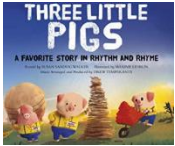


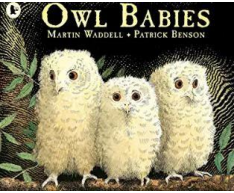
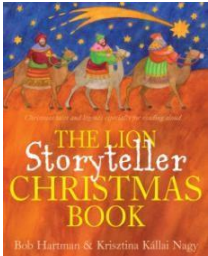



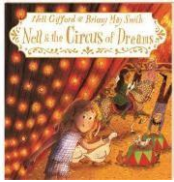
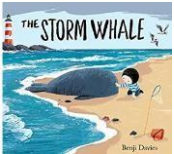


Opal Long Term Plan Sept 2024 - July 2025

Year 1/2 Opal Year A 2024/2025							
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
7 weeks 3 days Wed 4 th Sept – Fri 25 th Oct Monday 2 nd & Tuesday 3 rd September Inset Days		4 weeks Monday 4 th Nov – Friday 29 th Nov	3 weeks Monday 2 nd Dec – Friday 20 th Dec	5 weeks 4 days Tuesday 7 th Jan – Friday 14 th Feb Monday 6 th Jan Inset	6 weeks Monday 24 th Feb – Friday 4 th April	4 weeks 3 days Monday 22 nd April – Friday 23 rd May Monday 21 st April BH Monday 5 th May BH	7 weeks Monday 2 nd June – Friday 18 th July
Whole School Project	Traditional Tale Homes	Owls	The Nativity	The Great Fire of London	Forests	Circus	The Seaside
Enrichment Activities Story Museum Visit Story evening sharing stories from Story Museum		Enrichment Activities Visit to Falconry Centre (Millets) Open class Making Christingles with parents Opal Class to perform at Christingle service Cake sale Nativity- daytime and evening		Enrichment Activities Making bread with rolls with parents and chef Burning Houses in the School Grounds. Artist Fire service to come and put fire out/ safety talk	Enrichment Activities Visit Wytham Woods/Hill End Tree and plant leaflet	Enrichment Activities Circus Day Lucas Jet Face painting Invite	Enrichment Activities Visit to the beach Review leaflet

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<p>Once upon a Fairy Tale Lauren O'Hara (3 Weeks)</p> 	<p>The three Little Pigs. (3 Weeks)</p>  <p>Harvest (1 week)</p>  	<p>Owl Babies Martin Waddell</p> 	<p>The Nativity Story / The Star that went Zoom</p> 	<p>The Great Fire of London</p> 	<p>Where the Wild things are.</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>	<p>The monkeys and the hats</p>  <p>The Circus of Dream Nell Gifford</p> 	<p>The Storm Whale</p> 	<p>The Lighthouse Keepers Lunch</p> 
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Opal Long Term Plan Sept 2024 - July 2025

