

Sheep Class Long Term Plan 2022-23

	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Texts/ Story	Various texts from the 'Storytime Phonics' scheme including 'The Train Ride' by June Crebbin, plus 'Me and My Amazing Body' by Joan Sweeney, and 'When I am By Myself' by Eloise Greenfield	Various texts from the 'Storytime Phonics' scheme, including: 'The Queen's Hat' by Steve Antony Plus, 'Our Trip to the Woods'	Various texts from the 'Storytime Phonics' scheme. Plus, 'Last Stop on Market Street' by Matt de la Pena, 'Hibernation' and 'Desk Diddler' by Michael Rosen	Various texts from the 'Storytime Phonics' scheme. Plus, 'Plants' by DK and 'The Marvellous Fluffy Squishy Itty Bitty' by Beatrice Alemagna	Various texts from the 'Storytime Phonics' scheme, plus, 'The Great Fire of London' by Emma Adams and 'Firework Night' by Andrew Collett	Various texts from the 'Storytime Phonics' scheme. Plus 'The Day the Crayons Quit' by Drew Barwell and 'Pinocchio' by Carlo Collodi
English	Non Fiction: Lists, labels & captions (My Body) Fiction: Narrative Poetry: rhyming poem	Fiction: Adventure narrative Non Fiction: Recounts (our local area)	Non Fiction: Non Chronological Report Poetry: Humorous Fiction: Narrative	Non-fiction: Information Text Fiction: Narrative & BOOK WEEK	Poetry: List poem Non-Fiction: Diary	Non-Fiction: Persuasive writing, letters Fiction: Traditional (growing up narrative)
Phonics	Yr R: Phase 2 &3 Yr1: Phase 5 Year 2: recap Phase 5, address gaps		Yr R: Phases 3 & 4 Yr1:Phase 5 & extensions Y2: Phases 5 & 6		Children spend time mastering their skills, deepening learning, applying all sounds and CE/HF words independently. Repeat plans as necessary, extending and consolidating. Emphasis on incorporating grammar and punctuation has been included within the extension activities.	
Maths	Number, Place value, Addition & Subtraction.	Addition & Subtraction, Multiplication & Division, Shape.	Time, Place Value, Graphs, Money.	Multiplication & Division, Fractions, Measure.	Weight and Volume, Capacity and Mass Temperature, Place Value, Shape, Four Operations	Place Value, Consolidation & Application
Science	Animals including humans (humans) Senses, body Linked to RE - senses	Plants (deciduous and evergreen trees) (plus Seasonal changes)	Animals Compare animals and humans, name a variety of common animals	Plants (plus Seasonal Changes)	Everyday Materials What does the word material mean?	Seasonal Changes & weather TEXT: 'The The Story Orchestra: Four Seasons in One Day'

	TEXT: 'Going to catch a piggy-wig' from Teaching Science Through Stories	TEXT: 'Tree: Seasons Come, Seasons Go' by Patricia Heggarty	TEXT: 'Rudyard Kipling's Just So Stories' retold by Elli Woolard	TEXT: 'George and Flora's Secret Garden' (Eden Project Books) by Dr Jo Elworthy 'Eddie's Garden' By Sarah Garland		by Jessica Courtney-Tickle
RE	Philosophy What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish	Theology What do Jewish people remember on Shabbat? Jewish	Human/Social Science How does a celebration bring a community together? Muslim, Christian	Theology What does the cross mean to Christians? Christian	Human/Social Science How do Jewish people celebrate the Passover? Jewish	Theology What does Jesus' parables teach Christians about belonging to the Christian family? Christian
History	<u>Changes within living memory.</u> How have I changed? Who is this toy for? How do you know? How can we tell time has passed? What is the same and different about you now, compared to when you were a baby? TEXT: 'Once There Were Giants' by Martin Waddell	<u>Events beyond living memory that are significant nationally/internationally</u> Queen Elizabeth 2 & Remembrance What do we remember on Poppy Day? How were Queen Elizabeth I and II the same and different? TEXT: 'The Queen's Knickers' by Nicholas Allan	<u>Changes beyond and within Living Memory</u> What was the home like when my grandparents were young? What are the differences between old and new? What questions can I ask to find out about the past? TEXT: 'When I was Young' by James Dunbar	<u>Events beyond living memory that are significant nationally/internationally</u> Nurturing Nurses: Edith Cavell Know about the life of Edith Cavell who lived locally in Norfolk, compare to life of Mary Seacole TEXT: 'Brave Nurses' by Charlotte Guillain	<u>Events beyond living memory that are significant nationally or globally -</u> The Great Fire of London. Why did the fire start? Where did the fire start? What were the results of the Fire? Why was it called the Great fire? TEXT: 'The Great Fire of London' by Liz Gogerly	<u>Significant individuals in the past who have contributed to national and International achievements</u> Black History What significant contributions by individuals from the black community do we know about? What can we learn from them? TEXT: 'Last Stop on Market Street' by Matt de la Peña and Christian Robinson
Geography	What is this place like? My class, My School, My Road Geographical skills & Fieldwork in the context	What is our local area like? Place Knowledge & Fieldwork	How are places different in the UK? Place Knowledge / Human and Physical Geography:	What are the 4 countries in the UK called? Locational Knowledge	Why is the map of the world green and blue? Locational Knowledge: Identify the seas that	How does the weather change? Identify seasonal and daily weather patterns in the United Kingdom

