

Grimsargh St Michael's CE Primary School
Curriculum Long Term Plan 2022/23

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment (visit/ visitor)		Eureka! Living in Space workshop	A walk to post a letter		Farm visit Church visit - Paschal Candle		A trip to the Church and Gurdwara (RE focus)
	Kick Start	The moon has landed in Year 2!	A post box appears	Wanted! Toad posters (link to Science and English) Animal graphics hidden around the classroom.	A virtual farm tour to prepare for the farm visit.		
English	Core text	Man on the Moon A Right Royal Disaster	The Jolly Postman Harry the Happy Mouse	Wind in the Willows The Hedgehog The Queen's Nose	Mudpuddle Farm stories	Dolphin Boy Flotsam	Trip Trap Trouble The Wolf in Disguise Jack's Giant Problem
	Author Focus	Simon Bartram (a range of stories) Oliver Jeffers	Allan Alhberg N.G.K	Kenneth Grahame Dick King Smith	Michael Morpurgo	Michael Morpurgo David Wiesner	Katie Pye (Twisted Tales)
Maths		Place Value		Money		Fractions	
The 3 Big Ideas:		Addition and Subtraction		Multiplication and Division		Time	
Problem Solving		Shape		Length and Height		Statistics	
Reasoning				Mass, capacity and temperature		Position and Direction	
Fluency							
Science		Uses of everyday materials	Animals (including Humans) - Animal survival and growth	Living things and their habitats		Plants/Nature Journal	Health - How we grow and stay healthy
The 3 Big Ideas:		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock,	Notice that animals have offspring which grow into adults.	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats		Observe and describe how seeds and bulbs grow into mature plants.	Notice that humans, have offspring which grow into adults.
Observation						Find out and describe how plants need water,	
Enquiry							
Exploration							

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	<p>paper and cardboard for particular uses.</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>Some materials can be found naturally; others have to be made.</p>	<p>Find out about and describe the basic needs of animals, for survival (water, food and air).</p>	<p>provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</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>Different kinds of plants and animals live in different kinds of places.</p> <p>There are different kinds of habitat near school which need to be cared for.</p> <p>Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples).</p>	<p>light and a suitable temperature to grow and stay healthy.</p>	<p>Find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Medicines can be useful when we are ill. Medicines can be harmful if not used properly.</p>	
	<p>Plants/Plant growth</p> <ul style="list-style-type: none"> • Pupils should use the local environment throughout the year to observe how different plants grow. • Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. <ul style="list-style-type: none"> • Observing similar plants at different stages of growth. 					
RE	<p>The Bible - Why is it such a special book?</p> <p><i>Widen the children's understanding of the Bible, its contents, presentation and importance to Christians.</i></p> <p><i>Begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.</i></p>	<p>Christmas - Why was the birth of Jesus such good news?</p> <p><i>Look at the story of Christmas from the perspective that it was good news then and now.</i></p> <ul style="list-style-type: none"> • Christmas is a celebration of the good news. 	<p>Jesus - Friend to everyone.</p> <p><i>Enjoy these stories of Jesus' Miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.</i></p> <ul style="list-style-type: none"> • The stories covered in this unit can be found in the gospels in the New Testament. 	<p>Easter - How do symbols help us to understand the story?</p> <p><i>Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.</i></p> <p><i>Extend pupils knowledge of the details of the Easter story.</i></p> <p><i>Develop pupil's understanding of the</i></p>	<p>What happened at the Ascension and Pentecost?</p> <p><i>Begin to develop the children's knowledge and understanding of these two very significant events.</i></p> <p><i>Give children an opportunity to begin to explore the concept of God as three in one.</i></p> <p><i>Emphasize the importance of these</i></p>	<p>Why is the Church a special place for Christians?</p> <p><i>Give pupils an understanding of 'church' as a holy place and a body of people.</i></p> <p><i>Begin developing in pupils an understanding of what happens in church and why.</i></p> <p><i>Give pupils an opportunity to begin exploring places of</i></p>