<p>Week 1 Diary</p> <p>What do we mean by Fairy Tale? Create a wholes class mind map. Children draw a picture of their favourite Fairy Tale and say why it's their favourite.</p> <p>Present book wrapped in paper? Vocab from the story.</p> <p>Look at Front Cover Characters Places Record our discussion</p> <p>Week 2 Write an expanded description of one of the characters How do they speak and move? Write a description of one of the settings. What</p>	<p>Map the story Sequence key events in the story</p> <p>Describe key events in the story</p> <p>Description of the wolf, the pigs, the houses.</p> <p>Wanted poster for the wolf (persuasive language)</p> <p>Write an advert selling the brick house.</p> <p>Write a persuasive letter from the wolf (To find out his side of the story)</p> <p>Facts about pigs</p> <p>Harvest Poems</p>	<p>Narrative Genre/Plot: Voyage and return Focus: Dialogue What do we want to know about owls/What do we know about owls?</p> <p>Map out the story</p> <p>Sequence the main events in the story Ask questions about the story Describe the forest/dark</p> <p>Describe a feather (Use of joining words (and, but, because)</p> <p>Describe the characters in the story</p> <p>Create speech for the Owls. using speech marks</p> <p>Create narrative between the owls</p> <p>Write a letter from the Owl Babies</p> <p>Use instructional vocabulary (first, next, then, after that, finally) Write a set of instructions (I can write a letter from Mummy Owl</p>	<p>Narrative I can discuss and map out the main parts of the Christmas Story.</p> <p>I can sequence the main events of the story</p> <p>I can describe the key events of the Christmas Story</p>	<p>Narrative I can tell map and step a story. I can use powerful adjectives to describe the fire.</p> <p>Write a postcard</p> <p>Newspaper report about the Great Fire</p> <p>Story openers including detailed description of London.</p> <p>Non-Chronological Report: fact file about when and how the fire started</p> <p>Plan a story from a different point of view.</p> <p>Editing work</p> <p>Non Fiction Recount Diaries</p> <p>Write a diary entry.</p> <p>Poetry Share some poems about the Fire of London.</p> <p>Write an Acrostic Poem for the LONDON'S BURNING</p> <p>Senses Poem – recount poem based on the burning of the houses</p>	<p>Narrative Setting Responding to illustration, Role on the Wall</p> <p>Description: Explore the setting & describe the island</p> <p>Tell me session likes/dislikes role play.</p> <p>Explore Max's Character. Is he lonely?</p> <p>Poetry based around the Wild Rumpus.</p> <p>Describe the Wild Things.</p> <p>Recount: of Max's trip in role.</p>	<p>Narrative Character role on the wall.</p> <p>Role of props</p> <p>Shared write where's the hat?</p> <p>Create books whose hat? Which animal would wear it?</p> <p>Setting descriptions & story structure</p> <p>Map key events in a story. Describe different hats using powerful adjectives</p> <p>Describe a setting using powerful vocabulary (Forest)</p> <p>Write own version of the story.</p> <p>Non Fiction Adverts</p>	<p>Narrative Character Description: describe the characters in the story (Noi, Father, Whale)</p> <p>Persuasive: advert for the beach</p> <p>List poem about the sea</p> <p>Recount: diary entry from Noi's point of view</p>	<p>Adventure: discovery under water (innovation) To entertain visitors to the village</p> <p>Report: on unusual sea creatures spotted near Black Rock for scientists</p> <p>performanc e poem: <i>The Secret of Black Rock</i></p> <p>Instructions: game for visitors to play/how to find black rock/how to make x (traditional recipe from island)</p>
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<p>can you see, hear, smell and feel? Write a story based on the final page.</p> <p>Likes & dislikes</p> <p>Week 3 Write to Natalia saying what you liked about the words in the story.</p> <p>Write to Natalia saying what you liked about the illustrations</p> <p>Children Create their own story with a KS2 buddy.</p>		<p>instructions on how to find her.</p> <p>Non-Fiction Barn Owls Genre: Nonchronological</p> <p>I can create a fact book about Owls. (Title, Sub-headings, pictures, facts)</p>				<p>Identify the features of an advert. (Circus advert)</p> <p>Look at key features. Use of question marks, persuasive language features. Quotes and the information section.</p> <p>Produce an advert for a food stall.</p>		
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<p>Maths (White Rose)</p> <p>Place Value within 20 (3) Addition & Subtraction (4)</p>	<p>Place Value within 100 (3) Shape (2)</p>	<p>Addition & Subtraction within 100 (4) Multiplication & Division (2)</p>	<p>Multiplication & Division (2) Length & Height (2) Statistics (2)</p>	<p>Money (2) Fractions (3) Time (1)</p>	<p>Time (2) Mass, Capacity & temp (2) Position & Direction (2)</p>
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Opal Long Term Plan Sept 2024 - July 2025

<p>Science</p> <p>Animals including humans. The Human Body & taste Eyesight and hearing Human Life Cycle Animal Life Cycles</p> <p>Seasons Changes Day Length Leaves and Trees how they change in Autumn.</p> <p>Harvest - Vegetables</p>	<p>Living Things and their Habitats Identify/name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.</p> <p>Describe/compare the structure of a variety of common animals.</p> <p>Label a picture of an owl,</p> <p>What do owls eat? What do owls' pray eat? Simple food chain. (owl pellets)</p> <p>Where do owls live? What are their homes made out of? What are our homes made out of? How are they different?</p>	<p>Seasonal Changes (Spring) Plants</p> <p>Bread Making. How is bread made Ingredients Growing Corn, making flour, Irreversible changes</p> <p>Melting chocolate.</p>	<p>Habitats</p> <p>Children create a new wild thing and design a suitable habitat for it to live in.</p> <p>Every Day Materials Exploring different materials – what are they made of what do they look like?</p> <p>Investigation into which materials float best.</p> <p>Children design a boat for Max as an outcome of their investigations.</p>	<p>Materials Investigate different materials to decide which is best for a Circus tent.</p> <p>Describe how things move and use comparisons such as faster and slower/ describe pushes and pulls. Look at diff circus performers – describe how they move. Introduce terms 'force' 'push' and 'pull'.</p> <p>Look at Push & Pulls & Magnets</p> <p>Animals including Humans</p> <p>Exercise & healthy eating</p> <p>Circus performers need exercise, food and drink, sleep, healthy/happy attitude.</p> <p>Food groups/types. Food pyramid activity.</p> <p>Name and label parts of the human</p>	<p>Living Things and their Habitats</p> <p>Sea animals</p> <p>The weather Weather Study</p>
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Opal Long Term Plan Sept 2024 - July 2025

				<p>body and say which part of the body is linked with each sense.</p> <p>Design a healthy meal (plate) for a circus performer. Make fruit salad.</p>	
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Opal Long Term Plan Sept 2024 - July 2025

