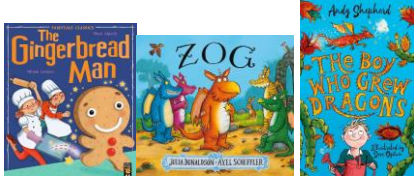


Long Term Plan Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Golden Threads	Diversity GT1		Citizenship GT2		Environment GT3	
Literacy T4W focus	Character: The Gruffalo (Wanted poster) Recount: We're going on a bear hunt!		Instructions: Dragons Persuasive Letter		Jack and the Beanstalk: Portal tale Information report: Animals	
Reading for pleasure texts.						
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 10 and 20 Addition and subtraction within 10 and 20 Place Value within 100 (Y2) Shape		Place value within 100 Addition and subtraction within 100 (Y2) Multiplication and division Length and Height Statistics		Money Fractions Time Mass, capacity and temperature Position and direction	
Science (White Rose Science)	Humans Pupils learn how to keep their bodies healthy through exercise, a balanced	Animals Pupils learn about the main animal groups, including mammals, birds, fish, amphibians and reptiles. They compare and group animals by their features and learn to identify	Plant parts Pupils learn to identify and name the main parts of plants, including roots, stems, leaves and flowers, and explore the role each	Plants needs and growth Pupils learn what plants need to grow and stay healthy, including water, light and a suitable	The human body – senses Pupils learn to identify and name the main parts of the human body and explore the five senses – sight, hearing, smell, taste and touch – linking each sense to the relevant body part.	

	diet, good hygiene and looking after their teeth. They explore how everyday choices help humans stay healthy and prevent illness.	carnivores, herbivores and omnivores.	part plays in helping a plant grow and survive.	temperature. They carry out simple investigations, such as comparing plants grown in light and dark conditions, and observe and record changes over time.		
History	How am I making history? Children begin to understand that history is about people and events from the past, including their own lives. They explore personal and family history, chronology and the ways everyday actions contribute to history over time.		How have toys changed? Children compare toys from the past and present, using artefacts and historical sources to identify similarities and differences. They develop an understanding of change over time and how people's lives have changed.		How did we learn to fly? Children learn about significant events and individuals involved in the history of flight, placing key developments in chronological order and exploring how inventions have shaped the modern world.	
Geography		What is it like here? Children explore the features of their local area, developing map skills, geographical vocabulary and an understanding of human and physical		What is the weather like in the UK? Children learn about the countries and seasons of the UK, exploring weather		What can you see at the coast? Children investigate coastal environments, identifying key physical and human features, comparing them with inland locations and developing their understanding of how people

		features through observation and fieldwork.		patterns and how weather changes throughout the year while using simple maps and geographical vocabulary.		use and care for coastal places.
DT	Puppets Children design and make a puppet for a specific purpose, developing skills in joining fabrics and other materials while considering appearance, function and user needs.	Stable structures Children investigate how structures are made strong and stable before designing, building and evaluating their own freestanding structure using a range of materials and joining techniques.	Matching slider game Children explore simple mechanisms by designing and making a moving storybook. They develop cutting, joining and evaluating skills while understanding how sliders create movement.		Wheels and Axles Children explore how wheels and axles work before designing and constructing a moving vehicle. They develop practical making skills and evaluate how effectively their design meets its purpose.	Smoothies Children learn about healthy eating while designing and making a fruit smoothie. They practise preparing ingredients safely, using simple food preparation techniques and evaluating the final product.
Art	Exploring line and shape Children develop observational drawing skills by	Understanding tone and texture Children investigate how tone, shading and texture can add depth and detail to artwork. They experiment with a range of drawing techniques to create more	Woven wonders (Group 1) Children explore weaving techniques and textile artists before designing and creating their own woven artwork. They develop	Woven wonders (Group 2) Children explore weaving techniques and textile artists before designing and creating their	Map it out Children use maps as inspiration to create artwork, exploring line, shape, pattern and symbols. They develop drawing and collage techniques while	

