**Paisley Primary School Long Term Plan**

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|  | **Cycle** | **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| SCIENCE | A | 1/2 | **Living things and their habitats**  Common animals  Carnivors/herbivors/  Omnivors  What animals eat  Simple food chains | **Seasonal changes and weather** | **Materials**:  Identify and name  Suitability of materials  Changing shapes of solid objects | **Animals including humans**  Parts of human body | **Seasonal changes and weather** | **Plants**  Identify and name  Structure of plants and trees |
| B | 1/2 | **Materials:**  Identifying materials Physical properties  Comparing/grouping | **Seasonal changes and weather** | **Animals including humans:**  Animals have offspring  Basic needs  Exercise, food and hygiene | **Seasonal changes and weather** | **Plants**  Growing seeds/bulbs  What plants need to grow. | **Living things and their habitats**  Living, dead, never lived  Naming plants, animals and their habitats  How animals are suited to their habitats |
| A | 3/4 | **Rocks**  Compare and group  Properties  Fossils  Soils | **States of matter.**  Solids liquids gases  Changing states  Evaporation, condensation | **Energy - Light.**  Light and dark  Light reflecting off surfaces  Dangers of light  Shadows | **Forces and magnets**  Movement on different surfaces  Magnets: attract/repel  Grouping magnetic/  non-magnetic objects | **Animals including humans**  Food chains  Predators and prey  Classification/Keys | **Living things and their habitats**  Human impact – environment/  pollution |
| B | 3/4 | **Animals including humans**  Food and nutrition  Skeletons and muscles | **Animals including humans**  Teeth  Digestive system. | **Energy - Sound**  How sounds are made  How sounds travel  Changing sounds: Pitch, volume, distance | **Energy- Electricity**  Common electical appliances  Circuits  Switches  Conductors/insulators | **Plants**  Functions of parts of plants  What plants need for life and growth | **Plants**  Water transportation  Life cycle of plant  Polination, seed dispersal |
| A | 5/6 | **Animals including humans**  Life cycles: mammals, birds, amphibians, insects  Life processes and reproduction in plants and animals | **Animals including humans**  Classifying living things: plants, animals, micro-organisms  Reasons for classifying | **Animals including humans**  The circulatory system  Heart, blood  Fitness and health  Transportation of nutrients and water | **Forces**  Gravity  Air resistance  Water resistance  Friction  Levers, pulleys, gears | **Earth science**  The solar system  Movement of the moon  Day and night | **Materials**  Dissolving  Solutions  Solids,liquids,gases  Mixing / separating |
| B | 5/6 | **Energy - Light**  How light travels  How we see  Light sources  Shadows and shapes | **Energy- Electricity**  Adjusting brightness or buzzers using voltage  Switches  Control of components  Circuit diagrams | **Materials**  Compare and group  Properties  Conductors/insulators (heat/electricity)  Uses of materials | **Evolution and inheritance**  Changes over time  Evidence from fossils  Living things produce offspring | **Evolution and inheritance**  How animals and plants adapt to environment  Evolution | **Animals including humans**  How humans change as they age  Staying healthy  Impact of diet, exercise, lifestyle |

