



Clarice Cliff Primary: Long-term Planning 2018-2019



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Enchanted Wood		Memory Box		Bright Lights Big City	Paws, Claws and Whiskers
English Text	Three Little Pigs – Retell Autumn Leaves - Poetry	Owl Babies –Retell Owl – Non-Chronological Report	Dogger – retell Instructions – How to make a kite	Old Bear – retell	Tiger Who came to Tea – retell Paddington Bear – Non-Chronological Report	Little Red Riding Hood Instructions – How to plant a seed
Cross Curricular Writing	Letter	Animal Riddles	Diary Entry		Invitation	Recount
Maths	Number: Place Value Number: Number Bonds Number: Addition within 10 Number: Subtraction within 10 Positions	Number: Numbers to 20 Number: Addition and Subtraction within 20 Shape and Pattern Length and Height Number: Numbers to 40 Number: World Problems	Number: Multiplication Number: Division Number: Division Number: Fractions Number: Numbers to 100 Time	Money Volume and Capacity Number: Place Value	Number: Four Operations	Measurement: Money Volume and Capacity Mass Space
Entry Point	What can you find in the woods? A mysterious letter has been left for us. I wonder who could have left it. Children to examine clues left in the classroom (window open, wolf tracks, note is signed with a paw print, fur,	Animal man to come in and introduce the children to woodland animals.	What would you put in your special memory box? Can you remember being small? Do you have anything that reminds you of being a baby? Children bring in a video or item that is linked to their time as a baby. Display and	A video to show an interview with a grandparent. This will discuss toys in the past	The children to have a tea party with the queen. Children will dress up in a posh frock or shirt and trousers and look their best ready for a tea party with the queen as Paddington Bear’s guest. Children to interview the queen (Mrs Day)	Children will visit Dudley zoo to meet all the animals on day 2 of the term. Monday – Prepare the children with a story.



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	leaves on the floor, wolf nibbles). The wolf is invited them to a woodland party.		show each item and discuss them.				
Educational Visit	Farm	Animal Man – Woodland Theme	Brampton Museum		Dudley Zoo RSPCA	Longton Park	
Parental Engagement	Have a big display of children’s work and invite parents to come in and view it.		Invite parents to come in and join in with games from the past.		Children to present their work to their parents in a class assembly.		
Topic Objectives	<p>Art and Design</p> <p>AD 1 Use a range of materials creatively to design and make products.</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Computing</p> <p>Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>D&T</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Geography</p>		<p>Art and Design</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 1 Use a range of materials creatively to design and make products.</p> <p>AD 4 Learn 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.</p> <p>Computing</p> <p>D&T</p> <p>DT CN 1 Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>DT M 2 Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.</p> <p>Geography</p> <p>Ge SF 4 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Computing</p> <p>Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Co 1 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>Co 3 Use logical reasoning to predict the behaviour of simple programs.</p> <p>Co 2 Create and debug simple programs.</p> <p>Co 5 Recognise common uses of information</p>		<p>Art and Design</p> <p>AD 2 Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 4 Learn 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.</p> <p>AD 3 Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>



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	<p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>PE 2 Participate in team games, developing simple tactics for attacking and defending.</p> <p>PSHE 5b PSHE Feel positive about themselves.</p> <p>PSHE 2g Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>Science</p> <p>Sc P 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Sc P 2 Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Sc WS 4 Identify and classify.</p>	<p>PE 3 Perform dances using simple movement patterns.</p> <p>PE 1 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.</p> <p>History</p> <p>Hi 1 Learn about changes within living memory.</p> <p>Music</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Mu 4 Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>PSHE 4d PSHE Know that family and friends should care for each other.</p> <p>PSHE 1b PSHE Share their opinions on things that matter to them and explain their views.</p> <p>PSHE 2f PSHE Recognise that they belong to various groups and communities, such as family and school.</p> <p>PSHE 1c PSHE Recognise, name and deal with their feelings in a positive way.</p> <p>PSHE 4b PSHE Listen to other people, and play and work co-operatively.</p> <p>PSHE 5b PSHE Feel positive about themselves.</p> <p>Science</p> <p>Sc WS 5 Use their observations and ideas to suggest answers to questions.</p>	<p>technology beyond school.</p> <p>Co 6 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>D&T 2 Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products.</p> <p>DT TK 1 Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>DT CN 2 Find out where food comes from.</p> <p>DT D 1 Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>	<p>AD 1 Use a range of materials creatively to design and make products.</p> <p>Computing</p> <p>Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>D&T 1 Design purposeful and functional products for themselves and other users based on design criteria.</p> <p>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Geography</p> <p>Ge SF 1 Use world maps, atlases and globes to identify the UK and its countries, as well as the</p>
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		<p>Sc A 4 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>DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Geography</p> <p>Ge LK 2 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Ge SF 2 Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Ge HP 2b Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm,</p>	<p>countries, continents and oceans studied at this key stage.</p> <p>Ge SF 3 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Music</p> <p>Mu 2 Play tuned and untuned instruments musically.</p> <p>PE</p> <p>PE 3 Perform dances using simple movement patterns.</p> <p>PSHE</p> <p>PSHE 2e Realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>Science</p>
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			<p>house, office, port, harbour and shop.</p> <p>GE PK 1 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country</p> <p>History</p> <p>Hi 2 Learn about events beyond living memory that are significant nationally or globally.</p> <p>Music</p> <p>Mu 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>PSHE</p> <p>PSHE 5e Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).</p>	<p>Sc A 2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Sc WS 4 Identify and classify.</p> <p>Sc WS 6 Gather and record data to help in answering questions.</p> <p>Sc WS 3 Perform simple tests.</p> <p>Sc A 3 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Sc A 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>
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					<p>Science</p> <p>Sc EM 1 Distinguish between an object and the material from which it is made.</p> <p>Sc WS 5 Use their observations and ideas to suggest answers to questions.</p>	
Science	Materials	Light and Dark (Nocturnal Animals)	Seasonal weather and changes	Plants and Birds	Animals	Human Body
MFL	Numbers 0-5	Greetings	Colours	Colours	Days of the Week	Days of the Week
Computing	Online Safety	Lego Buildings	Maze Explorers	Coding	Animated Stories	Spreadsheets
PE	Fitness for Children Gymnastics	Indoor Athletics Dance	Multi-Skills Hockey	Fitness for Children Multi-skills	Athletics Cricket	Rounders Active Math
PSHE	Our Happy School (New Beginnings)	Out and About (Getting On & Falling Out / Say No to Bullying)	Looking Forward (going for goals)	My friends and family (relationships)	Healthy Bodies and Healthy Minds (Good to be me)	Ready, Steady, go! (changes)
Exit Point	Have a big display of children's work and invite parents to come in and view it.		Children to present their memory box to the other Year 1 class and then taken home.		Invite a real mayor or someone from the council to see the project. Children will also be able to ask	Create an animal gallery displaying their creative work from throughout the project.



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			questions to find out more about their job.	
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