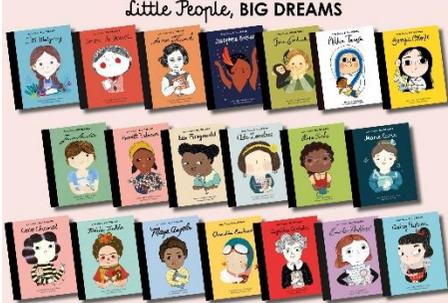


## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	Autumn Story Time Once Upon A Time... 13 weeks	Spring Heroes 11 Weeks	Summer Growing Up Green 12 weeks
Curriculum driver-overarching question <i>Overarching - forming an arch above or CONNECTING everything together.</i>	Who lived happily ever after....?	Who is your Hero?	Are You Environmentally Friendly?
Curriculum areas as main focus	Literacy	PSHE / History	Science
High quality texts to support curriculum delivery/ toggle texts	 	<p style="text-align: center;"><i>Little People, BIG DREAMS</i></p> 	
Identified links to previous and future years learning <i>Students learn best when they are able to integrate new learning with what they already understand.</i>	<p><b>Changes in living memory [Year 1]</b></p> <p><b>Significant Individuals and where they lived [Year 1]</b></p> <p><b>Events Beyond Living Memory [Year 1]</b></p> <p><b>Significant Individuals [Year 1]</b></p> <p><b>Comparing Different Periods [Year 1]</b></p> <p><b>Victorian Britain [Year 2/3]</b></p>	<p><b>Changes in living memory [Year 1]</b></p> <p><b>Significant Individuals and where they lived [Year 1]</b></p> <p><b>Events Beyond Living Memory [Year 1]</b></p> <p><b>Significant Individuals [Year 1]</b></p> <p><b>Comparing Different Periods [Year 1]</b></p> <p><b>Victorian Britain [Year 2/3]</b></p>	<p><b>Seasonal Changes [1]</b></p> <p><b>Living Things [Year 2/3]</b></p> <p><b>Light [Year 2/3]</b></p> <p><b>Habitats [2/3]</b></p> <p><b>Living Things [4/5/6] X2</b></p> <p><b>Light [4/5/6]</b></p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	<p><b>The Great Fore of London [Year 2/3]</b></p> <p><b>The Wright Brothers [Year 2/3]</b></p> <p><b>Roman Empire [Year 4/5/6]</b></p> <p><b>The Tudors [Year 4/5/6]</b></p>	<p><b>The Great Fore of London [Year 2/3]</b></p> <p><b>The Wright Brothers [Year 2/3]</b></p> <p><b>Roman Empire [Year 4/5/6]</b></p> <p><b>The Tudors [Year 4/5/6]</b></p>	
<p>Retrieval opportunities and links</p>	<p><b>Music – Great Composers and Musicians [Year 4/5/6]</b></p> <p><b>Music -1940s [Years 2/3]</b></p> <p><b>ICT – History of the Internet [Year 4/5/6]</b></p> <p><b>Art – Self Portraits Leonardo Da Vinci [Year 4/5/6]</b></p> <p><b>Art - Medusa and her Friends [Year 4/5/6]</b></p> <p><b>Art – British Artists and their Inspirations [Year 2/3]</b></p> <p><b>Art – Famous Artists [Year 1]</b></p> <p><b>Geography – The World from the Air [Year 2/3]</b></p> <p><b>Science – Evolution and Inheritance [Year 4/5/6]</b></p>	<p><b>Music – Great Composers and Musicians [Year 4/5/6]</b></p> <p><b>Music -1940s [Years 2/3]</b></p> <p><b>ICT – History of the Internet [Year 4/5/6]</b></p> <p><b>Art – Self Portraits Leonardo Da Vinci [Year 4/5/6]</b></p> <p><b>Art - Medusa and her Friends [Year 4/5/6]</b></p> <p><b>Art – British Artists and their Inspirations [Year 2/3]</b></p> <p><b>Art – Famous Artists [Year 1]</b></p> <p><b>Geography – The World from the Air [Year 2/3]</b></p> <p><b>Science – Evolution and Inheritance [Year 4/5/6]</b></p>	<p><b>DT Year 1– Working in the Garden / Planters</b></p> <p><b>DT Year 2/3 – African Food / British Isles Food</b></p> <p><b>DT Year 4/5/6 – Healthy Eating X3</b></p> <p><b>Geography – Year 1 – Seasonal Changes / Plants</b></p> <p><b>Geography - Year 4/5/6 – Human and Physical Geography</b></p> <p><b>Art – Year 4/5/6 – Art in Nature</b></p> <p><b>History – Year 2/3 – Mary Anning Fossils and Dinosaurs</b></p> <p><b>History – 4/5/6 – The Tudors</b></p>
<p>Hooks/ Visits/ Visitors/ concrete</p>	<p>Public Footpaths – Walking and using maps in the locality</p> <p>Tourist Information Centre</p>	<p>Visits from people who have made a difference –</p> <p>OBE Awards</p>	<p>Local visits in the environment</p> <p>Carsington Reservoir</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