	experimenting with different lines, shapes and marks. They learn to represent objects accurately while building confidence in using a range of drawing media.	realistic and expressive images.	practical making skills while experimenting with colour, pattern and texture.	own woven artwork. They develop practical making skills while experimenting with colour, pattern and texture.	making links between art, design and geography.	
ICT – Teach Computing	Computing Systems (Year 1 & 2) Children develop an understanding of technology and its uses in everyday life, learning how to use devices safely and responsibly while recognising the role of computers in the world around them.		Creating Media – Painting (Year 1) & Photography (Year 2) Children use digital tools creatively to produce and edit artwork and photographs, developing skills in creating, refining and evaluating digital media for different purposes.		Programming A – Moving a robot (Year 1) & Robot Algorithm (Year 2) Children develop an understanding of algorithms by creating, testing and debugging simple programs. They learn how instructions control outcomes and begin to use logical reasoning to solve programming problems.	
Music – Kapow	My favourite things – keeping the pulse Children develop an understanding of pulse by keeping a steady beat through singing, movement and playing	Nativity Children prepare and perform songs for a nativity performance, developing singing skills, confidence and an awareness of pitch, pulse and rhythm.	Snail and Mouse – tempo Children explore tempo by identifying, performing and changing the speed of music through singing, movement and instrumental playing.	Superheroes – pitch Children investigate pitch by singing, listening and playing tuned and untuned instruments, learning how high and low sounds create musical ideas.	Musical storytelling – instruments Children use voices, instruments and sound effects to tell a story, developing creativity, performance skills and an understanding of how music can communicate ideas and emotions.	

	percussion instruments.					
RE	What do stories from religious traditions teach about God? What can we learn from other stories? 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 non-religious people also receive guidance about how to live.		What do creation stories teach people about God and human nature? 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, and will ask simple questions and generate ideas about these stories and beliefs.		What are sacred texts and why do they matter? 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 certain books are special to people, including themselves.	
PSHE/SRE - SCARF alternate year group each term	Me & my relationships (Year 2) GT2	Valuing Difference (Year 1) GT1 GT2	Keeping myself safe (Year 2) GT3	Rights and Responsibilities (Year 1) GT2	Being My Best (Year 2) GT2	Growing & Changing (Year 1)
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	Local Doctors Surgery - Nurse in GT2	Remembrance Day GT2 Nativity	Doddington Hall / Uncle Henry's GT3 Pantomime Great British Bird Watch GT3	World Book Day	Woodside Falconry Centre GT3	Beach

	Lincolnshire Day GT2 Harvest Festival GT2					
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Long Term Plan Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Golden Threads	Diversity GT1		Citizenship GT2		Environment GT3	
Literacy	Retell a Familiar Story: Supertato GT2 Instructions: Monsters: An owner's guide.		Poetry: Oi Frog! Narrative: Kassim and the hungry beast (warning tale)		Non fiction: Welcome to London (Report) Non fiction: Habitats (Explanation text)	
Reading for Pleasure texts						
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 10 and 20 Addition and subtraction within 10 and 20 Place Value within 100 (Y2) Shape		Place value within 100 Addition and subtraction within 100 (Y2) 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,	Material Detectives Children will explore the properties of materials and how these make	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	The circle of snack Children will learn about simple food chains, identifying

			describing their properties and uses. They will explore how materials can be changed and why certain materials are chosen for specific purposes. GT2 GT3	them suitable for different uses. They will compare and group materials based on characteristics such as strength, flexibility, and absorbency.	depend on each other and their environment to survive. GT1 GT3	producers, predators, and prey. They will explore how energy is transferred and how animals depend on plants and other animals for food. GT3
History		What is history? Pupils learn what history means and explore ways we can find out about the past, using sources, timelines and chronological order.		How was school different in the past? Pupils compare school life in the past and present, exploring changes in classrooms, lessons, equipment, rules and routines using historical sources.		What is a monarch? Pupils learn what a monarch is and explore the role of kings and queens, including significant British monarchs, castles and royal traditions, and how monarchy has changed over time.

