

## Long Term Plan Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Golden Threads	<b>Diversity GT1</b>		<b>Citizenship GT2</b>		<b>Environment GT3</b>	
Literacy T4W focus	Traditional tales: The Gingerbread Man Instructions: How to catch a dragon		Diary: Meerkat Mail Persuasion text: Letter		Narrative POV: Goldilocks on trial! Report: Jungle animal report	
Reading for pleasure texts.						
Phonics – Little Wandle (amended yearly dependent on EYFS levels)	<b>Assess and revisit Phase 3/4</b>		<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 5</b>	<b>Phase 6</b>
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)	<b>Brilliant bodies</b> <b>Animals including humans</b>	<b>Fur, feathers and fins</b> <b>Animals including humans</b> Focus on pets	<b>From seed to stem</b> <b>Plants</b> Focus on parts of flowering plants and trees	<b>Let's get growing</b> <b>Plants:</b> Focus on needs of plants and growth	<b>Sense Detectives</b> <b>Animals including humans GT3</b>	

	Focus on our bodies and health				
History	<p><b>Chronology: Timeline of Me</b> Children explore the sequence of events in their own lives to develop an early understanding of chronology. They order key personal milestones, discuss how they have changed over time, and use vocabulary such as past, present, older and younger. This unit introduces the concept of timelines in a meaningful way and helps children begin to understand how events can be organised and compared in history.</p> <p><b>GT1</b></p>		<p><b>"Home Sweet Home: From Victorian Times to Today"</b> Children explore what life was like in Victorian times and compare it to life today. They investigate changes in homes, schools, work and daily routines, using historical sources and artefacts to identify similarities and differences. Through contrasting past and present, children develop chronological understanding, build historical vocabulary and learn how everyday life has changed over time.</p>		<p><b>Significant Individuals: Mary Anning &amp; Local Fossil Heritage</b> Children learn about Mary Anning as a pioneering fossil hunter and explore how her discoveries changed scientific understanding. They compare her life and work with a modern/local fossil hunter involved in the Scunthorpe Pliosaur discovery. Children develop chronological understanding by contrasting past and present fossil hunting and gain a sense of local heritage through learning how Lincolnshire fossils reveal the area's ancient past.</p>




					GTI	
Geography		<p><b>Our School &amp; Fieldwork - Local Area</b></p> <p>Children explore their school and the surrounding local area through first-hand fieldwork, developing essential geographical skills. They use simple maps, plans and directional language to observe, record and describe key features of the environment. Through purposeful investigation, children build early mapping skills, develop spatial awareness and begin to understand how geographical information helps us make sense of the places we live in.</p>		<p><b>Our Brilliant Britain (The United Kingdom)</b></p> <p>Children learn about the countries of the United Kingdom, their capital cities and key human and physical features. They explore national landmarks, flags and cultural traditions to develop a sense of place and identity. Through simple maps and atlases, children locate the four nations of the UK and begin to understand how different places are connected within our wider country. This unit builds foundational locational knowledge and strengthens children's ability to describe and compare places using appropriate geographical vocabulary.</p>		<p><b>Contrasting Localities UK &amp; Africa (Kenya)</b></p> <p>Children compare their local area in the United Kingdom with a contrasting locality in Kenya. They explore differences and similarities in climate, landscapes, homes, wildlife and daily life, using photographs, maps and simple geographical sources. Through studying human and physical features, children develop their understanding of place and learn how geography helps explain why places are the way they are. This unit strengthens children's ability to describe, compare and contrast locations using appropriate geographical vocabulary.</p>

DT		<p><b>POP, FLIP &amp; FOLD</b>  <i>Children will design and make pop-up pages using simple mechanisms, inspired by the creative pop-up books of <b>Matthew Reinhart</b>, to explore movement and storytelling. (Reinhart is known for colourful, child-friendly pop-up books like "Cinderella" and "Star Wars Pop-Up Galaxy".)</i></p>		<p><b>Bridges and Beyond</b>  Children will build and test strong structures, learning from real-life bridges and the bold designs of <b>Rosie Revere, Engineer</b>, to explore how structures are made safe and strong.</p>		<p><b>Food for the journey</b>  Children will prepare healthy snacks and packaging for explorers, taking inspiration from <b>Nadiya Hussain</b>, who makes food fun, colourful, and easy to enjoy on the go.</p>
Art	<p><u>All about me</u>  Children will explore how to draw and paint their own faces, looking carefully at shapes, colours, and features. Inspired by the bold and expressive art of <b>Frida Kahlo</b>, they will create unique self-portraits that show their personality and style.</p>	<p><u>Magic Mix-ups</u>  Children will experiment with primary colours to mix new colours and shades. They will learn how artists like <b>Wassily Kandinsky</b> used colours and shapes to show emotions, and they'll use their own paint mixing to create colourful, expressive artwork.</p>	<p><u>All about me</u>  Children will explore how to draw and paint their own faces, looking carefully at shapes, colours, and features. Inspired by the bold and expressive art of <b>Frida Kahlo</b>, they will create unique self-portraits that show their personality and style.</p>	<p><u>Magic Mix-ups</u>  Children will experiment with primary colours to mix new colours and shades. They will learn how artists like <b>Wassily Kandinsky</b> used colours and shapes to show emotions, and they'll use their own paint mixing to create colourful, expressive artwork.</p>	<p><u>Art in the wild</u>  Children will observe leaves, flowers, and natural objects closely, using paint, brushwork, and texture to capture the beauty they see. Inspired by <b>Georgia O'Keeffe's</b> nature art, they will explore how artists show detail, colour, and form in the world around them.</p>	

