

Long Term Plan Primary Hub												
	Year 1			Year 2			Year 3			Year 4		
	The Magic Box	Once Upon a Time	The Music Man	Abacadabra	Carnival of the Animals	It's a Mystery	Yum Yum!	Turrets and Tiaras	Roll up, Roll up!	The Magic Toymaker	Yo Ho Ho, a Pirating We Go	Hooray, Let's Go on Holiday
<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)	Picture books, non-fiction, narrative, other cultures *The Magic Key *Handa's Surprise *We're going on a lion hunt *We all went on safari *Snow Queen *Jack Frost *The snowman *The Artic	Traditional tales, fairy tales, poetry *The great fairy tale disaster *Mixed up fairy tales *Once upon a time *The Jolly postman *Hoodwinked *Shrek	Poetry, narrative, other cultures *Tanka, Tanka skank by Steve Webb *All Join In by Quentin Blake *Poems to perform by Julia Donaldson *What the Ladybird Heard by Julia Donaldson *Sing a Song of bottoms by Jeanne Willis *I am the Music Man by Debra Potter	Poetry, non-fiction, other cultures, traditional tales. Reading spells *Room on the Broom *Princess and the Wizard *King Arthur and Merlin *Winnie the Witch *Meg and Mog *Aladdin *Snow White	Poetry, biblical *All afloat Noah's boat *Noah's Ark (Lucy Collins) *Giles Andreae books *Animal rhymes *The mole who knew it was none of his business.	Picture books, non-fiction *Cops and Robbers (no text) *The great cake robbery (no text) *Solve a mystery... *Police non-fiction books	Traditional tales, Other cultures, poetry, non-fiction (recipes) *Tiger who came to tea *Little red hen *Hungry caterpillar *Handa's surprise *Pass the jam Jim *Don't put your finger in the jelly	Poetry, traditional tales, non-fiction, other cultures. *The kiss that missed *Sir Charlie stinky socks *Cinderella/Sleepin g Beauty *Dragon Stew *The Worst Princess *King Midas *Royal family (GB and rest of world) non-fiction books	Poetry, fiction. *Fabulous Foshet Family Circus *Circus shapes *A day at the circus *Enormouse *You see a circus (by Mike Downs) *Singing Mermaid *Dumbo	Traditional tales, non-fiction *Pinocchio *Nutcracker *Kipper's toybox *Non-fiction texts about toys	Poetry, fiction *Yo ho ho! A pirating we'll go *Night pirates	Traditional tales, non-fiction, other cultures *Punch and Judy *Magic Beach *Henry's holiday *Snail and the whale *Town mouse/country mouse *Non-fiction books for a country study.
Writing Styles	Children are encouraged to develop their writing skills across the primary phase. They are given opportunities to develop their skills such as emergent writing and letters through mark-making in different contexts. Narrative, non-fiction and poetry are intertwined throughout the topics and theme based writing. Writing is developed around children's interests, motivators and learning styles.											
<b>STEM</b>												
Science	Animals Including Humans Materials	Plants Physical Processes	Light and Sound	Materials Forces	Plants Animals including Humans	Light and Sound	Animals including Humans Plants	Materials Forces	Light and Sound	Light and Sound Materials	Animals including humans Forces	Plants
Technology (Computing )	Exchanging and Sharing information – Collaboration and Presentation, Finding Things Out – Research and Handling Data	Developing Ideas – Control and Monitoring. Electronic communication	Developing Ideas – Modelling and Simulation. E-safety	Developing Ideas – Modelling and Simulation. Finding Things Out – Research and Handling Data	Developing Ideas – Control and Monitoring. E-safety	Exchanging and Sharing information – Collaboration and Presentation, Electronic communication	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	Developing Ideas – Modelling and Simulation. E-safety	Exchanging and Sharing information – Collaboration and Presentation, Electronic communication	Developing Ideas – Control and Monitoring. Finding Things Out – Research and Handling Data
Maths – Number	Block 1 "I can count" Numbers and Place Value	Block 1 "I can count" Multiplication and division	Block 2 "I can use numbers" Number and Place Value	Block 1 "I can count" Numbers and Place Value	Block 1 "I can count" Multiplication and division	Block 2 "I can use numbers" Number and Place Value	Block 1 "I can count" Numbers and Place Value	Block 1 "I can count" Multiplication and division	Block 2 "I can use numbers" Number and Place Value	Block 1 "I can count" Numbers and Place Value	Block 1 "I can count" Multiplication and division	Block 2 "I can use numbers" Number and Place Value

	Block 2 “ I can use numbers” Addition and subtraction	Block 3 “ I can calculate” Fractions	Block 2 “ I can calculate” Revision and Assessment	Block 2 “ I can use numbers” Addition and subtraction	Block 3 “ I can calculate” Fractions	Block 2 “ I can calculate” Revision and Assessment	Block 2 “ I can use numbers” Addition and subtraction	Block 3 “ I can calculate” Fractions	Block 2 “ I can calculate” Revision and Assessment	Block 2 “ I can use numbers” Addition and subtraction	Block 3 “ I can calculate” Fractions	Block 2 “ I can calculate” Revision and Assessment
