

Penshurst CE Primary School – Long Term Plan 2019/20

| Reception/Yr 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Enquiry Question Topic Title | Will You Read me a Story/Memory Box | Dinosaur Planet/Why don't snakes have legs? | Bright Lights Big City/Are we there yet? | Do Cows drink milk? | Splendid Skies/What Happens when I fall asleep | Who Lives in a Rock Pool/ |
| English | Traditional Tales & Alternatives. Retelling tales, sequencing and recounting, letters and narrative. The Jolly Postman (POR) | Non-fiction and dinosaur picture books Where the Wild Things Are, Harry & the Bucket full of dinosaurs,(POR) Dinosaurs Love Underpants. Lists, captions, Fact files, non-chronological reports, narrative. | Town Mouse /Country Mouse, Naughty Bus. (POR) Recounts, adventure narrative, instructions, postcards. | What the Ladybird Heard, (POR)Farmyard Hullabaloo, A Squash and a squeeze Recounts, narrative writing, fact files, | Chicken Licken, Out & about, First Book of Poetry, Shirley Hughes. Lila & The Secret of Rain.(POR) Weather Poetry. Non chronological reports, recounts, fact books. | Come Away from The Water Shirley, Song of the Sea (WS) Postcards, letters, non fiction fact books & cards. |
| Mathematics | Herts For Learning Learning Sequence 1-14. Positional language, number, doubling and halving. | Herts for Learning sequence Learning Sequence 15-20.. | Herts for Learning Learning sequence 21-25 Measure, sequencing events, To 20 add, subtract and equality | Herts for Learning Learning sequence 26-30. Language, comparison, coins counting in 2s, 5s, 10s, measure. | Herts for Learning Learning sequence 2-32. Multiplication, time telling, division & fractions. | Herts for Learning Learning Sequence 33-37 Fractions, number revision and place value. |
| Science | Materials Distinguish between object & the material from which it is made. Identify and name a variety of everyday materials. Describe the physical properties of a variety of everyday materials. Compare and group a variety of everyday materials on basis of their simple physical properties. | Animals & Plants Identify whether an animal is a carnivore, herbivore or omnivore and how we might know this from their physical appearance. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify and name a variety of common, wild and garden plants, including deciduous and | Varied/Direct Teaching Identify the material an object is made from suggesting why it is made from that material. Use everyday language/begin to use simple scientific words to ask or answer a scientific question. Direct Teaching to identify, name draw and label basic parts of the human body and which parts link to the different senses. | Animals and Plants Identifying and naming common animals, birds & mammals. Identifying & classifying animals and their young. Observing closely animals found on the farm. Identifying and Classifying different seeds. How milk comes from the cow to the table. Healthy Living | Seasonal Changes Observe changes across the four seasons. Observe objects, materials and living things and describe what they see. Use their observations and ideas to suggest answers to questions. Gather and record data to help in answering questions. Use simple non-standard measurements in a practical task | Animals and Plants Identify and name common fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals. Talk about, observe and identify patterns and similarities and differences of pond life animals. |

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| | | evergreen trees. | | | | |
| Computing | <p>E. Safety To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> | <p>Computational Thinking To use logical reasoning to predict the behaviour of simple programs.</p> | <p>Programming To create and debug simple programs</p> | <p>Computer Science To understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p> | <p>Database & Models To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> | <p>Information Technology To recognise common uses of information technology beyond school To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> |
| Geography | <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocab for physical and human features.</p> | <p>History Focus Topic.</p> | <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> | <p>Science Focus Topic Discrete teaching of 7 continents & 5 Oceans. Looking at where different animals are located around the world.</p> | <p>Geography/ScienceTopic. Identify seasonal and daily weather patterns in the UK and the location of hot and cold countries of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to key physical features including season and weather.</p> | <p>Science Focus Topic</p> |
| History | <p>Learn about changes in living memory. Begin to describe similarities and differences between historical artefacts and pictures.</p> | <p>Learn about events beyond living memory that are significant nationally or globally. Begin to describe similarities and differences in historical artefacts and pictures Ask and respond to</p> | <p>The Great Fire of London Learn about events beyond living memory that are significant nationally or globally.</p> | <p>Science Focus Topic</p> | <p>Listen to the story of Sir Francis Beaufort and observe examples of wind speeds - outdoors, at first hand, and by watching film clips. Learn about the lives of significant individuals in the past who have</p> | <p>Discrete Teaching of significant events, people and places in own locality.</p> |

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| | | simple questions about the past, using sources of information Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). | | | contributed to national and international achievements. | |
| Art | Collage Use range of materials to make story box Collage - Artists Kurt Schwitters/Eric Carle | Sculpture Dinosaur sculptures exploring a range of materials & techniques. Modern Artists Rodney McCoubrey & Michelle Reader. | DT Focus Topic | Printing Exploring different types of printing techniques using a range of materials. Artists: Klimt & Andy Warhol. | Painting Exploring famous weather artists <i>Boat in a Storm</i> by Henri Rousseau, <i>Ship in a Storm</i> by Turner, <i>Wheatstacks, End of Summer</i> by Monet, <i>A Sunday Afternoon on the Island of La Grande Jatte</i> by Seurat or <i>Paris Street, Rainy Day</i> by Gustave Caillebotte. | Pattern/texture/ Drawing Line drawings of shells, techniques to show texture. Decoration of shells using fine liners and patterns. Andy Goldsworthy real life sculpture using sea shore items. |
| DT | Creating props for storytelling & story boxes - junk modelling | Art Focus Topic | Exploring Mechanisms, building simple structures. Designing & making items for sale at the London Zoo gift shop. | Creating a healthy snack food preparation activity. | Art focus Topic | Art Focus Topic |
| RE | Understanding Christianity God | INCARNATION Why does Christmas matter to Christians? | GOSPEL What is the good news that Jesus brings? CORE LEARNING | SALVATION Why does Easter matter to Christians? CORE LEARNING | Faith stories Old Testament | Faith stories New Testament |
| PE | BEAM/Developing Balance/Agility/Co-ordination. Gymnastics | Running, jumping, throwing and catching Ball Skills | Dance | Attacking/Defending Games | Team Games | Athletics/Sports Day Practise |
| Music | Music Express Programme & Others linked to topic. | Music Express Programme & others linked to topic. | Music Express Programme & others linked to topic | Music Express Programme & others linked to topic | Music Express Programme & others linked to topic | Music Express Programme linked to topic. |
| PSHE | Living in the wider world Classroom rules, rights, responsibilities and needs. Everybody is individual unique special. | Health & Wellbeing Hygiene, cleanliness germs. Feelings, managing feelings, | Relationships Communicating empathy, behaviour fair/unfair right/wrong, | Health & Wellbeing Healthy eating, physical activity, sleep dental health. Safety- health & Road Safety. | Living in the wider world Environment, groups, communities & roles . Special people. | Relationships Co-operating, resolving arguments, people, similarities, differences. |