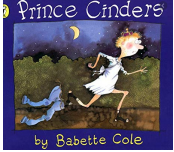

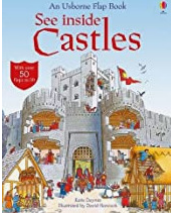
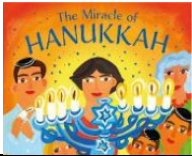

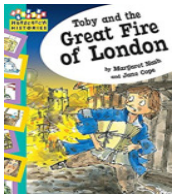

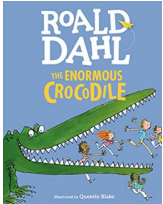
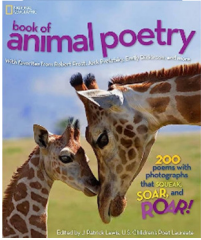
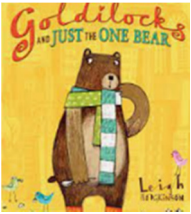
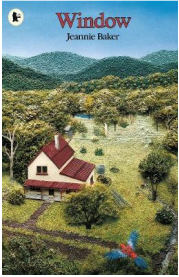
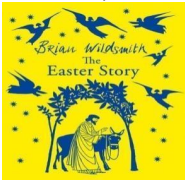
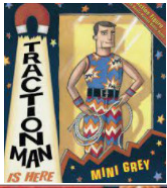


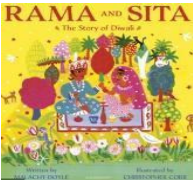


Elveden C of E Primary Academy Long-Term Plan						
KS1 Cycle B						
	Autumn 1 <sup>st</sup>	Autumn 2 <sup>nd</sup>	Spring 1 <sup>st</sup>	Spring 2 <sup>nd</sup>	Summer 1 <sup>st</sup>	Summer 2 <sup>nd</sup>
	Castles and Fairy Tales	Fire, Fire!	Awesome Animals	The Places Where We Live	Super Heroes	Pirates
English Reading	<p>Prince Cinders by Babette Cole</p> <p>Rapunzel Bethan Woollvin</p> <p>See Inside Castles Usborne book</p>    <p>E Literacy Week</p> 	<p>The Great fire of London: An Illustrated History of the Great Fire of 1666</p> <p>Toby and The Great fire of London by Hopscotch Histories</p> <p>A Christmas Story by Brian Wildsmith</p>   	<p>Meerkat Mail by Emily Gravett</p> <p>The Enormous Crocodile by Roald Dahl</p> <p>Animal Poetry</p>   	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson</p> <p>Window By Jeannie Baker</p>   <p>R.E Literacy Week</p> 	<p><i>Traction Man</i> by Mini Gey.</p> <p>Send for a Superhero</p>  	<p>The Pirates Next Door</p>  <p>RE Literacy Week</p> 
English Writing	We will be writing character and setting descriptions.	We will be writing non chronological reports and character descriptions. We will be writing senses oems.	We will be writing letters, stories and animal poems.	We will become authors and write our own stories. We will explore character descriptions.	We will be writing letters and emails. We will be exploring characters and writing new story adventures for them.	We will be writing diaries and our own narratives. We will be writing non-chronological reports.
Maths (White Rose)	<b>Maths- White Rose Scheme of work –Daily Lesson and Mastering Number Programme</b>					
Science (PLAN)	<u>Animals including humans Y1</u> We will identify and name common animals and those that are carnivores, herbivores and omnivores. We will 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.		<u>Animals including humans (Year 2)</u> We will learn that animals, including humans, have offspring which grow into adults. 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.		<u>Uses of everyday materials (Year 1)</u> We will distinguish between an object and material and 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	<u>Uses of Everyday Materials (Year 2)</u> 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.
Art and Design		<u>Collage</u> <b>Brandon Creative Forum Project</b>	<u>Sculpture &amp; Printing</u> We will be using sculpture to create African Masks and we will be making Adrinka prints			<u>Painting</u> We will learning about mixing colour and tone.
Computing (Purple Mash-mixed age)	Touch Type unit (First steps) and Maze explorers (Unit 1.5)	Questioning (Unit 2.4) and Online Safety (Unit 2.2)	Animated Storybooks (Unit 1.6)	Making Music (Unit 2.7) Spreadsheets (Unit 1.3)	Pictograms (1.3)	Presenting Ideas (Unit 2.8)
Design and Technology (Kapow)	<u>Mechanisms: Making a Moving Monster</u> We will be designing and making our own moving monster.			<u>Free standing Structures: Mr Fox's Chair</u> We will be designing and making a chair for the 3 Bears	<u>A Balanced Diet</u> We will be preparing and making our own wraps/super foods.	
Geography			<u>Place Knowledge</u> We will understand geographical similarities/ differences through human and physical geography of UK and Africa.	<u>Locational knowledge &amp; Field work</u> 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		<u>Place Knowledge/Human and Physical</u>  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
History	<u>Significant individuals and events beyond living memory</u> 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.	<u>Significant events beyond living memory</u> 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.			<u>Significant Levels</u> We will be learning about the Wright brothers and the first flight.	
French	We will be reading <i>Goldilocks and the Three Bears</i> in French-English.		We will be reading the French-English version of <i>Handa's Surprise</i> .		We will be reading the French version of Happy Birthday.	
Music (Charanga Y2, MMC)	<u>Exploring Simple Patterns</u> How does Music help us to make Friends?	<u>Focus on Dynamics &amp; Tempo</u> How does Music teach us about the past?	<u>Explore Feelings Through Music</u> How does Music make the world a better place?	<u>Inventing a Musical Story</u> How Does Music Teach Us About Our Neighbourhood?	<u>Music That Makes Me Dance</u> How Does Music Make Us Happy?  <u>Exploring Improvisation</u> How Does Music Teach Us About Looking After The Planet?	

PE (Complete P.E.)	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 (RSE)  Changing Me Year 1 and Year 2 (RSE)
RE (Emmanuel units Y2)	<b>Judaism</b> Teshuvah/G-D Why do Jewish families talk about repentance at New Year?	<b>Christianity</b> Saviour/Jesus ‘Why was Jesus given the saviour’?	<b>Islam</b> Allah/mercy How do some Muslims show Allah is compassionate and merciful?	<b>Christianity</b> Resurrection/joy What are the best symbols of Jesus’ death & resurrection at Easter?	<b>Christianity</b> Disciple/Faith Why do Christians trust Jesus and follow him? <b>Judaism</b> Torah/rabbi Why is the Torah such a joy for the Jewish community?
SMSC	<b>Social Day</b>		<b>Moral Day</b>	<b>Spiritual Day</b>	<b>Cultural Day</b>