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	<ul style="list-style-type: none"> • The Bible is the Christian holy book. • The Bible is made up of a library of books. • The Bible is in two sections The Old Testament and the New Testament. • Owning a Bible is very important to Christians. • The Bible contains God's big story from the beginning through to the kingdom of God. • People of other faiths have different holy books and there are some similarities and differences between these books and the Bible. 	<ul style="list-style-type: none"> • Angels are the Good news bringers. • We (Christians) believe that the good news is that Jesus is the saviour of the world. • We (Christians) believe that the content of the Christmas story is good news. • The good news impacts on the world then and now. 	<ul style="list-style-type: none"> • We (Christians) believe that Jesus miracles reveal him to be the Son of God. • We (Christians) believe that we should welcome everyone and try to be a friend of all as Jesus was. 	<p><i>importance of Easter and the concept of salvation.</i></p> <ul style="list-style-type: none"> • There are different objects and symbols used to help explain and understand the meaning of Easter. • The Easter story is central to Christian belief. • The death and resurrection of Jesus is part of God's salvation plan. 	<p><i>events in the life of Jesus and the Church, then and now.</i></p> <ul style="list-style-type: none"> • We (Christians) believe that 40 days after the resurrection, Jesus ascended into heaven. • We (Christians) believe that God is three in one – Father, Son and Holy Spirit. • The gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. • The events of Pentecost still impact on the church today. 	<p><i>worship other than a church.</i></p> <ul style="list-style-type: none"> • The church is a special place where Christians meet to worship and pray. It is also the body of people not just the building. • For Christians, the church is a holy blessed space. • Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. • People of other faiths have special holy places of worship, what these buildings are called, their key features, and the worship that takes place there.
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<p style="text-align: center;">Geography</p> <p>The 3 Big Ideas:</p> <p>Interconnection</p> <p>Change</p> <p>Location</p>	<p>United Kingdom</p> <p>Name, locate and identify capital cities of the UK and name the surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom, its countries and surrounding seas.</p> <p style="text-align: center;">The Continents</p> <p>Name, locate and identify the seven continents.</p> <p>Name, locate and identify the 5 oceans.</p> <p>Identify hot and cold places on the globe.</p>	<p>Our local area, Preston - Skills focus</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use a range of sources such as maps and aerial photos to identify features and places as well as to follow routes.</p> <p>Recognise landmarks and basic human features on aerial photos.</p>	<p>Focus - Kenya</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Identify key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Our school grounds - Fieldwork focus</p> <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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p>	<p>Environmental study - Recycling</p> <p>Express views about the environment and recognise how people sometimes affect the environment.</p>
	<p>Seasonal and daily weather patterns (Ongoing throughout the year)</p>				
<p style="text-align: center;">History</p> <p>The 3 Big Ideas:</p> <p>Chronology</p> <p>Enquiry</p> <p>Curiosity</p>	<p>Neil Armstrong and Amelia Earhart</p> <p><i>Who was the most important?</i></p> <p>What does the word explorer mean? Who was Neil Armstrong? Why flying to the moon was considered a breakthrough event? How did America send Astronauts to the Moon? Who was Amelia Earhart? What did Amelia Earhart achieve? Why were her achievements so extraordinary?</p>	<p>Learie Constantine</p> <p><i>Who was Learie Constantine?</i></p> <p>Who is significant in our own lives? Who is significant in our own time? What was the Trinity Cross? (Artefacts session) Who was Learie Constantine and what is he remembered for?</p>	<p>Local History study: Farming in Grimsargh</p> <p><i>How has farming and agriculture changed in Grimsargh?</i></p>		

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	<p>How can we recognise the similarities and differences between Neil Armstrong and Amelia Earhart?</p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p>Chronology: Sequence events or artefacts closer together in time. Identify similarities and differences between different ways of life in different time periods. Use phrases such as; recently, before, after, now and later.</p> <p>Enquiry, Interpretation and Using Sources: Use a source to answer how, what, who, why, where questions.</p>	<p>How did Learie Constantine adjust to life in Lancashire/England?</p> <p>Did Learie Constantine change events at the time he lived? Did he improve people's lives? Why did he act the way he did?</p> <p>Did Learie Constantine have a long lasting impact on the world? Was he a really good example to other people of how to live or behave?</p> <p><i>Significant historical people in the pupils' own locality.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p>Chronology: Recognise the distinction between past and present. Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). Recognise that their own lives are similar/different from the lives of people in the past. Identify some similarities and differences between ways of life at different times. Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.</p> <p>Enquiry, Interpretation and Using Sources: Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past e.g. which object is older? How do we know? Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past.</p>	
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			Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. What was different..?'			
			Identify some of the basic ways the past can be represented e.g. through pictures			
			Choose parts of stories and other sources to show what they know about significant people and events.			
Art	Harvest	Christmas	Link to History topic - Learie Constantine	Mother's Day and Easter	English topic - Buckets and Spades	Link to Geography topic - Environmental Art
The 3 Big Ideas:	Fruit portraits inspired by Frida Kahlo's 'Viva la Vida, Watermelons'.	Christmas cards inspired by Kandinsky's concentric circles using pastels.	Silhouettes designed representing Learie Constantine's life in the style of Kara Walker.	Textiles - decorating fabric, adding beads, feathers and buttons in the style of Zandra Rhodes.	Create a printing block of a sea creature and use it to create a wax crayon and watercolour portrait of a beach in the style of Raoul Dufy	Create self-portraits using recycled materials - magazines, paper etc... in the style of Derek Gores.
Experimentation	<i>NC skills - Line and shape, drawing and painting.</i>	<i>NC skills - shape, form and space.</i>	<i>NC skills - teach a wide range of artists, discussing similarities and differences.</i>	<i>NC skills - creating pattern and texture.</i>	<i>NC skills - use painting and sculpture to share experiences and imagination.</i>	<i>NC skills - art and design technique, collage to create a portrait.</i>
Expression	Focus artist - Frida Kahlo.	Calendars - collage shapes from cutting paper in the style of Matisse.	Focus artist - Kara Walker	Easter focus on Salvation - collage to create a representation of Salvation (use the Big Frieze)	Focus artist - Raoul Dufy	Focus artist - Derek Gores
Inspiration		<i>NC skills - pattern and shape.</i>		<i>NC skills - focus on colour.</i>	(Ascension and Pentecost to be explored in RE)	
		Focus artists - Wassily Kandinsky and Henry Matisse		Focus artist - Zandra Rhodes.		
DT	Vehicles – Explorers and Space travel, Axles and wheels.	Fighting fit food categories link food heroes understand a variety of foods in a diet. Taste smell texture feel.	Beryl Burton design and make a bike – Knex NC use construction kits with free running wheels.	Gift Sculpture bending wire Calder, Hepworth, Gormley.	Puppets, make farm animals – cut fabric using templates.	Sculpture face plaque using malleable material.
The 3 Big Ideas:						
Skills						
Design				Easter card – Moving mechanisms – use a hole punch, insert paper fasteners.		
Evaluation						