experiences to build knowledge			
<b>Cultural Capital</b> <i>accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.</i>	Children will have the opportunity to show their favourite places in the local and wider environment. Pupils will be able to talk about holidays and their local environment drawing on individual skills and knowledge. What was the same? What was different?	Utilising local people who help us – NHS, police, firefighters, teachers.	Why is it important that we ALL contribute to the environment in a positive way? How can we make a difference living in the city?
Potential purposeful writing opportunities leading to a 'Published Polished Piece' and learning objectives to be covered  Polished piece 1 x 2/3 weeks and to be made and shared  Writing/SPAG objectives	<b>Recounts of familiar events</b>  <b>Non-Chronological Reports</b>  <b>Structure Rhyming Couplets</b>  Leave spaces between words.  Using 'and' to join clauses.  Use capital letters for names of people / places / days of the week.	<b>Stories from Other Cultures</b>  <b>Stories by the Same Author</b>  <b>Stories with Repetitive Patterns</b>  Punctuate sentences using a capital letter and a full stop / question mark or exclamation mark.  Use a capital letter for the pronoun 'I'	<b>Fantasy [Minpins]</b>  <b>Basic Persuasion</b>  <b>Poetry Appreciation</b>  Use capital letters for names of people / places / days of the week.
Reading objectives.	Decode words  Respond speedily with the correct sounds to graphemes [groups of letters] and for 40+ phonemes  Blend sounds in unfamiliar words	Read common exception words  Read words using s / es / ing / ed / er and est endings.  Read words with more than one syllable.	Read words with contractions.  Read aloud books that do not need blending  RE-read books to build up fluency
Science	<b>Animals, including humans</b>  <b>Seasonal Changes</b>	<b>Seasonal Changes</b>  Pupils should be taught to observe changes across the four seasons [Yr1]	<b>Plants</b>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	<p><b>Local Environment</b></p> <p><b>Identification and Classification</b></p> <p><b>Habitats</b></p> <p><b>Seasonal Changes</b></p> <p>Pupils should be taught to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals [Yr1]</p> <p>Pupils should be taught to name a variety of common animals that are carnivores, herbivores and omnivores [Yr1]</p> <p>Describe and compare the structure of a variety of common animals [fish, amphibians, reptiles, birds and mammals, including pets] [Yr1]</p> <p>Identify, name, draw, label the parts of the human body and say which part of the body is associated with each sense. [Yr1]</p> <p>Use the local environment to explore and answer questions about animals in their habitats [Yr1]</p> <p>Use vocabulary such as head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth [Yr1]</p> <p>Describe how to identify and group animals according to what they eat, live and can be grouped [Yr1]</p> <p>Pupils should be taught to observe changes across the four seasons [Yr1]</p> <p>Observe and describe weather associated with the seasons and how the day length varies [Yr1]</p> <p>Pupils should know that it is not safe to look directly at the sun [Yr1]</p>	<p>Observe and describe weather associated with the seasons and how the day length varies [Yr1]</p> <p>Pupils should know that it is not safe to look directly at the sun [Yr1]</p> <p>To work scientifically by making tables and charts about the weather and making displays of what happens in the world around them [Yr1]</p> <p><b>Significant Scientists - link with History below (significant individuals)</b></p>	<p>Pupils should be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees [Yr1]</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees [Yr1]</p> <p>Ask and answer questions about plants growing in their local habitat [Yr1]</p> <p>Observe the growth of flowers and vegetables that they have planted [Yr1]</p> <p>Use vocabulary such as leaves, flowers, blossom, petals, fruit, roots, bulbs, seeds, trunk, branches, stem [Yr1]</p> <p>To keep records of how plants have changed over seasonal changes [Yr1]</p> <p><b>Significant Scientists - Marianne North - Botanist and botanical painter -</b> <a href="https://www.botanicalartandartists.com/about-marianne-north.html">https://www.botanicalartandartists.com/about-marianne-north.html</a></p>
