

The Priory Long Term Plan - Advent Half Term One

Subject:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religious Education RED	Branch 1 'Creation and Covenant' (Nottingham Diocese Planning and Resources) Judaism (Come and See Planning and Resources)	Branch 1 'Creation and Covenant' (Nottingham Diocese Planning and Resources) Judaism (Come and See Planning and Resources)	Branch 1 'Creation and Covenant' (Nottingham Diocese / Magister Planning and Resources) Judaism (Come and See Planning and Resources)	Branch 1 'Creation and Covenant' (Nottingham Diocese / Magister Planning and Resources) Judaism (Come and See Planning and Resources)	Branch 1 'Creation and Covenant' (Nottingham Diocese / Magister Planning and Resources) Judaism (Come and See Planning and Resources)	Branch 1 'Creation and Covenant' (Nottingham Diocese / Magister Planning and Resources) Judaism (Come and See Planning and Resources)
Gospel Value	Kindness	Kindness	Kindness	Kindness	Kindness	Kindness
RSE 'Ten Ten' <i>See RSE curriculum map / RSE progression documents / Ten Ten online</i>	Module 1: Created and Loved by God Unit 1: Religious Understanding- lesson 1 Module 2: Created to Love Others Unit 1: Religious Understanding- lesson 1	Module 1: Created and Loved by God Unit 1: Religious Understanding- Lesson 1 Module 1: Created and Loved by God Unit 2: Me, My Body, My Health - lessons 1-4	Module 1: Created and Loved by God Unit 1: Religious Understanding - lessons 1 and 2	Module 1: Created and Loved by God Unit 1: Religious Understanding - lesson1 Module 1: Created and Loved by God Unit 2: Me, My Body, My Health - lessons 1 and 2	Module 1: Created and Loved by God Unit 1: Religious Understanding - lesson 1 Module 1: Created and Loved by God Unit 2: Me, My Body, My Health - lessons 1-4	Module 1: Created and Loved by God Unit 1: Religious Understanding - lesson 1 Module 1: Created and Loved by God Unit 3: Emotional Wellbeing - lessons 1-4
PSHE <i>See One Decision online resource / PSHE progression documents</i>	'Rule of Law' (A World Without Judgement Module 5-8) 'Road Safety' (Keeping/Staying Safe Module 5-8)	'Tying Shoelaces' (Keeping/Staying Safe Module 5-8) 'Anger' (Feelings and Emotions Module 5-8)	'Staying Safe' (Keeping/Staying Safe Module 5-8) 'Learning out of Window' (Keeping/Staying Safe Module 5-8)	'Cycle Safety' (Keeping/Staying Safe Module 8-11) 'Jealousy' (Feelings and Emotions Module 8-11)	'Water Safety' (Keeping/Staying Safe Module 8-11) 'Anger' (Feelings and Emotions Module 8-11)	'Worry' (Feelings and Emotions Module 8-11) Bikeability Course (Staying Safe)
Whole School Learning Characteristic	Working Together	Working Together	Working Together	Working Together	Working Together	Working Together
British Value Focus	The Rule of Law (see Y1 books)	The Rule of Law (see Y2 books)	The Rule of Law (see Y3 books)	The Rule of Law (see Y4 books)	The Rule of Law (see Y5 books)	The Rule of Law (see Y6 books)

Protected Characteristic Focus	Race and respecting those with EAL (see Y1 books)	Race and respecting those with EAL (see Y2 books)	Race and respecting those with EAL (see Y3 books)	Race and respecting those with EAL (see Y4 books)	Race and respecting those with EAL (see Y5 books)	Race and respecting those with EAL (see Y6 books)
Maths <i>See Maths progression documents / White Rose scheme of work</i>	White Rose Number: Place Value within 10 Number: Addition and Subtraction within 10	White Rose Number: Place Value within 100 Number: Addition and Subtraction	White Rose Number: Place Value within 1,000 Number: Addition and Subtraction	White Rose Number: Place Value Number: Addition and Subtraction	White Rose Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division A	White Rose Number: Place Value Number: Addition, Subtraction, Multiplication and Division
English 'Talk for Writing' <i>See Reading, Writing and Spoken Language progression documents for key knowledge/skills to be taught</i>	Foundational Skills for Writing Focus on correct letter formation, pencil grip, posture and writing dictated sentences 'Recounts' Non-Fiction Talk for Writing Unit Linked to a personal experience. Recounts Toolkit 'Using the Senses' List Poems	'Fruit Poetry' Concrete and Shape Poems Recite poems/write poems 'Instructions' Non-Fiction Talk for Writing Unit Instructions Toolkit 'Paddington Bear' Journey Story Fiction Talk for Writing Unit Action Toolkit	A Wishing Story Fiction Talk for Writing Unit Description Toolkit 'Persuasive Adverts' Non-Fiction Talk for Writing Unit Persuasion Toolkit	A Portal Story Fiction Talk for Writing Unit Setting toolkit 'Information Texts' Non-Fiction Talk for Writing Unit. Information Toolkit	A Journey/Quest Story Fiction Talk for Writing Unit Description Toolkit Persuasive Writing Non-Fiction Talk for Writing Unit Persuasion Toolkit	Overcoming a Monster Story Fiction Talk for Writing Unit Suspense Toolkit 'Recount - Biography' Non-Fiction Talk for Writing Unit Recounts Toolkit
Short Text	<i>N/A</i>	<i>N/A</i>	'A Series of Unfortunate Events' (fiction) 'Louis Braille' (non-fiction) What I Learned at School (poetry) 'Great Barrier Reef' (non-fiction) 'La Lunar' (visual)	'Heading Down' (fiction) 'Anatomy of a 'Honeybee' (non-fiction) 'Chocolate Cake' (poetry) 'Little Mermaid Disney' (Lyrics)	'The Wizard of Oz - Silver Shoes with Pointed Toes' (fiction) 'Resistance' (non-fiction) 'The creature' (fiction) 'Lionel Messi' (non-fiction) 'Eye of the Storm' (film) 'The Listeners' (poetry)	'Harry Potter and the Philosopher's Stone (fiction extract) 'Matilda' (fiction) '10 th Century Baghdad' (non-fiction) 'The Raven' (poetry)
Class Novels	<i>See reading spine for Y1</i>	<i>See reading spine for Y2</i>	The Puffin Book of Utterly Brilliant Poems	George's Marvellous Medicine	Hidden Figures By Margo Lee Shetterly	Great Britons: 50 Amazing People Who Have Called Britain Home and Survivors

