


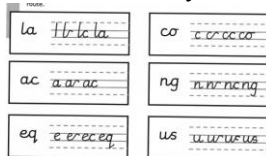




# Stocksbridge NI School



## Long Term Plan Cycle B 2023-2024






	Spring 1	Spring 2		
Theme	Healthy Me	Nurturing Nature		
Sensational Start	First aid training for pupils Smoothie bike			
Fabulous Finish				
SMSC and values				
Online safety  <b>Staying Safe</b>	<b>Protecting Ourselves</b> Sexual content, Consent, Control, Meeting Strangers Online and in Real Life, Images  P1 - Online Strangers P2 - Feeling Uncomfortable Online P3 - Searching Safely	<b>Commercial Risks</b> Money, Privacy, Personal Information, Copyright, Online Security  C1 - Passwords C2 - What is the Internet? C3 - Accepting Messages		
Being a Mathematician 	<b>YEAR 1</b>  <b>Number:</b> Place Value (Within 20) <b>Number:</b> Addition & Subtraction (Within 20)	<b>YEAR 1</b>  <b>Number:</b> Place Value (Within 50) <b>Measurement:</b> Length & Height <b>Measurement:</b> Mass & Volume		
	<b>YEAR 2</b>  <b>Measurement:</b> Money <b>Number:</b> Multiplication & Division	<b>YEAR 2</b>  <b>Number:</b> Multiplication & Division <b>Measurement:</b> Length & Height <b>Measurement:</b> Mass, Capacity and Temperature		
Being a Writer and a Reader 	<b>Y1-Narrative</b> 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.  <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;"><b>Sentence obj</b></td> <td>How <b>words</b> can combine to make <b>sentences</b> Joining words and joining clauses using and Punctuation Separation of words with spaces</td> </tr> </table>	<b>Sentence obj</b>	How <b>words</b> can combine to make <b>sentences</b> Joining words and joining clauses using and Punctuation Separation of words with spaces	<b>Y1-Non chronological report</b> 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
<b>Sentence obj</b>	How <b>words</b> can combine to make <b>sentences</b> Joining words and joining clauses using and Punctuation Separation of words with spaces			

	<b>Text obj</b> <b>Punctuation obj</b>	Text Sequencing <b>sentences</b> to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> I	<b>Sentence obj</b> <b>Text obj</b> <b>Punctuation obj</b>	How <b>words</b> can combine to make <b>sentences</b> Joining words and joining clauses using and Punctuation Separation of words with spaces Text Sequencing <b>sentences</b> to form short narratives Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun</b> I
	<p><b>Y2-Narrative</b>  Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3<sup>rd</sup> 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.) <i>she couldn't believe her eyes.</i></p> <p><b>Sentence obj</b> 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</p> <p><b>Text obj</b> 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]</p> <p><b>Punctuation obj</b> 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]</p>		<p><b>Y2-Non chronological report</b>  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</p> <p><b>Sentence obj</b> 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</p> <p><b>Text obj</b> 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]</p> <p><b>Punctuation obj</b> 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]</p>	
	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Grammar</b>	Present tense. Coordination using 'and'. Suffixes ing, ed	Expanded noun phrases, past tense (ed) subordinating (that) /coordinating (and, so, but) Commas in a list	Plurals s, es Coordination using 'but'.	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Apostrophes for contracted form
<b>Handwriting</b>	Order to teach: L,l,t t,j, c,o,a d,g,q	Capital letters	L,l,t t,j, c,o,a d,g,q e – revise d,g	Order to teach joins. 

	e – revise d,g r,n,m n,m,h b,k include in words.		r,n,m n,m,h b,k include in words.	Use the joins within words.
<b>Spellings</b>	In line with monster phonics HFW spellings Next 200 words will be taught in Spring	In line with monster phonics spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes.	In line with monster phonics HFW spellings Next 200 words will be taught in Spring	In line with monster phonics spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes.
Being a Scientist  THE SCIENTIST	Pupils should be taught to:  Notice animals including humans have offspring that grow into adults.  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  <b>Children will have a clear understanding how to stay healthy – sleep, nutrition, exercise, sleep, teeth cleaning.</b>		Pupils should be taught to:  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Seasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat	
Being a Historian 	<b>Not this half term</b>		<b>Not this half term</b>	
Being a Geographer	<b>Not this half term</b>		<b>Not this half term</b>	