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Computing (Purple Mash)	2.3 Spreadsheets 4	2.4 Questioning 5	2.5 Effective searching 3	2.6 Creating pictures 5	2.7 Making music 3	2.8 Presenting ideas 4
	<i>Online Safety Teaching based on the document 'Education for a Connected World 2020 Edition'</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf <i>and using the platform 'Project Evolve' https://projectevolve.co.uk/</i>					
	<i>Self-image and Identity Online relationships</i>	<i>Online reputation Online bullying</i>	<i>Managing online information Health, wellbeing and lifestyle</i>	<i>Privacy and security</i>	<i>Copyright and ownership</i>	<i>Assessment & Review</i>
Music (Charanga)	How does music make us happy?	Christmas Production	How does music make the world a better place?	How does music teach us about our neighbourhood?	How does music teach us about the past?	How does music teach us about looking after our planet?
The 3 Big Ideas: Explore Compose Perform	Skills Music and movement	<i>How does music help us to make friends?</i> Skills Patterns in music	Skills Exploring music and feelings	Skills Composition (musical stories)	Skills Dynamics and tempo	Skills Improvising
PE (Lancashire PE Units)	Fundamental Skills <ul style="list-style-type: none">Master basic movements including running, hopping, jumping, throwing and catching.To develop the skill of striking a ball with accuracy.Work on simple tactics. Explorers <ul style="list-style-type: none">Develop key travelling skills.Develop movement memory and find new and interesting ways to move.To participate in team games.Perform dances using simple movement patterns.		Wind in the Willows <ul style="list-style-type: none">To develop teamwork skills.To use teamwork to perform dances using simple movement patterns. Gymnastic skills <ul style="list-style-type: none">Developing balance, agility and co-ordination.To understand how muscles work in gymnastics activities.To develop the skill of travelling on hands and feet and learn to balance different body parts.Learn the skill of rolling and linking actions of movement together to create a simple sequence.		Throwing and catching <ul style="list-style-type: none">Underarm throw and dodging.To develop control and the use of simple tactics. Striking and fielding <ul style="list-style-type: none">To use fundamental skills such as overarm throwing, running and striking a ball. Athletics and Fundamental Skills assessments	
The 3 Big Ideas: Collaboration Fundamentals Performance						

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PSHE/Value (Coram Education)	Me and My Relationships	Valuing difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom. • Make and undertake pledges based on those actions. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. 	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people. • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them. • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group. • Explain how it feels to be left out from a group. • Identify groups they are part of. • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness. • Explain how this impacts on other people's feelings. 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill. • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell. • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe. • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or 	<ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different

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	<ul style="list-style-type: none"> • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. 	<ul style="list-style-type: none"> • Suggest kind words and actions they can show to others. • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted). • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	<p>someone feels in a situation.</p> <ul style="list-style-type: none"> • Recognise that some touches are not fun and can hurt or be upsetting. • Identify safe secrets (including surprises) and unsafe secrets. • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Understand that there are unsafe secrets and secrets that are nice surprises. 	<p>about what they do with their money;</p> <ul style="list-style-type: none"> • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or non-essential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. 	<p>unhealthy and can make a difference to their own health.</p> <ul style="list-style-type: none"> • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. 	<p>from person to person.</p> <ul style="list-style-type: none"> • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
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