


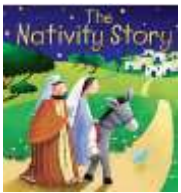






Opal Two Year Long Term Plan 2023/2024

Year 1/2 Opal Year B 2023/2024							
Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
6.3 wks Tues 5th Sept – Thurs 19th Oct		7.3 wks Mon 30th Oct – Wed 20th Dec		4.4 wks Tues 9th Jan – Fri 9th Feb	5.4 wks Mon 19th Feb – Thurs 28th March	6 wks Mon 15th Apr – Fri 24th May	7.2 wks Tues 4th June – Wed 24th July
Homes, Community		Take one Book/ Africa	The Nativity	Polar Regions/ Explorers	Knights and Castles (George and the Dragon)	Our Local Area Museums	Rainforests
<p>In our Hands Lucy Farfort</p>  <p>Goldilocks and the three Bears</p> 		<p>Meerkat Mail Emily Gravett</p> 	<p>The Nativity Story / The Christmas Story</p> 	<p>The Great Explorer</p> 	<p>Egg Box Dragon Richard Adams</p> 	<p>Hermelin Mini Grey</p> 	<p>The Freedom Bird Chris Smith</p> 
<p>Enrichment Opportunity</p>	<p>Visit Farmer Gow's Farm</p>	<p>Posting a letter</p>	<p>The Nativity</p>	<p>Surprise evening event</p>	<p>Oxford Castle Visit</p>	<p>Wootton Toy Museum</p>	<p>Cotswold Wildlife Park</p>
<p>English Diary writing each week throughout the year. I can describe what I see on the cover of the book. I can say what community means and say what I do</p>		<p>Diary writing each week throughout the year. I can write a postcard about a happy day at school.</p>	<p>Diary writing each week throughout the year. I can sequence the Christmas story.</p>	<p>Diary writing each week throughout the year. Postcard home about day 1 of our expedition.</p>	<p>Diary writing each week throughout the year. Chn visualise and paint the dragon after hearing the story. Chn sketch their own dragon and annotate it,</p>	<p>Diary writing each week throughout the year. Write a letter to Hermelin Understand new vocabulary.</p>	<p>Diary writing each week throughout the year. I can map the key parts of a story. I can use similes and alliteration. In pairs, act out/freeze frame 1 of 15 key moments</p>

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<p>in the community i.e. what clubs I attend.</p> <p>I can say what my favourite colour is and describe some things that are that colour.</p> <p>I can describe what Lucy looks like using an adjective.</p> <p>I can describe how people are feeling using the word because.</p> <p>I can make a list of how we can build a better future for ourselves, our friends and our community?</p>	<p>I can map the story</p> <p>Familiarisation with text what happens when?</p> <p>I can describe where Sunny lives.</p> <p>I can write a postcard from Sunny about his visit to Oxford</p> <p>I can write a postcard from Sunny about his visit to Wootton school.</p> <p>I can recount Sunny's trip.</p> <p>I can write about what it's like for sunny when he arrives home.</p>	<p>Tell and map/sequence the Christmas story</p> <p>I can use noun phrases to describe.</p> <p>Wise men's journey</p> <p>I can use adverbs for description.</p> <p>The stable</p> <p>I can start my sentences in different ways.</p> <p>Mary and Joseph arriving in Bethlehem,</p>	<p>Write a list of what's needed in an expedition backpack</p> <p>I can sequence events in a story.</p> <p>Map story and create word bank of words needed to tell the story.</p> <p>I write about real events</p> <p>I can use adjectives and adverbs for description.</p> <p>Diary entry day one of the trek to the pole.</p> <p>Diary entry day two of the trek to the pole.</p> <p>Diary entry day three of the trek to the pole.</p>	<p>Create a list of resources needed to create it.</p> <p>Create a set of instructions to make their own egg box dragons. Laminate & display.</p> <p>Ask children to predict what they think might happen if the egg box dragon is put to sleep under the moon. Draw what they see and annotate with a friend.</p> <p>Chn write this part of the story, answering the questions of what happens under the moon that night.</p> <p>Chn edit their work 'under the moon' adventures, give children silver pens and navy blue paper to write up their stories.</p>	<p>Write a list of people who live in Ottley St.</p> <p>Map the story.</p> <p>Write a letter to apply for the job.</p> <p>Correct a letter.</p> <p>Look at conjunctions.</p> <p>Write another letter describing themselves.</p> <p>Write a story with an animal as a detective.</p> <p>Create an advert for Boshers's sausage shop.</p> <p>Newspaper article about the disappearance of things on Ottley street.</p> <p>Create a notice for the Ottley Noticeboard</p>	<p>of the story. Then write short, descriptive poems for each moment. Create a class poem.</p> <p>I use powerful vocabulary to describe.</p> <p>I can use poetic language features (similes/alliteration.)</p> <p>Write a senses poem, in role as the hunter.</p> <p>I heard...</p> <p>I saw...</p> <p>I touched...</p> <p>I wondered...</p>
<p>Book 2 Goldilocks (Two weeks)</p> <p>Sequence the story.</p> <p>Describe Goldilocks.</p> <p>Describe one of the three bears.</p>	<p>I can map and tell an explanation text.</p> <p>I know the features of an explanation text.</p>	<p>I can use adjectives to make my writing interesting.</p> <p>Read The Cat in the Manger.</p> <p>I can write in role</p> <p>Write from the</p>	<p>I can write about real events.</p> <p>Describe the Northern lights,</p> <p>Describe how to make a campfire.</p>	<p>Egg box dragon role on the wall. Whole class then chn to work in small groups to produce their own role on the wall posters for the little dragon.</p>		<p>Think about how a character may be feeling. Focus on 3 different stages of the story, what is the hunter thinking? What is the hunter feeling?</p> <p>Explain what a character is</p>

