

## ARC 2- LONG TERM PLAN 24/25

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Read Write Inc.	Children to work on own individual RWI targets on a 1:1 basis	Children to work on own individual RWI targets on a 1:1 basis	Children to work on own individual RWI targets on a 1:1 basis	Children to work on own individual RWI targets on a 1:1 basis	Children to work on own individual RWI targets on a 1:1 basis	Children to work on own individual RWI targets on a 1:1 basis
English (Year 2 Objectives - Read to Write, Year 3 books)	<u>Rosie Revere Engineer' (Yr2 Unit F)</u>  SPaG opportunities: exclamation marks; question marks; commas for lists; contracted forms and the possessive apostrophe; types of sentences; noun phrases; using present and past tenses correctly; subordination and coordination.		Into the Forest (Yr3 Unit F)		The Rhythm of the Rain (Yr 3 Unit C)	
Maths (Year 2 - White Rose)	<u>Place Value</u> <u>Addition/Subtraction</u> <u>Number and place value.</u>  Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backwards. Read and write numbers to at least 100 in numerals and in words Recognise the place value of each digit in a two-digit number (tens, ones) Compare and order numbers from 0 up to 100; use <, > and = signs  <u>Addition and subtraction</u> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Add and subtract numbers mentally, including: A two-digit number and ones.	<u>Multiplication and Division</u>  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  <u>Fractions</u>  Recognise, find, name and write fractions 1/3, 1/4, 2/3, 3/4. Find fractions of a length, shape or set of objects.	<u>Measurement</u>  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and =  <u>Money</u> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change Compare and sequence intervals of time Know the number of minutes in an hour and the number of hours in a day. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times		<u>Geometry: Position and Direction</u>  Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Order and arrange combinations of mathematical objects in patterns and sequences.  <u>Measurement: Mass, Capacity and Temperature.</u>  Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels Compare and order lengths, mass, volume/capacity and record the results using >, < and = <u>Time</u>  Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. Compare and sequence intervals of time	
RE (Come and See SEN)	<u>Beginnings</u>  Know and understand the many beginnings each day offers; God is present in every beginning.  <u>Signs and symbols</u>	<u>Judaism Prayer / Home</u>  Understand how families gather, Shabbat the day for God, the day of rest.  <u>Advent</u>	<u>Local Church</u>  Different books used at home and at school  The Bible as a special book; how the Gospels are used by	<u>Holy Week and Easter</u>	<u>Spread the word</u>	<u>Treasures</u>
				The Last Supper; Learning about parts of the Mass, responses the Parish Family use at Mass; the Children's Eucharistic Prayer.	Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.	Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in

	<p>Know and understand the experience of signs and symbols; signs and symbols used in Baptism.</p> <p><u>RSHE</u></p> <p>To recognise the joy and friendship of belonging to a diverse community.</p>	<p>Know and understand preparing for special times; Advent four weeks of preparation for the celebration of Jesus at Christmas.</p>	<p>the Parish family; the story of the Baptism of Jesus; other books used by the Parish</p> <p><u>RSHE</u></p> <p>To describe ways of being safe in communities.</p>	<p><u>Lent\Easter</u></p> <p>Opportunities for sharing and giving.</p> <p>Ash Wednesday: Lent as an opportunity to choose to do good.</p>	<p><u>Rules</u></p> <p>Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.</p>	<p>love, joy, justice and peace for all people.</p> <p><u>Islam</u></p> <p>How do Muslims prepare for prayer? Life for Muslim children. Family life for Muslim families.</p>
<p>Science (CUSP yr. 2)</p>	<p><u>Living Things and Their Habitats</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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 their habitats, including microhabitats and 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><u>Animals including Humans</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><u>Uses of Everyday Materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Revisit: Living Things and Their Habitats + Everyday Materials</u></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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>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>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses.</p>	<p><u>Plants</u></p> <p>Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Revisit Plants + Animals</u></p> <p>Pupils should be taught to observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air.)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

