




Stocksbridge NI School Long Term Plan Cycle A 2022-2023



	Autumn 1	Autumn 2 Nativity Y1- A Miracle in town Nativity Y2- Don't Be Afraid
Theme	Me and My City	Megastructures
Sensational Start	Local walk. City tour	Camp cardboard
Fabulous Finish	Make a leaflet to advertise Sheffield	Hepp DT- clock tower
SMSC and values	<p>Being Me in My World Children will learn: To recognise what is fair and unfair, kind and unkind, what is right and wrong. How to contribute to the life of the classroom. To help construct and agree to follow a Class Charter to understand how these rules help them. Aim: To feel safe, secure and happy in their new class.</p> <p>Celebrating Differences To accept that everyone is different. How to make new friends. What bullying is and how to help someone who is being bullied Aim: To explain some ways they are similar and different from their friends.</p>	<p>Relationships Children will learn:</p> <ul style="list-style-type: none"> • that there are lots of different types of families. • what being a good friend means to them. • To identify who can help them in their school community. <p>Aim: To explain why they appreciate someone who is special to them.</p>
<p>Online safety</p>  <p>Staying Safe</p>	<p>Children could make own AUP (Accepted Use Policy)'rules' for using ipad/laptop/PC in class. Children share AUP and follow.</p> <p>Discuss online bullying and what this might be like. Lee and kim online video clips. Discuss not sharing personal information with 'new' friends online. Play the differences game to show how some things are unique to you.</p>	<p>Discuss the The Social Web, Social Media, Gaming, Friendships,</p> <p>Personal Information</p> <ul style="list-style-type: none"> • What is personal information? • Why should we keep our personal information safe online? <p>Being Kind online Understand that being kind online is</p>

	<p>Children know how to use technology safely. To know that bullying can happen online and what that might be like. Children understand what is personal information. They can recognise what is appropriate and not appropriate to share online. Aim: To know what online bullying is. To know how to behave online.</p>	<p>just as important as it is in real life Identify what makes a good online friend and what to do when people are unkind online. Aim: to know what personal information is. To talk about what is being kind online.</p>
<p>Being a Mathematician</p> 	<p>Year 1 Number: Place Value(Within 10) Number: Addition & Subtraction (Within 10)</p>	<p>Year 1 Number: Addition & Subtraction (Within 10) Geometry: Shape Number: Place Value (Within 20)</p>
	<p>Year 2 Number: Place Value Number: Addition & Subtraction</p>	<p>Year 2 Number: Addition & Subtraction Measurement: Money Number: Multiplication & Division</p>
<p>Being a Writer and a Reader</p> 	<p>Narrative</p> <p>Year 1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Year 2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Persuasion</p> <p>Year 1 Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>Year 2 As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>
<p>Being a Scientist</p>	<p>Year 1</p>	<p>Year 1</p>



THE SCIENTIST

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Everyday materials

Pupils should be taught to:

distinguish between an object and the material from which it is made- metal

Year 2

Everyday materials

Pupils should be taught to:

Identify and compare the suitability of a variety of everyday materials, including wood (bamboo), metal, plastic. – **Cutlery**

Aim: To carry out simple investigations to discover which material makes the best cutlery.

Everyday materials

Pupils should be taught to:

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Year 2

Everyday materials

Pupils should be taught to:

Identify and compare the suitability of a variety of everyday materials, including wood (bamboo), metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing

Aim: to carry out simple investigations to discover the strength of a material. Use a material to demonstrate its strength to make a bridge/tower


Being a Historian







Changes within living memory Children will learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.



Children will learn about significant historical events, people and places in their own locality. Harry Brearley.

N/A

	<p>Aim: To know why the steel industry is an important part of Sheffield's history. To find out about Harry Brearley.</p>	
<p>Being a Geographer</p> 	<p><i>Pupils should develop knowledge about the world, the United Kingdom and their locality.</i></p> <p><i>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</i></p> <p>Locational knowledge Children will know their address and that Stocksbridge is a part of Sheffield.</p> <p>Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom- me and my school in me and my city</p> <p>Human and Physical geography Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: hill, river, pond, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office and shop <p>Geographical skills and fieldwork Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</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.</p>	<p>N/A</p>

	<p>Aim: To know the difference between a town and countryside. To know their address and where they live. To identify human and physical features of Stocksbridge. To draw a map of the school grounds.</p>	
<p>Being a Computer User</p> 	<p>Key skills (What is a computer?) Name the parts of a computer and what they do. Aim: To create a new document, save it, name it and reopen it. Communicating - text and images Take detailed photographs, save and import photographs into documents. Aim: Use digital media to create a calendar.</p>	<p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p> <p>Communicating: Multimedia 2.2. How do I create a multimedia story? LEARNING OBJECTIVE: I can tell stories using images and sounds using a computer</p> <p>Aim: to add sound to pictures.</p>
<p>Being a Designer</p> 	<p>Construction – design and make a moving picture with a city theme. Explore and evaluate a range of pictures, pop up books and moving pictures. (through images, models and visit to the city)</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing</p>	<p>Hepp DT visit</p> <p>Construction- design and make a megastructure?</p> <p>Explore a range of megastructure designs- images, models, photographs</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing</p>

	<p>Explore and use mechanisms [for example, levers, sliders, wheels and axles, in their products</p> <p>Aim: To design and make a moving picture. To say what worked well and discuss what improvements they would make next time.</p>	<p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>evaluate their ideas and products against design criteria</p> <p>Aim: To design and make a megastructure? To say what worked well and discuss what improvements they would make next time.</p>
<p>Being a Musician</p> 		<p>Y1 Adding rhythm and pitch. How does music tell stories about the past?</p> <p>Y2 Dynamics and tempo How does music teach us about the past?</p>
<p>Being an Artist</p> 	<p>Observational Drawing – Children will use drawing to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Look closely at the school buildings. Explore and develop the use of line, shape, form and space in observational drawings.</p> <p>Aim : To draw a detailed picture of School or a building from Sheffield city</p>	<p>Colour mixing- Use painting to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, shape, form and space</p> <p>Sculpture- 2D and 3D Form – Sculptures -Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy. The children will look at different techniques using natural materials.</p> <p>Aim: To create a sculpture based on the works of an artist</p>

<p>Being a Sportsperson</p> 		
<p>Studying Religions</p> 	<p><u>Year 1</u> Express creatively their own ideas about the questions: Who am I? Where do I belong? How we all are connected? Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? Find out what different religions do to celebrate the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being generous and being thankful.</p> <p><u>Year 2</u> Recap knowledge of the festival of Divali, from Year 1. Understand why the story of Rama and Sita is special to Hindu people. Think about and reflect their choices of being good and bad.</p>	<p><u>Year 1</u> Explore stories and celebrations of Christmas and Diwali. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p> <p><u>Year 2</u> Recap the story of the first Christmas from year 1. Explore the understanding of why Christmas and the nativity story so important to Christians. Think about and reflect on my important days.</p>