Geography	Where am I? Pupils learn about their local area, using maps and aerial photographs to identify human and physical features, landmarks and routes.			Would you prefer to live in a hot or a cold place? Pupils explore hot and cold places around the world, locating them on maps and comparing their climate, weather, animals and features.		What is it like to live in Shanghai? Pupils explore Shanghai and China, locating them on a map and comparing life in Shanghai with their own local area, including human and physical features.	
DT	Balanced diet Pupils explore the importance of a balanced diet, identify different food groups and design and make a healthy food product.	Making a moving monster Pupils explore mechanisms, learning how linkages and pivots create movement before designing and making their own moving monster.	Baby bears chair Pupils investigate structures and stability, then design, make and evaluate a strong, stable chair for Baby Bear.	Pouches Pupils develop basic textiles skills, including joining materials using sewing, before designing and making their own fabric pouch.	Fairground wheel Pupils explore wheels, axles and structures before designing and constructing a moving fairground wheel.		
Art	Painting and mixed media: Colour splash Pupils explore colour mixing, shape and pattern, developing painting and printing techniques to create colourful artwork.	Sculpture and 3D: Paper play Pupils explore ways of folding, rolling and shaping paper to develop their understanding of form and create 3D sculptures.	Painting and mixed media: life in colour (group 1) Pupils develop their understanding of colour, texture and composition, experimenting with paint and collage materials to create mixed-media artwork.	Painting and mixed media: life in colour (group 2) Pupils develop their understanding of colour, texture and composition, experimenting with paint and collage materials to create mixed-media artwork.	Sculpture and 3D: Clay houses Pupils explore clay techniques, including shaping, joining and adding texture, to design and create their own 3D clay house.		

ICT – (Teach Comput ing)	Creating Media – Digital writing (Year 1) & Digital Music (Year 2). • Creating Media – Digital Writing (Y1): Pupils develop keyboard and typing skills, learning to create and edit digital text and compare writing on a computer with writing by hand. • Creating Media – Digital Music (Y2): Pupils explore how computers can be used to create and change music, experimenting with rhythm, pitch and patterns to create their own compositions.		Data and Information – Grouping data (Year 1) & Pictograms (Year 2) • Data & Information – Grouping Data (Y1): Pupils learn to identify, label, group and compare objects according to their properties and answer questions using grouped data. • Data & Information – Pictograms (Y2): Pupils learn to collect, organise and present data using pictograms, using them to answer questions and draw simple conclusions.		Programming B – Animations (Year 1) & Quizzes (Year 2) • Programming B – Animations (Y1): Pupils are introduced to simple programming, creating and sequencing commands to make characters move and produce their own animations. • Programming B – Quizzes (Y2): Pupils develop their programming skills by using sequences and commands to design, create and debug their own interactive quizzes.	
Music – Kapow	Seaside (Dynamics) Pupils explore dynamics, learning how music can be loud or quiet and using changes in volume to represent a seaside environment.	Nativity Pupils learn, rehearse and perform songs for the Nativity, developing their singing, rhythm and performance skills.	Animals: Call and response Pupils explore call-and-response patterns, using their voices and instruments to copy, create and perform simple musical phrases.	Under the sea: Musical symbols Pupils explore how symbols can represent sounds, using them to follow, create and perform simple musical patterns.	Myths and Legends: Structure Pupils explore musical structure, recognising repeated sections and patterns before organising sounds to create their own compositions.	
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 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.		<u>What Do People Learn from Stories and Festivals?</u> 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		<u>What do we mean by religion and worldviews? & What beliefs, values and 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	

			they find across faiths, and think about how these stories can help people make choices and act in their own lives.		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 & my relationships</u> (Year 1) GT2	<u>Valuing Difference</u> (Year 2) GT1 GT2	<u>Keeping myself safe</u> GT3 (Year 1)	<u>Rights and Responsibilities</u> (Year 2) GT2	<u>Being My Best</u> (Year 1) GT2	<u>Growing & Changing</u> (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

