Bibury CofE Primary School – Long Term Planning Overview Acorns Year A/C and B/D

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| Year A/C | T1 | T2 | T3 | T4 | T5 | T6 |
| Topic | Where do the leaves go in Winter? | Why can’t a meerkat live in the North Pole? | Mary Anning & Dinosaurs | Why were Christopher Columbus and Neil Armstrong brave people? | Where do and did the wheels on the bus go? | How could we improve Bibury? |
| Humanities G/H | Geography | Geography | History | History | History | Geography |
| English | **Narrative:**  Write stories set in places pupils have been  Write stories and plays that use the language of fairy tales and traditional tales  Write stories that mimic significant authors  Write narrative diaries  Write stories with imaginary setting  Write stories and plays that use the language of fairy tales and traditional tales  Write narrative diaries | | | **Non Fiction:**  Write labels  Write captions  Write recounts  Write instructions  Write recounts  Present information  Write non chronological reports  Write labels  Write lists  Write instructions  Write glossaries | | **Poetry:**  Write poems that use pattern, rhyme and description  Write nonsense and humorous poems and limericks |
| Maths | White Rose Maths, Inspire Maths Maths No Problem fluency and mental arithmetic | Maths Passports |  |  |  |  |
| Science | Who am I? | Polar Adventures | Celebrations | Move it | Young Gardeners | Mini-Worlds |
| Computing | espresso |  |  |  |  |  |
| ART/DT | **Painting**  • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to make tones | **Electricals** and electronics  • Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage).  **Materials**  • Cut materials safely using tools provided.  • Measure and mark out to the nearest centimetre.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | **Sculpture**  **•** Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. | **Drawing**  **•** Draw lines of different sizes and thickness.  • Colour (own work) neatly following the lines.  • Show pattern and texture by adding dots and lines.  • Show different tones by using coloured pencils. | **Computing**  • Model designs using software  **Construction**  • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | **Print**  **•** Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints.  **Digital media**  • Use a wide range of tools to create different textures, lines, tones, colours and shapes. |
|  | **To design, make, evaluate and improve**  • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use software to design  **To take inspiration from the greats (classic and modern)**  • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | | | | | |
| PE/dance | Multi Skills  Ball Games (Movement Skills/Fitness) | Multi Skills  Invasion Games | Gymnastics  Dance | Multi Skills  Tag Rugby | Striking & Fielding  Net & Wall | Striking & Fielding  Athletics |
| Music  Express Units Y1 | Sounds – exploring sounds (1) | The long and the short of it – duration (1) | Feel the pulse – rhythm (2) | Taking off – pitch (2) | What’s the score? – instruments and symbols (1) | Rain, rain, go away – timbre, tempo and dynamics (2) |
| PSHE  (Y1 Units) | 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, Healthy Minds  (Good to be Me) | Ready, Steady, Go  (Changes) |
| RE | UC Concept: Creation  Key Question: Who made the world?    Religion: Christianity UC | UC Concept: Incarnation  Key Question: Why does Christmas matter to Christians?  Religion: Christianity UC | Y2 Theme: Passover  Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism | UC Concept: Salvation  Key Question: Why does Easter matter to Christians?  Religion: Christianity UC | Theme: Shabbat  Key Question: Is Shabbat important to Jewish children?  Religion: Judaism  Y2  Theme: The Covenant  Key Question: How special is the relationship Jews have with God?  Religion: Judaism | Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?  Religion: Judaism  Y2  Theme: Rites of Passage and good works  Key Question: What is the best way for a Jew to show commitment to God?  Religion: Judaism |
| MFL French |  |  |  |  |  |  |

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| Year B/D | T1 | T2 | T3 | | | T4 | T5 | T6 | |
| Topic | What was life like for Victorian Children? | Florence Nightingale | Great Fire of London | | | Island Home | Why do we love to be beside the seaside? | Where would you prefer to live England or Africa | |
| Humanities G/H | History | History | History | | | Geography | Geography | Geography | |
| English | **Narrative:**  Write stories with imaginary setting  Write stories and plays that use the language of fairy tales and traditional tales  Write stories that mimic significant authors  Write stories set in places pupils have been  Write narrative diaries  Write stories set in places pupils have been  Write narrative diaries | | | | | **Non-Fiction:**  Write captions  Write recounts  Write non chronological reports  Write instructions  Write glossaries  Write instructions  Write labels  Write lists  Present information | | **Poetry:**  Write poems that use pattern, rhyme and description  Write nonsense and humorous poems and limericks | |
| Maths | White Rose Maths, Inspire Maths Maths No Problem fluency and mental arithmetic | Maths Passports | |  |  | |  | |  |
| Science | Materials Monster | Healthy Me | Young Masterchef | | Treasure Island | | Holiday – Lets go to the seaside | On Safari | |
| Computing | espresso |  |  | |  | |  |  | |
| ART/DT | **Textiles**  Shape textiles using templates.  • Join textiles using running stitch. | **Colour wheels**  **Print**  **•** Use repeating or overlapping shapes.  • Mimic print from the environment (e.g. wallpapers).  • Use objects to create prints (e.g. fruit, vegetables or sponges).  • Press, roll, rub and stamp to make prints. | **Materials**  • Cut materials safely using tools provided.  • Measure and mark out to the nearest centimetre.  • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).  • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). | | **Textiles**  • Use weaving to create a pattern.  • Join materials using glue and/or a stitch.  • Use plaiting.  • Use dip dye techniques | | **Collage**  • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. | **Mechanics**  • Create products using levers, wheels and winding mechanisms. | |
|  | |  |  | | --- | --- | |  | **To design, make, evaluate and improve**  • Design products that have a clear purpose and an intended user.  • Make products, refining the design as work progresses.  • Use software to design  **To take inspiration from the greats (classic and modern)**  • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. | | | | | | | | | |
| PE/dance | Multi Skills  Ball Games | Multi Skills  Invasion Games | Dance  Gymnastics | | Multi Skills  Tag Rugby | | Striking & Fielding  Tennis | Striking & Fielding  Athletics | |
| Music Express Units | The long and the short of it – duration (2) | Feel the Pulse - rhythm (1) | Taking off – pitch (1) | | What’s the score – instruments and symbols (2) | | Rain, rain, go away – timbre, tempo and dynamics (1) | Sounds interesting – exploring sounds (2) | |
| PSHE  Y2 Units | 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, Healthy Minds  (Good to be Me) | Ready, Steady, Go  (Changes) | |
| RE | Theme: What did Jesus teach?  Key Question: Is it possible to be kind to everyone all of the time?    Religion: Christianity | UC Concept: Gospel    Key Question: What is the good news that Jesus brings?  Religion: Christianity | Theme: Prayer at home  Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life?  Religion: Islam | | UC Concept: God    Key Question: What do Christians believe God is like?  Religion: Christianity | | Theme: Community and Belonging  Key Question: Does going to the Mosque give Muslims a sense of belonging?    Religion: Islam | Theme:  Hajj  Key Question: Does completing Hajj make a person a better Muslim?    Religion: Islam | |
| MFL French |  |  |  | |  | |  |  | |