**Long Term Plan Cycle B**

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| **Term** | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Golden Threads** | **Diversity GT1** | | | **Citizenship GT2** | | **Environment GT3** | | |
| **Topic** | **Changes through time** | | | **Journeys near and far** | | **Kings, Queens and Creatures** | | |
| Literacy | Retell a Familiar Story: Supertato GT2  Poetry: Seasons Poems    Non-Fiction Diary Entry: Diary of a Witch’s Cat GT2  Information Text: The Big Book of the Blue GT3 | | | Adventure Story: The Way Back Home GT1 GT2  Recount: My Day Helping Planet Earth GT3      Instructions: How to Wash a Woolly Mammoth   Explanation: How Do Penguins Stay Warm? GT1 GT3 | | Fiction (Character/Setting/Ending): The Bog Baby GT2  Letter: Dear Greenpeace GT2 GT3    Instructions: Why Are Dragons Afraid of Mice? GT1 GT2  Fiction: Lila and the Secret of Rain GT1 GT2 GT3 | | |
| Phonics – Little Wandle  (amended yearly dependent on EYFS levels) | **Assess and revisit Phase 3/4** | | | **Phase 4** | **Phase 5** | **Phase 5** | | **Phase 6** |
| Maths  (White Rose Maths – Mixed ½) | Place Value (within 20)    Addition & Subtraction (within 20) | Place value (within 100)    Shape | | Addition and Subtraction (within 100)    Multiplication and division | Length and height    Statistics    Money | Fractions    Time | | Mass, capacity and temperature    Position and direction |
| Science  (White Rose Science) | **A year of change**  Children will observe and describe seasonal changes across the year. | **A year of change**  Children will explore weather patterns, daylight hours, and how plants and animals adapt through each season. | | **What's that made of?**  Children will identify and name a variety of everyday materials, describing their properties and uses. They will explore how materials can be changed and why certain materials are chosen for specific purposes.    GT2 GT3 | **Material Detectives**  Children will explore the properties of materials and how these make them suitable for different uses. They will compare and group materials based on characteristics such as strength, flexibility, and absorbency. | **Home sweet habitat**  Children will explore different habitats and identify how they meet the needs of the living things within them. They will learn how animals and plants depend on each other and their environment to survive.    GT1 GT3 | | **The circle of snack**  Children will learn about simple food chains, identifying producers, predators, and prey. They will explore how energy is transferred and how animals depend on plants and other animals for food.    GT3 |
| History |  | | **Hot history: The Great fire of London**  Children will explore significant historical events including the Great Fire of London and the Gunpowder Plot. They will learn about key figures such as Samuel Pepys and understand how these events changed life in Britain.    GT1 GT2 | **Wheels, wings and wonderful things**  Children will explore the history of transport and how it has changed over time. They will learn about key developments in travel and significant inventors who helped shape modern transport.    GT3 |  |  | **Crowns & Castles**  Children will compare the lives and reigns of Queen Elizabeth I and Queen Victoria. They will explore how monarchy and life in Britain changed between the sixteenth and nineteenth centuries.    GT1 GT2 | |
| Geography | **What's the Weather?**  Children will explore different types of weather in their local area and around the world. They will learn about hot and cold places, how weather affects people and environments, and begin to use basic geographical vocabulary. | |  |  | **What a Wonderful World.**  Children will learn to locate countries, continents, and oceans of the world. They will explore human and physical features, including landmarks, using maps, globes, and digital media. | **Castles -Place Knowledge / Maps**  Children will learn about the four countries and capital cities of the UK, surrounding seas, and key landmarks. They will use maps to explore castle locations, including Lincoln Castle, and identify human and physical features.    GT3 |  | |
| DT |  | Moving pictures  Children will explore simple mechanisms such as levers and sliders to create moving pictures. They will design and make their own interactive pages, developing their understanding of motion and purpose.    GT2 | | **Wheely great vehicles**  Children will design and make simple vehicles using wheels and axles. They will explore how things move and select appropriate materials to build a functional, moving model.    GT2 GT3 |  |  | | **Food - Design a Menu for a Queen**  Children will explore healthy eating and food preparation by designing a simple menu fit for the Queen. They will learn to select ingredients, prepare dishes safely, and evaluate their creations.    GT1 GT2 GT3 |
