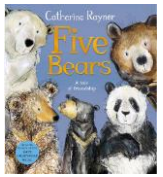
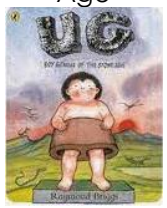
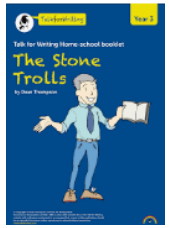
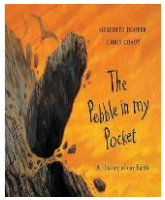
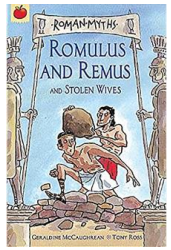
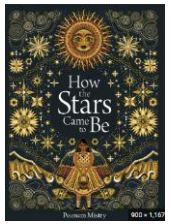
Wootton St Peter's Primary School 2022 – 2023 Long Term Plan

<table>
<tr><td colspan="12">Year A</td></tr>
<tr><td colspan="2">Autumn 1</td><td colspan="3">Autumn 2</td><td colspan="2">Spring 1</td><td colspan="2">Spring 2</td><td colspan="2">Summer 1</td><td colspan="2">Summer 2</td></tr>
<tr><td colspan="2"></td><td colspan="3"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Whole School Project</td><td>Stone Age</td><td colspan="3">Rocks and Rumbles</td><td colspan="2">Romans</td><td colspan="2">Rivers and the Water Cycle</td><td colspan="2">Invaders and Settlers</td><td colspan="2">Light and Shadows</td></tr>
<tr><td>Enrichment Activities</td><td>Music Flood Week</td><td colspan="3">Visit to Dry Sandford Pit Nature Reserve

Pebble Hunt

Open Classroom</td><td colspan="2">Chedworth Roman Villa/Ashmolean trip/OMS loan boxes

Visit from a Buddhist.</td><td colspan="2">Model Water Cycle
Make water cycle in jar
Explore local stream/pond</td><td colspan="2">Wantage Vale and Dowland Museum AngloSaxon Workshop/ Ashmolean trip/ OMS loan boxes</td><td colspan="2">Shadow puppet show</td></tr>
<tr><td>Five Bears Catherine Rayner
  </td><td>Ug: Boy Genius of the Stone Age
  </td><td colspan="2">The Stone Trolls (Storytelling text)
  </td><td>Pebble in my Pocket
  </td><td colspan="2">Romulus & Remus
  </td><td colspan="2">Oliver and the Seawigs
 </td><td colspan="2">Arthur and the Golden Rope
 </td><td colspan="2">How the stars came to be
  </td></tr>
<tr><td>Narrative

Text: Five Bears

Focus:</td><td>Non-Narrative

Text: How to Wash a Woolly Mammoth

Genre: Instructions</td><td colspan="2">Narrative

Text: The Stone Trolls

Genre/Plot – Warning tale</td><td>Non-Narrative

Text: The Stone Trolls

Genre: Non-</td><td>Narrative

Text: Romulus and Remus

Genre/Plot: Myth</td><td>Non-Narrative

Text: Romulus and Remus</td><td>Narrative

Writing in role

Diary entry

Narrative fiction</td><td>Non-narrative

Note-taking

Annotating</td><td>Narrative

Text: King Arthur and the Knights of the Round table (Hamilton</td><td>Non-Narrative

Genre: Explanations How an electrical</td><td>Narrative

Text: How the Stars Came to be</td><td>Non-Narrative:

Genre: Persuasive

Advertising</td></tr>
</table>

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Description/Character		**Focus:** Setting description **Poetry:** Christmas Poetry Verbs and Rhyming pairs.	chronological reports	**Focus**: Build up and Dilemma of a story **Poetry** Descriptive poem	**Genre:** Personal recount	**Poetry** Chants	Character profile Instruction writing Leaflets	Trust) **Genre/Plot:** Quest **Focus:** Dialogue, Cohesion in Plot	circuit works	**Genre/Plot**: Origin tale Write own origin/creation tale **Poetry:** **Text:** Stars with Flamimg Trails – Valerie Bloom Expanded noun phrase and prepositions	poster for puppet show
Reading **(cf Reading Spine)**	Augustus and his smile – Catherine Rayner The Colour Monster – Anna Llenas The Koala who could – Rachel Bright Stone Age Boy	The Stone Mouse – Jenni Nimmo The Hodgeheg- Dick King Smith Volcanoes and Earthquakes Earth Shattering Events – Robin Jacobs (free to download from Booksfortopics.com)		Anthony Browne – The Tunnel/Voices in the Park Romulus and Remus Escape from Pompeii – Christina Balit I wonder why Romans wore togas		**The Rhythm of the Rain (CLPE)** The Mousehole Cat – Antonia Barber Water Is Water: A Book about the Water Cycle - Miranda Paul		How to be a Viking – Cressida Cowell Wolf Brother – Michelle Paver **Beowulf – Michael Morpurgo (CLPE)** Anglo-Saxon Boy – Tony Bradman		The Last Bear – Hannah Gold Star in the Jar – Sam Hay Moth – Isabel Thomas **Stars with flaming trails – Valerie Bloom (CLPE)**	

