

Long Term Planning 2022 – 2023 (subject to change)
Primrose Class

	TERM 1		TERM 2	TERM 3		TERM 4		TERM 5	TERM 6	
Term/ Topic	Wriggle and Crawl		Splendid Skies	Moon Zoom		Dinosaur Planet		Movers and Shakers	Paws, Claws and Whiskers	
ENGAGE	Minibeast hunt		Nature's Treasure Walk	Alien Crash		Reptile day TBC		Powell-Cotton Museum TBC	Wingham Wildlife Park TBC	
Text	Little Red Riding Hood	Woodcutter Saves the Day	The Snow Queen Christmas Writing	The Night Dragon	How to care for a dragon	The Journey Home	Endangered animals	The Story of Pirate Tom	The Three Little Pigs	Mr Wolf Should Become a Vegetarian
Writing Genre	Fiction: Warning Focus: Setting	Non-Fiction: Recount in the form of a newspaper	Story pattern: Defeating the Monster Focus: Description	Story pattern: Cinderella/ Change Focus: Character	Non-Fiction: Instructions	Story pattern: Journey Focus: Dialogue	Non-fiction: Information	Story pattern: Wishing Tale Focus: Action	Story pattern: Defeating the Monster Focus: Openings and Endings	Non-fiction: Persuasion
Maths	In every term address: addition, subtraction, division and multiplication. Need to understand and show the inverse that the questions can be commutative. Use a range of methods including base 10, arrays, pictures, number lines. (Focus on number formation and correct writing of symbols)									
	<u>Week 1-4: Number – Place Value</u> <u>Week 5-9: Number- Addition and Subtraction</u> <u>Week 10-12: Geometry - Shape</u>			<u>Week 1-2: Measurement – Money</u> <u>Week 3-7 : Multiplication and Division</u> <u>Week 8-9 : Measurement – Length and Height</u> <u>Week 10-12: Measurement – Mass, Capacity and Temperature</u>			<u>Week 1-3: Fractions</u> <u>Week 3-6: Measurement: Time</u> <u>Week 7-9: Statistics</u> <u>Week 9-11: Geometry – Position and Direction</u> <u>Week 11-12: Consolidation</u>			
Science	<u>Animals Including Humans</u> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. 		<u>Seasonal Changes</u> <ul style="list-style-type: none"> Observe changes across the four seasons. 	<u>Properties of materials</u> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, 	<u>Animals Including Humans</u> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, 	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 			

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	<ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. 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. 	<ul style="list-style-type: none"> Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>reptiles, birds and mammals.</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p><u>Plants</u></p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. 	<p>reptiles, birds and mammals.</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). 	<ul style="list-style-type: none"> Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. Identify and describe the basic structure of a variety of common flowering plants, including trees. Label and describe the basic structure of a variety of common plants
	<p><u>WORKING SCIENTIFICALLY</u></p> <ul style="list-style-type: none"> Observe closely, using simple equipment. Perform simple tests. Use observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Ask simple questions and recognise that they can be answered in different ways. 					
History	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed 	<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally 		<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed

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		<p>to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • Learn about significant historical events, people and places in their own locality. • 	<ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements 			<p>to national and international achievements</p> <ul style="list-style-type: none"> • Learn about events beyond living memory that are significant nationally or globally • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
Geography	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use simple compass directions (North, South, East and West) and 	<ul style="list-style-type: none"> • To Use basic geographical vocabulary to refer to key physical and human features • To use simple compass directions and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> •

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		locational directional language (e.g. near and far, left and right), to describe the location of features and routes on a map				
Art/Design Technology	Produce creative work, exploring their ideas and recording their experiences.	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria To explore and use mechanisms	To use a range of materials creatively to design and make products To build structures, exploring how they can be made stronger, stiffer and more stable	To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate information and communication technology	
R.E	<u>Understanding Christianity</u> <u>CREATION</u> <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. 	<u>Understanding Christianity</u> <u>INCARNATION: Digging Deeper</u> <ul style="list-style-type: none"> Recognise that Incarnation is part of the ‘Big Story’ of the Bible. Tell the story of the birth of Jesus and recognise the 	<u>Understanding Christianity</u> <u>GOSPEL: Digging Deeper</u> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful. Give clear, simple accounts of what the texts mean to 	<u>Understanding Christianity</u> <u>SALVATION: Digging Deeper</u> <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible Tell stories of Holy Week and Easter and make a link 	<u>World Faiths - ISLAM</u> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs in God, making links with some of the 99 names of Allah Re-tell a story about the life of the prophet Mohammed Recognise some objects used by Muslims and suggest why they are important Identify ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel Find out and respond with ideas to examples of cooperation between people who are different 	

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	<ul style="list-style-type: none"> Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. 	<p>link with Incarnation — Jesus is 'God on Earth'.</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. 	<p>Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas. 	<p>with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>		
P.E.	Gymnastics	Dance	Dance	Gymnastics	Outdoor team games	Outdoor team games
PSHE	<p>Get HeartSmart Wholeheartedness. Learn what it is to be HeartSmart and how we can Power ON to love ourselves and others well.</p>	<p>Don't Forget to Let Love In Self-worth. Learn how to love and value yourself well.</p>	<p>Too Much Selfie isn't Healthy! Empathy. Exploring the importance of others and how to love them well.</p>	<p>Don't Rub it in, Rub it Out! Forgiveness. Learn how to process negative emotions, disappointment and hurt.</p>	<p>Fake is a Mistake! Identity. Learn how to authentically be you and how to communicate truth well.</p>	<p>'No Way Through' isn't true! Grit. Learn how to develop and maintain a growth mindset.</p>
ICT	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Recognise common uses of information technology beyond school. 		<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by 	<ul style="list-style-type: none"> Recognise common uses of information technology beyond school. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		<p>following precise and unambiguous instructions</p> <ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. 	<p>following precise and unambiguous instructions</p>		
Music	To be confirmed					