



The Leys Primary and Nursery School

Long term Plan 2022-2023

Year:

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
<b>Global Goals</b>	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals	
<b>SMSC/British Values</b>	<p><b>Social Moral Spiritual Cultural Education</b></p> <p><b>Spiritual</b> - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p><b>Moral</b> - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p><b>Social</b> - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p><b>Cultural</b> - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/>					

	<p>British Values Education</p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• The rule of Law</li> <li>• Individual Liberty</li> <li>• Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li> </ul>
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	AUTUMN		SPRING		SUMMER	
<b>School Events</b> <ul style="list-style-type: none"> <li>• Theme days</li> <li>• Charity events</li> <li>• Community events</li> </ul>	<p><b>Class Author Week:</b> Why are we named after this author? (05/09-16/09)</p> <p><b>National Poetry Day</b> 6/10/22</p> <p>'Just Talk' week - Oracy (wb 17/10/22)</p> <p><b>Black History Month:</b> How can we learn about our school values through Black history? (October)</p>	<p><b>Anti-Bullying Week:</b> Reach out Odd sock day 14/11/22 (14/11-18/11)</p> <p><b>STEAM week: Science</b> -How fast can it go? <b>The Leys Land Speed Record (wb</b> 21/11-25/11)</p> <p><b>Enterprise Day:</b> How can we be creative to raise money for our school at Christmas? (1/12)</p> <p><b>Take One Book - One Christmas Wish-</b> Katherine Rundell (December)</p>	<p><b>Take one Book:</b> Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p> <p><b>Internet Safety Week:</b> How can I keep myself safe online? (wb 06/02-10/02)</p> <p><b>Computing Months</b> Jan/Feb: How can we solve problems with Coding?</p>	<p><b>World Book Day:</b> How have books changed the world? (02/03)</p> <p><b>STEAM week:</b> How high can you go? (Wb 14/03)</p> <p><b>Easter Poetry - wb</b> 20/3 (world poetry day- 21/03)</p>	<p><b>KS2 SATs</b> 8-11/5/23</p> <p><b>International week (15/5):</b> A week in ...?</p> <p><b>Healthy Living &amp; Walk to School Week:</b> How do we stay healthy? (22/5)</p>	<p><b>STEAM week:</b> How long can it float? (Wb: 26/06 - 30/6)</p> <p><b>Careers Month</b> <b>June: What is my dream job?</b></p> <p><b>Climate change week:</b> including data from weather station project (wb:03/07 - 07/07)</p>
<b>Charity Events</b>	Local food bank Harvest	<p><b>Poppy Appeal</b> 7-11/11/22</p> <p><b>Children in Need</b> 18/11/22</p> <p><b>Christmas Jumper Day</b> (16/12)</p>		Sports Relief TBC		

<b>FOL Events</b>	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)
<b>Pupil Parliament</b>	Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am		Focus session (20/1/23)		Focus session (21/4/23)	
<b>Class trip</b>		RAF trip		Graveley fruit farm		
<b>TOPIC</b>	Terrific Transport and Travel		Food Glorious Food		Beside the seaside	
<b>Big Question</b>						
<b>Global Goals</b>			1. No poverty 2. Zero hunger 3. Good health and well-being		3. Good health and well-being 13. Climate action 14. Life below water 15. Life on land	
<b>Diversity Awareness</b>	Black History Month	Anti Bullying week Children in Need				
<b>PERSONAL, SOCIAL, HEALTH and ECONOMIC education</b>	<p><b>Managing feelings and behaviour</b> Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships</b> Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p>		<p><b>Relationships</b></p> <p><b>Friendship</b> - Friendship looks at how we behave within our friendships and how these behaviours can affect others.</p> <p>understand different types of relationships</p> <ul style="list-style-type: none"> <li>• understand how to be a good friend</li> <li>• be able to recognise kind and thoughtful behaviours</li> <li>• understand the importance of caring about other people's feelings</li> <li>• be able to see a situation from another person's point of view</li> </ul>		<p><b>Keeping/staying healthy</b></p> <p><b>Washing Hands</b> - Washing Hands looks at why we should wash our hands and the potential consequences of not washing our hands</p> <p>understand what we can do to keep healthy</p> <ul style="list-style-type: none"> <li>• understand why we need to wash our hands</li> <li>• know how germs are spread and how they can affect our health</li> <li>• be able to practise washing your hands</li> <li>• know the differences between healthy and unhealthy choices</li> </ul>	