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<p>Create a missing poster for Goldilocks.</p> <p>Write instructions for making porridge.</p> <p>Write a sorry letter from Goldilocks</p> <p>Describe our visit to Farmer Gows</p> <p>Farm Animal Fact Files.</p> <p>Harvest Poetry</p>	<p>I can write an explanation text about Meerkats.</p>	<p>donkey's point of view, about the journey to Bethlehem.</p> <p>I can use powerful verbs</p> <p>I can follow the pattern of a poem.</p> <p>Write 'Christmas is when' poem.</p>	<p>I use adjectives and adverbs for description.</p> <p>Fact files on Polar Bears.</p>	<p>Create a kenning (eater, liver, feller, dweller)</p> <p>"Egg Box Dragon was perfectly friendly..." to "terrifying the next-door cat". Freeze Frame & CHn annotate.</p> <p>Chn write to Egg Box Dragon as their chosen character explaining who they are, what they have lost and asking for his help. How will they persuade him to help them?</p> <p>Explain to the class that they are going to work in small groups to create their own television interviews with Egg Box Dragon.</p> <p>Chn Respond to Illustration</p>		<p>like. I can describe a character.</p> <p>Discuss what we know about the hunter from the story. What can we guess about him? Likes, dislikes, strengths, weaknesses. Fill in a job application form.</p> <p>Write in role as a character. Write the hunter's diary entry, the day he tries to kill the freedom bird. Does he feel guilty? Why did he shoot the bird?</p> <p>Write in role as a character.</p> <p>Write a letter to a friend, the day he finds the 100 freedom birds. How does he feel now? What has he learned?</p>
		<p>I can use powerful adjectives.</p> <p>I can follow the pattern of a poem.</p> <p>Write Christmas recipe poem</p> <p>A pinch of frosty snow,</p> <p>A cup full of fun</p>		<p>Children work independently to write their own invitation for the Queen's party.</p> <p>Children write their own short letters in role as the Queen.</p> <p>What might a magpie who likes</p>		<p>Describe a setting</p> <p>Describe rainforest setting and bird, adding detail to the opening of the story. (establish the place.)</p> <p>Use powerful vocabulary to describe.</p> <p>Describe the hunter's house,</p>

