

**The Priory Long Term Plan – Summer Half Term 1**

<b>Subject:</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Religious Education</b>  See 'Come and See' folders 4 weeks per topic	<b>'Holidays &amp; Holy days'</b> Pentecost: feast of the Holy Spirit  <b>'Islam'</b> (1 week - see 'Come and See')  <b>'Being sorry'</b> God helps us to choose well - the Sacrament of Reconciliation (continued after half term)	<b>'Spread the word' -</b> Pentecost a time to spread the Good News  <b>'Islam'</b> (1 week - see 'Come and See')  <b>'Rules'</b> Reasons for rules in the Christian family Sacrament of Reconciliation (continued after half term)	<b>'Energy'</b> <i>Gifts of the Holy Spirit</i>  <b>'Islam'</b> (1 week - see 'Come and See')  <b>'Choices'</b> <i>The importance of examination of conscience</i> <i>Sacrament of Reconciliation</i> (continued after half term)	<b>Branch 5</b> <b>To the Ends of the Earth</b>	<b>Branch 5</b> <b>To the Ends of the Earth</b>	<b>'Witnesses'</b> <i>The Holy Spirit enables people to become witnesses</i>  <b>'Islam'</b> (1 week - see 'Come and See')  <b>'Healing'</b> <i>Sacrament of the Sick</i> (continued after half term)
<b>Catholic Social Teaching</b>	Theme 7 <b>Stewardship</b> (Learning from God's creation and making good choices)	Theme 7 <b>Stewardship</b> (Caring for God's creation and celebrating harvest)	Theme 7 <b>Stewardship</b> (Christians will be held responsible by God for how they've tried to protect the environment)	Theme 7 <b>Stewardship</b> (There are enough world resources for everybody's needs but not everybody's greed.)	Theme 7 <b>Stewardship</b> (Describing how we can be stewards of God's world)	Theme 7 <b>Stewardship</b> (Describing how God can be seen in creation)
<b>RSHE Ten Ten</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 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (see Ten Ten Resources for KS1 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (see Ten Ten Resources for KS1 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (see Ten Ten Resources for lower KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (see Ten Ten Resources for upper KS2 and RSE Progression Documents)	<b>Module 2: Created to Love Others</b>  <b>Unit 3: Life Online</b> <b>Unit 4: Keeping Safe</b>  (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>'Hoax Calling'</b> (Fire Safety Module 5-8)	<b>'Petty Arson'</b> (Fire Safety Module 5-8)  <b>'Helping Someone in Need'</b> (Being Responsible Module 5-8)	<b>'Texting whilst Driving'</b> (Fire Safety Module 5-8)  <b>'Body Language'</b> (Relationships Module 5-8)	<b>'First Aid Year 4'</b> (First Aid Module 8-11)	<b>'First Aid Year 5'</b> (First Aid Module 8-11)	<b>'First Aid Year 6 Part 1 and 2'</b> (First Aid Module 8-11)
School Learning Characteristic	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection
British Value Focus:	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups	<b>Mutual Respect and Tolerance</b> of those from different ethnic groups
Protected Characteristic Focus:	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering etc.	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering etc.	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering etc.	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering etc.	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering etc.	<b>Equalities: Sexuality</b> Different types of families, marital status, separation/divorce, adoption, fostering
Maths	<b>White Rose Maths</b> Number: Multiplication and Division Number: Fractions Geometry: Position and Direction  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Fractions Measurement: Time  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Fractions B Measurement: Money Measurement: Time  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Number: Decimals B Measurement: Money Measurement: Time  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Geometry: Shape Geometry: Position and Direction Number: Decimals (continued after half term)  <i>See Maths Progression Ladders and White Rose Scheme of work</i>	<b>White Rose Maths</b> Geometry: Shape Geometry: Position and Direction  <i>See Maths Progression Ladders and White Rose Scheme of work</i>
Talk for Writing Units  Poetry	<b>'The Polar Bear Son'</b> Wishing Story Fiction Talk for Writing Unit Opening/Ending Toolkit	<b>'Rainbow Bear'</b> Wishing Story Talk for Writing Unit Description Toolkit	<b>'A Warning Story'</b> Fiction Talk for Writing Unit Suspense Toolkit	<b>'A Character Change Story'</b> Fiction Talk for Writing Unit Characterisation Toolkit	<b>'A Wishing Story'</b> Fiction Talk for Writing Unit Dialogue Toolkit	<b>'A Warning Story'</b> Fiction Talk for Writing Unit Dialogue Toolkit

