
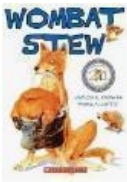



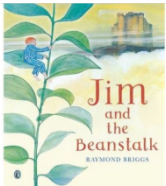

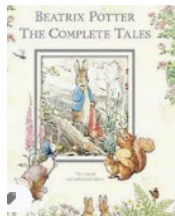
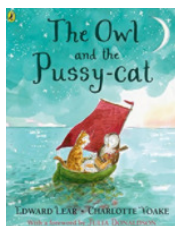
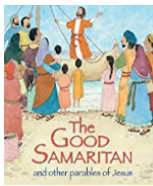


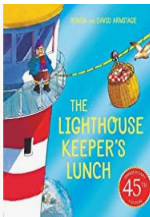

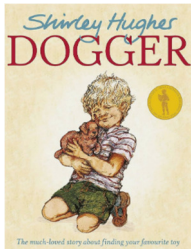

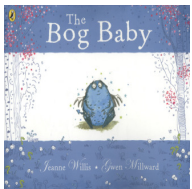
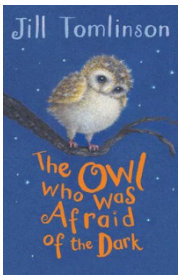


Elveden C of E Primary Academy Long-Term Plan						
KS1 Cycle A						
	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
	Amazing Australia	Guilty Guy Fawkes	Venturing Victorians	The Deep Blue Sea	Toys through the times	A History of Thetford Forest
English Reading	<p><i>Wombat Stew</i> by Macia K Vaughan, <i>Pumpkin Soup</i> by Helen Cooper and <i>Australia</i> by Michael Rosen. <i>Little People, Big Dreams 'Malala Yousafzai'</i></p>   	<p><i>The Gunpowder Plot</i> by Helen Cox-Canon <i>Little Red</i> by Bethan Woollvin. <i>Jim and the Beanstalk</i> by Raymond Briggs</p>    <p>R.E. Literacy:</p> 	<p><i>The Tales of Beatrix Potter</i> <i>The Owl and the Pussycat</i> by Edward Lear. <i>The Good Samaritan</i> and other parables'</p>   <p>R.E. Literacy:</p> 	<p><i>The Sea Book</i> by Charlotte Milne, <i>The Snail and the Whale</i> by Julia Donaldson. <i>The Lighthouse Keeper's Lunch</i> by Ronda Armitage and David Armitage.</p>   	<p><i>Traction Man</i> by Mini Grey <i>Dogger</i> by Shirley Hughes</p>   <p>R.E Literacy:</p> 	<p><i>The Bog Baby</i> by Jeanne Willis <i>The Owl who was Afraid of the Dark</i> by Jill Tomlinson</p>  
English Writing	2 weeks- Instructions 2 weeks- Poetry - Poems on a theme 2 weeks- Narrative- Repetitive stories	2 weeks- Recounts 2 weeks- Narrative- character and setting description 2 weeks – Narrative- diary entries 1 week- Narrative- Religious story	2 weeks- Narrative- extended stories 2 weeks- Poetry- Nonsense poems 1 week- Narrative- Religious story	2 weeks- Non-Fiction- Non chronological reports 2 weeks - Narrative 2 weeks- Narrative- Instructions/ letters	2 weeks- Narrative- story writing 2 weeks- Informative texts- Non Chronological reports 1 week- Narrative- Religious story	2 weeks- Narrative- Descriptive Writing 2 weeks- Non-Fiction- Non chronological reports Narrative- story writing
Maths (White Rose)	Maths- White Rose Scheme of work –Daily Lesson and Mastering Number Programme					
Science (PLAN)	<u>Living things and their Habitats Y2 (Part 1)</u> We will explore and compare the differences between things that are living, dead, and things that have never been alive, we will		<u>Plants Y1</u> We will be identifying and naming different	<u>Plants Y2</u> Observe and describe how seeds and bulbs	<u>Living things and their Habitats Y2 (Part 2)</u> We will identify and name plants and animals in their habitats, including micro-habitats	