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	– Satushi Kitamura How to wash a wooly mammoth – Michelle Robinson	**A Kid in my Class – Rachel Rooney (CLPE)**	Roman Diary – The Journal of Illiona – Richard Platt	Once upon a Raindrop – James Carter The River – Valerie Bloom Something told the Wild Geese – Rachel Field	Eyewitness Vikings		
Maths **3 days** **2 days**	Place Value Time	Addition and subtraction Shape	Multiplication and Division Position and direction	Multiplication and Division Length, perimeter and area	Fractions Mass and capacity	Fractions Decimals including money	Consolidation Decimals including money
Science	**Living things and their habitats:** Pupils should be taught to: Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a	**Rocks:** Compare and group together different kinds of rocks based on their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	**States of matter:** Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	**States of matter:** Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	**Electricity:** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	**Light:** Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and	

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	variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things.				Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.	that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows changes
Geog		Describe and understand key aspects of: Physical Geography: including volcanoes and earthquakes (natural disasters) Human Geography: impact of our extreme earth on our lives through the study of photographs, population numbers and other primary sources. Draw conclusions; include diagrams and key geographical vocab	Name and locate places and countries we are studying: Italy, Rome, Britain and key cities in Roman Britain Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of **Europe**	Describe and understand key aspects of: Physical Geography rivers and the water cycle Human Geography: types of settlement and land-use		Name and locate places and countries we are studying Name and locate major cities in the countries we are studying Locate human and physical characteristics in the countries we

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		Human Geography: types of settlement and land-use				are studying; including land-use patterns Talk about physical and human similarities and differences between different parts of the United Kingdom
History	Changes in Britain from the Stone Age to the Iron Age. Describe events and periods of time using the words; BC, AD, century, ancient. Order the periods I am studying on a timeline and compare to events I already know about. Ask and answer questions about how things were different in the past and how		The Roman Empire and its impact on Britain. Use words and phrases accurately such as century, before Christ, after, before, during to describe the passing of time and events studied. Use a timeline to order events and significant people for the period of time I am studying. Describe and explain some similarities and differences between people, events and artefacts from the past and explain the significance of these. Provide examples of how events in the past shaped people's lives		Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Order the periods I am studying on a timeline and compare to events I already know about. Use a timeline to order events and significant people for the period of time I am studying. Say how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.	

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	aspects of life have changed over time. Use evidence to describe some of the following and explain how they are similar or different in different time periods: houses and settlements,		over time and have influenced how we live today. Explain how events from the past have shaped our lives today.		Suggest the causes of key events and changes in the time periods I am studying.	
Art	**Prehistoric Art** **Clay pots** Sculpture and form: Manipulate clay to create a simple thumb pot (bell beaker pottery) Create surface patterns and textures onto clay looking at cultural decoration from historic time periods	**Volcano art** (4 weeks) Drawing: Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil Experiment with ways in which surface detail can be added to drawings Experiment with different grades of pencil to create lines and marks Experiment with different grades of pencils to draw different forms and shapes. Explore shading with different media to achieve a range of light and dark tones, black to white Apply simple use of pattern and texture in a drawing Experiment with different shading techniques of hatching and cross hatching Work in greater detail when relief	**European Art and Artists** **Roman Mosaics** Collage: Develop skills of overlapping and overlaying to place objects in front or behind in a collage Experiment with techniques to make mosaics Experiment with creating mood, feeling, movement and areas of interest using different media	**Monet's Rivers (Hamilton trust)** Painting: Experiment with different effects and textures e.g. blocking in colour, washes, Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing Use light and dark when painting, mixing shades and tints with increasing confidence and for effects Build on understanding of the colour wheel, storing information		

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		printing - making printing blocks Use two colour overlays when relief printing Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles)		through investigation on a colour spectrum Explore complementary colours – colours opposite each other on the colour wheel Introduce watercolour paints to create wash backgrounds Use light and dark within painting and show understanding of complimentary colours Mix tints and shades with increasing confidence Experiment with creating tones – adding grey to a colour Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades Look at how artists paint foregrounds and		

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				backgrounds for perspective		
D&T		**Earthquake resistant structures** (3 weeks) Children will investigate and anaylse existing strategies for building earthquake resistant buildings. Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment Share and clarify ideas through discussion Make design decisions that take account of the availability of resources Select materials and components suitable for the task Follow procedures for safety Identify the strengths and areas for development in their ideas and products How to make strong, stiff shell structures			**Battery operated lights** Investigate and analyse existing products Describe the purpose of their products Indicate the design features of their products that will appeal to intended users Explain how particular parts of their products work Use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas Select tools and equipment suitable for the task Explain their choice of tools and equipment in relation to the skills and techniques they will be using Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and	**Shadow Puppets** Investigate and analyse existing products Indicate the design features of their products that will appeal to intended users Select tools and equipment suitable for the task Measure, mark out, cut and shape materials and components with some accuracy Assemble, join and combine materials and components with some accuracy Apply a range of finishing techniques, including those from art and design, with some accuracy

