


Stocksbridge NI School Long Term Plan Cycle A 2022-2023



	Spring 1	Spring 2
Theme	Around the World in 80 days and beyond	What's it like in Africa?
Sensational Start	Visit from Amy Johnson actress	African drumming/dancer workshops
Fabulous Finish	Hepp DT- wheels and axels	
SMSC and values	<p>Dreams and goals Children will learn to:</p> <ul style="list-style-type: none"> -Stay motivated when doing something challenging -Keep trying even when it is difficult. -Work well with a partner or in a group. -Have a positive attitude. -Help others to achieve their goals. -Work hard to achieve your own goals and dreams. <p style="color: red;">Aim: to understand the importance of working hard to achieve goals and dreams.</p>	<p>Healthy Me Children will learn:</p> <ul style="list-style-type: none"> - To understand the difference between being healthy and unhealthy and how to make healthy lifestyle choices. - To know how to keep themselves clean and know how germs cause disease/illness. -To understand how medicines can help them when they are poorly and how to use them safely. - To cross the road safely. <p style="color: red;">Aim: to understand the importance of being healthy when thinking about lifestyle and mental health.</p>
<p>Online safety</p>  <p>Staying Safe</p>	<p>Protecting Ourselves Sexual content, Consent, Control, Meeting Strangers Online and in Real Life, Images</p> <p>P1 - Online Strangers P2 - Feeling Uncomfortable Online P3 - Searching Safely</p>	<p>Commercial Risks Money, Privacy, Personal Information, Copyright, Online Security</p> <p>C1 - Passwords C2 - What is the Internet? C3 - Accepting Messages</p>
Being a Mathematician	<p>Year 1</p> <p>Number: Addition & Subtraction (Within 20) Number: Place Value (Within 50) (Multiples of 2,5 & 10 included)</p>	<p>Year 1</p> <p>Measurement: Length & Height Measurement: Weight & Volume</p>



Year 2

Number:
Multiplication &
Division
Statistics
Geometry: Properties
Of Shape

Year 2

Number: Fractions
Measurement:
Length & Height

Being a Writer and a Reader



Y1-Narrative

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.

Sentence obj	How words can combine to make sentences Joining words and joining clauses using and Punctuation Separation of words with spaces
Text obj	Text Sequencing sentences to form short narratives
Punctuation obj	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

Y2-Narrative

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.*

Sentence obj	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text obj	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation obj	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Y1-Non chronological report


Find out about a subject by listening and following text as information books are read, watching a video.
Contribute to a discussion on the subject as information is assembled and the teacher writes the information.
Assemble information on a subject in own experience, (e.g.) food, pets.
Write a simple non-chronological report by writing sentences to describe aspects of the subject




Sentence obj	How words can combine to make sentences Joining words and joining clauses using and Punctuation Separation of words with spaces
Text obj	Text Sequencing sentences to form short narratives
Punctuation obj	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I




Y2-Non chronological report

After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc.
Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas

Sentence obj	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text obj	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]
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<p>Being a Scientist</p> 	<p>Working scientifically:</p> <ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions <p>Everyday materials Pupils should be taught to: distinguish between an object and the material from which it is made- fabric and plastic compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Year 2 Everyday materials Pupils should be taught to: Identify and compare the suitability of a variety of everyday materials, fabric and plastic.</p> <p>Aim: to carry out simple investigations to discover the suitability of a material to make a parachute.</p>	<p>Working scientifically:</p> <ul style="list-style-type: none"> identifying and classifying using their observations and ideas to suggest answers to questions <p>Animals including humans</p> <p>Year 1 identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Year 2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p> <p>Aim: children to be curious and ask questions about what they notice. Use different types of scientific enquiry to answer their own questions, notice patterns, group and classify things, and find things out using secondary sources of information</p>
<p>Being a Historian</p>	<p>Significant individuals Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	

	<p>Aim: To know why the Wright brothers were significant in the development of flight. To find out about Amy Johnson.</p>	
<p>Being a Geographer</p> 	<p>The children will use world maps, atlases and globes to identify the 7 continents and 5 oceans.</p> <p>Aim: To name and locate the continents and oceans.</p>	<p>Place knowledge 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 (African village contrasted with Stocksbridge- this will recap prior knowledge)</p> <p>Aim: To create a simple travel brochure page about Africa (you could link this into the non-chronological reports in English)</p>
<p>Being a Computer User</p> 	<p>Computational Thinking + Programming A 4.1 What is an algorithm? Algorithms-Sequencing and Sorting. LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p> <p>Year 2 Computational Thinking + Programming A 4.2 How do I improve my algorithms? Algorithms – Precise instructions – Debugging. LEARNING OBJECTIVE: I understand that algorithms are made up of clear and precise instructions. I know that making mistakes is part of writing a program – a good programmer debugs!</p>	<p>Year 1 Understanding & Sharing Data 3.1 How do I present data using pictures? LEARNING OBJECTIVE: I can present information by using different kinds of charts</p> <p>Year 2 Understanding & Sharing Data 3.2 What is a branching database? LEARNING OBJECTIVE: I understand that we use databases to store data and help us find out information</p>
<p>Being a Designer</p>	<p>The children will:</p>	<p>Cooking and nutrition</p>

