

| Long Term Plan Junior Hub   |  |   |   |   |  |  |  |   |  |   |  |   |
|---|--|---|---|---|--|--|--|---|--|---|--|---|
|   | Year 1   |   |   | Year 2  |  |  | Year 3   |   |  | Year 4  |  |   |
|   | Time Machine   | Adventurers and Explorers   | Superheroes   | Under Attack!   | Where's Wally?   | Out and About/ The Apprentice  | Dig, Dig/ Time Team  | In the Wild, Wild West  | Tickets Please   | It's all Legendary  | To infinity and Beyond   | At the Movies   |
| <b>CLL</b>  |  |   |   |   |  |  |  |   |  |   |  |   |
| Sp and L  | Speaking and listening is taught alongside all areas of learning with children also receiving specific lessons on different skills such as using colourful semantics to structure sentences, encouraging eye contact and taking part in discussions. Speaking and listening can be seen across all areas of learning as well as during periods of the day such as 'hello', snack and lunch time. |   |   |   |  |  |  |   |  |   |  |   |
| Reading Genres/ Texts (texts will be selected and used as appropriate for each class) | Non-fiction, narrative, biographical<br>*The adventurers by Rachel Eliot<br>*The great explorer by Chris Judge<br>*How to be an explorer by Dugald Steer<br>*UP!<br>*A bugs life<br><br>Stories including great explorers<br>*Christopher Columbus<br>*Amelia Earhart<br>*Shackleton,<br>*Captain Cook.  | Poetry, fiction, non-fiction<br>*Polar bear polar bear, what do you hear?<br>*Over in the Arctic<br>*Where the Cold Winds Blow<br>*Living in the Arctic<br>*Desert giant<br>*Why oh why are deserts dry<br>* We're roaming in the rainforest<br>*How the zebra got its stripes<br>*We all went on safari<br>*Commotion in the ocean<br>*Sharing a shell<br>*Tiddler | Comics, fiction, *Eliot – midnight superhero<br>*Superworm<br>*Supertato<br>*Super Duck<br>*Michael Recycle and Litterbug Doug<br>*Traction Man<br>*Marvel comics | Non-fiction, historical, diary, fiction,<br>traditional tales<br>*War and Peace<br>*Sir Scally Wag<br>*Lion and the Unicorn<br>*Blitz Cat<br>*Anne Frank,<br>*Otto<br>*Billy the Kid<br>*Asterisk<br>*Dragon Stew<br>*Trojan Horse<br>*Non-fiction books based on area of topic e.g. Roman Empire, Saxons, Vikings etc. | Non-fiction, biographical<br>texts around different countries<br>*Where's Wally – pyramids, beach, India etc | Non-fiction, fiction<br>*Little workmates<br>*Mrs Wobble the Waitress<br>*Mrs Jolly's Joke shop<br>*Advertisements | Poetry, fiction, leaflets (Amberley chalk pits, natural History Museum etc), non-fiction<br>*Cave baby<br>*Ug the cave man<br>*Cave man Dave<br>*Non-fiction around stone age and dinosaurs<br>*Tyrannosaurus Drip<br>*Dinosaur underpants<br>*Are the dinosaurs dead dad? | Poetry, fiction, non-fiction<br>*Legends of Crazy Horse<br>*Tornado slim and the magic cowboy hat<br>*Gingerbread Cowboy<br>*Every cowgirl loves a rodeo<br>*Indian in the cupboard<br>*Non-fiction texts about the wild, wild west | Non-fiction writing, poetry<br>*Flat Stanley<br>*The goodnight train<br>*train poem – the night mail (by W.H Auden)<br>*Non-fiction books on transport | Myths, legends, fairytales, fables, non-fiction.<br>*Non-fiction based around Greek city states or Athens and Sparta, or finding out about the Mayans, the Aztecs or the Ancient Shang dynasty.<br>*Usborne illustrated stories from the Greek myths<br>*Beowulf by Michael Morpurgo<br>*Aesop's fables | Non-fiction, diary, biographical, fiction.<br>*Whatever Next<br>*Non-fiction books about space<br>*Toy Story<br>*How to catch a star<br>*Dr Who<br>*Out of the silent planet<br>*Aliens love underpants<br>*Footprints on the Moon | Narrative, scripts, traditional stories<br>*Script versions of traditional stories<br>*Play Time by Julia Donaldson<br>*If you take a mouse to the movies |
| Writing Styles  | Captions, instructions, non-fiction, newspaper reports, diary writing  | Persuasive texts, letters, poetry   | Comic strips, story writing, persuasive writing, playscripts  | Newspapers, stories from different/own view points, Biographies   | Diary, captions, biographical, non-fiction, emails, postcards, leaflets                                      | Persuasive writing, informative writing, lists, instructions, captions   | Reports, recounts, diary, instructions, explanatory writing e.g. what's been found/where it came from.   | Playscripts, Stories, Different viewpoints  | Persuasive writing, instructions, captions   | Non-fiction, newspapers, recounts, leaflets   | Poetry, letters, diary writing, instructions   | Scripts, stories, reviews, persuasive texts, comic strips   |
| <b>STEM</b>   |  |   |   |   |  |  |  |   |  |   |  |   |
| Science   | Forces<br>Materials  | Animals including Humans<br>Plants  | Light and Sound   | Forces<br>Materials   | Animals including Humans<br>Plants   | Light and Sound  | Materials<br>Animals including Humans  | Light and Sound   | Forces   | Animals including humans<br>Plants  | Forces<br>Materials  | Light and Sound   |

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|------------------------|---|--|---|--|---|---|---|---|--|--|---|---|