	<p>of the school. Use simple observation skills to study a familiar environment.</p> <p>Link to RE & Science: Senses</p> <p>TEXT: 'My Map Book' by Sara Fanelli 'Me on the Map' by Joan Sweeney</p>	<p>Observe human and Physical features of a familiar environment : (NE & Dereham.) Compass directions</p> <p>Link to RE - Christianity, visit the local church</p> <p>TEXT: 'As the Crow Flies' by Gail Hartman</p>	<p>Comparing two UK regions City & Countryside, compare and contrast: NE and London</p> <p>Link to DT: Bridges/landmarks</p> <p>TEXT: 'The Queen's Hat' by Steve Antony</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p> <p>Link to British Values - celebrations</p> <p>TEXT: 'The Big Book of the UK' by Imogen Russel Williams</p>	<p>surround the uk. Develop knowledge of the oceans and continents of the world.</p> <p><i>Linked to RE - Looking at symbols, universe</i></p> <p>TEXT: 'Maps' by Aleksandra and Daniel Mizielinski</p>	<p>(link to story of Jesus calming the storm)</p> <p>Link to science: seasons</p> <p>TEXT: 'On the Same Day in March: A Tour of the World's Weather' by Marilyn Singer</p>
Art	<p>Drawing Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	N/A	<p>Painting Exploring watercolour and discovering we can use accidental marks to help us make art</p>	N/A	<p>3D Sculptures Making Birds Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>	N/A
DT	N/A	<p>CONSTRUCTION Make a paper toy</p> <p>Learn to use scissors to cut along lines and cut out shapes. Evaluate a range of paper toys and learn to fold accurately to create a paper toy.</p>	N/A	<p>FOOD TECHNOLOGY Make a smoothie</p> <p>Make a smoothie Research favourite fruit/vegetable Evaluate product.</p>	N/A	<p>STRUCTURES Build a strong bridge</p> <p>Evaluate a range of different bridges. Learn to build and strengthen structures and how to join components together to create a finished product. Design and make a bridge for the Billy Goats.</p>
PSHE	<p>New Beginnings</p> <p>Our Happy School Nurturing a sense of belonging, recognising diversity and</p>	<p>Good to be me</p> <p>Healthy body Healthy minds</p>	<p>Relationships</p> <p>Focus on relationships with friends. Recognise one's own and others feelings</p>	<p>Getting on and Falling out</p> <p>Learning to consider others feelings. Give and receive compliments.</p>	<p>Going for Goals Looking Forward</p> <p>Discuss different things children enjoy and how they like to learn. Explore jobs people do,</p>	<p>Changes Ready steady go</p> <p>Children begin to explore everyday changes and their</p>

