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| **Stocksbridge NI School****Long Term Plan Cycle B 2023-2024** |
|  | **Summer 1** | **Summer 2** |
| **Theme** | **Extreme Environments** | **Seasides** |
| Sensational StartFabulous Finish | Explorer visiting- James Ketchell | A visit to the seaside- Bridlington |
| SMSC and values |  |  |
| Online safety | **YEAR 1****Online Safety**[**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)**- Year 1: Add Online Relationships - discuss communicating kindly online** [**https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/)**YEAR 2**Relationships**Online safety**[**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)**- Year 2: Add Online Relationships - discuss differences between online and offline friendships**<https://projectevolve.co.uk/toolkit/resources/strand/online-relationships/early-years-7/> | **YEAR 1****Online safety**[**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)**- Year 1: Add Self Image and Identity - link body image to reputable online sources**[**https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/early-years-7/)**YEAR 2** **Online Safety** [**https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/privacy-and-security/early-years-7/)**-Year 2: Add Privacy and Security - introduce idea of protecting private information online**[**https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/early-years-7/**](https://projectevolve.co.uk/toolkit/resources/strand/self-image-and-identity/early-years-7/) |
| Being a Mathematician | Y1**Number**: Multiplication & Division (Including multiples of 2,5,& 10)**Number**: Fractions**Geometry**: Position & Direction | Y1**Number**: Place Value (within 100)**Measurement**: Money**Measurement**: Time |
| Y2**Number:** Fractions**Measurement:** Time | Y2**StatisticsGeometry**: Position & Direction**Problem solving & efficient strategies**  |
| Being a Writer and a Reader | **Narrative**Y1Use 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.Y2Imitate 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. | **Persuasion**Y1Read 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.Y2As 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.Poetry**Y1** Seaside acrostic poems**Y2** Sand by Meish GoldishThe Sea Poem by James Reeves |
| **Year 1** | **Year 2** | **Year 1** | **Year 2** |
| Grammar | Writing in past tense Coordination using ‘so’.Suffixes er, est | Expanded noun phrases subordinating (when, if)/coordinating (and, so, but)Adverbs-suffix ly, ful | Capital letters for proper nouns.Prefix un | Expanded noun phrases subordinating (when, if)/coordinating (and, so, but)Speech marks Prefixes - ment, ness & less.Sentence form – commandsApostrophes for the possessive. |
| Handwriting | Numerals and capital letters. | Order to teach joins.Use the joins within words. | Capital letters.Revision of errors.(Expectation that all upper and lower case letters & numerals are formed correctly by the end of Y1) | Order to teach joins.Use the joins within words. |
| Spellings | In line with monsterphonics HFW spellingsRecap of 100 words that were taught in Autumn | In line with monsterphonicsRecap of CEW and spelling rules | In line with monsterphonics HFW spellingsRecap of 100 words that were taught in Autumn | In line with monsterphonicsRecap of CEW and spelling rules |
| Being a Scientist | Animals including humansfind out about and describe the basic needs of animals, including humans, for survival (water, food and air)Living things and their habitatsidentify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each otherAim: to learn about extreme environments and how animals and people have adapted.  | Use of everyday materials (Year 2)Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular usesEveryday materials (Year 1)Pupils should be taught to:-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.Aim: Investigate, which material makes the best lenses for sunglasses and whySeasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat |
| Being a Historian | Not this half term | Pupils should be taught about: - changes within living memory.- the lives of significant individuals in the past who have contributed to national and international achievements- Grace DarlingAim: To know how seaside visits have changed over time.To know the part that Grace Darling played in the rescue of survivors from a wrecked merchant ship in 1838  |
| Being a Geographer | Locational knowledge  name and locate the world’s seven continents and five oceansHuman and physical geography 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.Geographical skills and fieldworkuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical featuresAim: To know human and physical features of hot and cold areas of the world, naming and identifying them on a map. | Human and physical geography Use basic geographical vocabulary to refer to physical and human features- beach, cliff, coast, sea, ocean, harbour, port, shop, lighthouse Use fieldwork to observe, measure and record the human and physical features in Bridlington using a range of methods, including sketch maps. Compare to Stocksbridge features that we looked at in a previous topic.Ongoing: use simple compass directions (North, South, East and West). Name the 4 countries of the United Kingdom.Aim: To use fieldwork skills to talk about the physical and human features of a coastal town (Bridlington) and use these to devise a map with a key. |
| Being a Computer User | **Year 1**SSoW KS1 Unit 4A - Simple Programs: Bee-BotIn this series of lessons, pupils will learn how to use floor robots, e.g. BeeBots in a more structured way. They will learn about algorithms and programs, and create their own simple and extended programs, and use logical thinking to plan out algorithms to solve given problems.**Year 2**SSoW Unit 4.2 Extending Bee-Bot ProgramsIn this series of lessons pupils will extend their knowledge of programming floor robots, e.g. Bee-Bots and create more complex programs to draw numbers and create a robot dance. They will learn more about algorithms and programs, and use logical thinking to plan out algorithms to solve given problems. | **Year 1**TCC Y1 – Programming animations.Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms. **Year 2**TCC Y1 – Programming animations.Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.  |
| Being a Designer | **Textiles****Design**generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology**Make**Select from and use a wide range of materials and components, including textiles**Evaluate**Evaluate their ideas and products against design criteriaAim: To develop weaving skills using fabric and a loom | Not this half term |
| Being a Musician | Musical Activities – learn a wide range of songs and perform them. To use ‘higher’ or ‘lower’ to describe soundsTo pitch-match simple phrases To explore vocal timbreTo use graphic notation to represent pitchTo play ascending and descending melodies on tuned percussionTo sing pentatonic songs. To begin to recognize pentatonic scales. | Musical Activities – learn a wide range of songs and perform them. To compose simple pentatonic melodiesTo play and sing melodies that move up and down by step To recognise melodies that move by step or leap To use graphic notation to represent a melodyTo prepare songs for performance To perform simple instrumental accompaniments  |
| Being an Artist | **Pupils should be taught:** To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.To produce creative work, exploring their ideas and recording Aim- to create a mixed media collage. | **Pupils should be taught to**To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms, whilst making links to their own work.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.To produce creative work, exploring their ideas and recording their experiences. Aim- to create a landscape picture of the seaside. |
| Being a Sportsperson | **Indoor PE****YEAR 1**GetSet4PE:Target GamesIn this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. **YEAR 2**GetSet4PE:Target GamesIn this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.  | **Outdoor PE****YEAR 1**GetSet4PE:AthleticsIn this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.**YEAR 2**GetSet4PE:AthleticsIn this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. | **Indoor PE****YEAR 1**GetSet4PE:Team BuildingIn this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.**YEAR 2**GetSet4PE:Team BuildingIn this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. The also begin to use basic map skills. | **Outdoor PE****YEAR 1**GetSet4PE:Net and Wall GamesIn this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. **YEAR 2**GetSet4PE:Net and Wall GamesIn this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. |
| Studying Religions | <https://www.natre.org.uk/member-login/> Y11.10 What does it mean to belong to a faith community? (C,J,M)Y21.4 What is the ‘good news’ Christians believe Jesus brings? | <https://www.natre.org.uk/member-login/> Y11.9 How should we care for the world and for others, and why does it matter? (C,J,NR)Y21.8 What makes some places sacred to believers? (C,M) |