Computing (Mixed years Knowsley SOW)	<p>My online life (yr 1)</p> <p>My Digital Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services.</p> <p>It takes a holistic approach to each of the different elements of their online lives.</p> <p>The resources included in this activity are aimed at stimulating classroom discussions about certain situations that may arise online and to get the children to think critically about their online lives.</p>	<p>Mini-Beasts (yr1)</p> <p>In this unit, the children will use technology to sort and classify mini-beasts.</p> <p>They will learn about gathering and presenting information, searching the web, taking photographs and using a paint application.</p> <p>They will make their own David Attenborough-style nature documentary.</p>	<p>What is a computer? (yr2)</p> <p>In this activity, the children will learn about computers, their different parts and their peripherals.</p> <p>They will learn new digital skills as they work with text and images.</p> <p>The children will create algorithms and programs using Scratch Jr.</p>	<p>Online Buddies (yr 2)</p> <p>This activity will explore what friendship means online. The children will learn about the do's and don'ts of online communication.</p> <p>To know that there are different methods of communicating online.</p> <p>Learn to open and edit a digital file and explain how digital devices are used in school and at home</p>	<p>Minecraft (yr4)</p> <p>Who is the best at building in Minecraft?</p> <p>The children participate in a series of Minecraft-themed challenges; they will explore online safety, programming, creating an animated presentation, and have fun building 3D Minecraft buildings.</p> <p>To understand the basic controls and features in Minecraft and explain what the different modes in Minecraft are.</p>	<p>Making Games (yr2)</p> <p>In this activity, the children will use Scratch Jr to create simple game programs. They will learn about logical reasoning, algorithms, repeat commands, programs and debugging.</p> <p>To understand, it is someone's job to create games, and it takes a team of people to make an app or game.</p> <p>To open an online game, play and discuss the various elements that make a game and to use a keyboard to type text and apply formatting.</p>
Geography  (Rising Stars KSI)	<p><u>What's it like where we live? (Unit 1 KSI) Autumn 1</u></p> <p>In this unit the children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps.</p>		<p><u>Where do different animals live? (Unit 3 KSI) Spring 1</u></p> <p>This unit gives a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents.. The unit also focuses the children on specific landscapes, people and issues associated with real places. It starts by showing what these animals' homes are like and addressing misconceptions they might have.</p>		<p><u>Where does our food come from? (Unit 5 KSI) Summer 1</u></p> <p>This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. As with many units in KSI, there is a strong element of local area study with a suggested farm, market and shop visit to begin to show the class the connections between the food we buy and how much of it comes from the UK.</p>	
History (Rising Stars KSI)	<p><u>Why do we remember the 5<sup>th</sup> of November? (Unit 3 KSI) Autumn 2</u></p> <p>In this unit, the children will explore the history behind, and the significance of, Bonfire Night on 5th November. learn about events beyond living memory that are significant nationally or globally. Know where the people and events they study fit within a chronological framework. Know and understand the history of the UK as a coherent, chronological narrative.</p>		<p><u>How did the first flight change the world? (Unit 4 KSI) Spring 2</u></p> <p>In this unit, the children will learn the story behind the first aeroplane flight and explore the impact that the aeroplane has had on the world. Learn about events beyond living memory that are significant globally. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods.</p>		<p><u>Who were the greatest explorers? (Unit 6 KSI) Summer 2</u></p> <p>In this unit, the children will investigate the lives and journeys of four explorers from various eras. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Know where the people and events they study fit within a chronological framework and compare aspects of life in different periods</p>	
Art (CUSP Y2)	<p><u>Drawing</u></p> <p>Mark Makers</p> <p>In this block, pupils will be introduced to a range of drawing tools, such as</p>	<p><u>Painting</u></p> <p>Colour and link to feelings</p> <p>In this block, pupils will explore making thick and thin paint marks on a range</p>	<p><u>Print Making</u></p> <p>Prints from object blocks</p> <p>In this block, pupils will explore the marks that can be made by printing with a</p>	<p><u>Textiles</u></p> <p>Collage using pre-used materials</p> <p>In this block, pupils will be given the opportunity to</p>	<p><u>3D Sculptures</u></p> <p>In this block, pupils will learn how to smooth a form out of clay. They will explore a range of</p>	<p><u>Creative Response- Drawing and collage</u></p> <p>In this block, pupils will look at <i>Castle and Sun</i> by Paul Klee. They will learn about</p>

	<p>charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.</p> <p><u>Be able to</u> Select appropriate tools Make a range of marks</p>	<p>of surfaces. They will use primary colours and the <i>dip, dip dab</i> method of painting.</p> <p><u>Be able to</u> Make thick and thin marks Identify shades of primary colours</p>	<p>range of objects. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.</p> <p><u>Be able to</u> Apply paint using controlled brushstrokes and stippling Combine printing techniques such as stencilling and relief printing</p>	<p>explore a range of materials, including fabric, oil crayons, chalk and paint, to create pieces of art. They will use natural and man-made fibres, combining colours and textures.</p> <p><u>Be able to</u> Combine a range of materials to produce textile art</p>	<p>materials to understand the importance of weight and balance in construction and they will use recycled materials to create their own sculpture</p> <p><u>Be able to</u> Select materials based on their properties Take inspiration from the work of an artist</p>	<p>using collage techniques to create a layered surface for their artwork. Pupils will also use muted colours to soften an image. They will use lines as well as pattern to suggest something is there.</p> <p><u>Be able to</u> Build up layers, using collage to create a background Tear paper and use scissors to cut for precision</p>
Music	<p><u>Experimenting with sounds</u> Samba music is made by layering ostinato</p> <p>The names of a range of untuned percussion</p> <p><u>Be able to</u> Identify an instrument according to the sound that it makes Perform simple ostinato</p>	<p><u>Singing Focus</u> The terms pitch, rhythm, pulse and dynamic Types of choral singing <u>Be able to</u> Sing chorally at the same pitch Listen and respond to significant choral works</p>	<p><u>Untuned Percussion</u> The terms compose, rhythm patterns and tempo The British origins and style of stomp music <u>Be able to</u> Compose short rhythm patterns Perform individually and as part of an ensemble</p>	<p><u>Singing Focus</u> Pitch can be controlled in singing and when playing instruments An octave is a series of eight notes in a musical scale <u>Be able to</u> Describe the pitch of a composition Copy back simple musical phrases, controlling pitch</p>	<p><u>Untuned Percussion</u> Musical vocabulary used to describe tempo and dynamics The role of the conductor and why this is important <u>Be able to</u> Control tempo and dynamics as part of a performance Compose and record simple musical phrases using dot notation</p>	<p><u>Singing Focus</u> Themes and messages that are often reflected in music Music is designed to evoke a response from the audience <u>Be able to</u> Describe and discuss music from a range of genres Explain how music makes us feel and explore the responses of others</p>

