

## HLA Whole School Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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### Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<p><b>All About Me</b> My family, my school, my environment, the people around me, people who help us.</p>	<p><b>Transport: Past and Present</b> Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.</p>	<p><b>Space</b> Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station</p>	<p><b>Growing and Changing</b> Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.</p>	<p><b>Kings and Queens</b> Our King, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past</p>	<p><b>Stories from the Past</b> Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends</p>
<b>Communication and Language</b>	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during</p>	<p>Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases,</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use</p>	<p>Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes.</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and</p>

	<p>independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.</p>	<p>Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>	<p>experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>
<p><b>Personal, Social and Emotional</b></p>	<p><b>Jigsaw – Being Me in My World</b>          Talking about themselves          All about me          Learn school and class rules          Building relationships with adults and peers</p>	<p><b>Jigsaw – Celebrating Difference</b>          Looking at similarities and differences between ourselves          Making choices in their learning          Building positive relationships          Turn taking games</p>	<p><b>Jigsaw – Dreams and Goals</b>          Building positive relationships          Turn taking games          Building confidence          Children to talk about what they want to do when they get older          Set their own goals/targets</p>	<p><b>Jigsaw – Healthy Me</b>          Building positive relationships          Turn taking games          Building confidence          Developing independence          Making choices in their learning          Healthy eating          Healthy choices          Using manners</p>	<p><b>Jigsaw – Relationships</b>          Building positive relationships          Self-esteem/relationship          Turn taking games          Building confidence          Developing independence          Making choices in their learning</p>	<p><b>Jigsaw – Changing Me</b>          Building positive relationships          Self-esteem/relationship          Turn taking games          Building confidence          Developing independence          Making choices in their learning          Managing transition          Look at what we've done this year</p>

	<p>Daily opportunities to develop control of their behaviour</p> <p>Turn taking games</p> <p>Learning school routines</p> <p>Making choices in their learning</p> <p>Using manners</p> <p>What makes a good friend?</p> <p>How to handle challenges</p> <p>Tidying up</p>	<p>Celebrating – Diwali/Christmas</p> <p>Building confidence</p> <p>Labelling emotions</p> <p>Talking about how we express emotions</p> <p>Body language</p> <p>Using manners</p> <p>How to be a good friend</p> <p>How to be resilient</p> <p>Tidying up</p>	<p>Share their dreams</p> <p>Developing independence</p> <p>Making choices in their learning</p> <p>Look at how we can resolve conflicts.</p> <p>Using manners</p> <p>Celebrating – Chinese New Year</p> <p>How to be resilient</p> <p>Tidying up</p>	<p>Celebrating – Eid</p> <p>Resolving conflicts</p> <p>How to help others</p> <p>How to persevere</p> <p>Tidying up</p>	<p>Celebrating – King’s Coronation</p> <p>How to look after other people</p> <p>How to care for animals/environment</p> <p>How to bound back after difficulties</p> <p>Tidying up</p>	<p>Winning and losing – Sports Day</p> <p>Tidying up</p>
<b>Physical</b>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p> <p>Doing up zips</p>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p> <p>Doing up buttons</p>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p>	<p><b>Fine Motor</b></p> <p>Threading</p> <p>Cutting</p> <p>Weaving</p> <p>Playdough</p> <p>Using tweezers</p> <p>Drawing lines/circles</p> <p>Pencil grip</p> <p>Letter formation</p> <p>Number formation</p> <p>Using paintbrushes</p> <p>Dough disco</p> <p>Drawing Club</p> <p>Squiggle While you Wiggle</p> <p>Get Squiggling</p> <p>Cutting up lunch</p>
	<p><b>Gross Motor</b></p> <p>PE lessons – First PE</p> <p>Climbing</p>	<p><b>Gross Motor</b></p> <p>PE lessons – Diwali/Gymnastics</p> <p>Climbing</p>	<p><b>Gross Motor</b></p> <p>PE lessons – Fairy Tale Dance</p> <p>Climbing</p>	<p><b>Gross Motor</b></p> <p>PE lessons - Multi-skills</p> <p>Climbing</p>	<p><b>Gross Motor</b></p> <p>PE lessons – Enjoy a ball</p> <p>Climbing</p>	<p><b>Gross Motor</b></p> <p>PE lessons – Athletics/Tennis</p> <p>Climbing</p>

