

Longford Long term Planning Overview 2021-22

Explorer Class			
Subject	Autumn – Into the Woods	Spring – Out and About	Summer – On the Farm
Maths	Number and Place Value Addition and Subtraction Multiplication and Division Time and Fractions Measure and Shape Number of the week 1-7	Number and Place Value Addition and Subtraction Multiplication and Division Time and Fractions Measure and Shape Number of the week 8-13	Number and Place Value Addition and Subtraction Multiplication and Division Time and Fractions Measure and Shape Number of the week 14-20
English	Goldilocks and the Three Bears Little Red Riding Hood Owl Babies The Owl and the Pussy Cat by Edward Lear We're Going on a Bear Hunt by Michael Rosen I'm a Little Teapot/Old Mother Hubbard Firework Safety Nativity Little Jack Horner –Christmas Christmas Jolly Postman by Allan and Janet Ahlberg	Rosie and Jim The Train Ride All Afloat on Noah's Boat by Tony Mitton Wheels on the Bus/Jack and Jill/Five Little Ducks Hot Cross Buns - Easter Fire and Police Services Percy the Park Keeper Gingerbread Man Mr Wolf's Pancakes The Three Little Pigs Wright brothers	The Three Billy Goats Gruff Jack and the Beanstalk Little Red Hen Rosie's Walk Old MacDonald had a Farm Mary, Mary Quite Contrary/There was an Old Lady Little Bo Peep/Hey Diddle Diddle/Incy Wincy Spider/Baa Baa Black Sheep Handa's Surprise Handa's Hen
Speaking & Listening Role Play Area	Home Corner Three Bears/Grandma's Cottage Shop Post Office	Role Play Fire Station Police Station Hospital Tourist Information Office	Travel Agents Farm Shop Handa's House The Vets
Guided Reading	Nursery rhymes Goldilocks and the Three Bears Little Red Riding Hood Twas the Night Before Christmas The Nativity	The Three Little Pigs and alternative versions Non-Fiction Transport texts Non-fiction Canal texts	The Three Billy Goats Gruff Jack and the Beanstalk Little Red Hen
Phonics	Phase 1-2 Phase 3-5u  Phase 2-3 <a href="#">Parents Session</a> Phase 5 <a href="#">Parents Session</a>	Phase 3 Phase 5 <a href="#">Phonics Screening Session</a>  Phase 3-4 Phase 5	Phase 4 Phase 5  Phase 4 Phase 5
Science	<u>Animals including Humans</u> <u>Seasonal Changes</u> Children will learn to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores. Children will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). They will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. The children will also learn about Louis Pasteur and how he discovered that germs are living things and can be spread by touch or through the air. <a href="#">Hawk Conservancy Trip</a>	<u>Everyday Materials and their Properties</u> <u>Seasonal Changes</u> Children will learn to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children will learn to describe the simple physical properties of a variety of everyday materials. They will compare and group together a variety of everyday materials on the basis of their simple physical properties. The children will learn about Charles Macintosh and how he invented waterproof material. <a href="#">Kennett and Avon Museum Trip - workshop on building of canals.</a>	<u>Plants</u> <u>Seasonal Changes</u> Children will learn to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees.  Children will learn to observe changes across the four seasons. They will observe and describe weather associated with the seasons and how day length varies.  They will learn about Rachel Carson who studied ocean habitats and how she discovered that farms were polluting the oceans and affecting the animals living in them.  <a href="#">Farm Trip</a>
Geography	<u>Into the Woods</u> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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. Map drawings of local area, route to school and Britford Farm Shop.  <a href="#">Walk to Britford Farm Shop</a>	<u>Out and About</u> 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. 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 basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.  <a href="#">Kennett and Avon Canal Trip</a>	<u>On the Farm</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Farming in UK and Africa 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. Farming in UK and Africa Location of Africa – equator <a href="#">River Bourne Community Farm Trip</a>
History	<u>Life in Victorian Times</u> Events beyond living memory – life in Victorian Times. The lives of significant individuals in the past who have contributed to national and international	<u>Out and About</u> Events beyond living memory, the first aeroplane flight. The lives of significant individuals in the past who have contributed to national and international achievements – The Wright Brothers and Amelia Earheart.	<u>On the Farm</u> Changes within living memory. How farming techniques have changed over the years. Compare the differences of a modern farm and one using traditional farming methods.

