

## The Priory Long Term Plan - Spring Half Term 2

Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Religious Education</b>  See 'Come and See' folders  4 weeks per topic	<b>'Meals' - Mass; Jesus' special meal</b> <i>(Continued from before half term)</i>  <b>'Change' - Lent a time for change</b>	<b>Thanksgiving - Mass a special time for saying thank you to God for everything especially Jesus</b> <i>(Continued from before half term)</i>  <b>Opportunities - Lent; an opportunity to start anew in order to celebrate Jesus' new life</b>	<b>'Listening and Sharing' - Jesus gives himself to us in a special way</b> <i>(Continued from before half term)</i>  <b>'Giving All' - Lent a time to remember Jesus' total giving</b>	<b>Branch 4</b> <b>Desert to Garden</b>	<b>Branch 4</b> <b>Desert to Garden</b>	<b>'Unity' - Eucharist enables people to live in Communion</b> <i>(Continued from before half term)</i>  <b>'Death and New Life' - Celebrating Jesus' death and resurrection</b>
<b>Catholic Social Teaching</b> <i>See Caritas scheme of work</i>	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'One World' and 'Learning Together'	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'Building a Community of Peace'/ 'Celebrate Together'	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'Listening with ears, eyes, heart and mind'	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'Walking Together as People of Peace'	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'Facing Challenges Together'	<b>Theme 3</b> <b>Solidarity and the Common Good</b> 'Building our Mission Team'
<b>RSE</b>  <i>See school curriculum map for which sessions to teach in each year group</i>	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The Prodigal Son</b> (God loves You)  <b>Unit 2: Personal Relationships</b> (Session 1 - Special People, Session 2 - Treat Others Well and Session 3 - Say Sorry)  (see Ten Ten Resources for KS1 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The Prodigal Son</b> (God loves you)  <b>Unit 2: Personal Relationships</b> (Session 1 - Special People, Session 2 - Treat Others Well and Session 3 - Say Sorry)  (see Ten Ten Resources for KS1 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The Prodigal Son</b> (Jesus my Friend)  <b>Unit 2: Personal Relationships</b> (Session 1 - Friends, Family, Others... and Session 2 - When Things Feel Bad)  (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The Prodigal Son</b> (Jesus my Friend)  <b>Unit 2: Personal Relationships</b> (Session 1 - Friends, Family, Others... and Session 2 - When Things Feel Bad)  (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The story of Zacchaeus' Conversion</b> (Is God calling you?)  <b>Unit 2: Personal Relationships</b> (Session 1 - Under Pressure, session 2 - Do you want a piece of cake? and session 3 Self Talk)  (see Ten Ten Resources for upper KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 1: Religious Understanding - The story of Zacchaeus' Conversion</b> (Is God calling you?)  <b>Unit 2: Personal Relationships</b> (Session 1 - Under Pressure, session 2 - Do you want a piece of cake? and session 3 Self Talk)  (see Ten Ten Resources for upper KS2 and RSE Progression Documents)

<b>PSHE One Decision</b> <i>(See online resource and PSHE progression ladders)</i>	<b>'Growing in our World'</b> (Our World Module 5-8)	<b>'Brushing Teeth'</b> (Keeping/Staying Healthy Module 5-8)  <b>'Living in our World'</b> (Our World Module 5-8)	<b>'Working in our World'</b> (Our World Module 5-8)  <b>'Looking After our World'</b> (Our World Module 5-8)	<b>'Chores at Home'</b> (The Working World Module 8-11)	<b>'Enterprise'</b> (The Working World Module 8-11)	<b>'In-App Purchases'</b> (The Working World Module 8-11)
School Learning Characteristic Focus	Ambition	Ambition	Ambition	Ambition	Ambition	Ambition
British Value Focus	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs	<b>Mutual Respect and Tolerance</b> of those with different faiths/beliefs
Protected Characteristic Focus	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome, mobility issues etc.)	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome mobility issues etc.)	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome mobility issues etc.)	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome mobility issues etc.)	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome mobility issues etc.)	<b>Disability (Physical)</b> Hearing loss, visual impairment, cerebral palsy, down syndrome mobility issues etc.)
Maths	<b>White Rose Maths</b> Number: Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Multiplication and Division continued Measurement: Length and Height Measurement: Mass, Capacity and Temperature  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Fractions A Measurement: Mass and Capacity  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Fractions Number: Decimals A  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Decimals and Percentages Measurement: Perimeter and Area Statistics  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume Statistics  <i>See Maths Progression Ladders and White Rose Scheme of work</i>
English Talk for Writing Units	<b>'Goldilocks and the Three Bears'</b> Overcoming a Monster Story - Fiction Talk for Writing Unit	<b>'Jack and the Beanstalk'</b> A Portal Story Fiction Talk for Writing Unit	<b>'A Journey Story'</b> Fiction Talk for Writing Unit  <b>Dialogue Toolkit</b>	<b>'A Warning Story'</b> Fiction Talk for Writing Unit  <b>Dialogue Toolkit</b>	<b>'Information Texts'</b> Non-Fiction Talk for Writing Unit  <b>Information Toolkit</b>	<b>'A Portal Story'</b> Talk for Writing Unit  <b>Description Toolkit</b>