				
<p>Being a Computer User</p> 	<p style="text-align: center;">YEAR 1</p> <p>TCC Y1 – Creating media: Digital writing.</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p style="text-align: center;">YEAR 2</p> <p>TCC Y1 – Creating media: Digital writing.</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p style="text-align: center;">YEAR 1</p> <p>TCC Y1 – Grouping data</p> <p>This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.</p> <p>During this unit, learners will be logging on to the computers, opening their documents, and saving their documents.</p>	<p style="text-align: center;">YEAR 2</p> <p>TCC Y3 – Branching databases.</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.</p>
<p>Being a Designer</p>	<p>Pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p>			

	<ul style="list-style-type: none"> <li>- Understand where food comes from</li> <li>- Understand basic principles of a varied and balanced diet to make nutritious materials</li> </ul> <p>Design and prepare a healthy dish. Children should be able to say why their food is healthy and may discuss food groups.</p>			
<p>Being a Musician</p> 	<p>To recognize how songs can communicate different moods</p> <p>To begin to control dynamics</p> <p>To begin to learn about musical articulation and how it can be used expressively within music</p> <p>To vary tempo, dynamics and timbre to communicate a mood</p>		<p>To use symbols to represent instrumental or vocal sounds</p> <p>To select sounds to accompany a song</p> <p>To begin to define and recognize a range of timbres and dynamics</p> <p>To improvise sounds on a given theme To experiment with and recognize changes in musical texture</p> <p>To create a musical story using appropriate timbres and dynamics on instruments</p>	
<p>Being an Artist</p> 	<p>Pupils should be taught:</p> <p>To develop a wide range of art and design techniques in using colour- colour mixing skills.</p> <p>To learn about the work of various artists- Possibly linked to the artist Guiseppe Arcimboldo.</p> <p>To create a piece of artwork demonstrating colour mixing skills.</p>		<p>Pupils should be taught:</p> <p>To develop a wide range of art and design techniques in using line and shape- printing.</p> <p>To create leaf printings.</p> <p>To create a drawing/painting of a spring tree linked to seasonal change in science</p>	
<p>Being a Sportsperson</p>	<p><b><u>Indoor PE</u></b></p> <p><b><u>Year 1</u></b>  <b>GetSet4PE:</b>  Fitness  In this unit pupils develop their understanding of the</p>	<p><b><u>Outdoor PE</u></b></p> <p><b><u>Year 1</u></b>  <b>GetSet4PE:</b>  Sending and Recieving  In this unit pupils develop their sending and receiving skills</p>	<p><b><u>Indoor PE</u></b></p> <p><b><u>Year 1</u></b>  <b>GetSet4PE:</b>  Gymnastics</p>	<p><b><u>Outdoor PE</u></b></p> <p><b><u>Year 1</u></b>  <b>GetSet4PE:</b>  Invasion Games</p>



benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.

**Year 2**

**GetSet4PE:**

**Fitness**

In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.

including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls.

**Year 2**

**GetSet4PE:**

**Sending and Receiving**

In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.

Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

**Year 2**

**GetSet4PE:**

**Gymnastics**

Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.

In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games.

**Year 2**

**GetSet4PE:**

**Invasion Games**

In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.

Studying Religions



YEAR 1

What do Christians believe God is like?

Year 1 - UNIT 10

In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.

YEAR 2

Who is a Muslim and how do they live? Part 2

YEAR 2 - UNIT 17 - Part 2

In this unit, pupils will find out about Islam, key beliefs and ways of living for Muslims. Pupils will learn about some of the key Muslim beliefs about God found in the Shahadah and learn about the 99 names of Allah. Pupils will encounter stories about the Prophet and find out about what these teach Muslims today about ways of living. Pupils will learn about the five pillars of Islam and how these impact upon the lives of believers. They will learn about the importance of prayer and what it means for Muslims all over the world.

YEAR 1

Who is Jewish and how do they live?

Year 1 - UNIT 9

In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.

YEAR 2

What is the good news that Christians say Jesus brings? Part 1

YEAR 2 - UNIT 13 - Part 1

In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews

		to consider. This unit is made up of two parts and learning covering the above content will continue in part two.
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