	<p>achievements – Queen Victoria, Rowland Hill and Kirkpatrick MacMillan. Significant historical events, people and places in their own locality - Old Sarum Castle, Salisbury Cathedral and the Magna Carta. <b>Salisbury Museum Trip</b></p>	<p>Significant historical events, people and places in their own locality – The Kennett and Avon Canal. History of canals – building, life, education <b>Museum of Army Flying, Middle Wallop</b> <b>Visit Kennett and Avon Canal, Devizes</b></p>	<p>Explore how flour was traditionally made.  <b>River Bourne Community Farm</b> <b>Manor Farm, Hampshire or</b> <b>Wilton Windmill, Marlborough</b></p>
RE	<p><b>Being Special</b> Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication <i>Invite local clergy into speak about Baptism</i></p> <p><b>Special Times</b> Give examples of special occasions and suggest features of a good celebration. Recall simply stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. <i>Harvest Celebration</i> <i>Nativity in St. Peter’s Church, Britford</i></p> <p>Harvest – Christianity Divali – Hinduism All Saint’s Day – Christianity Remembrance Sunday – National St.Andrew’s Day - National Advent Sunday – Christianity Christmas - Christianity</p>	<p><b>Special People</b> Talk about people who are special to them and say what makes their family and friends special to them. Identify some of the qualities of a good friend reflect on the question “Am I a good friend?” Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them. <b>Special Times</b> Give examples of special occasions and suggest features of a good celebration. Recall simply stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. <i>Easter Workshop</i></p> <p>Story – Easter New Year’s Day/Hogmany – National Epiphany – Christianity Makar Sankranti –Hinduism Chinese New Year/Lantern Festival/Full Moon – Chinese St.David’s Day – Christianity/National Shrove Tuesday/Ash Wednesday/Lent – Christianity St.Patrick’s Day – Christianity/National Holi Spring Festival of Colours – Hinduism Mothering Sunday – Christianity Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday - Christianity</p>	<p><b>Special Places</b> Talk about somewhere that is special to themselves saying why. Be aware that some religious people have places which have special meaning for them. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world <i>Visit St.Peter’s Church, Britford</i></p> <p><b>Special Times</b> Give examples of special occasions and suggest features of a good celebration. Recall simply stories connected with Christmas/ Easter and a festival from another faith. Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p> <p>Ramadan –Muslim Ascension Day –Christianity Pentecost/Whit Sunday – Christianity Trinity Sunday – Christianity Ratha Yatra (Chariot Journey) Hinduism</p>
PSHE Jigsaw scheme	<p>Being Me in My World Celebrating Difference</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>
Computing	<p>To learn how to use technology safely and respectfully, keeping personal information private. To learn where to go for help and support if they have concerns about content or contact on the internet or other online technologies. To understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions. To use 2Simple software with confidence. To program BeeBots.</p>	<p>To learn how to use technology safely and respectfully, keeping personal information private. To learn where to go for help and support if they have concerns about content or contact on the internet or other online technologies. To use Bee Bots and remote control vehicles. To use technology purposefully to create, organise, store, manipulate and retrieve digital content. To recognise common uses of information technology beyond school.</p>	<p>To learn how to use technology safely and respectfully, keeping personal information private. To learn where to go for help and support if they have concerns about content or contact on the internet or other online technologies. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.</p>
Art and Design	<p><b>Into the Woods</b> Developing and improving our drawing skills using a variety of media such as shaving foam, coloured water, pencils, chalk, crayons and paint. Self portraits in the style of Paul Klee. Owl pencil drawings. Owl sculptures from clay. Christmas craft activities involving sculpting clay and craft techniques such as quilling.</p>	<p><b>Out and About</b> Developing and improving our art and design techniques with the use of colour, pattern, texture to produce art linked to our topic. Explore using ice and coloured paint. Study the designs of Canal art and use paint to recreate these designs. Mother’s Day crafts. Easter craft activities involving paper crafts such as weaving.</p>	<p><b>On the Farm</b> Developing and improving our understanding about the work of artists, craft makers and designers and making links to our own work. Sunflower paintings inspired by Vincent Van Gogh. Claude Monet Water Lilies and Haystacks. Father’s Day crafts.</p>
Design and Technology	<p>Goldilocks and the Three Bears – Porridge Little Red Riding Hood – Healthy picnic for Grandma Design and make an owl model. Design and make bird feeders.</p>	<p>Den building Gingerbread Man Design and make a narrowboat. Transport day – children to spend the day making different types of transport.</p>	<p>Making bread Design and make a windmill. Growing, harvesting and cooking fruit and vegetables.</p>
Music	<p>Composer – Vivaldi  <b>Hey You!</b> Introduces the children to Old-School Hip Hop Style, so they can learn about the differences between pulse, rhythm and pitch. They will learn to rap and enjoy it in its original form.  <b>Rhythm in the Way We Walk and Banana Rap</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will Listen &amp; Appraise other styles of music and continue to</p>	<p>Composer – Edward Benjamin Britten  <b>In the Grove</b> This is an easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. The children will also listen to a well-known song in that week’s style.</p>	<p>Composer - Leslie Bricusse  <b>Your imagination.</b> This unit is all about using your imagination and includes Supercalifragilisticexpialidocious from Mary Poppins and Pure Imagination from Willy Wonka &amp; The Chocolate Factory soundtrack.  <b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the</p>

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	embed the interrelated dimensions of music through games and singing.	<u>Round and Round</u> This unit is focused around Round and Round, a Bossa Nova Latin style song. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
PE	To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games. To perform dances using simple movement patterns.	To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games. To perform dances using simple movement patterns.	To master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. Participate in team games and in athletics events. To perform dances using simple movement patterns.
French Y2 only	An introduction to French using games, songs and familiar stories to explore culture and vocabulary. Modern media is used alongside traditional texts, with rhymes, actions and activities to support learning.	An introduction to French using games, songs and familiar stories to explore culture and vocabulary. Modern media is used alongside traditional texts, with rhymes, actions and activities to support learning.	An introduction to French using games, songs and familiar stories to explore culture and vocabulary. Modern media is used alongside traditional texts, with rhymes, actions and activities to support learning.

Subject to change – ie. COVID

See termly Curriculum Overview for more details

[Trips subject to availability](#)