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		<p>Take poems home to give as a gift.</p>		<p>shiny, glittery items be attracted to? Ask children to work in groups to create a list of as many items as possible</p> <p>Hand out a sentence strip to each child and ask them to choose one item from the list that they can clearly visualise. Create a class poem.</p> <p>Fact file about a Magpie.</p> <p>Now that Egg Box Dragon has helped the Queen, what might happen to him next? Discuss potential new adventures for Egg Box Dragon.</p> <p>Chn create own stories.</p>		<p>adding detail to the build-up section of the story.</p> <p>Describe what it is like by the river using powerful adjectives.</p> <p>Write dialogue</p> <p>Write build-up section of the story, including dialogue. (Add a second hunter – a friend.)</p> <p>Use powerful vocabulary to describe.</p> <p>(Link to art of Freedom Bird)</p> <p>Hunter decides to protect the freedom bird from others. Write posters/leaflets explaining how to recognise a freedom bird and what to do if you see one.</p>
						<p>Use powerful vocabulary to describe.</p> <p>Plan new animal, what would it do that would irritate the hunter. Write description of animal, what does it remind the hunter of.</p> <p>LO I can write a complete story with a beginning, middle and end.</p>

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					<p>Children to change the animal, and what the hunter does to get rid of it.</p> <p>Non-chron report intro to rainforest.</p> <p>Non-chron report about layers of rainforest.</p> <p>Non-chron report about a rainforest animal.</p> <p>Non-chron report about insects.</p>
<p>Maths</p> <p>(White Rose)</p> <p>Number & Place Value (4)</p> <p>Number, Addition & Subtraction (3)</p>	<p>Addition & Subtraction (2)</p> <p>Shape (1)</p> <p>Place Value (2)</p> <p>Time (1)</p> <p>Money (1)</p>	<p>Yr 2 Money (1)</p> <p>Yr 2 Multiplication & Division (3)</p> <p>Yr 1 Addition & Subtraction within 20 (2) Multiplication & Division (3)</p>	<p>Yr 2 Division (1) Money (1)</p> <p>Yr 1 Place Value (within 50) (2)</p> <p>Yr 1/ Yr 2 Measurement length & height (2)</p> <p>Yr 1/Yr 2 Measurement Mass, Capacity and temperature. (2)</p>	<p>Yr 1/Yr 2 Fractions (2)</p> <p>Yr1/Yr2 Time (1)</p> <p>Yr1/Yr 2 Place Value Within 100 (2)</p>	<p>Yr 1/Yr2 Shape (1) Including symmetry</p> <p>Yr 2 Statistics (2)</p> <p>Yr 1 Data Graphs and pictograms (2)</p> <p>Yr1/Yr2 Position & Direction (2)</p> <p>Yr1/Yr2 Money (2)</p>
<p>Science</p> <p>Seasons</p> <p>In which season? Intro to topic.</p> <p>How trees change.</p>	<p>Living Things and their Habitats</p> <p>I know facts about Meerkat Create Fact File</p> <p>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, and how they depend on each other</p>	<p>Animals including Humans</p> <p>Identify that humans and some animals have skeletons for support, protection and movement.</p>	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Animals including Humans</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p> <p>Identify, name, draw and label the basic parts of a</p>	<p>Plants/Plant Growth</p> <p>Explore the features of the rainforest and learn about the animals that live there and plants that grow there.</p> <p>Research facts about an animal that lives in the Rainforest</p>

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<p>Measuring hot and cold/using a thermometer and reading temperatures.</p> <p>Which season was I born in? What was the temp like then? Making a rain gauge.</p> <p>Day length and day length around the world.</p> <p>Why is it warmer in the Daytime?</p> <p>Experiment with thermometer and torch</p> <p>Weather around the world.</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Animal Growth & Survival</p>	<p>Identify how animals and plants are suited to and adapt to their environment in different ways – hibernation.</p> <p>Materials – Testing Materials Materials which materials keep things warm for the longest time? And cold for the longest time?</p> <p>How can you melt ice?</p> <p>What would a polar explorer wear to keep warm?</p>	<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>mouse and the human body and say which part of the body is associated with each sense</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 3.</p> <p>Hygiene/Exercise/ Food Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Habitat Children create own mini information books showing the animals that live in each layer.</p> <p>Habitats - create a playdoh animal to match the habitat.</p> <p>Senses Touch and smell eyesight and hearing</p>
<p>Geography</p> <p>Look at our local community</p> <p>What are the features of the areas we live in?</p> <p>Survey about how we travel to school.</p> <p>Learn directional language and create a map of our local area.</p>	<p>Use an atlas to identify the Kalahari desert and nearby countries.</p> <p>Chn use atlases to find Kalahari and notice which countries are located there. Then mark on a blank map and draw a key for desert and ocean. Mapping Sunny's journey. Through Namibia/Botswana, Ethiopia, Tanzania, Sri-Lanka, Liberia, Madagascar, South African Marshes.</p>	<p>Ask and answer geographical questions.</p> <p>Use world maps, atlases and globes</p> <p>Look at where Antarctica is, what it is like?</p> <p>On a world map colour and label</p>	<p>Where are there castles in the UK?</p> <p>Features of a castle</p>	<p>Find where we live on a map, look at here we live using google earth.</p> <p>Make a map of Offley Street</p> <p>Keep a weather diary.</p> <p>Draw a map of our school/village with a key.</p>	<p>What is a Rainforest?</p> <p>Where in the world are rainforests?</p> <p>Know geographical language relating to the rainforest.</p> <p>Locate rainforests on a map. Find the Equator. Use maps, atlases and globes to</p>

