Long term planning map - 1st year [2022 - 2023] – Nur/ Rec, Rec/ Y1, Y1, Y2, Y3, Y3, Y4

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| EYFS   * **All about me** and **Where I Live** * Celebrations * Journeys to other lands * Traditional Tales and the Easter Story * People who help us * Who do you think you are? * Changes * Night and Day * [Alice in Wonderland] Winter Wonderland and Chinese New Year * Water World * Down on the Farm [Take One Picture - “Tobias and the Angel.”] * Fun in the SUN | 2016 - 2017   * All about me & Where I live * Animals & Pets * All around the world * The Royal Family/ Easter * In the garden/ Growth * The Seaside   2017 - 2018   * Julia Donaldson * Magic * Space * Animals/ The Farm * People who help us * The Rainforest | 2018-2019   * Autumn/ Where I live. * Night & Day + Nocturnal animals. * All around the World. * Our Senses. * In the garden. * Seaside. |
| 2019 – 2020   * Step back in time [Autumn]. * Let’s Create [Spring]. * Our World [Summer].   2020 – 2021   * Let’s play! * Let’s create! * In the garden/ At the seaside. | 2020 – 2021 [post COVID lockdown adjusted for gaps and missed learning]  **Step Back in Time**  N & R – Toys/ Let’s Play  KS1 – Mary Seacole/ Florence Nightingale  KS2 – Mining/ Egyptians  **Let’s Create**  N&R – Rhymes & stories  KS1 – Traditional/ Fairy/ Fantasy/ other culture tales  KS2 – writing at length: myths/ play scripts/ etc.  **Our World**  N & R – Animals  KS1 – Space and Rainforest  KS2 – Rainforest and Volcanoes | 2021 – 2022   * Who we are and Where we live [autumn] * Take a Look inside a Book [spring] * We’re all going on a summer holiday [summer]   2022 – 2023   * Let’s Create and Celebrate * Step Back in Time * The Great North East   2023 - 2024   * Celebrating our area/ Who I Am and Where I Live * Our World |

1st year [2022 - 2023] – Nur/ Rec, Rec/ Y1, Y1, Y2, Y3, Y3, Y4

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|  | Science | Computing | History | Geography | RE | D&T |
| Y1 | Animals including humans; Seasonal changes. | Using computers safely; Basic Skills; using iPads safely. | Immediate History birth-present, Bonfire Night/ Guy Fawkes, The History of Christmas, Vivaldi [composer]. | Our immediate local area, houses and homes, the weather, seasons, physical and human Geography features. | Harvest Festival, Christmas, Christingle;  KS1 Unit – What does it mean to belong to a faith community?  What do Christians believe God is like? | Cooking & Nutrition, Textiles, Use of materials, Construction – making houses, Christmas activities, making bread, Halloween crafts, etc. |
|  | Animals including humans, Everyday Materials. | Using computers safely, Basic Skills, using iPads safely, Online Safety.  Digital writing and Moving a robot. | Great Fire of London, Florence Nightingale, Mary Seacole, Victorians, lives of significant individuals + significant historical events. Chronological Understanding. | Local Geography, Beaches and comparatives, Cities & counties locally, Grace Darling. | Who is Jewish and how do they live? | Making bridges, moving parts, making bread, using Victorian recipes, make a Victorian toy. |
|  | Plants, Seasonal Changes, Everyday materials - classifying and grouping [cont.]. | Grouping data, Digital writing, Programming animations. | Florence Nightingale, Mary Seacole, Victorians, Local History [Seaton Delaval Hall, Mining, Northumberland, King Charles, Castles]. | Local Geography, Beaches and comparatives, Cities and counties locally, Grace Darling, Lighthouses and costal features, boats. | Who do Christians say made the world? How should we care for the world and others and why does it matter? | Making lighthouses and boats, weaving, recipes from the past, healthy living recipes. |
| Y2 | Living things and their habitats; Animals including humans. | NCCE Units - Informational Technology around us: Digital photography. | Bonfire.  Remembrance Day. | UK, continents and oceans. | Who is a Muslim and how do they live?  Why does Christmas matter to Christians? | Textiles. |
|  | Materials - uses of everyday materials [classifying and grouping] and changing materials. | Making music.  Pictograms. | Great Fire of London, Florence Nightingale. | Comparing UK to other places. | Who is a Muslim and how do they live? Part 2  Why does Easter matter to Christians? | Cooking and Nutrition - making bread. |
|  | Plants. Living things and their habitats. | Digital Music; Lego League. | Grace Darling. | Learning about our local area and comparing to places around the world. | What is the good news Christians believe Jesus brings?  What makes some places sacred to believers? [Christians and Muslims] | Making and testing boats. |
| Y3 | Rocks.  Forces & Magnets. | Connecting computers.  Desktop publishing. | Vikings. | Features of a locality.  Knowledge and understanding of the lives of Mediterranean’s compared to ours; impact of weather on lives. | Christianity.  What do Christians learn from the creation story?  What is it like for someone to follow God? | Kath Kidson – Textiles.  Creating Christmas wrapping/ cards/ calendars. |
|  | Light & Plants. | Events and actions in programs. | Egyptians. | Locate: countries, volcanoes, European countries, capital cities of European and non-European countries, weather in different countries. | How do festivals and worship show what matter to Muslims?  How do festivals and family life show what matters to Jewish people? | Mouldable materials. |
|  | Animals including humans. | Desktop publishing.  Lego League. | Significant events in the North East. | Place, locality, using a map, NSEW. | What kind of world did Jesus want?  How and why do people try to make a place better. |  |
| Y4 | Living things and their inhabitants.  Electricity. | The Internet.  Audio production - create a podcast. | Vikings. | Geographical enquiry. | What is the Trinity and why is this important to Christians?  What do Hindus believe God is like? | Electrical and mechanical components. |
|  | Animals including humans.  States of matter. | Repetition in shapes.  First LEGO League. | Egyptians. | Life in cities/ villages/ changes to locality/ find places on globe and in atlas/ plan a journey. | What does it mean to be Hindu in Britain today?  Why do Christians call the day Jesus died ‘Good Friday’? | Textiles. |
|  | Sound. | Photo editing.  Programming. | Significant events in the North East. | Physical geography - features of a city/ town/ village/ maps/ etc. | For Christians, when Jesus left, what was the impact of Pentecost?  How and why do people mark the significant events of life? | Stiff and flexible sheet materials; cooking and nutrition. |

