

## Long term plan Cycle B Overview

Term	Autumn 1 (7wk 3days)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 wks)	Summer 1 (7 wks)		Summer 2 (6 wks 3 days)
Themes	All about me	My hero/ celebration	Once upon a time	Growing/healthy	Home and away	Animals	Olympics
Hook/ First-hand experience/trip possibilities	Visit church Diary discussion	Visit from local 'heroes'	Deep dark woods grown up Three bears Gruffalo	Visit fruit farm	Trip to Sea city museum  Visit village	Marwell trip	Local athletic
Outcome	Art gallery	Nativity	Make your own pop up book Gruffalo trail at Moors valley/Pantomime visit	Parent café	Visit Burley poster/leaflet	Animal farm display	Sports day
Lead display opportunity	Self-portrait	People who help us	Books	Keeping healthy	Recount/ photographs from visits	Recount/ photographs	History of the Olympics
Blog opportunity							
British Values	<b>Self Worth</b> Enable students to develop their self-knowledge self-esteem and self-confidence	<b>Respect for Public Institutions</b> Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;	<b>Rule of Law</b> An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;	<b>Mutual Respect</b> Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;	<b>Tolerance of Religious Diversity</b> An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination	<b>Mutual Respect</b> Encourage respect for other people	<b>Tolerance of Religious Diversity</b> An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination.

<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>		<b>Summer 2</b>
<b>Science</b>	<p><u>Human Biology</u>            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 the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>		<p><u>Materials</u>            compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Talk about what the characters houses are made from.</p>	<p><u>Plants</u>            identify and describe the basic structure of a variety of common flowering plants, including trees            Grow a bean plant.</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Walk in forest to study different trees.            identify 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,</p>	<p><u>Experimentation</u>            Perform simple tests            Floating and sinking - Titanic</p>	<p><u>Animals</u>            Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and</p>	<p><u>Keeping Healthy</u>            describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene            Talk about and research how athletes prepare for sporting events including diet.</p>

				and how they depend on each other		identify and name different sources of food  Talk about the different animals we saw at the zoo.	
<b>Computing</b>	<p><u>E-safety</u> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Talk about e-safety.</p>	<p><u>2create - firework pictures</u></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Make a book about 'my hero'</p>	<p><u>E-safety</u> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online</p> <p>Story about characters talking to someone on line who is not who they say they are.</p>	<p><u>Digital Literacy</u> use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Keep a log of plant growth. Know how to locate saved work. Graph drawing.</p>	<p><u>Programming</u> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>Beebots to find a desired location</p>		<p><u>Multi-Media Presentations</u> recognise common uses of information technology beyond school.</p> <p>Look at multimedia during Olympics. Animation and film making.</p>
<b>History</b>	<p><u>Link Van Gogh</u> changes within living memory Toys</p>	<p><u>Winston Churchill</u> the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p>		<p><u>Florence Nightingale</u> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</p>	<p><u>Titanic</u> changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p>		<p><u>Olympics</u> significant historical events, people and places in their own locality</p>
<b>Geography</b>	<p><u>Find out where we live in the UK.</u> name, locate and</p>	<p><u>Map work: Continents and Oceans</u></p>	<p><u>Human Geography</u> key human features, including: city, town,</p>	<p><u>Physical Geography</u> identify seasonal and daily weather</p>	<p><u>Human and Physical Geography</u> understand</p>		<p><u>Map work: Continents and Oceans</u></p>

	identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas	name and locate the world's 7 continents and 5 oceans	village, factory, farm, house, office, port, harbour and shop	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 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		name and locate the world's 7 continents and 5 oceans
<b>Art</b>	<u>Portraits/Van Gogh</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<u>Firework picture</u> <u>Link to Churchill</u> <u>being an artist</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	<u>Drawing and Painting</u> To use drawing and painting to develop and share their ideas, experiences and imaginations. Traditional tale pictures/paintings.		<u>Famous Artists</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Look at similarities and differences between artists near home and in different countries	<u>Sculpture</u> to use a range of materials creatively to design and make products <b>Make animals</b>	<u>Make Olympic models</u> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
<b>D &amp; T</b>	<u>Self-portrait from paper mache</u> - select from and use a range of tools and equipment to		<u>Pop-Up Books</u> select from and use a range of tools and equipment to perform	<u>Lamp</u> Understand where food comes from.		<u>Animal Enclosures</u> build structures, exploring how they can be made stronger, stiffer	<u>Food Technology</u> Understand where food comes from. Design

	<p>perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Harvest - baking understand where food comes from</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p> <p>Design and make own toy</p>		<p>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>			and more stable	purposeful, functional, appealing products for themselves and other users based on design criteria
<b>RE</b>	<p><b><u>Being special Christianity and Hinduism</u></b></p> <p>Special places</p> <p>Pupil's ideas and responses to church.</p>	<p><b><u>The story of Jesus/advent</u></b></p> <p><b><u>Diwali</u></b></p>	<p><b><u>Bible - Authority</u></b></p> <p>Key events in the life of Jesus</p>	<b><u>Easter -</u></b>	<b><u>Special clothes</u></b>	<b><u>Creation</u></b>	<b><u>Fame</u></b> <i>Talk about someone famous</i> <i>Why do you think Jesus is famous for Christians ?</i>
<b>PE</b>	Dance - The skeleton dance - perform dances using simple movement patterns	Gymnastics master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Team games participate in team games, developing simple tactics for attacking and defending	Gym master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Dance - perform dances using simple movement patterns	Team games master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Athletics participate in team games, developing simple tactics for attacking and defending
<b>Music</b>	<b><u>The skeleton dance</u></b> - play tuned and untuned instruments musically	<b><u>Nativity - carols</u></b> use their voices expressively and creatively by	<b><u>Songs from Traditional Tales</u></b> listen with concentration and understanding to a				<b><u>Singing</u></b> use their voices expressively and creatively by

		singing songs and speaking chants and rhymes	range of high-quality live and recorded music				singing songs and speaking chants and rhymes
<b>PSHE/Burley values</b>	<p><u>Good to be me - British values and things I value</u></p> <p>enable students to distinguish right from wrong and to respect the civil and criminal law of England;</p> <p>rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</p>	<p><u>Remembrance</u></p> <p>further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>	<p><u>Getting on and falling Out</u></p> <p>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p>	<p><u>Being Healthy</u></p> <p>what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p>	<p><u>Belonging</u></p> <p>that they belong to various groups and communities such as family and school</p>	<p><u>Emotional Health and well Being</u></p> <p>to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>	<p><u>Good to be me - things I'm good at</u></p> <p>to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p>