings and plot. I can use inverted commas to punctuate direct speech. 	<p>Non-Chronological Report Objectives:</p> <ul style="list-style-type: none"> I can use nouns with a range of prefixes. -I can use present and past tenses correctly and consistently including progressive and present perfect forms. I can use inverted commas to punctuate direct speech. I can use varied and rich vocabulary. 	<p>Non Fiction - Fact File Objectives:</p> <ul style="list-style-type: none"> I can use adverbs to express time, place and cause. I can build an increasing range of sentence structures. I can use headings and subheadings to aid presentation. I can assess the effectiveness of own and others' writing. 	<p>Narrative - Adventure Objectives:</p> <ul style="list-style-type: none"> I can use the present perfect form and past tense. I can use prepositions, conjunctions and adverbs to express time, place and cause. I can group related ideas into paragraphs. I can use a or an correctly. 	<p>Persuasion -Tourism Guide Objectives: -I can build an increasing range of sentence structures. - I can use simple organisational devices including headings and sub-headings. - I can use present and past tenses correctly, including the progressive and present perfect form.</p>
Key Texts	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Beck	Zeraffa Giraffa

Mathematics	All children have very specific targets related to their next steps and will be detailed within their personalised curriculum. The objectives below will be covered for some children.				
	Number and Place Value: Numbers to 1000 Calculations: Addition and Subtraction Calculations: Multiplication and Division Calculations: Further Multiplication and Division	Measurement: Length Measurement: Mass Measurement: Volume Measurement: Money Measurement: Time	Statistics: Picture and Bar Graphs Fractions, Decimals and Percentages: Fractions Geometry: Angles Geometry: Lines and Shapes Measurement: Perimeter of Figures		
Science	<u>Working Scientifically Skills:</u> Ask relevant questions and use different types of scientific enquires to answer them. Use straightforward scientific evidence to answer questions or to support my findings. Identify differences, similarities or changes related to simple scientific ideas and processes. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Report findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Gather, record, classify and present data in a variety of ways to help in answering questions. Make systematic and careful observations and accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers. Set up simple practical enquires, comparative and fair tests.				
	Animals including humans Objectives: -I can identify that human and some animals have skeletons and muscles for support and movement. -I can identify that animal, 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.	Rocks Objectives: -I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. -I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. -I can recognise that soils are made from	Forces Objectives: -I can compare how things move on different surfaces. -I can notice that some forces need contact between two objects but magnetic forces can act a distance. -I can observe how magnets attract/repel each other and attract some materials and not others. -I can	Plants Objectives: -I can identify and describe the functions of the flowering plant. -I can explore the requirements of plants for life and growth. -I can investigate the way in which water is transported within plants. -I can explore the part that flowers play in the life	Light Objectives: -I can recognise that they need light in order to see things and that dark is the absence of light. -I can notice that light is reflected from surfaces. -I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -I can

		rocks and organic matter.	compare, identify and group together a variety of materials on the basis of whether they are magnetic. -I can describe magnets as having two poles. -I can predict whether magnets will attract or repel, depending on pole direction.	cycle of flowering plants, including pollination, seed formation and seed dispersal.	recognise that shadows are formed when the light from a light source is blocked by a solid object. - I can find patterns in the way that the size of shadows change.	
	<p>History Skills: Questioning - find answers to simple questions about the past from sources including stories, pictures and artefacts. Comparing - Match objectives to people of different ages. Chronology - recount events/stories about the past and peoples' lives, sequence events/people/objects, use dates and historical vocabulary where appropriate.</p> <p>Geography Skills and Fieldwork: Use atlases, maps, globes to locate countries and describe features studied. Use the 8 points of a compass to build knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Ask Geographical questions. Use Geographical vocabulary. Describe and understand key aspects of physical geography, including climate zones. Describe and understand key aspects of human geography, including types of settlements, land use and economic activity. Use a range of resources to identify the key physical and human features of a location. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the UK, including key topographical features (coasts) and how these some aspects of these have changed over time. Identify the Prime/Greenwich Meridian and time zones (including day and night).</p>					
Me and my world -	Geography Objectives: -I can name counties of the North West	History Kings and Queens Objectives: -I can name members of	History Stone Age Objectives: -I can understand what is	Geography Objectives: -I can name a number of European countries	History Iron Age Objectives: -I can identify what is	Geography Objectives: -I can name a number of European countries