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|  | Art | Music | PE | RSE/ PSHE & C | English | Mathematics |
| Y1 | Creating self-portraits; drawing; painting; collage; knowledge. | Charanga ‘Hey You!’  Performing/ appraising/ composing. | Dance.  Gymnastics. | What is the same and different? Who is special to us? [body parts – Scientific names] | Reading  Writing  Phonics  SPaG/ VCOP  See Curriculum Entitlement | See LT Plan for Maths |
|  | Van Gogh - Sunflowers/ Still life. | Focus on percussion instruments - introducing tempo and dynamics + combining pulse, rhythm and pitch. | Gymnastics & Games. | What helps us stay healthy?  What can we do with money?  Body parts including Scientific names. |
|  | Wassily Kandinsky, Colour mixing, sunsets/ beaches/ lighthouses. | Glockenspiels, songs from Musicals, Classical music.  Having fun with improvisation. Exploring sound and creating a story. | Games, Dance, Acquiring and developing skills. | Who helps to keep safe?  How can we look after each other and the world? |
| Y2 | Self-portraits, Piet Mondrian, repeating patterns. | How does music help us make friends? How does music teach us about the past? | Run, jump, throw & Hit, catch, run. | What makes a good friend?  What is bullying? | Reading  Writing  Phonics  SPaG/ VCOP  See Curriculum Entitlement | See LT Plan for Maths |
|  | Guiseppe Arcimbolda - Spring, still life. | How does music make the world a better place?  How does music teach us about our neighbourhood? | Dance & Gymnastics. | What jobs do people do?  What helps us stay safe? |
|  | Claude Monet.  Painting. | How does music make us happy? How does music teach us about looking after our planet? | Attack, defend, shoot.  Send and return. | What helps us grow and stay healthy? How do we recognise our feelings? |
| Y3 | Kath Kidson – block printing, 2 colour print.  Drawing – facial expressions, sketching. | Charanga Unit 1 & 2 [Y3]. | Dance.  Gymnastics. | How can we be a good friend?  What keeps us safe? | Reading  Writing  Phonics  SPaG/ VCOP  See Curriculum Entitlement | See LT Plan for Maths |
|  | Roy Lichtenstein. | Charanga Unit 3 & 4.  Composer - Beethoven. | Handball and Tennis. | What are families like?  What makes a community? |
|  | Anthony Gormley. | Charanga Unit 5 & 6.  North East Musicians. | Tennis & Athletics. | Why should we eat well and look after our bodies?  Why should we keep active and sleep well? |
| Y4 | Quentin Blake.  Drawing a self-portrait. | Mamma Mia - rhythm, memory, pitch, improvise using repeated patterns. | Games.  Gymnastics. | Strengths, skills and interests.  How do we treat each other with respect? | Reading  Writing  Phonics  SPaG/ VCOP  See Curriculum Entitlement | See LT Plan for Maths |
|  | Paul Klee. | Charanga Unit 3 & 4. | Gymnastics.  Dance. | How can we manage our feelings?  How can we manage risk? |
|  | LS Lowery - knowledge, use if IT, drawing. | Recorders; North East songs; John Williams; composing using notation. | Team Games - fielding, striking, netball, T ball; Athletics. | How do we grow and change?  How can our choices make a difference to others and the environment? |