	<p>Regular toileting and handwashing Running games Using chalk Throwing balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on Drinking water</p>	<p>Regular toileting and handwashing Running games Using chalk Passing balls to each other Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Drinking water Showing different emotions to music</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Dancing/Moving to music Drinking water</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up Know the importance of a healthy lifestyle Drinking water Moving like a knight/dragon</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games Drinking water Moving like minibeasts</p>	<p>Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing/Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games/Sports Day Drinking water Moving like sea creatures</p>
<b>Literacy</b>	<p>Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p>	<p>Fiction &amp; Non-fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words</p>	<p>Fiction &amp; Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of LW. Provide opportunities for emergent writing (with ongoing</p>	<p>Fiction &amp; Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots. Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases.</p>	<p>Fiction &amp; Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame,</p>	<p>Fiction &amp; Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order.</p>

	<p>Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language. Initial sounds and simple CVC words in line with LW. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>and more in line with LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with Happy Handwriting.</p>	<p>Recognise common exception words within a LW. Write simple phrases and sentences. Focus on letter formation in line with Happy Handwriting. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc</p>	<p>Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p>
<p><b>Mathematics</b></p>	<p><b>White Rose Hub – Match, Sort and Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3</b>  Counting rhymes and songs</p>	<p><b>White Rose Hub – It's Me – 1, 2, 3/Circles and Triangles/1, 2, 3, 4, 5/Shape with 4 Sides</b>  Count up to five objects</p>	<p><b>White Rose Hub – Alive in 5!/Mass and Capacity/Growing 6 7 8</b>  Count up to 8 objects Represent, order and explore numbers to 8</p>	<p><b>White Rose Hub – Length, Height and Time/Building 9 and 10/Exploring 3D Shapes</b>  Count up to 10 objects Represent,</p>	<p><b>White Rose Hub – to 20 and beyond/How many now? Manipulate, Compose and Decompose</b>  Addition and subtraction within 20 Commutativity</p>	<p><b>White Rose Hub – Sharing and Grouping/Visualise, Build and Map/Consolidation</b>  Recognise, complete and create patterns Coin recognition and values</p>

	<p>Comparing objects and sets Subitising. Ordering objects Recognise, describe, copy and extend colour and size patterns Explore zero Count and represent the numbers 1 to 3 Estimate and check by counting Recognise numbers in the environment</p>	<p>One more or one fewer Order numbers 0 – 5 Addition and subtraction within 5 Explore addition and subtraction Shape and sorting Describe position accurately Ordinal numbers</p>	<p>One more or fewer, one greater or less Addition and subtraction within 8 Explore addition as counting on and subtraction as taking away Subitising Estimate, order compare, discuss and explore capacity, weight and lengths</p>	<p>order and explore numbers to 10 One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Subitising Estimate, order compare, discuss and explore capacity, weight and lengths 3D Shapes</p>	<p>Explore addition and subtraction Compare two amounts Relationship between doubling and halving Order lengths One more one less Estimate and count Grouping and sharing</p>	<p>Explore numbers and strategies Apply number, shape and measures knowledge Count forwards and backwards</p>
<p><b>Understanding the World</b></p>	<p><b>Past and Present (History)</b> My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year –</p>	<p><b>Past and Present (History)</b> George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically</p>	<p><b>Past and Present (History)</b> What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.</p>	<p><b>Past and Present (History)</b> Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><b>Past and Present (History)</b> The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p><b>Past and Present (History)</b> Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon</p>

	<p>what will we do this year in Reception?</p>	<p>advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>				
	<p><b>People, Culture and Communities (Geography)</b> Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p>	<p><b>People, Culture and Communities (Geography)</b> Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p><b>People, Culture and Communities (Geography)</b> Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p><b>People, Culture and Communities (Geography)</b> Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p>	<p><b>People, Culture and Communities (Geography)</b> The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p><b>People, Culture and Communities (Geography)</b> Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>

	<p><b>The Natural World (Science)</b></p> <p>The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Forces: push, pull, twist</p>	<p><b>The Natural World (Science)</b></p> <p>Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p><b>The Natural World (Science)</b></p> <p>Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings</p>	<p><b>The Natural World (Science)</b></p> <p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p><b>The Natural World (Science)</b></p> <p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p><b>The Natural World (Science)</b></p> <p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>
<p><b>Expressive Arts and Design</b></p>	<p>Exploring colour. Painting with primary colours.</p>	<p>Colour and the seasons. Exploring which colours show us different</p>	<p>Exploring line. Taking a line for a walk. Creating drip paintings like</p>	<p>Exploring what we can see in the world around us. Studying how Van Gogh used</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm".</p>	<p>People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like"</p>