	establishing class rules and rewards.	Developing personal responsibility and teamwork.			with a focus on goal setting.	feelings about them. View change positively.
Music	<p>Hey You! (Old School Hip Hop)</p> <p>Using untuned percussion instruments focus on the musical element pulse/ beat (the speed of music/The heartbeat or steady beat of a song/piece of music.)</p>	<p>Rhythm In The Way We Walk Banana Rap (Reggae, Hip Hop)</p> <p>Christmas songs and carols linked to production</p> <p>Using untuned percussion instruments focus on the musical elements tempo (the speed of music to describe how fast/slow the music goes)</p>	<p>In The Groove (Blues, Latin, Folk, Funk, Baroque, Bhangra)</p> <p>Using untuned percussion instruments focus on the musical element pitch (The range of high and low sounds.)</p> <p>Appraise a range of songs</p>	<p>Round And Round (Latin Bossa Nova, Big Band, Jazz, Latin Fusion)</p> <p>Using untuned percussion instruments focus on the musical element rhythm (The combination of long and short sounds to make patterns.)</p> <p>Appraise a range of songs</p>	<p>Your Imagination (Film, Pop, Musicals)</p> <p>Understand that sounds can be made and described using given and invented signs and symbols including shapes and marks. Leading to a performance next half term</p> <p>focus on the musical element dynamic (How loud or quiet the music is.)</p>	<p>Reflect, Rewind and Replay (Western Classical)</p> <p>Consolidate: recap and build on musical vocabulary from the year</p> <p>Performance inspired by the music this year</p> <p>Recap pulse, tempo, pitch, rhythm, dynamic</p>
Computing	<p>E-safety/Multimedia</p> <p>Use technology safely and respectfully, keeping personal information private.</p> <p>Use technology purposefully to create content.</p>	<p>Data Handling</p> <p>Use technology purposefully to create, manipulate and retrieve digital content.</p>	<p>Multimedia photography & audio</p> <p>Use technology purposefully to create, manipulate and retrieve digital content</p>	<p>Technology in our Lives</p> <p>Recognise common uses of information technology beyond school</p>	<p>Programming</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices.</p>	<p>Programming</p> <p>Create and debug simple programs.</p>
PE	<p>Games: To hit a ball with a bat. To practise basic striking, sending and receiving. To throw in different ways to use hitting, kicking and/or rolling in a game. to follow rules.</p> <p>Health and fitness:</p>	<p>Dance: To copy dance moves To make up a short dance. To dance imaginatively. to change rhythm, speed, level and direction</p> <p>Acquiring and developing skills: I can copy actions.</p>	<p>Gymnastics: To make body tense and relaxed, curled and stretched. To control my body when travelling. To control my body when balancing. to climb safely to plan and show a sequence of movements.</p>	<p>Dance: Copies and explores basic moves and body patterns Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli.</p>	<p>Games (throwing and catching field games): To use throwing and catching skills in a game. To practise accuracy of throwing and consistent catching. To strike with a racket or bat. To play a game fairly and in a sporting manner.</p>	<p>Athletics: To use varying speeds when running. To explore different methods of throwing. To practise short distance running. To run at different speeds. To jump from a standing position</p>

	I can describe how my body feels before, during and after an activity.	I can repeat actions and skills	Acquiring and developing skills: I can move with control and care. I can copy and remember actions	Evaluating and improving: I can talk about what I have done. I can describe what other people did.	To use fielding skills to play a game. Health and fitness: I can show how to exercise safely. To explain the importance of exercise and a healthy lifestyle.	To perform a variety of throws with basic control Evaluating and improving: I can describe what other people did. I can say how I could improve.
MFL	Greetings, phrases and instruction in a range of languages throughout the year					
Outdoor learning	Welly Days Outdoor stage to perform stories from story scribing Sense walks around school grounds Maths using autumnal foliage Chalk writing Phonics hunts/treasure trails Autumn boxes	Welly Days Outdoor stage to perform stories from story scribing Bird feeders Nature Land Art Phonics activities Tree walks and surveys Healthy body work outdoors	Welly Days Outdoor stage to perform stories from story scribing Den making area, sticks, bricks, straw Building bridges Outdoor sculptures	Welly Days Outdoor stage to perform stories from story scribing Potting area, Bug hotels, wormery. Printing natural objects outside Drawing huge map of UK on playground	Welly Days Outdoor stage to perform stories from story scribing Space role play enhancements in role play shed Moon rocks, space landing Creating journeys in our outdoor area	Welly Days Outdoor stage to perform stories from story scribing Instruments outside Large scale weaving outside using the fence
Enrichment	Fieldwork - school grounds Life Skill - fasten buttons on clothes, zip up coat.	Fieldwork - local walk - visit the church Stories around a campfire (hot chocolate) Life Skill - scissors skills	Visitor from local synagogue Life Skill - set the dinner table, use knife and folk	Book Week Life Skill - cross the road safely	Life Skill - tie simple knots	World Ocean Day Litter Picking Team Contact Norfolk River trust - pick washed up plastic on beaches Life Skill-tie shoelaces

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