			<p><b>Feelings and Emotions -</b></p> <p><b>Jealousy</b> - Jealousy looks at recognising strengths of our own and of those around us and how to deal with feelings of jealousy.</p> <p>understand a range of emotions and how they make us feel physically and mentally</p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Being Responsible -</b></p> <ul style="list-style-type: none"> <li>• understand what we are responsible for</li> <li>• be able to recognise how responsibilities will change as we grow</li> <li>• know how you can help people around you</li> <li>• understand the types of things you are responsible for</li> <li>• know how and understand the importance of preventing accidents</li> <li>• be able to recognise the differences between being responsible and being irresponsible</li> </ul>
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	AUTUMN		SPRING		SUMMER	
<b>ENGLISH</b>	<p><b>Captions and labels -</b> labelling transport Writing and designing types of transport</p>	<p><b>Writing to Persuade</b> To write simple, persuasive sentences by Writing labels and</p>	<p><b>Writing to Recount:</b> To retell the traditional tale of The little Red riding hood.</p>	<p><b>Writing to Instruct:</b> To write a set of instructions following a practical experience in D.T- simple recipe.</p>	<p><b>Writing to Explain:</b> To complete an explanation report based on safety at the beach.</p>	<p><b>Writing to Inform: Non Chronological Report</b> based on A series of sentences to describe aspects of a subject.</p>

	<p><b>Writing to Discuss:</b> To write a discussion based on children's own experiences.</p> <p><b>Objectives:</b> Through talk and role play explore how others might think, feel and react differently from themselves and from each other</p> <p>Write sentences to convey their opinion and the contrasting opinion of someone else (such as a character from a book or peer in the class etc.) e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i></p>	<p>sentences for an in-class exhibition display.</p> <p><b>Objectives:</b> Read captions, pictures, posters and adverts that are trying to persuade</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</p> <p>Write simple examples of persuasion e.g. in the form of a letter to a character in a book</p>	<p>Pinocchio - adventure stories , experiences</p> <p><b>Objectives:</b> Listen to other's recounts and ask relevant questions to find out more about the event being recounted</p> <p>Read recounts and summarise or sequence key events.</p> <p>Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person</p>	<p><b>Objectives:</b> Listen to and follow a single instruction and a longer series of instructions.</p> <p>Plan and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions</p> <p>Read and follow short series of instructions in shared context</p> <p>Contribute to class composition of instructions with teacher scribing</p> <p>Write consecutive instructions independently</p>	<p><b>Objectives:</b> Read captions, pictures and diagrams on wall displays and in simple books that explain a process</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally</p> <p>Ask questions to extend their understanding and knowledge</p> <p>Write a series of sentences to explain a simple process based on first-hand experience e.g. chicks hatching, life cycle of a frog</p>	<p><b>Objectives:</b> Find out about a subject by listening to and reading information books, or by watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the the teacher writes the information.</p> <p>Assemble information on a subject from their own experience e.g. food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>
<b>MATHEMATICS</b>	-Place Value (within 10) -Addition and Subtraction	-Geometry / Shape -Place Value	-Addition and Subtraction (within 20) -Place Value (within 50)	-Length and Height -Weight and Volume	-Multiplication & Division -Fractions -Geometry (position and direction)	-Place Value (within 100) -Measurement (money) -Time
<b>SCIENCE</b>	<u>Everyday materials</u>		<u>Animals, including humans</u>		<u>Plants</u>	
	Distinguish between an object and the material from which it is made.		Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.		Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a	

	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. 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.  <b>STEAM WEEK</b>	Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say what parts of the body are associated with each sense.  <b>STEAM WEEK</b>	variety of common flowering plants, including trees.  <b>STEAM WEEK</b> <b>Healthy Living Week</b>			
<b>COMPUTING</b>	Log on chrome book Use age appropriate applications Online safety	Log on chrome book Use age appropriate applications Online safety	Exploring Purple Mash Grouping and sorting Pictograms	Lego Builders Maze Explorers Animated Story Books	Coding	Spreadsheets Technology outside