Maths - SSM	Ma3 Shape Ma3 Position/ Direction and Movement	Ma3 Measures Ma1 Using and Applying Ma4 Data Handling	Ma3 Measures Revision/ Consolidation and Assessment	Ma3 Shape Ma3 Position/ Direction and Movement	Ma3 Measures Ma1 Using and Applying Ma4 Data Handling	Ma3 Measures Revision/ Consolidation and Assessment	Ma3 Shape Ma3 Position/ Direction and Movement	Ma3 Measures Ma1 Using and Applying Ma4 Data Handling	Ma3 Measures Revision/ Consolidation and Assessment	Ma3 Shape Ma3 Position/ Direction and Movement	Ma3 Measures Ma1 Using and Applying Ma4 Data Handling	Ma3 Measures Revision/ Consolidation and Assessment
<b>Humanities</b>												
History	Ernest Shackleton – Exploring the polar regions.	Past fairy tales History links to the recent past (e.g., reception do fairy tales). Changes in living memory – e.g., reading about Goldilocks as a grown up.	Old songs from the past Old artefacts and instruments. History of the dome/ pier – shows and how these have changed.	Myths and Legends: Sword in the stone, Hercules, King Arthur, Merlin, and Maleficent – compare past and present. Fireworks – Guy Fawkes. Turning people younger/ older – changes in living memory.	- Charles Darwin and his discoveries in the Galapagos Islands. David Attenborough expeditions.	Significant villains from the past. Or a policeman.  History of local police station and changes in their uniforms.	Sir Walter Riley – discovering the potato. Rationing in WW2 – ration packs, living with a lack of food. Changes to food packaging. Making food – historical changes. Artefacts.	Kings and queens from the past. Old and new buildings. Arundel castle history – invasions.	Changes to the circus - Animal performances - Freak shows – why they are not okay. Compare old and new circuses.	Toys and games from the past – sort and classify. Ghost of Christmas past/ present/ future.	Famous pirates and explorers. Christopher Columbus.	Holidays from the past. Compare holidays they have been on.
Geography	- Comparative study of 2 biomes including the physical geography. - Seasonal weather	- Look at the 4 countries that make up the UK and their capital cities - Saints days e.g. St Andrews, St Patricks and link to countries	- Comparisons of physical geography - Looking at aerial photos of the places to find landmarks and human/ physical geography	identify seasonal and daily weather patterns in the United Kingdom	- Different environments for animals - 7 Continents - 5 Oceans - Looking at atlases and globes to identify	- Local geography - maps - compass direction - comparisons to communities abroad	- Continents - Food around the world lining to climate and what the physical geography is like to grow. - People and cultures	- Local geography work - UK and capitals (link to castles and palaces e.g. Buckingham palace, Edinburgh castle) - Maps and compass points (location of castles and surroundings)	- Maps and plans of the circus/ maps of where the circus might travel. - Compare circus around the world – where they are and what it is like.	-Toys from different countries, comparing what they have with what we have.	- Oceans and continents - Maps and mapping - Local environment (school)	- Places to go on holiday - Same and different between UK and abroad. Include non EU to compare.
<b>Creative Arts</b>												
Art	Form and texture	Drawing and colour	Pattern and Print making	Drawing and colour	Pattern and print making	Form and texture	Pattern and print making	Form and texture	Drawing and Colour	Form and texture	Pattern and print making	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.	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.	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.	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			Evaluating products made			Evaluating products made			Evaluating products made
Music	Performing Skills. Listening and applying knowledge and understanding	Appraising Skills. Listening and applying knowledge and understanding	Composing Skills. Listening and applying knowledge and understanding	Performing Skills. Listening and applying knowledge and understanding	Composing Skills. Listening and applying knowledge and understanding Carnival of the Animals	Appraising Skills. Listening and applying knowledge and understanding	Performing Skills. Listening and applying knowledge and understanding	Appraising Skills. Listening and applying knowledge and understanding	Composing 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	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens. Developing good relationships and respecting the differences between people	Developing a healthy, safer lifestyle	Developing confidence and responsibility and making the most of their abilities	Preparing to play an active role as citizens. Developing good relationships and respecting the differences between people	Developing a healthy, safer lifestyle	Developing a healthy, safer lifestyle	Developing confidence and responsibility and making the most of their abilities	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	Preparing to play an active role as citizens. Developing good relationships and respecting the differences between people	Developing a healthy, safer lifestyle
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.											