<p>Incorporating History, Geography, Art, DT and RE through a thematic approach based around the children's interests.</p>	<p>and explain their location using 8 points of a compass. -I can name countries and major cities of the UK. -I can identify features of a coastline e.g. caves, cliffs, beaches, tides, waves. -I can name coastal areas of England. -I can explain the effect of erosion on our coastlines. -I can explain how people travel around the UK.</p>	<p>the Royal Family. -I can identify what a 'reign' is and how the Monarchy has changed over time. -I can recall and order other Kings and Queens from the past on a timeline. -I can compare the lives of Queen Victoria and Queen Elizabeth II. -I can identify Buckingham Palace and describe its purpose. -I can describe life achievements of Queen Elizabeth II and order events in her life. Remembrance Objectives: -I can explain the importance of remembrance day.</p>	<p>meant by prehistory and put events in chronological order on a timeline. -I can find out how hunter gathers lived in stone age Britain and explore what Stone Age people used to survive against threats. -I can find out and compare Stone Age living to modern day in terms of what clothing people wore in the Stone Age, what their homes were like in the Stone Age and what they ate. -I can identify how Britain has changed from the beginning of the Stone Age until now in terms of materials they use.</p>	<p>and locate these on a map. -I can name some European capital cities. -I can explain land use in cities and how tourists flock to famous landmarks. -I can compare living in the UK to living in Greece. -I can recognise that people in Europe live in different time zones.</p>	<p>meant by a settlement and how these changed during the Iron Age. -I can identify how Britain changed between the beginning of the Stone Age and the Iron Age (moving from stone to metals for hunting and smelting process). -I can explain the main difference between the Stone, Bronze and Iron Ages. -I can explore how the Celtic community and tribes/warriors contributed to conflicts. -I can explain what is meant by a trade.</p>	<p>and cities. -I can name a number of European cities. -I can understand land use in cities and how tourists flock to famous landmarks. -I can tell you some differences between living in France and the UK. -I can recognise that people in Europe live in different time zones.</p>
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<p>Me and my world - Art</p>	<p>Collage Objectives</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Work in the style of Pablo Picasso. 	<p>Painting Objectives</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space •Work in the style of Paul Klee and Jackson Pollock. 	<p>Textiles Objectives</p> <ul style="list-style-type: none"> • Use a range of materials creatively to design and make products. 	<p>Printing: Wallpaper Patterns Objectives • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Designer study: William Morris.</p>	<p>Drawing Using Different Media Objectives • to use a range of materials creatively to design and make products • to use drawing to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Nature Sculpture Objectives • use sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Artist Study: Andy Goldsworthy.</p>
<p>Me and my world - French</p>	<p>Greetings Classroom Instructions Animals Numbers 1-10 Plurals</p>		<p>Connectives and simple sentence (voici, et) Gender (un, une) Je m'appelle.... /et toi? Je suis...</p>		<p>Colours (bleu, rouge, jaune, vert, marron, rose, orange and gris) Use je suis with a colour. J'adore/ je deteste ...</p>	

Music	Charanga Scheme topic: School.	Charanga Scheme topic: Singing. Christmas theme.	Charanga Scheme topic: Do you know?	Charanga Scheme topic: Tuning the tables.	Charanga Scheme topic: Colours	Charanga Scheme topic: Changes.
RE	Hinduism How do Hindus view God and how is Diwali celebrated?	Christianity Objectives Why is Christmas celebrated by Christians?	Christianity Objectives • What do you think about how the world was made and how should we look after it?	Christianity What do I think about Jesus and how is he portrayed in art around the world?	Islam Objectives How and why are Allah and Muhammad (PBUH) important to Muslims?	Islam Objectives How do Muslims express new beginnings?
Social Interaction and feelings. Focus on what the children need at each point.	<ul style="list-style-type: none"> • School and class rules. • My family. • Friendships. • Making choices. • Feelings and emotions in myself and others. 	<ul style="list-style-type: none"> • Feelings and emotions in myself and others. • Managing my feelings and emotions. • Scenarios. What are consequences ? • Friendships. 	<ul style="list-style-type: none"> • School and class rules. • I am proud. • New beginnings and targets. • Friendships. 	<ul style="list-style-type: none"> • Feelings and emotions in myself and others. • How my actions make other people feel. • Friendships. 	<ul style="list-style-type: none"> • School and class rules. • Making decisions. 	<ul style="list-style-type: none"> • Things that stay the same and things that change. • Feelings and emotions in myself and others.