**Physics Biology Chemistry**

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|  | Cycle | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Within the EYFS, Computing is to be embedded and delivered through engaging children in both child and adult initiated learning activities. This will be accessed in the learning environment and set provision throughout the academic year. This will enable children to explore, question and build upon their individual knowledge. | | | | | | | |
| F1 | A | Ourselves | Seasons | Space | People Who Help Us | Travel | Pirates |
| B | Ourselves | Celebrations | Dinosaurs | Traditional Tales | Mini-beasts | Growing- Jungles |
| F2 | A | Ourselves | Seasons | Space | People Who Help Us | Travel | Pirates |
| B | Ourselves | Celebrations | Dinosaurs | Traditional Tales | Mini-beasts | Growing- Jungles |
| KS1  Y1/2  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Technology around us (1.1) |  | Pictograms (2.4) | * Personal and Private * How going online makes you feel | Robot algorithms (2.3) | Digital writing (1.5) |
| KS1  Y1/2  Cycle B | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Information technology around us (2.1) |  | Grouping data (1.4) | * Making choices * Tech talk and Truth | Moving a robot (1.3) | Making music (2.5) |
| LKS2  Y3/ Y4  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| Connecting Computers (3.1) |  | Branching databases (3.4) | * Identifying online profiles * How to spot if someone is being bullied online * Safety First | Repetition in shapes (4.3) | Stop-frame animation (3.2) |
| LKS2  Y3/Y4  Cycle B | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| The internet (4.1) |  | Data logging (4.4) | * After School Timetable * Password Generation * Open Book | Sequencing sounds (3.3) | Audio editing (4.2) |
| UKS2  Y5/ Y6  Cycle A | | Computing systems and networks (#.1) |  | Data and information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.2) |
| Systems and Searching (5.1) |  | Introduction to spreadsheets (6.4) | * Adapting use before sleep * Where’s the harm in that * Age related content * Community Spirit | Selection in physical computing (5.3) | Webpage creation (6.2) |
| UKS2  Y5/ Y6  Cycle B | | Computing systems and networks (#.1) |  | Data and Information (#.4) | ESafety | Programming A (#.3) | Creating Media (#.5) |
| Communication and Collaboration (6.1) |  | Flat File Databases (5.4) | * Are you a privacy pro * Toy advert * Permission Mission * What I know and what I share | Variables in games (6.3) | Introduction to vector graphics (5.5) |

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|  | **Cycle** | **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| HISTORY | A | 1/2 | **Changes within living memory**  Toys – present, parents, grandparents | | **Events beyond living memory**  Castles/monarchs  **Significant people**  Elizabeth I, Queen Victoria, Elizabeth II | | **Significant individuals**  Florence Nightingale  **Historical events and people in locality**  Mary Murdoch | |
| B | 1/2 | **Historical events and people in locality**  Amy Johnson | | **Events beyond living memory**  Great Fire of London | | **Changes within living memory**  Seaside holidays  **Significant people**  Grace Darling | |
| A | 3/4 | **Changes in Britain, Stone Age to Iron Age**  Stone Age, Bronze Age, Iron Age | | | | **Roman Empire and impact on Britain** | |
| B | 3/4 | **Britain’s settlement by Anglo-Saxons** | | **Viking & Anglo-Saxon struggle for England** | | **Local History**  Fishing & Whaling /Head Scarves | |
| A | 5/6 | **Non European society**  Mayans | | | | **Ancient Greece**  Greek life and achievements | |
| B | 5/6 | **Britain beyond 1066**  WW2 | | **Local History**  Hull Blitz | | **Early Civilisation**  Ancient Egyptians | |
| GEOGRAPHY | A | 1/2 | **The UK**  **Location knowledge – UK**  **Physical and human**  **(Introduce coasts)** | | **Cities, towns and villages**  **(UK location knowledge – key human features)** | | **Me and the world**  **Location Knowledge - Globes, atlases, weather / hot and cold regions**  **(coasts and fieldwork)** | |
| B | 1/2 | **Me and my local area**  **weather / seasons / aerial photos and maps / local physical and human features** | | **Exploring the world**  **Maps/Atlases. Place knowledge - UK and contrasting region – non-European** | | **Looking after the world (sustainability**) | |
| A | 3/4 | **The UK, Great Britain and British Isles**  **Location knowledge / maps / atlases** | | **Locations around the world**  **Location knowledge / maps / atlases** | | **Comparing locations**  **Place knowledge:**  **UK and Contrasting European**  **Comparing settlements and land use** | |
| B | 3/4 | **Exploring my local area**  **Map skills / fieldwork**  **(Hull study)** | | **Settlements**  **Economic activity including trade routes and ports**  **(Including sustainability)** | | **Mountains, volcanoes and earthquakes** | |
| A | 5/6 | **Investigating the world**  **Comparing physical / human features UK, Europe, N or S America** | | **Climate and landscapes**  **Climate zones, biomes, vegetation belts**  **(Including deforestation and climate change)** | | **Maps and fieldwork**  **(Ordnance Survey)** | |
| B | 5/6 | **Rivers and the water cycle**  **(apply map knowledge and fieldwork opportunity)** | | **A geographical enquiry**  **Fieldwork (local weather)**  **Compare to weather data from another country** | | **Natural resources and sustainable living**  **energy, food, minerals and water** | |