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					components with some accuracy Identify the strengths and areas for development in their ideas and products Consider the views of others, including intended users, to improve their work Refer to their design criteria as they design and make Use their design criteria to evaluate their completed products Use learning from science to help design and make products that work Know that mechanical and electrical systems have an input, process and output	
RE	Understanding Christianity **Creation/Fall** Key Question: *What do Christians learn from the creation story?* **Christianity**	Understanding Christianity **Incarnation** Key Question: *What is the Trinity?* **Christianity** I can start to explain the Christian belief that Jesus was God in human form and why	Discovery RE **Buddha's teachings** Key Question: *Is it possible for everyone to be happy?* **Buddhism** I can start to show an understanding of why people think it is difficult to be happy all the time.	Understanding Christianity **Salvation** Key Question: *Why do Christians call the day Jesus died 'Good Friday'?* **Christianity** I can suggest how	Discovery RE **The 8-fold path** Key Question: *Can the Buddha's teachings make the world a better place?* **Buddhism**	Discovery RE **The 8-fold path** Key Question: *What is the best way for a Buddhist to lead a good life?* **Buddhism**

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	Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	God gave him to the world. Identify the difference between a 'Gospel' and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.	a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
MFL	**German**	**German**	**German**	**German**	**German**	**German**

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Computing	ICT : Using the internet (searching and surfing) I can identify what the Internet is and how it works, including how packets of data move along routes and the different connections that can be used. I can use a search engine to find information and implement strategies to improve results when searching online, including using keywords. I know how to cross-reference using tabs and can identify reliable links through looking for a secured padlock in the URL address bar. I know how to bookmark or favourite an appropriate web page.	Coding / Programming: Turtle Logo (text-based) and Scratch (block coding) I can create and debug algorithms to draw regular polygons using the repeat command/ block (Turtle Logo and Scratch) I can draw regular polygons using Logo to calculate the angle (Turtle Logo) I can create and debug algorithms to draw patterns by repeating regular polygons (Scratch)	ICT : Online Safety I can recognise cyberbullying I can identify a safe person to tell if I encounter cyberbullying I know that cyberbullying can happen via a range of devices I can identify adverts online I can identify a targeted advert I can explore how companies use websites to promote products I can create a strong password I can explain why a strong password is important I can explain what privacy settings are I can discuss email as a form of communication I can identify an email that I should not open I can write an email with an address and subject I can how to safely send an email I can how to safely receive an email I can identify online communities they are a part of	Coding / Programming: Scratch I can write a program which accomplishes a specific goal I can create a program that includes a logical sequence. I can debug a program I have written. I can use repetition and selection. I can work with variables and adjust these depending on the effect I wish to create. I can understand and use the duplicate function. I can demonstrate that I understand how to combine a range of different effects to create my own quiz.	ICT : Drawing and desktop publishing I can draw objects. I can insert text boxes and images. I can order and group objects. I can move, resize and arrange text boxes and images effectively.	Coding / Programming : BBC Micro:bit Block Code – digital flashcards I can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation I can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems I can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems I am a responsible, competent, confident and creative user of information and communication technology

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	I can use a search engine to copy and paste images across to a blank document		I can identify different forms of online communication I can discuss the positive and negative aspects of online communities I can discuss the differences between communication in real life and online I can discuss what I have learnt about online safety I can communicate my ideas with a group clearly and listen to others' contributions I can use what I know about online safety to plan a party using online methods.			
Music	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders	Singing Recorders
PE	**Gymnastics** *(3)* Personal multi-ability: I know where I am with my learning. Gym skills **Travel** **Rotation**	**Gymnastics** *(3)* Cognitive multi-ability: I can explain what I am doing well and I have begun to identify areas for improvement. Gym skills: **Flight** **Balance**	**Dance** *(3)* Health and fitness multi-ability: I can describe how and why my body changes during and after exercise Dance focus: **Artistry**	**Dance** *(4)* Creative multi-ability: I can recognise similarities and differences in movements and expression. Dance focus:	**Indoor PE** *(3)* Social multi-ability: I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. PE skills:	**Indoor PE** *(3)* Physical multi-ability: I can select and apply a range of skills with good control and consistency. I can perform and repeat longer sequences with

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	Rugby	**Rugby**	**Partnering** **Circles** **Shapes** **Hockey**	**Artistry** **Partnering** **Circles** **Shapes** **Hockey**	**Dynamic Balance to Agility** Jumping and Landing **Static Balance** Seated **Cricket**	clear shapes and controlled movement. PE skills **Agility** Reaction / Response **Static Balance** Floor Work **Cricket**
PSHE	SCARF – Me and My Relationships	SCARF – Valuing Difference	SCARF – Keeping Safe	SCARF – Rights and Respect	SCARF – Being my Best	SCARF – Growing and Changing