| Technology (Computing) | Developing Ideas – Modelling and Simulation. Finding Things Out – Research and Handling Data  | Exchanging and Sharing information – Collaboration and presentation. Electronic communication. | Developing Ideas – Control and Monitoring. E-safety   | Exchanging and Sharing information – Collaboration and Presentation, Finding Things Out – Research and Handling Data | Developing Ideas – Modelling and Simulation. Electronic communication                                       | Developing Ideas – Control and Monitoring. E-safety   | Exchanging and Sharing information – Collaboration and Presentation, Finding Things Out – Research and Handling Data  | Developing Ideas – Modelling and Simulation. Electronic communication   | Developing Ideas – Control and Monitoring. E-safety  | Exchanging and Sharing information – Collaboration and Presentation, Finding Things Out – Research and Handling Data | Developing Ideas – Modelling and Simulation. Electronic communication.                                      | Developing Ideas – Control and Monitoring. E-safety.  |
| Maths – Number         | Block 1 “I can count”<br>Numbers and Place Value<br>Block 2 “I can use numbers”<br>Addition and subtraction   | Block 1 “I can count”<br>Multiplication and division<br>Block 3 “I can calculate”<br>Fractions | Block 2 “I can use numbers”<br>Number and Place Value<br>Block 2 “I can calculate”<br>Revision and Assessment | Block 1 “I can count”<br>Numbers and Place Value<br>Block 2 “I can use numbers”<br>Addition and subtraction          | Block 1 “I can count”<br>Multiplication and division<br>Block 3 “I can calculate”<br>Fractions              | Block 2 “I can use numbers”<br>Number and Place Value<br>Block 2 “I can calculate”<br>Revision and Assessment | Block 1 “I can count”<br>Numbers and Place Value<br>Block 2 “I can use numbers”<br>Addition and subtraction   | Block 1 “I can count”<br>Multiplication and division<br>Block 3 “I can calculate”<br>Fractions  | Block 2 “I can use numbers”<br>Number and Place Value<br>Block 2 “I can calculate”<br>Revision and Assessment  | Block 1 “I can count”<br>Numbers and Place Value<br>Block 2 “I can use numbers”<br>Addition and subtraction          | Block 1 “I can count”<br>Multiplication and division<br>Block 3 “I can calculate”<br>Fractions              | Block 2 “I can use numbers”<br>Number and Place Value<br>Block 2 “I can calculate”<br>Revision and Assessment |
| Maths - SSM            | Ma3 Shape<br>Ma3 Position/ Direction and Movement   | Ma3 Measures<br>Ma1 Using and Applying<br>Ma4 Data Handling                                    | Ma3 Measures<br>Revision/ Consolidation and Assessment  | Ma3 Shape<br>Ma3 Position/ Direction and Movement  | Ma3 Measures<br>Ma1 Using and Applying<br>Ma4 Data Handling   | Ma3 Measures<br>Revision/ Consolidation and Assessment  | Ma3 Shape<br>Ma3 Position/ Direction and Movement   | Ma3 Measures<br>Ma1 Using and Applying<br>Ma4 Data Handling   | Ma3 Measures<br>Revision/ Consolidation and Assessment   | Ma3 Shape<br>Ma3 Position/ Direction and Movement  | Ma3 Measures<br>Ma1 Using and Applying<br>Ma4 Data Handling   | Ma3 Measures<br>Revision/ Consolidation and Assessment  |
| <b>Humanities</b>      |   |  |   |  |   |   |   |   |  |  |   |   |
| History                | Go back to an event in the past, e.g., looking at the invention of electricity. Focus on specific events in time: fire of London, development of the railway etc. | Famous Explorers from the past. E.g., Charles Darwin.  | Lives of superheroes. Timelines of superheroes lives. Entertainment – how it has evolved.                     | Anglo-Saxons<br>- Invasions.<br>- Settlements<br>- Hastings<br>- Local history<br>William the Conqueror              | Evolution of cities – how skylines and buildings have changed.<br><br>Wally goes to different time periods. | Exploring Local businesses. Investigating Trading in the past. New shops compared to old ones.                | Changes from the stone age to the iron age.   | Royal family history.<br><br>Easter<br><br>Julius Caesar.<br><br>Wild Wild west - in the past.  | History of invasion – how they travelled. Roman empire – Julius Caesar, Hadrian’s wall etc.  | Study on Egypt (or any of the listed ancient civilizations).   | Tim Peak. Neil Armstrong – first man on the moon.   | Movies from the past. How they have progressed.   |
| Geography              | What are the key historical events of other countries? How did they shape the country culture, economy, monarchy?   | - 7 Continents<br>- 5 Oceans<br>- Biomes<br>- Climate<br>- Habitats                            | - People and communities here and abroad  | - Invading routes and trade links – link to map work<br>- wars – why they start; oil, energy, food                   | - Time zones<br>- People and cultures<br>- Cities in the UK including physical and human characteristics    | - Local geography<br>- comparisons to local community abroad<br>- trade links                                 | - Local area studies<br>- Comparisons of people here and in another country.<br>- (Possibly) Egypt – artefacts and where they’re found<br>- continents (linked to | - Native people and communities<br>- America – what is it like? Compare to UK and Europe<br>- Aerial photos to look at landmarks and physical /human geography. | - Tickets taking them to different places<br>- Cities in the UK – human and physical geography.<br>- different countries in EU<br>- time zones<br>- maps | - Stories from other countries and cultures.<br>- Civilisations from around the world.                               | - Aerial mapping from space<br>- equator<br>- northern/southern hemisphere<br>- tropic of Cancer/ Capricorn | - Could link to film settings if needed<br>- Where films come from, e.g. Bollywood                            |