ICT – Teach Computing	Computing Systems (Year 1 & 2)		Creating Media – Painting (Year 1) & Photography (Year 2)		Programming A – Moving a robot (Year 1) & Robot Algorithm (Year 2)	
<b>Music – Charanga</b>		<u>Nativity</u>  Children will learn and rehearse Nativity songs, developing confidence in singing, rhythm, and expression while working together towards a final performance.	<u>Rhythm in the way we walk and Banana Rap (Year 1)</u>  Pupils will explore rhythm and steady beat through movement, body percussion and instruments, listening to and performing simple rhythmic patterns together. Pupils will learn to sing and perform a rap, keeping a steady beat and creating simple rhythmic patterns using their voices, bodies and instruments.		<u>Zoo time (Year 2)</u>  Pupils will learn to sing and perform songs confidently, use voices, body percussion and instruments to keep a steady beat, and create simple musical patterns together.	
RE	<u>What do stories from religious traditions teach about God? What can we learn from other stories?</u> In this unit, pupils will learn that people believe different things and that these beliefs can be shaped by stories, experiences and other influences. They will identify stories that are considered special or sacred by believers and explore what these stories teach about God and how people should live their lives. Pupils will compare stories from religious traditions with ordinary stories, ask questions about their meanings and truth, and find out how		<u>What do creation stories teach people about God and human nature?</u> In this unit, pupils will learn that creation stories are an important part of religious beliefs and help believers explain how the world began and what this shows about God as Creator. They will explore and compare creation stories from different religious worldviews and cultures, including Abrahamic and Dharmic traditions, identifying similarities and differences. Pupils will also learn that people, including those with no religious beliefs, have different explanations for the origin of life,		<u>What are sacred texts and why do they matter?</u> In this unit, pupils will learn that sacred scriptures are special to religious communities and are treated differently from other books. They will identify and name key sacred texts from at least one Abrahamic and one Dharmic tradition and learn about their origins. Pupils will explore how sacred texts are used in worship and ceremonies, recognise stories from different scriptures, and retell a story explaining its meaning. They will also describe similarities and differences between sacred texts across religions, including how they are viewed, treated and used, and reflect on why	

	non-religious people also receive guidance about how to live.		and will ask simple questions and generate ideas about these stories and beliefs.		certain books are special to people, including themselves.	
<b>PSHE/SRE - SCARF</b> alternate year group each term	Me & my relationships (Year 2) <b>GT2</b>	Valuing Difference (Year 1) <b>GT1 GT2</b>	Keeping myself safe (Year 2) <b>GT3</b>	Rights and Responsibilities (Year 1) <b>GT2</b>	Being My Best (Year 2) <b>GT2</b>	Growing & Changing (Year 1)
<b>PE</b>	<b>PE</b> Throwing & Catching / Swimming <b>MSP</b> Fundamental Movement Skills	<b>PE</b> Dance / Swimming <b>MSP</b> Fundamental Movement Skills	<b>PE</b> Gymnastics / Swimming <b>MSP</b> Core Strength	<b>PE</b> Ball Games / Swimming <b>MSP</b> Gymnastics	<b>PE</b> Athletics <b>MSP</b> Ball Skills	<b>PE</b> Team Games/ Sports Day <b>MSP</b> Racket and Ball Skills
Enrichment opportunities	Local Doctors Surgery - Nurse in <b>GT2</b> Lincolnshire Day <b>GT2</b> Harvest Festival <b>GT2</b>	Remembrance Day <b>GT2</b> Nativity	Doddington Hall / Uncle Henry's <b>GT3</b> Pantomime Great British Bird Watch <b>GT3</b>	World Book Day	Woodside Falconry Centre <b>GT3</b>	Beach

## Long Term Plan Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Golden Threads</b>	<b>Diversity GT1</b>		<b>Citizenship GT2</b>		<b>Environment GT3</b>	
Literacy	Retell a Familiar Story: Supertato GT2  Instructions: Monsters: An owner's guide.		Poetry: Oi Frog!  Narrative: The Bog Baby (warning tale)		Non fiction: Bee our friend (Explanation text)  Non fiction: Habitats (Report)	
Reading for Pleasure texts						
Phonics – Little Wandle (amended yearly dependent on EYFS levels)	<b>Assess and revisit Phase 3/4</b>		<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 5</b>	<b>Phase 6</b>
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)	<b><u>A year of change</u></b> Children will observe and describe seasonal changes across the year.	<b><u>A year of change</u></b> Children will explore weather patterns, daylight hours, and how plants and animals adapt through each season.	<b><u>What's that made of?</u></b> Children will identify and name a variety of everyday materials, describing their	<b><u>Material Detectives</u></b> Children will explore the properties of materials and how these make them suitable for	<b><u>Home sweet habitat</u></b> 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	<b><u>The circle of snack</u></b> Children will learn about simple food chains, identifying producers,