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## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	<p>To work scientifically by making tables and charts about the weather and making displays of what happens in the world around them [Yr1]</p> <p><b>Significant Scientists - Jane Goodall</b> - observed tool use and creation in apes, previously thought to be unique to humans.</p>		
History	<p><b>Stories from the Past</b></p> <p>Compare aspects of life in different periods [KS1]</p> <p>To use a wide vocabulary of everyday historical terms [KS1]</p>	<p><b>The Lives of Significant individuals</b></p> <p>Study the lives of significant individuals in the past who have contributed to national and international achievements [KS1]</p> <p>Study significant historical events, people and places in their own locality [KS1]</p> <p>Compare aspects of life in different periods [KS1]</p> <p>Use a chronological framework identifying similarities and differences between ways of life in different periods [KS1]</p> <p>Understand ways in which we find out about the past and identify different ways in which it is represented [KS1]</p>	<p><b>Comparing Different Periods</b></p> <p>Compare aspects of life in different periods [KS1]</p> <p>To use a wide vocabulary of everyday historical terms [KS1]</p>
Geography	<p><b>Map of the Local Environment</b></p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems [GIS] [KS1 / KS2]</p> <p>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 [KS1]</p>	<p><b>Where in the World [Continents]?</b></p> <p>Name and locate the world's 7 continents and 5 oceans [KS1]</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas [KS1]</p>	<p><b>Plants</b></p> <p>An understanding of the Earth's key natural resources [KS1 / KS2]</p>
Music	<p><b>Nativity</b></p> <p>To use voices expressively and creatively by singing songs and speaking chants and rhymes [KS1]</p> <p>Play tuned and un tuned instruments [KS1]</p>	<p><b>Music Around the world</b></p> <p>To understand and explore how and why music is composed and created [KS1 / KS2]</p> <p>Evaluate music across a range of genres and traditions [KS1 / KS2]</p>	<p><b>Untuned Instruments</b></p> <p>To play untuned instruments [such as the drum / tambourine / percussion] musically</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression [KS2]</p> <p>Listen with attention to detail and recall sounds with increasing aural memory [KS2]</p>		
Art	<p><b>Using a Range of Materials</b></p> <p>To use a range of materials creatively to design and make products [KS1]</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination [KS1]</p> <p>Evaluate their ideas and products against design criteria [KS1]</p> <p><b>Significant Artist – Louise Bourgeois</b> – spider sculptures, foil and spray paint – link with minibeasts</p>	<p><b>Famous Artists</b></p> <p>Pupils should be taught about the work of a range of artists, craft makers and designers [KS1]</p> <p><b>Significant Artist – Roy Lichtenstein</b> – graphic/ comic style painting and pointillism</p> <p><b>Kandinsky</b></p> <p><b>Matisse</b></p>	<p><b>Collage and Display</b></p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space [KS1]</p> <p>Explore mechanisms [for example levers, sliders, wheels and axles] in their products [KS1]</p> <p><b>Significant Artist – Georgia O’Keefe</b> – large scale flower paintings</p> <p><b>Significant Artist – George Seurat</b> – fingerprint pointillism</p>
DT	<p><b>Design/Make/Evaluate – Model of an Animal with Moving Parts and Joins</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology [KS1]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. [KS1]</p> <p>Evaluate their ideas and products against design criteria [KS1]</p> <p><b>Technical knowledge – (Hinges/Ways to Join)</b></p>	<p><b>Design/Make/Evaluate – Emergency Vehicle</b></p> <p>Design purposeful, functional, appealing products for themselves and users based on design criteria [KS1]</p> <p>Select from and use of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] [KS1]</p> <p>Explore and evaluate a range of existing products [KS1]</p> <p><b>Technical knowledge – (Wheels/Axles)</b></p>	<p><b>Design/Make/Evaluate – Planters</b></p> <p>Design purposeful, functional, appealing products for themselves and users based on design criteria [KS1]</p> <p>Select from and use of tools and equipment to perform practical tasks [for example cutting, shaping, joining and finishing] [KS1]</p> <p>Explore and evaluate a range of existing products [KS1]</p> <p>Environmental impact and sustainability</p> <p>Environmental impact and sustainability</p>