| Art | Clay sculpture (Group 1)  Children will explore basic clay techniques such as rolling, pinching, and joining to create simple sculptures. Inspired by artists like Michelle Reader, they will design and make their own 3D forms, developing their understanding of shape and texture.    GT2 | Printmaking  (Group 1)  Children will explore printing techniques using objects, foam, or natural materials. Inspired by artists like Andy Warhol, they will create repeated patterns and images, developing their understanding of texture, shape, and pattern.    GT1 GT3 | | Clay Sculpture  (Group 2)  Children will explore basic clay techniques such as rolling, pinching, and joining to create simple sculptures. Inspired by artists like Michelle Reader, they will design and make their own 3D forms, developing their understanding of shape and texture.    GT2 | Printmaking  (Group 2)  Children will explore printing techniques using objects, foam, or natural materials. Inspired by artists like Andy Warhol, they will create repeated patterns and images, developing their understanding of texture, shape, and pattern.    GT1 GT3 | Textiles and pattern  Children will explore texture and pattern through textiles, using techniques like layering, weaving, or simple stitching. Inspired by artists such as Anni Albers, they will design and create patterned textile pieces.    GT1 GT3 | |  |
| ICT – (Teach Computing) | **Creating Media** – Digital writing (Year 1) & Digital Music (Year 2). | | | **Data and Information** – Grouping data (Year 1) & Pictograms (Year 2) | | **Programming B** – Animations (Year 1) & Quizzes (Year 2) | | |
| **Music  - (Charanga)** |  | Nativity  Children will learn and rehearse Nativity songs, developing confidence in singing, rhythm, and expression while working together towards a final performance. | | **In the Groove**  **(Year 1)**  Children will explore different styles of music through the song *In the Groove*, developing listening skills, rhythm, and confidence in singing and playing instruments. |  |  | | **Friendship Song**  **(Year 2)**  Children will learn to sing *The Friendship Song*, exploring melody, rhythm, and lyrics while developing teamwork, listening skills, and an understanding of friendship through music. |
| RE | How are stories and celebrations linked?  Children will explore how stories from religions are connected to special celebrations. They will learn stories such as the Nativity and Rama & Sita, hear why these stories are sacred, and see how people remember them through rituals, light, music, food, and symbols. Children will compare different celebrations, talk about their own experiences, and begin to understand how stories help people show what they believe. | | | What Do People Learn from Stories and Festivals?  Children will explore religious stories and festivals from Christianity, Hinduism (and/or another worldview) to find out what they teach people about important ideas like kindness, hope, thanks, belief, and how to live. They will hear stories, look at how festivals are celebrated, compare what they find across faiths, and think about how these stories can help people make choices and act in their own lives. | | What do we mean by religion and worldviews? & What beliefs, values and practices are important in religions and worldviews?  Children will explore what the words *religion* and *worldview* mean. They will find out that people have different beliefs about life, some religious and some not, and learn how these shape the way people think and live. Children will share their own ideas and listen to others to understand similarities and differences.  Children will explore key beliefs, values, and practices from different religions and worldviews. They will look at how these are shown in worship, festivals, daily life, and special objects. Children will compare what is important to others with what matters to themselves, and think about how values guide people in making choices. | | |
| **PSHE/SRE - SCARF**  alternate year group each term | **Me & my relationships**  (Year 1) **GT2** | **Valuing Difference**  (Year 2) **GT1 GT2** | | **Keeping myself safe** **GT3**  (Year 1) | **Rights and Responsibilities**  (Year 2) **GT2** | **Being My Best**  (Year 1) **GT2** | | **Growing & Changing**  (Year 2) |
| PE | **PE**  Throwing & Catching / Swimming    **MSP** Fundamental Movement Skills | **PE**  Dance /  Swimming    **MSP**  Fundamental Movement Skills | | **PE**  Gymnastics /  Swimming    **MSP**  Core Strength | **PE**  Ball Games /  Swimming    **MSP**  Gymnastics | **PE**  Athletics    **MSP**  Ball Skills | | **PE**  Team Games/ Sports Day    **MSP**  Racket and Ball Skills |
| Enrichment opportunities | Virtual visit by Tom Farriner  Lincolnshire Day  **GT2**  Harvest Festival **GT2** | Remembrance Day **GT2**  Nativity | | Pantomime  Lincolnshire Life / Transport Museum  Great British Bird Watch **GT3** | World Book Day  Road Safety Partnership **GT2** | Lincoln Castle  Lincolnshire Life Museum | | Lincolnshire Show  Beach |