	<p>Mixing secondary colours.</p> <p>A study of Miro.</p> <p>Painting: portraits</p> <p>Rhythm, Pulse and Sound</p> <p>Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.</p> <p>Miro's work</p>	<p>seasons. A study of Pissarro's season paintings. Cutting: snowflake design</p> <p>Singing in a group (Christmas Performances)</p> <p>Composer: Sergei Prokofiev, Peter and the Wolf</p> <p>Pissarro's seasons paintings</p>	<p>Jackson Pollock.</p> <p>Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year</p> <p>Bloom app on iPad to create repeating patterns of music</p> <p>Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite</p> <p>Composer: Englebert Humperdinck, Hansel and Gretel</p> <p>Jackson Pollock</p>	<p>different marks to draw still life.</p> <p>Looking at Lowry and drawing our own houses and "matchstick" people.</p> <p>Using the architecture of Hundertwasser to inspire us to draw imaginary houses.</p> <p>Design: making a boat that floats and another vehicle that moves with wheels</p> <p>Create: Easter bonnets</p> <p>Playing with Sounds: Singing Games including call and response</p> <p>Lowry's houses and architecture of Hunderwasser</p>	<p>Painting real fish with ink and wax resist.</p> <p>Instrumental Activities</p> <p>Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals</p> <p>Composer: Paul Dukas, The Sorcerer's Apprentice</p> <p>Van Gogh's Sunflowers</p>	<p>people. Fashion: experimenting with fabric to design a suitable piece of sports wear</p> <p>Instrumental activities: Composition: using percussion instruments</p> <p>Composer: G.F. Handel</p> <p>Degas' Ballet Dancer</p>
<b>Enrichments Opportunities</b>	<p>Family Day</p> <p>Bring in a picture of your family</p> <p>Autumn walk</p>	<p>Bonfire food tasting</p> <p>Indian food tasting</p> <p>Making Diwali objects</p> <p>Christmas baking</p> <p>Christmas performance</p>	<p>Trip to the library</p> <p>Chinese New Year</p> <p>Food tasting</p> <p>Visit to space centre</p>	<p>Easter baking</p> <p>Visit/set up a garden centre</p>	<p>Kings and Queens dress up day</p> <p>Royal tea party</p> <p>Hatching ducks/chicks</p>	<p>Performance from Corby Cube</p> <p>Transition – Visits to school/new classroom</p>
<b>Parental Engagement</b>	<p>Home Visits</p> <p>Stay and Play sessions</p> <p>Parents Evening</p>	<p>Christmas Play</p> <p>Poppy Display</p> <p>Christmas Crafts</p> <p>Celebration</p> <p>Assembly</p>	<p>Maths Workshop</p> <p>Family Friday</p> <p>Phonics Morning</p> <p>Reading Morning</p>	<p>Parents Evening</p> <p>World Book Day</p> <p>Family Friday</p> <p>Easter Crafts</p> <p>Reading Morning</p>	<p>Family Friday</p> <p>Reading Morning</p> <p>Reader of the week bag</p> <p>WOW Moments</p> <p>Phonics Morning</p>	<p>Sports Day</p> <p>Family Friday</p> <p>Reading Morning</p> <p>Reader of the week bag</p> <p>WOW Moments</p>

	Phonics/reading workshop WOW Moments	Reader of the week bag WOW Moments	Reader of the week bag WOW Moments	Reader of the week bag WOW Moments		
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HLA Year 1 LTP						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	The Gruffalo and We're going on a Bear Hunt (to orally rehearse a story and to describe)	Instructions (to explain) Traditional Tales (to retell a story)	The Storm Whale and The Storm Whale in Winter (to retell a story) Wild Animals and Their Needs (to describe)	Ning Nang Nong (to perform) Shakespeare The Tempest (to describe and perform)	The Last Stop of Market Street (to describe) Taking Care of the Earth (to inform)	'One Day on Our Blue Planet – Savannah' (to tell a story) The Royal Family (to recount) Seasons and Weather (to describe)
<b>Maths</b>	Place Value (within 10) Addition and Subtraction (within 10)	Addition & Subtraction (within 10) Shape Place Value (within 20)	Number and Place Value (within 20) Addition and Subtraction (within 50) (Multiples 2, 5 & 10)	Place Value (within 50) Length and height Weight and volume	Place Value (within 50) Length and height Weight and volume	Multiplication and division Fractions Position and direction
<b>Science</b>	The Human Body	Animals and Needs	Seasons and weather	Taking Care of the Earth	Plants	Materials and Magnets
<b>Computing</b>	Pictograms	Computer systems and networks	Lego builder Maze Explorers	Animated Stories	Coding	Spreadsheets, Technology Outside School, Online Safety.
<b>Art &amp; Design</b>	Colour	Line	Architecture	Style in Art/Narrative Art	Paintings of Children	Sculpture
<b>Design &amp; Technology</b>	Cooking- Dips and Vegetables	Cooking- Jam Tarts & Mince Pies	Sew - Animal Sock Puppets		Build - Vehicles	
<b>Geography</b>	Spatial Sense		The UK		The Seven Continents	