Science <i>See Science Key Knowledge / Working Scientifically progression documents and the Science medium term plans</i>	'Animals including Humans' Humans only this half term. Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense; explore each of the 5 senses. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic	'Animals, including Humans' Humans only this half term. Notice that animals, including humans, have offspring which grow into adults, find out about and describe the basic needs of animals, including humans, for survival (water, food and air) and describe the importance for humans of exercise, eating the right types of food, and hygiene. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic	'Animals, including Humans' Identify that animal, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscle for support, protection and movement. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic	'Living Things and Their Habitats' Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify, and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic	'Forces' Explain that unsupported objects fall to the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic	'Animals, including Humans' Identify and name the main parts of the Circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. (See statutory guidance) 'Working Scientifically' Specific skills are developed throughout all lessons and one full investigation is written up per topic
Computing <i>See 'Teach Computing' scheme of work / Computing Progression documents</i>	Technology around us (1.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	IT around us (2.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Connecting computers (3.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	The Internet (4.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Sharing Information (5.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve	Communication (6.1a) Each half term digital literacy and esafety is also taught using Education for a connected world - project evolve
PE <i>See 'Get Set for Education' online</i>	'Fundamentals' 'Ball Skills'	'Fundamentals' 'Ball Skills'	Swimming (3 weeks) / 'Fundamentals' Y3/4 Hockey	Swimming (3 weeks) / 'Fundamentals' Y3/4 Hockey	Swimming (3 weeks) / Football Hockey	Swimming (3 weeks) / Football Hockey
History <i>See History Key Knowledge and Skills progression documents and the History medium term plans</i>	'Our School and its Local Community' (Significant historical events, people and places in their own locality)	No topic this half term	No topic this half term	'The City of Nottingham' (A study over time of how several aspects of national history are reflected in the local area of Nottingham)	'The Roman Empire and its Impact on Britain'	'The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor'

Geography <i>See Geography Key Knowledge and Skills progression documents and the geography medium term plans</i>	No topic this half term	'Our Wonderful World' An overview of the name and location of the world's seven continents and the 5 oceans. A study of a small town in a contrasting non-European country - Peru, South America - and compare it to a small town of the United Kingdom - Eastwood.	'The Local Area of Eastwood'	No topic this half term	No topic this half term	No topic this half term
Design Technology <i>See DT Key Knowledge and Skills progression documents and the DT medium term plans</i>	No topic this half term	'Healthy Fruit Salad' (Cooking and Nutrition)	'Healthy Cereal Bars' (Cooking and Nutrition)	No topic this half term	No topic this half term	No topic this half term
Art and Design <i>See Art Key Knowledge and Skills progression documents and the Art medium term plans</i>	'Self-Portraits' (Drawing and painting)	No topic this half term	No topic this half term	'Nottingham Lace Inspired Motifs and Printing' (Drawing, textiles and printing)	'Ceramic Roman Mosaics' (Craft and design / sculpture)	'Viking Longboats' (Drawing and Sculpture)
Music <i>See Charanga online schemes of work / Music progression documents</i>	'Hey You!'	'Hands, Feet, Heart'	'Let Your Spirit Fly'	'Mamma Mia'	'Livin' on A Prayer'	'Happy'
Modern Foreign Languages	N/A at KS1		Phonetics 1 I'm Learning French	Phonetics 2 Seasons	Phonetics 3 Classroom Commands	Phonetics 4 Classroom Commands

French See 'Language Angels' scheme of work / MFL progression documents				Do You Have a Pet?	Traditions and Celebrations
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