






Stocksbridge NI School Long Term Plan Cycle B 2023-2024







	Autumn 1	Autumn 2 Nativity Y1- Nativity Y2-
Theme	Me and my school in Stocksbridge	Hidden Heroes
Sensational Start	Local walk	
Fabulous Finish		
SMSC and values		
Online safety  Staying Safe	<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.</p> <p>Discuss not sharing personal information with 'new' friends online.</p> <p>Play the differences game to show how some things are unique to you.</p> <p>Children know how to use technology safely.</p> <p>To know that bullying can happen online and what that might be like.</p> <p>Children understand what is personal information. They can recognise what is appropriate and not appropriate to share online.</p> <p>Aim: To know what online bullying is. To know how to behave online.</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</p> <p>Understand that being kind online is just as important as it is in real life</p> <p>Identify what makes a good online friend and what to do when people are unkind online.</p> <p>Aim: to know what personal information is. To talk about what is being kind online.</p>
Being a Mathematician	Year 1 Number: Place Value(Within 10) Number: Addition & Subtraction (Within 10)	Year 1 Number: Addition & Subtraction (Within 10) Geometry: Shape



	<p>Year 2 Number: Place Value (within 100) Number: Addition & Subtraction</p>	<p>Year 2 Number: Addition & Subtraction Geometry: Shape</p>
<p>Being a Writer and a Reader</p> 	<p>Narrative-retell a story</p> <p>Y1 Write simple sentences from a familiar story.</p> <p>Y2 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>Poetry</p> <p>Y1- Firework poem ‘Zim Zam Zoom’</p> <p>Y2- ‘Firework poem’ The Wright Stuff</p> <p>Recount</p> <p>Y1 Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’ first, next, after, when. ; listen to other’s recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Y2 Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>

	YEAR 1	YEAR 2	YEAR 1	YEAR 2
	<p>Grammar: Writing simple sentences with capital letters, full stops finger spaces Nouns and verbs (The dog can run. The frog can hop.)</p>	<p>Grammar: Capital letters, full stops, nouns, verbs, adjectives. (The green frog is jumping down the road.)</p>	<p>Grammar: Capital I for first person pronouns. Adjectives. Noun phrases (The big dog can run. The green frog can hop.)</p>	<p>Grammar: Sentence forms - questions and exclamations Subordinating (because) and coordinating (and, so, but) conjunctions.</p>
	<p>Handwriting: Letter formation check Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k</p>	<p>Handwriting: Letter formation check Revise L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.</p>	<p>Handwriting: Order to teach: p – revise any that need it v,w u,y s,f x,z revise and that need it.</p>	<p>Handwriting: Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.</p>
	<p>Spelling: In line with monsterphonics HFW spellings First 100 words will be taught in Autumn</p>	<p>Spelling: In line with monsterphonics CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule</p>	<p>Spelling: In line with monsterphonics HFW spellings First 100 words will be taught in Autumn</p>	<p>Spelling: In line with monsterphonics CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule</p>
Being a Scientist	<p><u>Animals including humans</u> Year 1</p>		<p>Seasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat</p>	

	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>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>Aim:</p>	<p>Everyday materials- Linked to puppets textiles in DT?</p> <p>Pupils should be taught to: Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Aim: To understand seasonal change- summer to autumn</p> <p>To explore, name, discuss and answer questions about everyday materials and what they can be used for</p>
<p>Being a Historian</p> 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - significant historical events, people and places in their own locality Samuel Fox How did Stocksbridge get its name? <p>Aim: To have a true understanding of Stocksbridge as a place the chn live and can talk about local history.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -the lives of significant individuals in the past who have contributed to national and international achievements Florence Nightingale <p>Aim: To have an understanding of who Florence Nightingale was and how she influenced life today.</p>
<p>Being a Geographer</p>	<p>Ongoing use of N, S, E, W</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	

	<p><u>Human and Physical Geography</u> use basic geographical vocabulary to refer to: key physical features, including: hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p><u>Geographical skills and fieldwork</u> Use simple compass directions to describe the location of features and routes on a map</p> <p><i>Aim: Use fieldworks to study the geography of school, its grounds</i> <i>Use aerial photographs</i> <i>Plan perspectives</i></p>	
<p>Being a Computer User</p> 	<p>Key skills (What is a computer?) Name the parts of a computer and what they do. <i>Aim: To create a new document, save it, name it and reopen it.</i></p> <p>Communicating - text and images Take detailed photographs, save and import photographs into documents. <i>Aim: Use digital media to create a calendar.</i></p>	<p>Year 1 – Creating media: Digital painting.</p> <p>Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p> <p>Year 2 – Stop frame animation.</p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>

<p>Being a Designer</p> 		<p>Using textiles</p> <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - select from and use a wide range of materials including textiles and according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria <p>Aim: to make a hand puppet around the theme of a hidden hero</p>
<p>Being a Musician</p> 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns. <p>Year 2</p> <ol style="list-style-type: none"> 1. Performing rhythms and movement to a steady pulse 	<p>Year 1</p> <ol style="list-style-type: none"> 1. Exploring pulse through songs and movement 2. Controlling pulse using voices and instruments 3. Exploring the difference between pulse and rhythm 4. Copying and creating rhythmic patterns. <p>Year 2</p> <ol style="list-style-type: none"> 1. Performing rhythms and movement to a steady pulse

	<ol style="list-style-type: none"> 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns 4. Representing rhythmic patterns 	<ol style="list-style-type: none"> 2. Copying and creating rhythmic patterns 3. Combining rhythmic patterns 4. Representing rhythmic patterns
<p>Being an Artist</p> 	<p>Use pencil to develop line, shape, form and space.</p> <p>Explore our pencil dictionary.</p>	<p>Use art and design techniques to develop colour and texture.</p> <p>Aim : Drawing/painting an autumn tree linked to seasonal change in science *this will be repeated in each season*</p>
<p>Being a Sportsperson</p> 	<p><u>Dance</u> Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases.</p> <p><u>Striking and Fielding</u> Pupils will develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They will use and develop skills such as throwing and catching, tracking a ball and striking a ball. They will learn how to score points in these types of games, how to play to the rules and use simple tactics.</p>	<p><u>Gymnastics</u> Pupils will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences.</p> <p><u>Ball Skills</u> Pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>

Studying Religions



Year 1

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.

Year 2

Recap knowledge of the festival of Diwali, 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.

Year 1

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?

Year 2

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.