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|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | A/B | EY | Portraits, brush and paint Hull Fair art | | Colour mixing | | Collage, cutting and sticking Props for play and performance | |
| ART | A | 1/2 | **Drawing (formal elements)**  Pattern, texture, tone; collage plus whole school trail | | **Painting** Sunflowers, collage | | **Sculpture:**  Waves | |
| B | 1/2 | **Drawing (formal elements)**  Shape, line, form, colour; digital | | **Painting**  Portraits and printing | | **Sculpture**  Clay tile, fabric collage, weaving | |
| A | 3/4 | **Painting**  Prehistoric cave art | | **Drawing**  Birds | | **Sculpture**  Recycled bottle tops | |
| B | 3/4 | **Painting**  Fruit option – print, collage | | **Sculpture**  Dragon eyes | | **Drawing**  Formal elements: Shape, colour, line, tone, pattern; digital, collage | |
| A | 5/6 | **Sculpture**  Clay masks (link to Mayans) | | **Drawing**  The world of work/ Portraits and character/ costume design | | **Painting**  Landscapes | |
| B | 5/6 | **Drawing**  Architecture – beautiful buildings | | **Sculpture & 3D art**  Wire sculptures | | **Painting**  Street art | |
| DT | A | 1/2 | **Structures**  Model buildings | | **Textiles**  Easter pouches or baskets | | **Cooking and nutrition**  Healthy wraps | |
| B | 1/2 | **Mechanics**  Moving story book | | **Textiles**  Hand puppets | | **Cooking and nutrition**  Smoothies | |
| A | 3/4 | **Structures**  Fairground structures e.g. ferris wheel | | **Mechanics**  Slingshot cars | | **Cooking and nutrition**  Seasonal pizza | |
| B | 3/4 | **Electrical and digital**  Electrical systems  torches | | **Electrical and digital**  Digital worlds  Monitoring device | | **Textiles**  Cushions | |
| A | 5/6 | **Electrical and digital**  Electrical systems  Steady hand game | | **Structures**  Bridges | | **Cooking and nutrition**  Three course meal | |
| B | 5/6 | **Electrical and digital**  Digital worlds  Navigation device | | **Textiles**  Stuffed toys | | **Mechanics**  Automata toys | |

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|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| MUSIC | A | 1/2 | **Introducing beat, rhythm and pitch**    How Can We Make Friends When We Sing Together? | | **Introducing tempo and dynamics**  How Does Music Make The World A Better Place? | | **Exploring Improvisation**  What Songs Can We Sing To Help Us Through The day? | |
| B | 1/2 | **Pulse, rhythm and pitch**  Responding through movement  **Call and response songs** | | **Inventing a musical story**  Adding instrumental accompaniments | | **Exploring improvisation** | |
| A | 3/4 | **More about musical styles**  How Does Music Bring Us Closer Together? | | **Developing notation skills**  How Does Music Make The World A Better Place? | | **Composition**  How Does Music Make A Difference To Us Every Day? | |
| B | 3/4 | **Combining elements to make music**  How Does Music Connect Us With The Past? | | **Creating simple melodies**  How Does Music Teach Us About Our Community? | | **Recognising different sounds**  How Does Music Connect Us With Our Planet | |
| A | 5/6 | **Getting started with music tech**  How Does music Bring Us Together? | | **Exploring key and time signatures**  How Does Music Improve our World? | | **Using chords and structure**  How Does Music Shape Our Way Of Life? | |
| B | 5/6 | **Understanding structure and form**  Story telling through songs | | **Exploring notation further**  Adding musical accompaniments using tuned percussion | | **Identifying important musical elements**  Further developing composition skills | |