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

	Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]	Explore and use mechanisms [for example levers, sliders, wheels and axles] in their products] [KS1]	<b>Cooking and Nutrition</b>  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from
Computing	<b>Online Safety and Exploring Purple Mash</b>  <b>Grouping and Sorting</b>  <b>Pictograms</b>	<b>Lego Builders</b>  <b>Maze Explorers</b>  <b>Animated Story Books</b>	<b>Coding</b>  <b>Spreadsheets</b>  <b>Technology Outside School</b>
Online Safety	<b>Managing Online Information</b>  I can talk about how I can use the internet to find things out. [EYFS]  I can identify devices I could use to access information on the internet. [EYFS]  I can give simple examples of how to find information (e.g. search engine, voice activated searching). [EYFS]  I can use the internet to find things out. [Yr1]  I can use simple keywords in search engines. [Yr1]  I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened. [Yr1]	<b>Health wellbeing and lifestyle</b>  I can identify rules that help keep us safe and healthy in and beyond the home when using technology. [EYFS]  I can give some simple examples. [EYFS]  I can give examples of some of these rules. [Yr1]  I can explain rules to keep us safe when we are using technology both in and beyond the home. [Yr1]	<b>Privacy and Security</b>  I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). [EYFS]  I can describe the people I can trust and can share this with; I can explain why I can trust them. [EYFS]  I can recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school). [Yr1]  I can explain why I should always ask a trusted adult before I share any information about myself online. [Yr1]  I can explain how passwords can be used to protect information and devices. [Yr1]

## CLOVER LEYS SPENCER - LONG TERM PLAN

### Year Group 1

PSHE / RE / Wellbeing	<p>PSHE Matters: Being Healthy</p> <p>PSHE Matters: Exploring Emotions</p> <p>SEAL: Good to Be Me</p>	<p>PSHE Matters: Being Responsible</p> <p>Safety Internet Week</p> <p>PSHE Matters: Drug Education</p> <p>Jobs and Careers</p>	<p>PSHE Matters: Relationships</p> <p>SEAL: Relationships</p> <p>Sun Safety</p> <p>PSHE Matters: Difference and Diversity</p> <p>Transitional Events</p>
RE	<p>1:1 Who is a Christian and what do they believe? (Part 1)</p> <p>1.6 How and why do we celebrate special and sacred times? (Part 1)</p>	<p>1.2 Who is a Muslim and what do they believe?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>1.5 What makes some places sacred?</p>
<p>Cultural diversity links</p> <p><i>the existence of a variety of cultural or ethnic groups within a society.</i></p>	<p>Stories from other settings. Comparing folk tales and traditional tales.</p>	<p>Talking about experiences out of Britain. Holidays and journeys the children have been on. What was different? What was the same?</p>	<p>What is the world doing about climate change? Are we working together?</p>
Theme Share with parents/community	<p>Celebration of Prefect Awards</p> <p>Anti-Bullying Week</p>	<p>DT project</p> <p>First Aid – St Johns Ambulance</p>	<p>Leavers Service</p> <p>Transition Events</p>

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### Year Group 1