	<p>-design purposeful, functional, appealing products for themselves and other users based on design criteria.</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>-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>-evaluate their ideas and products against design criteria</p> <p>Aim: To create a moving vehicle.</p>	<p>-use the basic principles of a healthy and varied diet to prepare dishes</p> <p>- understand where food comes from</p> <p>Aim: to research, source ingredients, prepare and cook a dish with an African theme.</p>		
<p>Being a Musician</p> 	<p>To know that pitch is the tone of a sound, recognising high and low sounds</p>			
<p>Being an Artist</p> 	<p>To develop a wide range of art and design techniques using colour.</p> <p>To become proficient in painting techniques (stippling, pointilism, adding texture to paint etc)</p> <p>Aim: To compose and create art work in the style of a well- known painting.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Aim: to produce a piece of art work inspired by an African theme.</p>		
<p>Being a Sportsperson</p>	<p><u>Indoor PE</u></p> <p><u>Year 1</u> Complete PE: Gymnastics <u>Body Parts</u></p>	<p><u>Outdoor PE</u></p> <p><u>Year 1</u> Complete PE: <u>Ball Skills Feet</u> Develop moving the ball</p>	<p><u>Indoor PE</u></p> <p>Year 1 Complete PE Dance <u>The Zoo</u></p>	<p><u>Outdoor PE</u></p> <p><u>Year 1</u> Complete PE: <u>Ball Skills Hands 2</u> Introduce throwing with</p>



Introduction to big/small body parts
 Combining big and small with wide, narrow and curled
 Transition between wide narrow and curled using big and small body parts
 Adding (linking) movements together

Year 2

Complete PE:

Gymnastics
Pathways
 Explore/develop zig-zag pathways/on apparatus
 Explore/develop curved pathways/
 on apparatus
 Creation of pathway sequences
 Completion of pathways sequences and performance

using the feet
 Apply dribbling into games
 Consolidate dribbling
 Explore kicking (passing)
 Apply kicking (passing) to score a point

Year 2

Complete PE:

Gymnastics
Pathways
 Explore/develop zig-zag pathways/on apparatus
 Explore/develop curved pathways/
 on apparatus
 Creation of pathway sequences
 Completion of pathways sequences and performance

Exploring expression
 Developing our movements, adding movements together
 Responding to a rhythm:
 Introducing partner work
 Creating an animal sequence motifs
 Exploring relationships within our motifs

OR

iMoves

Countries
 And
 Eco Warriors

Year 2

Complete PE

Dance
Exploring
 Responding to stimuli
 Developing our motif with expression and emotion
 Applying choreography in our motifs
 Extending our motifs
 Sequences, relationships and Performance

OR

iMoves

Countries
 And
 Eco Warriors

accuracy
 Apply throwing with accuracy in a team
 Introduce stopping a ball
 Develop sending (rolling) skills to score a point
 Consolidate sending and stopping to win a game

Year 2

Complete PE:

Ball Skills Hands 2
 Consolidate pupils application and understanding of underarm throwing
 Applying the underarm and overarm throw to win a game
 Applying the underarm throw to beat an opponent

Studying Religions



Y1

Explore three moral stories from Christianity, Islam and humanist.
Think and talk about whether the stories are saying the same things about how we should behave.

Ask questions about goodness – describe what happens when people are kind, fair etc. and when people are unkind, unfair etc.

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?

Y2

Recognised and understand the 5K's which mark Sikh identity.

Why Sikhs use the 5K's to demonstrate faithfulness to God.

Think about and reflect on how their own clothes are important to them (and their identity).

Y1

Explore stories and celebrations of Easter and Eid ul Fitr. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations.

Select examples of religious artefacts from Christianity and Islam.

Question and find out answers about what they mean and how they are used.

Y2

Explore the reasons why Christians believe the Bible is a very special book?

Understand what is the Bible?

Reflect and thinks about which books are special to them.