

The Priory Long Term Plan – Summer Half Term 2

Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education 'Come and See' folders 4 weeks per topic	'Being sorry' God helps us to choose well – the Sacrament of Reconciliation (continued from before half term) 'Neighbours' Neighbours share God's world	'Rules' Reasons for rules in the Christian family Sacrament of Reconciliation (continued from before half term) 'Treasures' God's treasure; the world	'Choices' <i>The importance of examination of conscience</i> <i>Sacrament of Reconciliation</i> (continued from before half term) 'Special Places' <i>Holy places for Jesus & the Christian</i>	Branch 6 Dialogue and Encounter	Branch 6 Dialogue and Encounter	'Healing' <i>Sacrament of the Sick</i> (continued from before half term) 'Common Good' Work of the worldwide Christian family
Catholic Social Teaching	Theme 2 Family and Community I know that we are all part of a community. I know that we look after and care for each other.	Theme 2 Family and Community I know that I belong to my family and my community. I know that my community needs me.	Theme 2 Family and Community I can describe what makes a community.	Theme 2 Family and Community I can use research to say who is in my community.	Theme 2 Family and Community I can describe ways to build up the community.	Theme 2 Family and Community I can describe ways to build up the kingdom of God.
RSE Ten Ten <i>See school curriculum map for which sessions to teach in each year group</i>	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Good Samaritan Unit 2: Living in the Wider World (see Ten Ten Resources for KS1 and RSE Progression Documents)	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Good Samaritan Unit 2: Living in the Wider World (see Ten Ten Resources for KS1 and RSE Progression Documents)	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Trinity Unit 2: Living in the Wider World (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Trinity Unit 2: Living in the Wider World (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Trinity Unit 2: Living in the Wider World (see Ten Ten Resources for upper KS2 and RSE Progression Documents)	Module 3: Created to Live in Community Unit 1: Religious Understanding – The Trinity Unit 2: Living in the Wider World (see Ten Ten Resources for upper KS2 and RSE Progression Documents)

PSHE One Decision <i>(See online resource and PSHE progression ladders)</i>	'Water Spillage' (Being Responsible Module 5-8) 'Is it safe to Eat or Drink?' (Hazard Watch Module 5-8)	'Practice Makes Perfect' (Being Responsible Module 5-8)	'Stealing' (Being Responsible Module 5-8) 'Is it Safe to Play With?' (Hazard Watch Module 5-8)	'Coming Home on Time' (Being Responsible Module 8-11) 'Breaking Down Barriers' (A World Without Judgement Module 8-11)	'Looking Out for Others' (Being Responsible Module 8-11) 'Inclusion and Acceptance' (A World Without Judgement Module 8-11)	'Stealing' (Being Responsible Module 8-11) 'British Values' (A World Without Judgement Module 8-11)
School Learning Characteristic Focus	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry	Enquiry
British Value Focus	Democracy	Democracy	Democracy	Democracy	Democracy	Democracy
Protected Characteristic Focus	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD etc.	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD etc.	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD etc.	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD etc.	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD etc.	Disability (invisible) Neurodiversity, medical conditions, speech disorders, dyslexia, autism, ADHD
Maths	White Rose Maths Number: Place Value (within 100) Measurement: Money Measurement: Time <i>See Maths Progression Ladders and White Rose Scheme of work</i>	White Rose Maths Statistics: Tally charts, block diagrams and pictograms Geometry: Position and Direction <i>See Maths Progression Ladders and White Rose Scheme of work</i>	White Rose Maths Measurement: Time (continued from before half term) Geometry: Shape Statistics: Pictograms, bar charts and two-way tables <i>See Maths Progression Ladders and White Rose Scheme of work</i>	White Rose Maths Geometry: Shapes Statistics Geometry: Position and Direction <i>See Maths Progression Ladders and White Rose Scheme of work</i>	White Rose Maths Number: Decimals (cont. from before half term) Number: Negative Numbers Measurement: Converting Units Measurement: Volume <i>See Maths Progression Ladders and White Rose Scheme of work</i>	White Rose Maths Themed Projects Consolidation Problem Solving <i>See Maths Progression Ladders and White Rose Scheme of work</i>
Class Novels	See reading spine for Year 1	See reading spine for Year 2	The Magic Faraway Tree Home (picture book)	Journey to Jo'burg Deep in the Green Wood (poetry) Voices in the Park	Tom's Midnight Garden The Magic Box (poetry)	Kensuke's Kingdom by Michael Morpurgo

