



Formal Long-Term Plan 2022/23 Pyramid, Hexagon and Star

Please highlight when amended

	Autumn 1 – 8 weeks	Autumn 2 – 8 weeks	Spring 1 – 5 weeks	Spring 2 – 6 weeks	Summer 1 – 6 weeks	Summer 2 – 7 weeks
Topic	Amazing Africa	All aboard!	Brilliant Britain	Let it grow	Under the Sea	Famous for more than 5 minutes
Communication and Language (Laura)	<p>Listening and attention:- Listening and responding to sounds, own name, rhymes, stories. Understanding:- Anticipating words, phrases, events. Following directions. Answering simple questions (who, what, where). Understanding humour. Speaking/ signing:- Conversations. Recalling stories. Using language to make friends, to share ideas and experiences, to give explanations, to ask questions, to pretend and imagine.</p>	<p>Listening and attention:- Understanding:- Speaking/ signing:- Making request Sharing news Describing events Telling stories Signing - follow process of Sign along Sign along Role playing characters Generating dialogue Identify key information Developing vocabulary, use of sentences, tenses. Making request Sequential language Making observations</p>	<p>Making request Sharing news Asking questions and answering questions Describing pictures Telling stories Signing - follow process of Sign along Rhyme and rhythm Describing nouns Introduction to adverbs Discussion and expansion of key information Answering in full sentences.</p>	<p>Making request Sharing news Asking questions and answering questions Describing pictures Telling stories Signing - follow process of Sign along Describing characters Ordering events Describing feelings Rhyme Directing speech to others in an appropriate way.</p>	<p>Making request Sharing news Asking and answering questions Describing pictures Saying rhymes Signing - follow process of Sign along Performing scripts Comparative language Describing settings, characters and action Following instructions of more than 1 step.</p>	<p>Making request Sharing news Asking and answering questions, justifying answers Describing pictures Saying rhymes Acting out events Signing - follow process of Sign along Using adverbials of time Discussing past tense events Exploring different points of view Listen to others and respond to what they say, keeping to the same topic.</p>
PSED & RSE (Lucy)	<p>Transition Families and people who care for me. Understanding about friends and communities and where we can find help. Black history month lessons on diversity starting in October. Staying safe at Halloween.</p>	<p>Based on individuals and group needs – friendship groups Caring for others living things (Pets) Online relationships</p>	<p>Based on individuals and group needs Safety in the home and wider environment/community Adults that keep us safe Healthy diet / living Respectful relationships</p>	<p>Based on individuals and group needs Caring Friendships and family relationships Bullying Likes and dislikes –</p>	<p>Based on individuals and group needs appreciating others Respectful relationships Looking after myself and others</p>	<p>Transition All about me Sun safety Growing - Sex and relationships</p>
Physical Development (Jools)	<p>Invasion Games Develop ball skills including passing, stopping, tackling, intercepting and hitting. To understand simple rules of a game and teamwork. To understand the positive effects of exercise. <i>Fine motor skills</i> - mark making, pen skills, using cutlery, pincer skills</p>	<p>Dance Copy short motifs (a short phrase, movement or gesture that is repeated.) and link actions. Balance, roll and jump to create a sequence of movements. To understand the positive effects of exercise. <i>Fine motor skills</i> - mark making, pen skills, using</p>	<p>Gymnastics To understand how to use space effectively. To move with control in different ways. To understand the positive effects of exercise. <i>Fine motor skills</i> - mark making, pen skills, using cooking utensils, doing up zips and buttons</p>	<p>Games: Bats and Rackets Tennis/badminton To develop ball skills including a range of shots, moving and hitting and using space. To effectively apply skills in a range of activities. To understand the positive effects of exercise. <i>Fine motor skills</i> - mark making, pen skills, doing up aprons, operating switches</p>	<p>Bikes and Tricycles/ Field games (Cricket and Rounders) To move with control in different ways. To understand the positive effects of exercise. To understand the rules of a small team game <i>Fine motor skills</i> - mark making, pen skills, brushes, clay tools</p>	<p>Athletics To run, jump and throw with accuracy and distance. To understand the positive effects of exercise. <i>Fine motor skills</i> - mark making, pen skills, operating switches and controllers</p>

