

## Long Term Plan 2023 – 2024

	Autumn	Spring	Summer
English Core Text	Elmer Funnybones Stickman	Tell me a dragon Monkey Puzzle	On the Way Home Lost and Found
Class reading for pleasure	Oliver Jeffers stories Julia Donaldson stories	Cops and Robbers Mog stories	Mister Magnolia The Twits
Poetry	Out and About by Shirley Hughes	A little seed poem	Big Green Crocodile
Maths	Previous Reception experiences and counting within 100 Numbers 0-10 Comparison of quantities and part-whole relationships Recognise, compose, decompose and manipulate 2D and 3D shapes	Additive Structures Addition and Subtraction facts within 10 Numbers 0-20	Unitising and coin recognition Position and direction Time
Science	<b>Chemistry: Everyday materials</b> Pupils can identify and name a variety of everyday materials and distinguish between and object and what it is made from. They can group materials based on their properties. Pupils can ask simple questions and carry out simple tests. They can observe and gather data to help them answer the questions raised.	<b>Biology: Plants</b> Pupils can identify and name a variety of common wild and garden plants (including deciduous and evergreen trees) and describe their basic structure. Pupils can make careful scientific observations over time, identifying natural features, similarities and differences and patterns of change.	<b>Biology: Animals including Humans</b> Pupils can identify, name, describe and compare a variety of common animals including, fish, amphibians, reptiles, birds and mammals. They can describe whether these animals are carnivores, herbivores or omnivores. They can link human body parts to the associated sense. Pupils can ask simple questions, observe closely in order to identify and classify different animals.
	<b>Earth Science: Seasonal changes</b> Pupils learn about the different seasons and understand that there are changes associated with each season. They can identify weather, changes in plants, appropriate clothing for each season. They know that the Earth goes around the Sun to make these seasons happen.		

<p><b>History</b></p>	<p><b>History of shopping</b> (within living memory) Enquiry Question How has my High Street changed since the 1950s? Describe the process of shopping in the 1950s including how they paid for goods and how food was packaged. Talk about how the High Street has changed in Bradford Discuss different ways the past has been represented through shopping – first-hand account, photos, videos, maps.</p>	<p><b>History of Communication</b> (beyond living memory) Enquiry Question What is communication and how has it changed over time? Talk and write about key inventions made by humans to allow them to communicate and how that differs to the past Recognise some forms of communication that are popular now; TV and internet Able to talk about how telephone has changed over time and recognise some similarities and differences between the first mobile and those used today.</p>	<p><b>History of Transport</b> (beyond living memory) Enquiry Question What is transport and how has it changed over time? Identify different modes of transport in the modern world and the significant improvements made Know that steam engines have been replaced by electric and identify the environmental benefits Recognise similarities and differences between Jowett cars and modern cars Children understand things that have happened in the past.</p>
<p><b>Geography</b></p>	<p><b>Where we live</b> Enquiry Question What is our area like? Know that geography is the study of places and the relationships between people and their environments. Explain that our school is in Manningham, an area of the city of Bradford, which is in England in the United Kingdom (both countries) and the continent of Europe Use their skills of observation to identify human and physical features around the school and local area.</p>	<p><b>The United Kingdom</b> Enquiry Question What is so special about the United Kingdom? Know that we live in England, in the United Kingdom which is a country that is in the continent of Europe. Confidently locate the United Kingdom on a map of the world and a globe. Know and locate on a map, the four countries that make up the UK: England, Wales, Scotland and Northern Ireland. Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean</p>	<p><b>Seven Continents</b> Enquiry Question Is every continent the same? Know the names of the seven continents and locate on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica Know the location of the North and South Poles and know that they are the cold parts of the Earth. Name five distinct oceans and locate them on a world map and globe: The Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean Know that there are hot and cold parts of the Earth and locate these in relation to an imaginary line called the equator and north and south poles.</p>

Art	<b>Artist: Mondrian</b>  Know the names of all the colours. Know that two primary colours can make a secondary colour. Communicate something about themselves in their drawings. Create moods in their drawings. To draw different shapes and thickness.		<b>Artist: Eric Carle</b>  To know the names of the tools, techniques and the formal elements (colours, shapes, tones) that they use. Tear and cut up paper for their collages. To gather and sort materials they will use. Sort materials according to texture and colour. Ask sensible questions about a piece of art. To design their own printing block.		<b>Artist: LS Lowry</b>  To know how to recognise and describe simple characteristics of different kinds of art, craft and design. Create moods and communicate something in their drawing. Paint a picture of something they can see. To weave with paper, fabric and thread. To experiment with constructing and joining recycled materials. Ask questions about a piece of art. Say what they like and dislike about a piece of art.
DT	<b>Healthy Smoothies</b>  Identify if a food is a fruit or a vegetable and know where these foods come from and how they are grown Understand different textures of fruits and vegetables. Design and evaluate their chosen smoothie.		TBC		TBC
PSHE	<b>Me and My Relationships</b>  Classroom rules Being a good friend Feelings Getting help Special people	<b>Valuing Difference</b>  Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	<b>Keeping Safe</b>  Safe and unsafe secrets Appropriate touch Medicine safety Sleep	<b>Rights and Respect</b>  Taking care of things: Myself My money My environment	<b>Being my Best</b>  Growth Mindset Healthy eating Hygiene and health Cooperation  <b>Growing and Changing</b>  Getting help Becoming independent My body parts Taking care of self and others
RE	Which books and stories are special? How do we celebrate special events?		What does it mean to belong to a church or mosque? How and why do we care for others?		Who brought messages about God and what did they say?

<ul style="list-style-type: none"><li>•Visits</li><li>•Experiences</li><li>•Visitors</li></ul>	Visit to Manningham Library Walk in our High Street Church Lyfta learning experiences Author in school	Mosque Yorkshire Wildlife Park Lyfta Learning experiences	Manchester Airport Visitor Park Industrial museum Lister Park Lyfta Learning experiences