<b>History</b>		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
<b>Music</b>	Hey You!	Christmas Performance	In the Groove	Round and Round	Your Imagination	Reflect, rewind and replay
<b>PE</b>	OAA Football	Gymnastics Multi-skills	Ball Games Dance	Yoga Multi Skills	Ball Skills Athletics	Ball Skills Kiwk Cricket
<b>RE</b>	Christianity – Does God want Christians to look after the world?	Christianity - What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?	Christianity - Was it always easy for Jesus to show friendship?	Christianity - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism - Is Shabbat important to Jewish children?	Judaism - Does celebrating Chanukah make Jewish children feel closer to God?
<b>PSHE</b>	Being in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Enrichment Trips &amp; Visitors</b>	<b>Local geographical walk</b>	<b>Hamerton Zoo</b>	<b>Local seasonal walk</b>	<b>Rockingham Castle</b>	<b>Local garden centre visitor</b>	<b>Sculpture walk at East Carlton Country Park</b>

## HLA Year 2 LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p>Fiction The Little Boat (visual literacy)</p> <p>Non-Fiction What are the five senses? Who was Helen Keller?</p>	<p>Fiction The building boy</p> <p>Non-fiction Who was Kandinsky?</p>	<p>Fiction Traditional Tale</p> <p>Non-fiction How did the Roman's change Britain</p>	<p>Poetry The sound collector</p> <p>Shakespeare: Twelfth night</p>	<p>Fiction The owl who was afraid of the dark</p> <p>Non-fiction How do plants grow?</p>	<p>Fiction Malala's magic pencil</p> <p>Non-fiction To compare Norway and corby</p>
<b>Maths</b>	<p>Place Value Addition and Subtraction</p>	<p>Addition and Subtraction</p> <p>Money Multiplication and Division</p>	<p>Multiplication &amp; Division</p> <p>Money Statistics</p>	<p>Properties of Shape Fractions</p>	<p>Length and height Position &amp; direction Time</p>	<p>Time Mass, Capacity Temperature</p>
<b>Science</b>	<p>The Human Body</p>	<p>Living things and their Environment</p>	<p>Electricity</p>	<p>Plants</p>	<p>Materials and Matter</p>	<p>Astronomy</p>
<b>Computing</b>	<p>Data and information- pictograms</p>	<p>Computer systems and networks</p>	<p>Prog A - robot algorithms</p>	<p>IT making music DL online safety</p>	<p>CS coding</p>	<p>IT (Art)creating pictures</p>
<b>Art &amp; Design</b>	<p>Line</p>	<p>Colour and Shape</p>	<p>Portraits and Self-Portraits</p>	<p>Landscape and Symmetry</p>	<p>History Painting</p>	<p>Murals and Tapestries</p>
<b>Design &amp; Technology</b>	<p>Cook- pizza and gingerbread</p>		<p>Sew-pencil cases</p>		<p>Build-moving Pictures</p>	
<b>Geography</b>	<p>Spatial Sense</p>		<p>The British Isles</p>		<p>Northern Europe</p>	

## HLA Year 2 LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>History</b>		Y1 Discovering History		The Romans in Britain		The Tudors
<b>Music</b>	Hands, feet, heart	Ho, ho, ho!	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay
<b>PE</b>	OAA Football	Gymnastics Fitness	Ball Games Dance	Dance Indoor Athletics	Yoga Athletics	Tennis Kwik Cricket
<b>RE</b>	Christianity What did Jesus teach?	Christianity Christmas	Judaism Passover	Christianity Easter	Judaism How special is the relationship Jews have with God?	Judaism Rites of passage and good works
<b>PSHE</b>	Being in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Enrichment Trips &amp; Visitors</b>	<b>Pirate visit and orienteering</b>	<b>Family picnic in the hall</b>	<b>Great fire of London workshop</b>	<b>Ice cream parlour</b>	<b>Planting/Visit to a local garden</b>	<b>Bugtopia</b>