		cooking utensils				
Food technology skills (Jools)	Safety in the kitchen Knives and spoons , cutting and spreading and scooping Mixing and grating African fruit and veg Traditional African Drinks Traditional dishes	Rolling pins, mashers and graters – peeling, cutting Diets - complete meals Creating picnics for travel Transport shapes Christmas cooking	Peeling - boiling Toasting Planning a menu Local foods Traditional foods of countries in the UK Healthy foods – different food groups	Weighing scales and measuring jugs Mixing, combining, picking and washing Seasonal fruit and vegetables Naturally occurring foods Local farm shops	Baking and frying Using hobs and ovens Timer Food from the sea Can opening	Ordering from restaurants Famous dishes Creating hot and cold snacks Waffle or toasted sandwich making Pizza
Literacy (Laura)	STEMS sentences Retelling and role playing stories Story maps Writing key words / sentences Phonics phase 2, 3, and 4 (differentiated groups) Reading – words from text Child initiated planning Grammar and punctuation Handwriting Guided reading Poetry relating to a theme/ rhyme Using non-fiction books to find information relating to a theme Cultural stories from around the world Non fiction genres- labels and captions Writing key words	STEMS sentences Retelling stories- sequencing stories Instruction work – imperative verbs Story writing Writing key words / sentences Phonics phase 2, 3, 4 and 5 (differentiated groups) Reading – words from text Describing Non-fiction texts – looking at structural components e.g. glossary, contexts Child initiated planning Grammar and punctuation Handwriting Guided reading Non fiction genres – cards and lists Basic assessments of sentence structure - Sentence ordering	STEMS sentences Retelling events and stories Story maps Setting descriptions/comparisons Writing key words / sentences Phonics phase 2, 3, 4 and 5 (differentiated groups) Reading – words from text Non-fiction notices (transport in context) Writing in extended sentences Comparing books from different cultures Poetry- Descriptive/Acrostic poems Child initiated planning Grammar and punctuation Handwriting Guided reading Checking and editing work	STEMS sentences Retelling stories in detail Describing characters Sequencing and retelling Story maps Writing key words / sentences Phonics phase 2, 3, 4 and 5 (differentiated groups) Reading – words from text / key words Sequencing and adapting story line Non-fiction genres - shopping list and instructions Writing simple sentences Child initiated planning Grammar and punctuation Handwriting Guided reading Writing explanations	STEMS sentences Retelling stories and adapting storylines Exploring information texts and instructions Adverbials of time Story maps Writing key words / sentences Phonics phase 2, 3, 4 and 5 (differentiated groups) Reading – words from text Predicting Script writing and performing Writing in paragraphs Poetry- Reciting/performing poems Child initiated planning Grammar and punctuation Handwriting Guided reading Questioning and prediction Non fiction genre- diary, letter	STEMS sentences Retelling stories with others Story maps Writing key words / sentences Phonics phase 2, 3, 4 and 5 (differentiated groups) Reading – words from text Writing and editing longer passages of writing Recounts Reading and writing newspaper style reports Non-chronological reports Exploring a range of media related influential/famous people Child initiated planning Grammar and punctuation Handwriting Guided reading Checking and editing work
Suggested texts Need to order (Laura)	Lila and the secret of rain – week 2 and 3 One day on our blue planet – In the savannah (NF) week 4 and 5 Rhino’s don’t eat pancakes - Week 6 and 7 Poetry – week 8 –Animal poems -Monkey babies (8 weeks)	The hundred decker bus – Week 1 and 2 Amelia Earhart (NF)- Week 3 and 4 The runaway train - Week 5 and 6 The boy who sailed the world - Week 7 and 8 (8 weeks)	Katie in London – week 1 and 2 Paddington bear -Week 3 and 4 Poetry – week 5 – We are Britain! (5 weeks)	Oliver’s vegetables -week 1 and 2 Blossom to apple– (NF) week 3 and 4 The tin forest -week 5 and 6 – (6 weeks)	The whale who wanted more - week 1 and 2 poetry – week 3 and 4- Seaside poem using senses – Robert Louis Stevenson Dougals deep sea diary Tropical Terry week 5 and 6 (6 weeks)	week 1 and 2 –Ernest Shackleton - NF Week 3 – NF –Mary Anning Factsheet Week 4 and 5 –Usain bolt (The boy who leant to fly –video https://www.literacysshed.com/usain.html) Week 6 and 7- Florence Nightingale (BBC video https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39) (7 weeks)

