
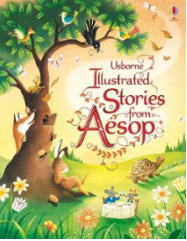
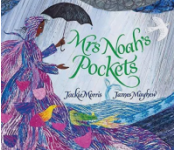
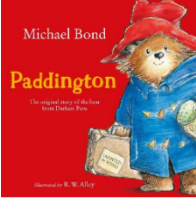




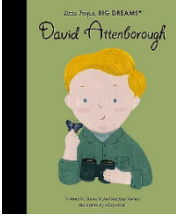

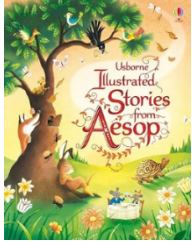



Elveden C of E Primary Academy Long-Term Plan

KS1 Cycle B

	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
English Reading	<p><i>Grandad's Island</i> By Benji Davies</p>  <p><i>The Boy Who Cried Wolf</i> Aesop's Fables</p>  <p><i>Mrs Noah's Pockets</i> By Jackie Morris</p> 	<p><i>Paddington</i> By Michael Bond</p>  <p><i>The Christmas Pine</i> By Julia Donaldson</p> 	<p><i>The Quangle Wangle's Hat</i> By Edward Lear</p>  <p><i>Coming to England</i> By Floella Benjamin</p> 	<p><i>Rhythm of the Rain</i> By Grahame Baker-Smith</p>  <p><i>David Attenborough</i> By Isabel Sanchez Vegara</p> 	<p><i>Great Women Who Changed the World</i> By Kate Pankhurst</p>  <p><i>The Sun and the Wind</i> Aesop's Fables</p> 	<p><i>Fantastic Mr Fox</i> By Roald Dahl</p> 
English Writing	<p><b>3 Weeks: Sentence Composition</b> <b>1 Week: Poems</b> - Pattern and Rhyme <b>2 Weeks: Narrative</b> - Setting Descriptions</p>	<p><b>3 Weeks: Narrative</b> - Stories with familiar settings <b>2 Weeks:</b> - Instructional Writing <b>1 Week: Poetry</b> - Shae Poems and Calligrams</p>	<p><b>1 Week: Poetry</b> - Shape Poems <b>2 Weeks: Non-Fiction</b> - Recounts from personal experience <b>2 Weeks:</b> - Informal Letters</p>	<p><b>3 Weeks: Narrative</b> - Stories with Familiar Settings <b>2 Weeks: Non-Fiction</b> - Recounts from personal experience <b>1 Week: Poetry</b> - Developing Vocabulary</p>	<p><b>1 Week: Poetry</b> - Enrichment (pattern and rhyme) <b>2 Weeks:</b> - Informal Letters <b>2 Weeks:</b> - Setting Descriptions</p>	<p><b>1 Week: Poetry</b> - Poems on a theme (nature) <b>2 Weeks:</b> - Instructional Writing</p>
Maths (White Rose)	<b>Maths- White Rose Scheme of work –Daily Lesson and Mastering Number Programme</b>					
	<p><b>3 Weeks: Place Value</b> (within 20) <b>3 Weeks: Addition and Subtraction</b> (within 20)</p>	<p><b>4 Weeks: Place Value</b> (within 100) <b>2 Weeks: Shape</b></p>	<p><b>4 Weeks Addition and Subtraction</b> (within 100) <b>2 Weeks: Multiplication and Division</b></p>	<p><b>2 Weeks: Multiplication and Division</b> <b>2 Weeks: Length and Height</b> <b>1 Week: Statistics</b></p>	<p><b>2 Weeks: Money</b> <b>3 Weeks: Fractions</b> <b>1 Week: Time</b></p>	<p><b>2 Weeks: Time</b> <b>2 Weeks: Mass, Capacity, Temperature</b> <b>1 Week: Position and Direction</b></p>