**HLA Year 3 LTP**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>English</b>	Fiction: Lighthouse (Literacy Shed film unit) The Grand Tour of the Solar System (to Inform) Essay Geography	Fiction Peter Pan (to tell a story)  The Human Body: the digestive system (to explain) Essay Science	The Last Bear (to describe) Anglo-Saxon settlement V Modern settlements (to compare) Essay Geography	Wynken, Blynken and Nod (to analyse and perform) Shakespeare: Richard III (to analyse and discuss) Essay Science	Nordic Tales: folktales (to tell a story) Anglo-Saxon Art (to inform) Essay Geography	Charlotte's Web (to describe and tell a story) War of the Roses (to recount) Essay History
<b>Maths</b>	Place Value Addition and subtraction	Addition and subtraction Multiplication and division	Multiplication & Division Money Statistics	Length & perimeter Fractions	Fractions Money	Properties of Shape Time Statistics
<b>Science</b>	The Human Body	Cycles in Nature	Light	Plants	Rocks	Forces and Magnets
<b>Computing</b>	Touch Typing & Online Safety		Coding		Branching Databases & Graphing	
<b>Art &amp; Design</b>	Line	Still Life and Form	Art of Ancient Egypt	Anglo Saxon Art	Architecture	Modern Architecture
<b>Design &amp; Technology</b>	Sew - Key Rings/Decorations		Build - Pop-up Books		Cook - Bread and Butter	Cook- Pasta
<b>Geography</b>	Spatial Sense	Settlements	Rivers	UK Geography: The South West	Western Europe	Asia: India and China
<b>History</b>	The Stone Age & Iron Age	Ancient Egypt	The Anglo-Saxons, Scots and Vikings	The Anglo-Saxons, Scots and Vikings	Law and Power	The Wars of the Roses

<b>MFL</b>	A New Start: Getting to know you Numbers Colours	Calendar and Celebrations: Command, colours, numbers Bonfire Night colours Calendar time Christmas starry night	Animals I like and don't like: Epiphany celebrations Animals around us	Carnival colours, playground games: Carnival and playground games Easter celebrations	Breakfast, fruit nouns and a hungry giant: A hungry giant story	Going on a picnic: Where does the gingerbread man live? Going on a picnic (story)
<b>Music</b>	Let your spirit fly	Glockenspiel Stage 1	Three little birds	The dragon song	Bringing us together	Reflect, rewind and replay
<b>PE</b>	OAA Football	Gymnastics Fitness Circuits	Handball Dance	Multi-skills Dance	Swimming Athletics	Tennis Kwik Cricket
<b>RE</b>	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is 'good' about good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?
<b>PSHE</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>Enrichment Trips &amp; Visitors</b>	Flag Fen Archaeology Park - Peterborough		Nene Park River			Warwick Castle

## HLA Year 4 LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	Fiction: Dream Giver (Visual Literacy) (to describe),  Non-Fiction: Rock Cycle (to explain) ,  Essay: Geography: (to describe) How has Corby changed over time?	Fiction: The Viewer (to tell a story),  Non-Fiction: Compare Rockingham Village, Corby and London. ,  Essay: History: What led Britain to build an empire? (to discuss)	Fiction : Malamanda (to tell a story) ,  Non-Fiction: Describe common elements found in art & architecture ,  Essay: History: Why was the French Revolution an important time in History? (to discuss)	Poetry: Highwayman (to analyse and perform) ,  Shakespeare: Macbeth(Tragedy) (to analyse & to discuss),  Essay: Geography: How is Australia's physical geography different from that of the UK? (to compare)	Fiction: The Explorer ,  Non-Fiction: Biography: Katherine Johnson (to recount),  Essay: Science: How do astronomers think the universe started and what has happened since? (to inform)	Fiction: Oliver Twist PKC,  Non-Fiction: Local Study: Write a letter to a local councillor explaining an issue in the local area that you are concerned about. (To Persuade)
<b>Maths</b>	Number and place value Addition and subtraction	Addition & Subtraction Length & Perimeter Multiplication and division	Multiplication and division Area Fractions	Fractions Decimals	Decimals Money Time Statistics	Statistics Properties of shape Position and direction
<b>Science</b>	<b>The Human Body</b>	<b>Classification of plants and animals</b>	<b>Ecology</b>	<b>Sound</b>	<b>States of matter and the water cycle</b>	<b>Electricity</b>
<b>Computing</b>	Making Music	Spreadsheets	Animation	Coding	Computer Programming Repetition in Games	Effective searching Hardware investigation
<b>Art &amp; Design</b>	<b>Light</b>	<b>Space</b>	<b>Design</b>	<b>Monuments of Ancient Rome</b>	<b>Monuments of the Byzantine Empire</b>	<b>Embroidery, Needlework and weaving</b>
<b>Design &amp; Technology</b>	Sew - Cushions		Build – Moving Miniature Playgrounds		Cook – Ratatouille and Couscous	
<b>Geography</b>	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland UK	UK Geography: London and the Southeast	Asia- Japan