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	<p>Compare homes in the UK with homes in Africa. Discuss what is the same in UK and Africa and what is different.</p> <p>Similarities and differences between Africa and UK.</p>	<p>the UK and Antarctica then mark the best route from the UK to Antarctica.</p>			<p>identify the UK Name and locate the world's continents and oceans. To know the location of hot and cold areas of the world in relation to the Equator.)</p> <p>Know the different layers of the rainforest.</p> <p>Develop geographical vocabulary relating to rainforests and understand features of the rainforest.</p> <p>Investigate the destruction of the rainforest and its effect on animal species of the rainforest and investigate how places can change over time.</p>
<p>History</p> <p>We are going to look at different houses in our village.</p> <p>Look at different features of houses built long ago.</p> <p>We will use terms relating to the passing of time.</p> <p>We will look at the history of our school and focus on Victorian Times</p>	<p style="text-align: center;">Not taught in this topic.</p>	<p>Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, Use dates and terms to describe events. –expedition to the pole.</p>	<p>Chn develop their understanding of changes in national life that have occurred within living memory, particularly in terms of technology, fashion, entertainment and toys.</p> <p>St George and the dragon.</p> <p>Chn learn about castles and label the key parts of a castle.</p>	<p>What do we mean by Old fashioned? Typewriter.</p> <p>Think about old fashioned objects and toys. Blackboard and chalk. Ink pens Skipping/marbles. Snakes and ladders Ludo.</p> <p>Bring in Old fashioned toys and objects.</p>	<p style="text-align: center;">Not taught in this topic.</p>

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				Old TV programmes. Record Players/CD Players.	
Art Paint a picture of your house. Paint pictures of Goldilocks and the three bears. Sketch pictures of harvest fruit and veg	Chn learn to draw a Meerkat and create Meerkat pictures Introduction to African art. Chn create African Tiles to hang from the ceiling. Printing African Patterns.	Paint the Northern Lights.	Children try drawing a range of different characters inspired by different animals, toys or models. Drawing different faces using a range of media.	In art we will be looking at the work of Paul Klee and create pictures in a similar style to his work. Create a storyboard for the book	Paint the Freedom bird.
D&T Create colourful wooden spoons for our spoon garden. Make Puppets of the three bears. Make a clay bowl.	Introduction to Africa. Children to make African jewellery	Create a Marshmallow igloo.	Children can be provided with opportunities to design, make and evaluate their own dragon models inspired by Egg Box Dragon. Prepare a menu, and potentially food, for the Queen's tea party. Chn create a knight cutting and connecting using split pins. Chn design a sword & shield. And make it.	Create different paper aeroplanes Investigate different packaging.	Make Bird Masks.- use a combination of materials that are cut, torn and glued. Arrange materials. Mix materials to create texture. Create 4 layers of the rainforest in groups (From shoeboxes) Make a rainforest animal from masking tape