Topic	Turrets and Tiaras	Fire, Fire	The Places that we Live		Awesome Animals	
Science (PLAN)	<p><u>Animals including humans (Year 1)</u></p> <p>We will identify and name common animals and those that are carnivores, herbivores and omnivores. We will</p> <p>Describe and compare the structure of a variety of animals and identify, name, draw and label the basic parts of the human body, saying which part of the body is associated with each sense.</p>		<p><u>Uses of everyday materials (Year 1)</u></p> <p>We will distinguish between an object and material and</p> <p>Identify and name a variety of everyday materials. We will describe the simple physical properties of materials and compare and group materials on the basis of their physical properties</p>	<p><u>Uses of Everyday Materials (Year 2)</u></p> <p>We will be identifying and comparing the suitability of a variety of materials for particular uses. We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><u>Animals including humans (Year 2)</u></p> <p>We will learn that animals, including humans, have offspring which grow into adults.</p> <p>We will find out and describe basic needs of animals, including humans, for survival and Describe the importance for humans of exercise, eating the right amounts of different types of foods and hygiene.</p>	
Science (Additional)	<p><u>Seasonal Changes Y1</u></p> <p>We will observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.</p>					
Art and Design	<p><u>Printing</u></p> <p>We will be exploring printing with a range of tools and materials, explore rubbings and explore patterns.</p>		<p><u>Collage</u></p> <p>We will be exploring collage, including using natural materials.</p>		<p><u>Painting</u></p> <p>We will be learning about mixing colour and tone.</p>	
Design and Technology		<p><u>Mechanisms</u></p> <p>We will be designing and making our own moving parts on a character.</p>		<p><u>Free standing Structures</u></p> <p>We will be exploring, designing and making our own free standing structures.</p>		<p><u>A Balanced Diet</u></p> <p>We will be preparing and making our own healthy snack.</p>
Geography			<p><u>Locational knowledge &amp; Field work</u></p> <p>We will be naming and locating the four countries and capital cities of the UK and explore our local area (orienteeing). Use aerial photographs to plan perspectives to recognise landmarks and basic human and physical features. /Create maps</p>	<p><u>Place Knowledge</u></p> <p>We will understand geographical similarities/ differences through human and physical geography of UK and Africa.</p>	<p><u>Place Knowledge/Human and Physical</u></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
History	<p><u>Significant individuals and events beyond living memory</u></p> <p>We will be learning about the Normans. We will be looking at William the Conqueror and learning about how he conquered England. Also we will be learning about how the Normans built the castles and what it was like to live in a castle.</p>	<p><u>Significant events beyond living memory</u></p> <p>We will be learning about the Great Fire of London which is a significant event from beyond children's living memory. We will look at aerial images of how the fire spread.</p>				<p><u>Significant L:levels</u></p> <p>We will be learning about the Wright brothers and the first flight.</p>
French		We will be reading the French-English version of <i>Dear Zoo</i> .			We will be reading <i>Petite Tache</i> in French-English.	We will be reading the French-English version of <i>The Very Hungry Caterpillar</i> .
Computing	Project Evolve (Yr. 2)	Technology Around us (Yr. 1)	IT around us (Yr. 2)	Digital Photography (Yr. 2)	Digital Music (Yr. 2)	Programming Animations (Yr. 1)
Music	Exploring Simple Patterns	Focus on Dynamics & Tempo	Explore Feelings Through Music	Inventing a Musical Story	Music That Makes Me Dance	Exploring Improvisation

(Charanga Y2 MMC)	How does Music help us to make Friends?	How does Music teach us about the past?	How does Music make the world a better place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After The Planet?
PE (Complete P.E.-Cycle B/Y2)	Locomotion: Dodging Dance: Water	Ball Skills: Hands 1 Dance: Nativity	Ball Skills: Feet Gymnastics: Linking	Ball Skills: Hands 2 Gymnastic: Pathways	Location: Jumping Games for Understanding	Team Building Health and Wellbeing
PSHE (Jigsaw Y2)	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me (RSE) Year 1 and Year 2
RE (Emmanuel Units Y2)	<b>Big Question: What do people believe is important?</b>		<b>Big Question: Who is it right to follow?</b>		<b>Big Question: Can books and stories be good teachers?</b>	
	<b>Judaism</b> Teshuva  Why do Jewish families talk about repentance at new year?	<b>Christianity</b> Saviour  Why was Jesus given the name saviour?	<b>Islam</b> Compassion  How do some Muslims show Allah is compassionate and merciful?	<b>Christianity</b> Trust  Why do Christians trust Jesus and follow him?	<b>Judaism</b> Torah  Why is the Torah such a joy for the Jewish community?	<b>Christianity</b> Parable  What did Jesus teach about God in his parables?
SMSC	Social Day		Moral Day	Spiritual Day		Cultural Day