			<p>properties and uses. They will explore how materials can be changed and why certain materials are chosen for specific purposes.</p> <p>GT2 GT3</p>	<p>different uses. They will compare and group materials based on characteristics such as strength, flexibility, and absorbency.</p>	<p>depend on each other and their environment to survive.</p> <p>GT1 GT3</p>	<p>predators, and prey. They will explore how energy is transferred and how animals depend on plants and other animals for food.</p> <p>GT3</p>
History		<p><u>Hot history: The Great fire of London</u></p> <p>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.</p> <p>GT1 GT2</p>	<p><u>Wheels, wings and wonderful things</u></p> <p>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.</p> <p>GT3</p>			<p><u>Crowns &amp; Castles</u></p> <p>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.</p> <p>GT1 GT2</p>



Geography	<a href="#">What's the Weather?</a> 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.				<a href="#">What a Wonderful World.</a> 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.	<a href="#">Castles -Place Knowledge / Maps</a> 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		<a href="#">Moving pictures</a> Children will explore simple mechanisms such as levers and	<a href="#">Wheely great vehicles</a>				<a href="#">Food - Design a</a>

		<p>sliders to create moving pictures. They will design and make their own interactive pages, developing their understanding of motion and purpose.</p> <p>GT2</p>	<p>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.</p> <p>GT2 GT3</p>			<p><a href="#">Menu for a Queen</a></p> <p>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.</p> <p>GT1 GT2 GT3</p>
Art	<p><a href="#">Clay sculpture (Group 1)</a></p> <p>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</p>	<p><a href="#">Printmaking (Group 1)</a></p> <p>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.</p> <p>GT1 GT3</p>	<p><a href="#">Clay Sculpture (Group 2)</a></p> <p>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</p>	<p><a href="#">Printmaking (Group 2)</a></p> <p>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</p>	<p><a href="#">Textiles and pattern</a></p> <p>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.</p> <p>GT1 GT3</p>	

	understanding of shape and texture.  GT2		their own 3D forms, developing their understanding of shape and texture.  GT2	understanding of texture, shape, and pattern.  GT1 GT3		
ICT – (Teach Computing)	<u>Creating Media</u> – Digital writing (Year 1) & Digital Music (Year 2).		<u>Data and Information</u> – Grouping data (Year 1) & Pictograms (Year 2)		<u>Programming B</u> – Animations (Year 1) & Quizzes (Year 2)	
Music – (Charanga)		<u>Nativity</u> Children will learn and rehearse Nativity songs, developing confidence in singing, rhythm, and expression while working together towards a final performance.		<u>In the Groove (Year 1)</u> Children will explore different styles of music through the song <i>In the Groove</i> , developing listening skills, rhythm, and confidence in singing and playing instruments.		<u>Friendship Song (Year 2)</u> Children will learn to sing <i>The Friendship Song</i> , exploring melody, rhythm, and lyrics while developing teamwork, listening skills, and an understanding of friendship through music.
RE	<u>How are stories and celebrations linked?</u> Children will explore how stories from religions are connected to special celebrations. They will learn stories such		<u>What Do People Learn from Stories and Festivals?</u>		<u>What do we mean by religion and worldviews? &amp; What beliefs, values and</u>	

	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.		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.		<u>practices are important in religions and worldviews?</u> Children will explore what the words <i>religion</i> and <i>worldview</i> 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	<u>Me &amp; my relationships</u> (Year 1) <b>GT2</b>	<u>Valuing Difference</u> (Year 2) <b>GT1 GT2</b>	<u>Keeping myself safe</u> <b>GT3</b> (Year 1)	<u>Rights and Responsibilities</u> (Year 2) <b>GT2</b>	<u>Being My Best</u> (Year 1) <b>GT2</b>	<u>Growing &amp; Changing</u> (Year 2)
PE	<b>PE</b> Throwing & Catching / Swimming  <b>MSP</b> Fundamental Movement Skills	<b>PE</b> Dance / Swimming  <b>MSP</b> Fundamental Movement Skills	<b>PE</b> Gymnastics / Swimming  <b>MSP</b> Core Strength	<b>PE</b> Ball Games / Swimming  <b>MSP</b> Gymnastics	<b>PE</b> Athletics  <b>MSP</b> Ball Skills	<b>PE</b> Team Games/ Sports Day  <b>MSP</b> Racket and Ball Skills
Enrichment	Virtual visit by Tom Farriner	Remembrance Day <b>GT2</b> Nativity	Pantomime	World Book Day	Lincoln Castle Lincolnshire Life Museum	Lincolnshire Show

opportu nities	Lincolnshire Day GT2 Harvest Festival GT2		Lincolnshire Life / Transport Museum Great British Bird Watch GT3	Road Safety Partnership GT2		Beach
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