	identify that most living things live in habitats to which they are suited and how these provide for the basic needs of different kinds of animals and plants, and how they depend on each other.		plants, including trees. We will also be growing some plants and naming their parts.	grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	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..	
Science (Additional)	<u>Seasonal Changes Y1</u> We will observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.					
Art and Design	<u>Materials and Textiles</u> We will be using objects and basic tools to create patterns and images replicating Aboriginal art (Weaving and Tying).		<u>Drawing</u> We will be sketching and drawing our own pictures of the Beatrix Potter characters.	<u>Painting</u> We will be painting our own sea-themed scenes using water colours (Vincent Van Gogh).		<u>Collage</u> We will be learning how to make natural collages.
Computing (Purple Mash mixed age planning)	Touch type unit (First steps) and Effective Searching (Unit 2.5)	Lego Builders (Unit 1.4), Technology outside of school (Unit 1.9) & Grouping and Sorting (Unit 1.2)	Creating Pictures (Unit 2.6)	Spreadsheets (Unit 1.8)	Coding (Unit 1.7)	Coding (Unit 2.1)
Design and Technology (Kapow)		<u>Textiles: Puppets</u> We will be using materials and sewing skills to make puppets of Guy Fawkes.			<u>Mechanisms: wheels and axis</u> We will be designing and making our own toy cars.	<u>Freestanding Structures: Constructing a Windmill</u> We will be designing a windmill.
Geography	<u>Place knowledge/Human and Physical</u> We will be doing a comparison study- looking at an Australian settlement compared to Thetford (Field work). (GA: 'Australia Here we come')	<u>Human and Physical</u> We will be comparing London during the 1500s to now using aerial photography. Map work of River Thames and London landmarks.		<u>Location Knowledge</u> We will be naming and locating the world's continents, countries and oceans.		<u>Field work/orienteering</u> We will be using the four compass points and creating maps using symbols of the forest during fieldwork. Orienteering opportunity. Identify seasonal and daily weather patterns in the UK and hot and cold places in the world.
History		<u>Significant Individuals</u> We will be learning about the historical event of Guy Fawkes plot and look at how it still impacts on us today.	<u>Significant Events in local area</u> We will be learning about Charles Burrell and his local work on using steam transport. We will also be learning about The Great Exhibition in the Victorian era.		<u>Changes within living memory</u> We will be learning about toys through the ages and how they have changed over time.	<u>Significant events in local area</u> We will be learning about the history and heritage of Thetford Forest since 1922 to present day.
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> .
Music (Charanga Y1 MMC)	<u>Introducing Beat</u> How can we make friends when we sing together?	<u>Adding Rhythm & Pitch</u> How does Music tell stories about the past?	<u>Introducing Tempo and Rhythm</u> How does Music make the world a better place?	<u>Combining Pulse, Rhythm and Pitch</u> How Does Music Help Us Understand Our Neighbours?	<u>Having Fun With Improvisations</u> What Songs Can We Sing To Help Us Through The Day?	<u>Explore Sound and Create A Story</u> How Does Music Teach Us About Looking After The Planet?
PE (Complete P.E.- Cycle A/Y1)	Locomotion Running Dance: Growing	Ball Skills: Hands 1 Dance: Nativity	Ball Skills:Feet Gymnastics: Wide, Narrow, Curled	Ball Skills: Hands 2 Gymnastics: Body Parts	Locomotion: Jumping Games For Understanding	Team Building Health and Wellbeing
PSHE	Being Me in My world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me (RSE) Year 1 and Year 2

(Jigsaw Y1)						
RE (Emmanuel Units Y1)	Christianity Baptism/Church Why is belonging to God and the church family important to Christians?	Judaism Mitzvot/Tzedakah Why is learning to do good deeds so important to jewish people?	Christianity Parables/Gospel What did Jesus teach about God in his parables?	Christianity Prayer/worship Why do christians pray to God and worship him?	Christianity Emmanuel/Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	Judaism Tefillah/blessings Why do jewish families say so many prayers and blessings?
SMSC	Social Day		Moral Day	Spiritual Day		Cultural Day