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>HISTORY</b>	<u>Transport</u> Identify significant historical events, people and places in their own locality. Compare ideas from different time periods. Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.	<b>Food Glorious Food</b> Identify significant historical events, people and places in their own locality. Compare ideas from different time periods. Use common words and phrases relating to the passing of time. Use a variety of sources and understand different ways to find out about the past. Ask and answer questions related to an area of study.	<b>Beside the seaside</b> Understand changes in living memory. Accurately order events. Compare ideas from different time periods. Identify similarities and differences between ways of life in different periods. Use common words and phrases relating to the passing of time. Ask and answer questions related to an area of study.
<b>GEOGRAPHY</b>	Children know about similarities and differences in relations to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make	<b>Food Glorious Food</b> Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1.	<b>Beside the seaside</b> Name, locate and identify characteristics of the four countries and capital cities of

	observations of animals and plants and explain why some things occur, and talk about changes.	Use aerial photographs and plan perspectives to recognise landmarks. Explore where food comes from. (Around the World and locally) Compare different foods	the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom. Refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied in KS1. Use aerial photographs and plan perspectives to recognise landmarks. Can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.			
<b>ART and DESIGN</b>	<b>Portraits</b> Explore lightening and darkening paint without the use of black or white. Name the primary and secondary colours. Start to mix a range of secondary colours, moving towards predicting resulting colours. Begin to control the types of marks made with the range of media. Explore with a variety of media; different brush sizes and tools. I can choose to use thick and thin brushes as appropriate.	<b>Drawing</b>  Experiment with a variety of media. Begin to control the types of marks made with the range of media. Develop a range of tone using a pencil and use a variety of drawing techniques. Investigate textures by describing, naming, rubbing and copying.	<b>Let's Sculpt</b> Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc. Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Shape and model materials for a purpose e.g. pots. Apply simple decoration techniques; impressed, painted and applied. Experiment with constructing and joining recycled, natural and manmade materials. Use tools and equipment safely and in the correct way			
<b>DESIGN and TECHNOLOGY</b>	Mechanisms- sliders and levers	Preparing fruit- fruit salad	Structures- freestanding structures			
<b>MUSIC</b>	Finding the singing	Pitch and tuned	Duration and	Timbre/Grouping	Beat and rhythm	Listening and

	voice. Exploring own voice and untuned percussion instruments	percussion instruments	Dynamics	insts/Graphic Scores		Composing
<b>RELIGIOUS EDUCATION</b>	<p><b>Topic Title - Christianity</b> Creation Story</p> <p><b>Learning Objectives</b> - Does God want Christians to look after the world?</p>	<p><b>Topic Title - Christianity - Christmas</b></p> <p><b>Learning Objectives -</b> What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><b>Topic Title - Christianity -</b> Jesus as a friend</p> <p><b>Learning Objectives</b> - Was it always easy for Jesus to show friendship?</p>	<p><b>Topic Title - Christianity -</b> Easter - Palm Sunday</p> <p><b>Learning Objectives</b> - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><b>Topic Title - Judaism</b> Shabbat</p> <p><b>Learning Objectives -</b> Is Shabbat important to Jewish children?</p>	<p><b>Topic Title - Judaism</b> Rosh Hashanah and Yom Kippur</p> <p><b>Learning Objectives -</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p>
<b>PE</b>	<p><b>Core Physical Skills</b> (coordination, balance, agility, flexibility, strength, speed and stamina) Daily Mile</p>	<p><b>Ball Skills</b> (throw, bounce, roll and catch) Explore a variety of different sport balls</p>	<p><b>Gymnastics/Dance</b> combined (jumping/landing, creative animal movement and balancing)</p>	<p><b>Gymnastics/Dance</b> combined (climbing, creative movement/simple sequencing and balancing)</p>	<p><b>Athletics/Sports Day Practice</b> (running, jumping and throwing)</p>	<p><b>Summer Games</b></p>