	<b>Description Toolkit</b>  <b>'My Magic Box'</b> Talk for Writing Poetry  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>Settings Toolkit</b>  <b>'The Owl and the Pussy Cat' by Edward Lear</b>  Classic Nonsense Poetry  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Pyramid Poems'</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Cinquain Poetry'</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'A Character Change Story'</b> Talk for Writing Unit <b>Characterisation Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Kennings Poetry'</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>
<b>Class Novels</b>	<b>See Reading Spine for Year 1</b>	<b>See Reading Spine for Year 2</b>	<b>Stig of the Dump</b> By Clive King	<b>Who Let the Gods Out?</b> By Maz Evans	<b>Wonder</b> By R.J. Palacio	<b>Holes</b> By Louis Sachar
<b>Science</b>	<b>'Everyday Materials'</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe physical properties of everyday materials, compare and group together a variety of everyday materials on the basis of their physical properties. (See statutory guidance)  <b>'Working Scientifically'</b> Specific skills are developed throughout all lessons and one full investigation is written up per topic  <i>See Scientific Key Knowledge and working scientifically Progression Ladders</i>	<b>'Plants'</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need light, water, and a suitable temperature to grow and stay healthy. (See statutory guidance)  <b>'Working Scientifically'</b> Specific skills are developed throughout all lessons and one full investigation is written up per topic  <i>See Scientific Key Knowledge and working scientifically Progression Ladders</i>	No topic this half term	No topic this half term	<b>'Properties and Changes of Materials'</b> Group materials on the basis of properties (hardness, solubility, transparency, thermal conductivity and response to magnets) know that some materials will dissolve in liquid to form a solution, describe how to recover a substance from a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes, explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (See statutory guidance) <b>'Working Scientifically'</b> Specific skills are developed throughout all lessons and one full investigation is written up per topic <i>See Scientific Key Knowledge and working scientifically Progression Ladders</i>	<b>'Light'</b> Recognise that light appears to travel in straight lines, explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes and use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (See statutory guidance)  <b>'Working Scientifically'</b> Specific skills are developed throughout all lessons and one full investigation is written up per topic  <i>See Scientific Key Knowledge and working scientifically Progression Ladders</i>

<b>Computing</b>  <b>See Teach Computing</b>	<b>Grouping data (1.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	<b>Pictograms (2.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	<b>Branching databases (3.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	<b>Data logging (4.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	<b>Flat-file databases (5.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	<b>Introduction to spreadsheets (6.2b)</b>  <i>See Computing Key Knowledge Progression Ladders</i>  Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve
<b>PE</b>  See 'Get Set for Education'	<b>'Invasion Games'</b>	<b>'Invasion Games'</b>	<b>Football</b>  <b>Swimming</b>	<b>Football</b>  <b>Swimming</b>	<b>Fitness</b>  <b>Handball</b>	<b>Fitness</b>  <b>Handball</b>
<b>History</b>	<b>Toys</b> Changes within Living Memory  <i>See history progression ladders for skills and key knowledge to be taught</i>	<b>'Explorers (including Ibn Battuta) and 'The Moon Landing'</b>  <i>See history progression ladders for skills and key knowledge to be taught</i>	<b>No topic this half term</b>	<b>'Ancient Greece'</b> A study of Greek life and achievements and their influence on the western World  <i>See history progression ladders for skills and key knowledge to be taught</i>	<b>No topic this half term</b>	<b>'A Local History Study 'Beauvale Priory'</b> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the local area.  <i>See history progression ladders for skills and key knowledge to be taught</i>
<b>Geography</b>	<b>No topic this half term</b>	<b>No topic this half term</b>	<b>'Rivers'</b>  <i>See geography progression ladders for skills and key knowledge to be taught</i>	<b>No topic this half term</b>	<b>'North America - California'</b> Understand geographical similarities and differences through the study of human and physical geography of a region in North America. Know key physical and human characteristics, countries and major cities. Climate zones, settlement and land use, economic activity and distribution of natural resources. Use maps, atlases and globes to locate countries and describe features.  <i>See geography progression ladders for skills and key knowledge to be taught</i>	<b>No topic this half term</b>

Design Technology	<b>'Healthy Flapjacks'</b> Focus: Cooking and Nutrition - eating a healthy and varied diet)  <i>See DT progression ladders for key knowledge and skills to be taught</i>	<b>'Vehicles'</b> (Mechanisms: Wheels and Axles)  <i>See DT progression ladders for key knowledge and skills to be taught</i>	<b>Cushions</b> Focus: Textiles  <i>See DT progression ladders for key knowledge and skills to be taught</i>	<b>'Electrical Torches'</b> Focus: Use of electrical systems, programming and control  <i>See DT progression ladders for key knowledge and skills to be taught</i>	<b>Fairground Control Technology</b> (STEM LEGO Provider) Mechanisms & Electrical Control  <i>See DT progression ladders for key knowledge and skills to be taught</i>	No topic this half term
Art	No topic this half term	No topic this half term	No topic this half term	No topic this half term	No topic this half term	<b>'Beauvale Priory Landscape drawings and watercolour paintings'</b> Link to work in History  <i>See Art progression ladders for key knowledge/skills to be taught</i>
Music Charanga (online resource)	<b>'Round and Round'</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>	<b>'Zootime?'</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>	<b>'The Dragon Song'</b>  <b>Songs for the Easter Production</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>	<b>'Lean on Me'</b>  <b>Songs for the Easter Production</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>	<b>'The Fresh Prince of Belair'</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>	<b>'You've Got a Friend'</b>  <i>See Music progression ladders for key knowledge and skills to be taught</i>
Modern Foreign Languages (French)	N/A at KS1		No topic this half term	No topic this half term	<b>'Clothes'</b>  <i>See MFL progression ladders for key knowledge/skills to be taught</i>	<b>'The Weekend'</b>  <i>See MFL progression ladders for key knowledge/skills to be taught</i>