All classes will work on a Community based project as part of PSHE & C.

KS2 - weekly French lesson.

Long term planning map - 2nd year [2023 - 2024] – N/ R/ Y1/ Y1 & 2/ Y2&3/ Y3&4/ Y4 / Nurture Group [R + Y1 EHCP]

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|  | Science | Computing | History | Geography | RE | D&T |
| Y1 | Animals including humans. | Using computers safely, basic skills, iPads - Technology Around Us, Digital Painting. | Seaton Delaval Hall, Bonfire Night, Remembrance Day. | Seaton Delaval, North East, UK, localilty. | What does it mean to belong to a Faith Community?  Why does Christmas matter to Christians? | Cooking and Nutrition.  Making houses. |
|  | Plants.  Animals including animals. | Using computers safely/ Basic Skills/ using iPad safely - Digital Writing + Moving Robot. | Inventors and explorers from the past - role they played and how it has impacted our lives today. | Comparing 2 locations, explorers and the areas they covered, Polar regions, Islands, the Americas, Space, water cycle, recycling and looking after our planet. | What does it mean to belong to a faith community?  Why does Christmas matter to Christians? | Making papier mâché plates, cooking world foods, weaving, designing something waterproof. |
|  | Seasonal Changes. | Using computers safely/ Basic Skills/ Multimedia. | The Seaside/ The Olympics. | Weather. | Who is Jewish and how do they live?  What makes some places sacred to believers? | Testing boats - structures/ materials/ tools/ strengthening/ etc. |
| Y2 | Animals including humans.  Changing materials. | Information Technology Around Us, Digital Photography. | Seaton Delaval Hall, Bonfire Night, Remembrance Day. | Seaton Delaval, North East, UK. | What does it mean to belong to a Faith Community?  Why does Christmas matter to Christians? | Cooking and Nutrition. |
|  | Plants. | Robot Algorithms.  Pictograms. | Artic and space explorers. | Localities outside the UK study. | Who is Muslim and how do they live?  Why does Easter matter to Christians? | Wind up wonders. |
|  | Living things and their habitats. | Digital writing, Programming Animations, Digital Music, Programming Quizzes. | The Seaside/ The Olympics. | Continents, oceans, seas, atlas work. | Who is Jewish and how do they live?  What makes some places sacred to believers? | Testing boats - structures/ materials/ tools/ strengthening/ joining materials/ folding and rolling/ etc. |
| Y3 | Rocks.  Light. | Using the Internet.  Presentation. | Celebrating our area - historical enquiry. | Celebrating our area - geographical enquiry. | Christianity - God and Jesus. What kind of world did Jesus want? |  |
|  | Plants.  Animals including humans. | Algorithms.  Programs. |  | Geographical language; features of a locality by using maps; weather around the world; name seas around Europe. | What is it like for someone to follow God?  What do Christians learn from the Creation story? | Make a hand puppet of a Rain Forest animal. |
|  | Forces and magnets | Databases - Handling data. | [The Olympics] | Geographical knowledge - northern hemisphere, volcanoes, European countries. | What kind of world did Jesus want? How and why do people try and make the world better? | French food - Cooking and Nutrition. |
| Y4 | Living things and their habitats.  Electricity. | Using the Internet.  Creating a podcast. | Our local area - historical enquiry. | Our local area - geographical enquiry, physical geography. | Christianity - What is the Trinity and why is it important to Christians?  Hinduism - What do Hindus believe God is like? | Electrical and mechanical components,  Audio production - |
|  | Animals including humans.  States of Matter. | Programming.  Handling Data. | Research an event; use evidence to present findings; reason to support a historical argument; communicate knowledge. | Find a place on globe and atlas; label features of an aerial photo; plan a journey with UK. | Hinduism - stories.  Christianity - Easter. | Textiles - choose and join textiles; evaluate and improve. |
|  | Sound and States of matter. | Lego League - programming and multimedia. | [The Olympics] | Tropics/ British Isles/ UK/ mainland Europe/ locate using maps - countries and cities/ ethnic groups. | For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events in life? | French food - Cooking and Nutrition. |