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|  | Cycle | Year | Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| PE | A | 1 | **Team building**  **Fitness** | **Dance** | | **Gymnastics**  **Invasion** | **Fundamentals** | | **Athletics**  **Net & Wall** | **Striking & fielding** |
| B | 2 | **Team building**  **Fitness** | **Dance** | | **Gymnastics** | **Fundamentals** | | **Athletics**  **Net & Wall** | **Striking & fielding** |
| A | 3/4 | **Football**  **Fitness** | **Dance Y3** | | **Gymnastics**  **Handball** | **Hockey 3/4** | | **Athletics** | **Rounders** |
| B | 3/4 | **Basketball**  **Fundamentals** | **Dance Y4** | | **Gymnastics** | **Outdoor Adventurous Activities** | | **Tennis**  **Athletics** | **Netball**  **Cricket** |
| A | 5 | **Football**  **Cricket - YCB** | **Dance** | | **Gymnastics** | **Outdoor Adventurous Activities** | | **Athletics**  **Tennis** | **Rounders** |
| B | 6 | **Cricket - YCB**  **Football** | **Dance** | | **Gymnastics** | **Badminton** | | **Athletics**  **Tennis** | **Handball**  **Netball** |
| RE | A | 1/2 | **1:1 Belonging**  Who belongs? | | **KS1 Christmas** | **1:2 Worship**  Why Worship? | | **KS1 Easter** | **1.3 What a wonderful world.**  Why is the world so special? | |
| B | 1/2 | **2.1 Lead us not into temptation**  Right or Wrong? | | **KS1 Christmas** | **2.2 Believing**  What is True? | | **KS1 Easter** | **2.3 Questions, Questions**  What are the Big Questions? | |
| A | 3/4 | **Unit 3.1 Remembering**  Why Remember? | | **KS2 Christmas 1** | **Unit 3.2 Founders of faith**  Who, what and when? | | **KS2**  **Easter 1** | **3.3 Sacred places**  What is sacred? | |
| B | 3/4 | **Unit 4.1 Communities**  Where is religion? | | **KS2 Christmas 1** | **4.2 People who inspire us**  What makes a saint? | | **KS2**  **Easter 1** | **4.3 Our world**  Who cares? | |
| A | 5/6 | **Unit 5.1 Expressions**  How is belief expressed? | | **KS2 Christmas 2** | **5.2 Faith in action**  What are the challenges? | | **KS2**  **Easter 2** | **5.3 Pilgrimage**  Why pilgrimage? | |
| B | 5/6 | **Unit 6.1 Justice and Freedom**  Is it fair? | | **KS2 Christmas 2** | **6.2 Living a faith**  What is identity? | | **KS2**  **Easter 2** | **6.3 Hopes and Visions**  What is life about? | |

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|  | Cycle | Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| LANGUAGES | A | 1/2 |  | |  | |  | |
| B | 1/2 |  | |  | |  | |
| A | 3/4 | Phonics set 1 (C)  I’m learning Spanish (E) | | Phonics set 1 (C)  Vegetables (E) | | Phonics set 2(C)  The Classroom (I) | |
| B | 3/4 | Phonics set 1 (C)  Ice Cream (E) | | Phonics set 1 (C)  My Family(E) | | Phonics set 2 (C)  Do you have a pet? (E) | |
| A | 5/6 | Phonics set 3 (C)  Clothes (I) | | Phonics set 4 (C)  Habitats (P) | | Phonics set 4 (C)  Me in the world (P) | |
| B | 5/6 | Phonics set 3 (C)  The date (I) | | Phonics set 3 (C)  Weather (I) | | Phonics set 4 (C)  At School (P) | |

**Key**

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| C | Core vocabulary unit |
| E | Early language unit |
| I | Intermediate language unit |
| P | Progressive language unit |