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|                      |  |  |  |   |  |  | separation after dinosaurs  | - Natural resources  |  |   |  |  |
| <b>Creative Arts</b> |  |  |  |   |  |  |   |  |  |   |  |  |
| Art                  | Form and drawing   | Colour and Pattern   | Texture and print making   | Form and texture  | Pattern and Print Making   | Drawing and Colour   | Form and texture  | Drawing and Colour   | Pattern and print making   | Pattern and Print making  | Form and texture   | Drawing and colour   |
| DT                   | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products.  | Evaluating Processes and products. Knowledge and understanding of materials and components | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. Evaluating products made | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. | Evaluating Processes and products. Knowledge and understanding of materials and components | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. Evaluating products made | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. | Evaluating Processes and products. Knowledge and understanding of materials and components | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. Evaluating products made | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. | Evaluating Processes and products. Knowledge and understanding of materials and components | Developing, planning and communicating ideas. Working with tools, equipment, materials and components to make quality products. Evaluating products made |
| Music                | Performing Skills. Listening and applying knowledge and understanding  | Composing Skills. Listening and applying knowledge and understanding                       | Appraising Skills. Listening and applying knowledge and understanding  | Performing Skills. Listening and applying knowledge and understanding   | Composing Skills. Listening and applying knowledge and understanding                       | Appraising Skills. Listening and applying knowledge and understanding  | Performing Skills. Listening and applying knowledge and understanding   | Composing Skills. Listening and applying knowledge and understanding                       | Appraising Skills. Listening and applying knowledge and understanding  | Performing Skills. Listening and applying knowledge and understanding   | Composing Skills. Listening and applying knowledge and understanding                       | Appraising Skills. Listening and applying knowledge and understanding  |
| <b>Growth</b>        |  |  |  |   |  |  |   |  |  |   |  |  |
| SMSC                 | Preparing to play an active role as citizens. Developing good relationships and respecting the differences between people  | Developing confidence and responsibility and making the most of their abilities            | Developing a healthy, safer lifestyle  | Developing confidence and responsibility and making the most of their abilities   | Developing good relationships and respecting the differences between people                | Developing a healthy, safer lifestyle. Preparing to play an active role as citizens.   | Developing confidence and responsibility and making the most of their abilities   | Developing good relationships and respecting the differences between people                | Developing a healthy, safer lifestyle. Preparing to play an active role as citizens.   | Developing confidence and responsibility and making the most of their abilities   | Developing a healthy, safer lifestyle  | Preparing to play an active role as citizens. Developing good relationships and respecting the differences between people                                |
| PE                   | Multi – Skills Games (Football, Basketball, Rugby, Netball)  | Dance Gymnastics   | Athletics Games (Tennis, Badminton, Cricket, Rounders’)  | Multi – Skills Games (Football, Basketball, Rugby, Netball)   | Dance Gymnastics   | Athletics Games (Tennis, Badminton, Cricket, Rounders’)  | Multi – Skills Games (Football, Basketball, Rugby, Netball)   | Dance Gymnastics   | Athletics Games (Tennis, Badminton, Cricket, Rounders’)  | Multi – Skills Games (Football, Basketball, Rugby, Netball)   | Dance Gymnastics   | Athletics Games (Tennis, Badminton, Cricket, Rounders’)  |
| Learning Powers      | Learning powers will be taught alongside all areas of learning and taught more explicitly within independent learning. Please see the learning powers overview for more information. |  |  |   |  |  |   |  |  |   |  |  |