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<p>RE- Discovery RE (Year 2)</p> <p>Is it possible to be kind to everyone all the time?</p> <p>Christianity</p> <p>We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p>	<p>Why did God give Jesus to the World?</p> <p>Christianity</p> <p>We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p>	<p>Does praying at regular intervals everyday help a Muslim in his/her everyday life?</p> <p>Islam</p> <p>We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.</p>	<p>Is it true that Jesus came back to life again?</p> <p>Christianity</p> <p>We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.</p>	<p>Does going to the mosque give Muslims a sense of belonging?</p> <p>Islam</p> <p>We are learning to under why Muslims visit the mosque and to explore whether this gives them a sense of belonging.</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>Judaism</p> <p>We are learning to understand different ways that Jews show their commitment to God.</p>
<p>PSHE (Scarf Year 2)</p> <p>Our ideal Classroom How are you feeling today? Bullying or Teasing Don't do that Types of Bullying Being a Good Friend Let's all be happy,</p>	<p>What makes us who we are? How do we make others feel? My special people. When someone is feeling left out. An act of Kindness. Solve the problem.</p>	<p>Harold's picnic How safe would you feel? What should Harold say? I don't like that. Fun or not? Should I tell?</p>	<p>Getting on with others When I feel like erupting Feeling safe. How can we look after our environment? Harold saves for something special. Harold goes camping. Playing Games.</p>	<p>You can do it. My day Harold's postcard – helping us to keep clean and healthy. Harold's bathroom. My body needs. What does my body do? Basic First aid.</p>	<p>A helping hand. Sam moves away. Haven't you grown My body, your body. Respecting privacy. Some secrets should never be kept.</p>
<p>ICT</p> <p>Computing systems and networks.</p> <p>The children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss</p>	<p>Digital Photography</p> <p>The children will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing and</p>	<p>Robot Algorithms</p> <p>The children will learn about design in programming. They will develop artwork and test it for use in a</p>	<p>Pictograms</p> <p>The children will begin to understand what data means and how this can be</p>	<p>Digital Music</p> <p>Learners will explore how music can make them think and feel. They will make patterns and use those patterns</p>	<p>Programming Quizzes</p> <p>The children will begin to understand that sequences of commands have an outcome and make predictions based on their learning. They will use and</p>

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<p>where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>program. They will design algorithms and then test those algorithms as programs and debug them.</p>	<p>collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams.</p>	<p>to make music with both percussion instruments and digital tools.</p>	<p>modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code.</p>
<p>Phonics Is taught using RWI</p>					
<p>Music Sound sources Recognise different sound sources Explore different sound sources using their voice, body and instruments. Use different sounds to express a scene and mood. Dynamics: loud/ quiet Tempo: fast/ slow Pitch: high/ low Timbre: words describing the qualities of sounds</p>	<p>Long and short sounds African drumming and instruments Discriminate between long and short sounds Create interesting sequences of sounds Explore duration of vocal and instrumental sounds Play percussion with control and sensitivity, paying attention to dynamics, tempo and pitch. Organise sounds within a steady pulse Record sound sequences with symbols Duration: long/ short/ sustained/ staccato/ start/ stop Pitch: high/ low Timbre: smooth/ scratchy/ chiming/ clicking Dynamics: loud/ quiet</p>	<p>How to play instruments Recognise different ways sounds are made and changed Name and know how to play a variety of instruments Group similar sounding instruments Create symbols to represent how instruments can be played and make a sequence of sounds Dynamics: loud/ quiet Tempo: fast/ slow Timbre: smooth/ scratchy/ chiming/ clicking Pitch: high/ low</p>	<p>Pulse and rhythm Recognise difference between pulse and rhythm Begin to perform with a sense of pulse Explore changes of tempo Repeat and create simple rhythmic phrases Create an accompaniment Duration: long/ short/ pulse/ beat/ rhythm Dynamics: loud/ quiet Tempo: fast/ slow</p>	<p>Pitch Discriminate between higher and lower sounds Create simple melodic patterns Control the pitch of their voice and instruments using steps and leaps Pitch : high/ low/ steps/ jumps/ leaps/ slides Structure: phrases</p>	<p>Create animal chain of sounds Create rainforest soundscape Learn rainforest rhymes/ songs Use pitch, tempo, dynamics, duration, timbre and texture to compose soundscapes Sing and rhyme considering pitch and pulse Duration: long/ short/ pulse/ beat/ rhythm Dynamics: loud/ quiet Tempo: fast/ slow Structure : beginning/ middle/ end Timbre: smooth/ scratchy/ chiming/ clicking Pitch: high/ low</p>

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		How instruments are played: shake/ scrape/ hit Classroom instruments: triangle/ maraca/ guiro	Structure : phrase		Texture: layers of sound
PE Hockey Balance and Coordination	Basketball/Netball Ball skills- Manor Prep School	Tag Rugby	Futsal, Handball and winter sports	Striking, Fielding and rackets	Athletics/sports day