<p>Mathematics Each class responsible for their own</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Baseline first 2 weeks Unit 1 – position & direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>Unit 1 – Position & Direction</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Unit 2 – Shape</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Unit 3 – Pattern</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Unit 4 – Measures</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Revisit/focussed learning Unit 1 – position & direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>EXT – Unit 5 - Fractions</p>	<p>Core: personalised targets</p> <p>Supplementary: Personalised learning according to targets</p> <p>Revisit/focussed learning Unit 1 – position & direction Unit 2 – Shape Unit 3 – Pattern Unit 4 – Measures</p> <p>EXT – Unit 6 Statistics</p>
<p>Understanding the world (Science Janine) (Geo and His – Lucy) (Outdoor learning Janine)</p>	<p>Geography: Location of Kenya and Mombasa and comparing it's geographical features to the local area.</p> <p>Children will look at climate, using maps and atlases to support their understanding of the equator. Children will then use this learning to discuss the big differences and similarities drawing on the human and physical features of Mombasa and Letchworth including geographical language such as rural, urban human, physical.</p> <p>Science: Sound: volume and pitch. Investigating vibrations and sound travelling through a medium. Asking and answering questions. Drawing conclusions. Investigating effect of distance from source.</p> <p>Outdoor learning: Using the outdoors for leisure and team building cook on camp fire; guide a friend along a rope trail; play conkers. use natural objects for self portrait</p>	<p>History: Transport and travel from the wheel to the car and the aeroplane.</p> <p>Children will look at the significance of all these developments and how each new development allowed more freedoms.</p> <p>Children will also look at Neil Armstrong and his impact to transport. This will lead up to creating timeline of events for transport. Historical Figure: Neil Armstrong, The Wright Brothers</p> <p>Science: Forces; Materials and their properties; simple tests, gathering results, ask and answer questions</p> <p>Outdoor learning: Using the outdoors to learn bushcraft skills Make measuring stick and measure depth of pond; tie knots; make floating raft/boat; build signal fire; build a shelter;</p>	<p>Geography: Location of countries within the UK and their names: England, Scotland, Northern Ireland and Wales. Children will learn some detail about what countries make up the UK and Great Britain. Children will recognise that we are in England and what the capital city is. (2 weeks)</p> <p>History: Children will be looking at different sources of information to understand key historic events from the 4 UK countries they have learnt about.</p> <p>Outdoor learning: Using the outdoors to learn more about Britain and its seasons create map using natural materials make rain gauge; collect rainwater; look for signs of winter; make frozen pictures if cold enough</p>	<p>Science: Plants (parts and observing over time); seeds and seed dispersal; human bodies and growth</p> <p>Outdoor learning: Using the outdoors to learn about how plants grow and reproduce Measure circumference of tree; find tiny version of bigger tree; look for seeds; observe plants carefully, looking for flowers, tendrils for climbing etc.</p>	<p>Geography: Children will use information books and the internet to find out about the Great Barrier Reef and how to protect it. They will locate the UK and Australia on a map and devise simple maps of Australia and of a loggerhead turtle's migration.</p> <p>Science: underwater plants and animals; habitats; food chains; life cycle of jelly fish or eel; plastic pollution</p> <p>Outdoor learning: Using the outdoors to learn about plant and animal habitats make underwater viewer; pond dipping; sit spot; observe tree as a habitat; camouflage self or object</p>	<p>History: Understanding that events commemorated in the present relate to events in the past: celebrating 75 years of the NHS (5 July 2023). To talk about changes within living memory - Hospitals now and then.</p> <p>Talking about the lives of significant individuals: Florence Nightingale and Mary Seacole</p> <p>Outdoor learning: Using the outdoors to learn more about the plants and animals that live there Use a track trap or pitfall trap; use a pooter to collect insects; use keys to identify trees and minibeasts; look for signs of animals – poo, tracks etc.</p>
<p>Technology (Computing) (Jools)</p>	<p>Algorithms</p> <p>Giving instructions to devices</p>	<p>Creating documents</p> <p>Using word, 2simple</p>	<p>E-safety</p> <p>Laws across the UK about</p>	<p>Programme selecting – digital art</p>	<p>Algorithms</p> <p>Repeat – change context to</p>	<p>Controlling devices</p> <p>2simple 2 type programme</p>