	<b>'Instructions'</b> Non-Fiction Talk for Writing Unit <b>Instructions Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'A Personal Recount'</b> Non-Fiction Talk for Writing Unit <b>Recount Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Recount'</b> Non-Fiction Talk for Writing Unit <b>Recounts Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Instructions'</b> Non-Fiction Talk for Writing Unit <b>Instructions Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Discussion'</b> Non-Fiction Talk for Writing Unit <b>Discussion Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>	<b>'Argument and Discussion Texts'</b> Formal Writing Unit <b>Discussion Toolkit</b>  <i>See Reading, Writing and Spoken Language Progression Ladders for key knowledge/skills to be taught</i>
Class Novels	See Reading Spine for Year 1	See Reading Spine for Year 2	A Child's Introduction to Egyptology (Non-fiction)	Seeds of Change (Non-fiction)	The Firework Maker's Daughter by Philip Pullman	Refugee by Alan Gratz
Science	<b>'Spring to Summer' Seasonal Changes</b> Observe changes across the seasons. Observe and describe weather associated with the seasons and how day length varies. How plants vary according to seasons. (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>'Living Things and Their Habitats'</b> 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 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 they need light in order to see things and that dark is the absence of light. Notice that light is reflected from sources. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. (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>'States of Matter'</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure/research temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (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>'Animals Including Humans'</b> Describe the changes as humans develop to old age. Could research gestation periods of other animals and compare with humans - length/mass. (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
Computing  See Teach Computing	<b>Digital writing (1.3a)</b>  <i>See Computing Key Knowledge Progression Ladders</i>	<b>Making music (2.3a)</b>  <i>See Computing Key Knowledge Progression Ladders</i>	<b>Desktop publishing (3.3a)</b>  <i>See Computing Key Knowledge Progression Ladders</i>	<b>Photo editing (4.3a)</b>  <i>See Computing Key Knowledge Progression Ladders</i>	<b>Vector drawing (5.3a)</b>  <i>See Computing Key Knowledge Progression Ladders</i>	<b>3D modelling (6.3a)</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	Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Each week half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve
PE See 'Get Set for Education'	'Athletics'  'Net and Wall Games'	'Athletics'  'Net and Wall Games'	'Tennis'  'Swimming'	'Swimming'  'Tennis'	'Badminton'  'Athletics'	'Badminton'  'Athletics'
History	No topic this half term	No topic this half term	No topic this half term	<b>'The Legacy of Greek Culture'</b> A study of an aspect/theme in British History that extends chronological knowledge beyond 1066 (the legacy of Greek art, architecture or literature) on later periods in British history, including the present day  <i>See history progression ladders for skills and key knowledge to be taught</i>	<b>'The Early Islamic Civilization'</b> A non-European society that provides contrasts with British History - including a study of Baghdad c. AD 900  <i>See history progression ladders for skills and key knowledge to be taught</i>	No topic this half term
Geography	<b>'The Wonderful Weather: Hot and Cold Places'</b> Look at and compare the Arctic and a place in Africa  <i>See geography progression ladders for skills and key knowledge to be taught</i>	<b>'Australia in the Continent of Australasia'</b> (Name and locate the world's seven continents and 5 oceans)  <i>See geography progression ladders for skills/key knowledge to be taught</i>	<b>A Study of the UK</b> (Name and locate counties and cities of the UK; geographical regions and their human/physical characteristics; key topographical features and land-use patterns; change over time.)  <i>See geography 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
Design Technology	<b>'Moving Pictures'</b> Mechanical sliders - can you use flaps, levers and sliders within a picture? Link to work in Literacy on stories from	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

	different cultures or geography <i>See DT progression ladders for skills and key knowledge to be taught</i>					
Art	No topic this half term	Craft Maker and Designer Making Fabric Prints like a designer - Aboriginal Patterns <i>See Art progression ladders for key knowledge and skills to be taught</i>	3D Models - Famous Landmarks in the UK (Linked to work in Geography) <i>See Art progression ladders for skills and key knowledge to be taught</i>	'Ancient Greek Theatre Masks' 3D masks combining different materials. <i>See Art progression ladders for skills and key knowledge to be taught</i>	'Islamic Prayer Mats' Printing Patterns and Designs <i>See Art progression ladders for skills and key knowledge to be taught</i>	No topic this half term
Music Charanga (online resource)	'Your Imagination' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Friendship Song' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Bringing Us Together' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Blackbird' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Dancing in the Street' <i>See Music progression ladders for key knowledge and skills to be taught</i>	'Music and Me' <i>See Music progression ladders for key knowledge and skills to be taught</i>
Languages (French) See 'Language Angels'	N/A at KS1		Fruit <i>See MFL progression ladders for key knowledge/skills to be taught</i>	My Family <i>See MFL progression ladders for key knowledge/skills to be taught</i>	Habitats <i>See MFL progression ladders for key knowledge/skills to be taught</i>	Me in the World <i>See MFL progression ladders for key knowledge/skills to be taught</i>