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|  | Art | Music | PE | RSE/ PSHE & C | English | Mathematics |
| Y1 | Self Portraits, Giuseppe Archemboldo. | Hey you!  And Rhythm in the way we Walk. | Run, Jump, Throw.  Hit, Catch, Run. | What is the same and different about us? Who is special to us? |  |  |
|  | Van Gough - Sunflowers, colour mixing, oil/ chalk pastels, still life drawing of plants. | Charanga - Percussion.  Introducing tempo and dynamics; combining pulse, rhythm and pitch. | Dance.  Gymnastics. | What helps us to stay healthy?  What can we do with money? |
|  | Painting in the style of Kandinsky. | Charanga - Having Fun with Improvisation, Let’s Perform Together. | Attack, Defend, Shoot and Send, Return. | Who helps to keep us safe? How can we look after each other and the world? |
| Y2 | Self Portraits, Piet Mondrian. | My Musical Heartbeat/ Dance, Sing and Play. | Run, Jump, Throw.  Hit, Catch, Run. | What makes a good friend?  What is bullying? |  |  |
|  | Giuseppe Arcimboldo; collage. | Charanga - Percussion.  Introducing tempo and dynamics; combining pulse, rhythm and pitch. | Dance.  Gymnastics. | What jobs do people do?  What helps us stay safe? |
|  | Painting in the style of Monet.  Weaving. | Charanga - Having Fun with Improvisation, Let’s Perform Together. | Attack, Defend, Shoot and Send, Return. | What helps us grow and stay healthy? How do we recognise our feelings? |
| Y3 | Sketchbooks. | Let your spirit fly. | Balance & co-ordination; acquiring & developing skills; games. | What are the rules that keep us safe? What can we do about bullying? |  |  |
|  | Study the work of a famous artist - Andy Warhol. Accurately mix paints - primary and secondary colours - know where they sit on the colour wheel. | Charanga -  Singing, chanting, use of voice - with control and expression.  Rhythms and dynamics.  Using instruments to create a piece of music. | Balance.  Ball skills. | What are families like?  What makes a community? |
|  | Study the work of a famous artist - Anthony Gormley. Textiles/ | John Williams.  Composing including notation. | Cricket and Athletics. | Why should we keep active and sleep well? Why should we eat well and look after our teeth? |
| Y4 | Local art focus - sketch book, drawing a self-portrait. | Mamma Mia. | Games, Gymnastics. | What is diversity?  How can we be a good friend? |  |  |
|  | L.S.Lowry.  Experiment with artists style; create colours and moods they need; use shading; organise line, tone, shape and colour. | Ukulele lesson. | Games.  Dance. | How do we manage feelings?  How can we communicate safely?  Internet safety. |
|  | Quentin Blake.  Facial expressions and body language. Produce texture. | Ukulele lesson. | Cricket and Athletics. | Growing and changing. How can we manage risk in different places? |

All classes will work on a Community based project as part of PSHE & C

2018-2019

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| EYFS: [N + R]  Autumn/ Where I live.  Night & Day + Nocturnal animals.  All around the World.  Our Senses.  In the garden.  Seaside. | EYFS + KS1: [R+Y1]  All about me.  Nocturnal animals & Pets.  All around the World & Florence Nightingale.  Atten-tion.  In the garden.  Seaside & Grace Darling. | KS1: [Y1 & Y2]  All about me.  Nocturnal animals & Pets.  All around the World & Florence Nightingale.  Atten-tion.  In the garden.  Seaside & Grace Darling. |
| KS1/2: [Y2+3]  Daily Planet.  Tutankhamun.  Wonderful World.  Listen Up!  Explorers.  Heroes! | KS2: [Y3 & Y4]  News Flash.  Who’s your mummy?  Above & below.  Are you listening?  Let’s Explore.  We are the champions! |  |