<p>English Talk for Writing</p> <p>Poetry</p>	<p>'The Boy and the Rainbow' Portal Story Fiction Talk for Writing Unit Settings Toolkit</p> <p>'Animal Shape Poetry' Poetry linked to work in science on animal groups</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>	<p>'The Light House Keeper's Lunch' Fiction Talk for Writing Unit Dialogue Toolkit</p> <p>"Sound Sandwich Poems" (rhyming poetry linked to work in science on living things)</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>	<p>'A Character Change Story' Fiction Talk for Writing Unit Characterisation Toolkit</p> <p>'Calligram Poetry' Poetry work linked to work in History on the Egyptians</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>	<p>'A Wishing Story' Fiction Talk for Writing Unit Description Toolkit</p> <p>'Haiku Poetry' linked to work in Geography on Kenya</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>	<p>'A Portal Story' Fiction Talk for Writing Unit Action Toolkit</p> <p>'Sonnets' (poetry)</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>	<p>Kensuke's Kingdom by Michael Morpurgo Fiction/Non-Fiction Writing Formal/Informal Writing linked to the novel</p> <p>'Finding a Voice' Poems that raise issues</p> <p><i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i></p>
<p>Science</p>	<p>'Animals including Humans' Identify, describe and compare common animals, including fish, reptiles, birds and mammals. Identify and name animals that are carnivores, herbivores and omnivores. Describe and compare the structure of common animals - fish, amphibians, reptiles, birds and mammals, including pets. (See statutory requirements) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic</p> <p><i>See Scientific Key Knowledge and working scientifically Progression Ladders</i></p>	<p>'Living Things and Their Habitats' continued Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend upon each other and identify and name a variety of plants and animals in their habitats, including micro-habitats. (See statutory requirements)</p> <p>'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic</p> <p><i>See Scientific Key Knowledge and working scientifically Progression Ladders</i></p>	<p>'Forces and Magnets' Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other depending on which poles are facing. (See statutory requirements) 'Working Scientifically' 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></p>	<p>Animals including Humans Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. (See statutory requirements)</p> <p>Link to work in Geography on Kenya</p> <p>'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic</p> <p><i>See Scientific Key Knowledge and working scientifically Progression Ladders</i></p>	<p>No Topic</p>	<p>'Electricity' (Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram. (See statutory requirements) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic See Progression Ladders for Scientific Key Knowledge and Working Scientifically</p>

Computing See Teach Computing	Introduction/Programming animations (1.3b) <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	An introduction to quizzes (2.3b) <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	Events and Actions (3.3b) <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	Repetition in games (4.3b) <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	Selection in quizzes (5.3b) <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	Sensing (6.3b) <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
PE See 'Get Set for Education'	'Striking and Fielding' 'Team Building'	'Striking and Fielding' 'Team Building'	'Cricket' 'Athletics'	'Cricket' 'Athletics'	'Cricket' 'Rounders' or 'Swimming'	'Cricket' OAA 'Rounders' or Swimming
History	"Nurturing Nurses" Florence Nightingale, Mary Seacole and the modern NHS (The lives of significant individuals from the past who have contributed to national/international achievements. Compare aspects of life in different periods). <i>See history progression ladders for skills and key knowledge to be taught</i>	'Grace Darling' The life of a significant individual 'Sir William Hillary and the founding of the RNLI' The live of significant people who have contributed to national and international achievements. <i>See history progression ladders for skills and key knowledge to be taught</i>	'Ancient Egyptians' (the achievement of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt) <i>See history progression ladders for skills and key knowledge to be taught</i>	No topic this half term	No topic this half term	No topic this half term
Geography	No topic this half term	No topic this half term	No topic this half term	'Kenya' A Developing Country in the Continent of Africa <i>See geography progression ladders for skills and key knowledge to be taught</i>	'Volcanoes, including the eruption of Mount Vesuvius' <i>See geography progression ladders for skills and key knowledge to be taught</i>	'A Study of Russia' <i>See geography progression ladders for skills and key knowledge to be taught</i>

Design Technology	No topic this half term	'The Lighthouse Keeper's Lunch Hand Puppets' Focus: Textiles <i>See DT progression ladders for key knowledge and skills to be taught</i>	'Egyptian Storyboard' Focus: Mechanical systems, levers and linkages <i>See DT progression ladders for key knowledge and skills to be taught</i>	'African Fruit Sundae' Focus: Cooking and Nutrition <i>See DT progression ladders for key knowledge and skills to be taught</i>	'Savoury Food – Pastry' Focus: Cooking and Nutrition <i>See DT progression ladders for key knowledge and skills to be taught</i>	'Controllable Toy Vehicles' Focus: Mechanical and Electrical systems, including programming <i>See DT progression ladders for key knowledge and skills to be taught</i>
Art	'Clay Animal Sculptures' Study artist (Shape, form and space) <i>See Art progression ladders for key knowledge and skills to be taught</i>	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
Music Charanga (online resource)	'Reflect, Rewind and Replay' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Reflect, Rewind and Replay' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Reflect, Rewind and Replay' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Reflect, Rewind and Replay' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Reflect, Rewind and Replay' Songs for end of year production <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Reflect, Rewind and Replay' Songs for end of year production <i>See Music progression ladders for key knowledge and skills to be taught</i>
Languages (French)	N/A at KS1		'Ice-Creams' <i>See MFL progression ladders for knowledge and skills to be taught</i>	'In the Classroom' <i>See MFL progression ladders for knowledge and skills to be taught</i>	No topic this half term	No topic this half term