Physical Education (Yr. 2)	<p><u>Gymnastics</u></p> <p>Develop core movement, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p>	<p><u>Multi-Skills &amp; Gymnastics</u></p> <p>Fundamental movement skills which will form the basis of more complex techniques.</p> <p>Static balancing, combine several co-ordination drills, aim a variety of balls and equipment accurately, explore running at a variety of speeds, run at different speeds and in different directions with control.</p>	<p><u>Throwing and Catching</u></p> <p>Apply a broader range of skills, learning how to use them in different ways Be able to engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing.</p>	<p><u>Brilliant Ball Skills</u></p> <p>Use hand-eye co-ordination to control a ball, target the receiver's hands when throwing, pass with accuracy, dribble with control, complete running activities with balance and co-ordination .</p>	<p><u>Games</u></p> <p>Develop fundamental movement skills, becoming increasingly competent and confident; Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others; Engage in competitive and cooperative physical activities in a range of increasingly challenging situations.</p>	<p><u>Athletics</u></p> <p>Develop fundamental movement skills, becoming increasingly competent and confident, and access a broad range of activities to extend their agility, balance and coordination.</p>
Design Technology (CUSP Yr2)	<p><u>Textiles</u></p> <p>In this block, pupils will learn how to use a template to</p>	<p><u>Food + Nutrition (Yr3)</u></p> <p>In this block, pupils will consider what a balanced</p>	<p><u>Structures (Yr1)</u></p> <p>In this block, pupils will investigate what needs to</p>	<p><u>Understanding Materials (Yr1)</u></p>	<p><u>Food + Nutrition (Yr3)</u></p> <p>In this unit, pupils will explore the nutritional value of food</p>	<p><u>Structures</u></p> <p>In this unit, pupils will discover that they can</p>

	<p>create a simple patchwork by repurposing clothing to create something practical and useful.</p> <p>They will develop their skills using a needle and thread to create small, even stitches.</p>	<p>diet is. They will make three products that are often bought pre-made or highly processed.</p> <p>Yoghurt DIY Popcorn Homemade Chips</p>	<p>be in place so that a structure can remain standing on its own. They will use a range of materials to explore and reason about why some structures may fall.</p>	<p>In this block, pupils will be able to identify a range of construction materials. They will investigate how materials can be changed by adding heat or water. They will use a combination of materials to create a small model house.</p>	<p>and its effect on our physical and mental health. Pupils will practise methods for preparing a range of vegetables.</p> <p>Noodle Salad Stuffed peppers</p>	<p>increase the strength and stability of paper by folding.</p> <p>They will test and record their paper structures and design a paper tower that is at least 50cm tall and can bear a 1kg weight.</p>
PSHE	<p><u>Personal education</u> <u>Families and friendships</u> <u>Safe relationships</u></p> <p>Making friends, feeling lonely and getting help. Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p><u>Personal education</u> <u>Respecting ourselves and others</u></p> <p>Recognising things in common and differences; playing and working cooperatively: sharing opinions.</p>	<p><u>Social education</u> <u>Belonging to a community, Money and work</u></p> <p>Belonging to a group; roles and responsibilities. Being the same and different in communities What money is; needs and wants; looking after money</p>	<p><u>Social education</u> <u>Keeping Safe Media literacy and digital resilience</u></p> <p>The internet in everyday life; online</p>	<p><u>Health education</u> <u>Physical health and mental wellbeing</u></p> <p>Why sleep is important. Medicines and keeping healthy. keeping teeth healthy; managing feelings and asking for help.</p>	<p><u>Health education</u> <u>Growing and changing, Transition</u></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong</p>
Educational Visits	Trip based on life skills	Trip based on life skills	Trip based on life skills	Trips based on life skills	Trips based on life skills	Trips based on life skills
Whole School	<p>International Literacy Day Recycle Week Maths Party Day National Poetry Day World Mental Health Day</p>	<p>World Science Day Advent Anti-Bullying Week Enterprise Days Christmas Jumper Day</p>	<p>Safer Internet Day Time to Talk Day Chinese New Year</p>	<p>Lent World Thinking Day World Book Day British Science Week Maths Day</p>	<p>International Dance Day Walk to School Week Earth Day International Nurses Day</p>	<p>Wellbeing Week World Refugee Day World Music Day NHS Birthday</p>