		programmes, PowerPoint and paint to create and Presentations, written pieces and pictures related to topics	internet use and ways to report Use SMART methods to remain safe	Selecting programmes to create meaningful pieces to communicate ideas.	blue bots	Technology and its uses out of school Local shops , ATMS, transport, recycling.
Expressive Arts and Design (Liz)	Art: African Art : Using a range of materials and art techniques: pattern, colour, texture, shape, line, form and space Drawing, painting, textiles, sculpture Focus artist: Esther Mahulangu (Ndebele inspired art)	DT: Junk modelling – transport Wheel and axle peg/button car Design a paper plane/parachute/boat/paper helicopter DT Let’s Go Fly a Kite unit	DT: String telephones Vacum flask – experiment with different materials and design a container to keep something cool British inventions – bikes, trains, machines, wheels and pulleys	Art: -Observational drawing Respond and engage to the world around them: Sculpture, Printing, Pastels and watercolour Focus artists: Monet (Water lilies) Katsushika Hokusai Japanese artist and printmaker	Art: -Mixing colours -experimentation with diverse materials: Collage, Pointillism, Textiles, sculpture Focus artist: Henri-Edmund Cross	DT: Christopher Columbus – designing a boat (testing materials to find the best one) Tim Peake – designing a space ship Famous artists
Music (Liz)	Pulse and Tempo	Rehearsing for a show Thick and thin (Texture)	Loud and Quiet (Dynamics) Graphic scores	Rhythm and Notation	Different sounds and instruments (Timbre)	High, middle and low (Pitch) Rehearsing for a performance
Religious Education – weekly STAR (Liz)	Hinduism: The Mandir (Holy Building) Veda (ancient texts) Aum (Hindu religious symbol) Diwali (24 th October)	What is right, wrong and fair? Christmas as a festival of light	Hinduism : The festival of Holi (6 th /7 th March 2023)	Creation story Prayer, worship and reflection - how do we say thank you, appreciating the world around us Good and bad ways to treat world How do Christians celebrate Easter?	Hinduism : Caring for others Rashka Bandhan festival Onam festival (links to Holi festival story of Holika)	Church leaders - vicar Baptism
Religious Education – 6 whole days PYRAMID/HEXAGON (Liz)	Hinduism: The Mandir (Holy Building) Veda (ancient texts) Aum (Hindu religious symbol) Diwali (24 th October)	Celebrating diversity: Diversity week Explore justice and fairness - work of charities (Children in Need - 18th November) RE Day: Advent	Hinduism : The festival of Holi (6 th /7 th March 2023)	Prayer, worship and reflection - how do we say thank you, appreciating the world around us RE Day: The Lord's prayer Easter	Hinduism : Caring for others Rashka Bandhan festival Onam festival (Hinduism).	The Bible Parables through drama - The lost sheep and the Prodigal Son, Good Samaritan
Life skills (Janine)	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Using Leisure – fire skills Community Skills – moving around school; asking for help in school and community	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Using Transport – road safety; catching bus	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Meal Preparation and Cooking – making a list Money – shopping, change, receipts	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Independent Living – washing, ironing, cleaning Personal Hygiene – oral hygiene, sanitary needs, puberty	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Independent living: Designing and creating a product/ meal, looking at different products and what	Based on individuals and group needs Ongoing: personal hygiene and changing for P.E. and swimming Using Leisure –activities/games; planning trip/meal Independent Living – washing, ironing, cleaning Personal Hygiene – oral hygiene, sanitary needs, puberty

					stands out. Debating/ listening to others with intent to respond respectfully.	
--	--	--	--	--	---	--