<p>Geog Use a simple map to find Fairy Doors.</p> <p>Draw a map of our playground using basic symbols.</p> <p>Be able to locate the four countries and capital cities of the United Kingdom.</p> <p>Be able to describe seasonal and daily weather patterns.</p> <p>What are homes like? I can compare homes across the world.</p> <p>I can name and label different types of houses.</p> <p>I can design and describe my ideal home using key geographical vocabulary.</p>	<p>Look at where woods are on local maps Draw maps showing nearby woods.</p>	<p>Look at where London is using Google maps, How can you get there? Find facts about London.</p>	<p>Find out where rainforests are in the world look at maps, google earth.</p>	<p>Look at Circuses around the world. Where countries do different hats come from?</p>	<p>What is the seaside? <i>What is this place like?</i></p> <p><i>Who will I see in this place? What do people do in this place?</i></p> <p>Five words to describe the seaside. Why do we go to the seaside? Who's been? Where?</p> <p>What is different about the seaside to here? Where are seascides?</p> <p><i>I can use a map to find different seaside locations. Use world maps, atlases and globes to identify the United Kingdom. What's our closest beach? Colour in the beaches on their GB map.</i></p> <p><i>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Photos from home-</i></p>
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<p>History</p> <p>What were homes like in the past?</p> <p>How were crops harvested in the past?</p>	<p>Not taught in this topic</p>	<p>London how in has changed throughout history.</p> <p>Tudor Houses: How have houses changed.</p>	<p>Not taught in this topic</p>	<p>Ask questions and find answers to questions about the past.</p> <p>To find out about some of the acts in the circus. To research the history of the circus</p>	<p>Seaside through the ages: Look at different pictures of the Seaside on a table. Order these? Write on a3 sheet the differences/similarities between photos.</p>
<p>Art</p> <p>Paint a Magic Kingdom</p> <p>Design a character for a Fairy Tale.</p> <p>Paint Fruit</p> <p>Paint Vegetables</p>	<p>Draw feathers</p> <p>Paint owl pictures</p> <p>Make Christmas cards</p> <p>Make Christingles</p>	<p>Skylines of London during the GFoL</p>	<p>Create own fantasy settings through paint and/or mixed media.</p> <p>Create wolf ears, crowns and wild thing masks for use in role play of the story.</p> <p>Design your own wild thing using mix media either in 2D or 3D.</p> <p>Create dioramas of imagined fantasy settings.</p>	<p>Make circus tents from card.</p>	<p>Recreating a beach using different materials in shoe box lid.</p>

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<p>D&T Use card and collage to make a fairytale crown.</p> <p>Make a Magic Wand</p> <p>Make 3 little pigs house</p> <p>Make the three little pigs</p> <p>Make the wolf</p> <p>Butternut Squash Soup</p>	<p>Make clay owls. Create Nests</p>	<p>Make replica houses from Pudding Lane, to create a real GFoL.</p>	<p><i>Build a new boat for Max</i></p>	<p>Design products that have a clear purpose and intended user. . Make circus puppets using running stitch.</p> <p>Make Juggling Balls.</p>	<p>Make seaside animals out of papier-mâché.</p> <p>Making biscuits in shape of sea life creatures – use different cutters and decorate</p>
<p>Theme: The Creation Story</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity</p>	<p>Theme: The Christmas Story</p> <p>Key Question: What gift would I have given Jesus if he had been born in my town and not in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter- Palm Sunday</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p> <p>Alternate... DISC.RE Easter (Foundation 1)</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religions: Judaism</p>	<p>Theme: Chanukah</p> <p>Key Question: Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Religions: Judaism</p>

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<p>PSHE (Scarf Year One) Me and my relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and Bodies Good Friends</p>	<p>Valuing difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons</p>	<p>Keeping Safe Super sleep Who can help? Good or Bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey</p>	<p>Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic First Aid</p>	<p>Being my Best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bi it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body</p>	<p>Growing and changing Healthy me Then and Now Taking care of a baby Who can help? Surprises and Secrets Keeping privates private</p>
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<p>Technology around us</p> <p>Typing skills.</p>	<p>Creating Media- Digital Painting</p>	<p>Programming- Moving a robot</p>	<p>Data and Information- Grouping Data</p>	<p>Creating Media- Digital Writing</p>	<p>Programming- Programming Quizes</p>
<p>Phonics RWI</p>	<p>Phonics RWI</p>	<p>Phonics RWI</p>	<p>Phonics RWI</p>	<p>Phonics RWI</p>	<p>Phonics RWI</p>
<p>Charanga</p> <p>My musical heartbeat</p>	<p>Charanga</p> <p>Nativity</p>	<p>Charanga</p> <p>Exploring sounds</p>	<p>Charanga</p> <p>Recognising different sounds</p>	<p>Charanga</p> <p>Having fun with improvisation</p>	<p>Charanga</p> <p>Our big concert!</p>

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Hockey	Netball/ basketball	Tag Rugby	Handball	Cricket	Athletics/ sports day
Tennis	Football	Gymnastics	Dance	Maypole	