<b>History</b>	The Anglo-Saxons, Scots and Vikings		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
<b>MFL</b>	Welcome to super school learners	My local area, your local area	Family tree and faces	Celebrating carnival Body Parts	Feeling unwell Jungle animals	Summertime
<b>Music</b>	Mama Mia!	Glockenspiel Stage 2	Stop! (Grime) African Drumming	Lean on Me (Gospel) African Drumming	Blackbird (The Beatles/Pop)	Reflect, Rewind and Replay (Classical)
<b>PE</b>	OAA Tag Rugby	Gymnastics Fitness Circuits	Basketball Swimming	Indoor Athletics Dance	Athletics Tennis	Golf Rounders
<b>RE</b>	Buddhism - Buddhist Teachings	Christianity - Christmas	Passover- Jews/ Buddhism - The 8-Fold Path	Christianity - Easter	Buddhism - The 8- Fold Path	Christianity - Prayer and Worship
<b>PSHE</b>	Being in my World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Enrichment Trips &amp; Visitors</b>	West Stowe – Anglo Saxon Settlement	Nene Park	Nene Park - Alternative			

HLA Year 5 LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>Fiction:</b> Eye of the storm (Visual Literacy) (to describe)</p> <p><b>Non-chronological report (Inform):</b> Silent Music</p> <p><b>Essay (Explain):</b> Geography</p>	<p><b>Fiction:</b> The Present</p> <p><b>Information text (compare):</b> Compare Rockingham village, Corby and London</p> <p><b>Instructions (explain):</b> How to separate mixtures</p> <p><b>Essay (Inform):</b> History</p>	<p><b>Fiction:</b> Treasure</p> <p><b>Recount:</b> River study trip</p> <p><b>Non-chronological report (analyse):</b> Common elements found in Islamic art and architecture</p> <p><b>Essay (Compare):</b> Science</p>	<p><b>Newspaper report (recount):</b> The Battle of Trafalgar (PKC English Unit)</p> <p><b>Shakespeare:</b> Macbeth</p> <p><b>Essay (Inform):</b> History</p>	<p><b>Fiction:</b> Eye of the Storm</p> <p><b>Biography (recount):</b> Neil Armstrong/Buzz Aldrin</p> <p><b>Essay (Inform):</b> Science</p>	<p><b>Fiction:</b> Oliver Twist</p> <p><b>Persuasive leaflet:</b> Visit a country in Western or Eastern Europe</p> <p><b>Essay (Persuade):</b> Geography</p>
<b>Maths</b>	<p>Number and place value</p> <p>Addition &amp; Subtraction</p> <p>Statistics</p>	<p>Statistics</p> <p>Multiplication &amp; Division</p> <p>Perimeter &amp; Area</p>	<p>Multiplication &amp; Division</p> <p>Fractions</p>	<p>Fractions</p> <p>Decimals &amp; Percentages</p>	<p>Decimals</p> <p>Properties of shape</p>	<p>Position &amp; Direction</p> <p>Converting Units</p> <p>Volume</p>
<b>Science</b>	The Human Body	Materials	Living Things	Forces	Astronomy	Meteorology
<b>Computing</b>	MS Word	Databases	3D Modelling	Coding	Game Creator	The internet
<b>Art &amp; Design</b>	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and Ceramics	Print Making	Take One Picture – National Gallery project or Photography
<b>Design &amp; Technology</b>		Cooking: Honey cakes and pitta bread		Bags		Cams Toys
<b>Geography</b>	Spatial Sense	Settlements	Rivers	Western Europe	Eastern Europe	Local Study
<b>History</b>	Baghdad AD900	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age

<b>MFL</b>	My School, My Subjects	Time in the City	Healthy Eating	Clothes, Colours and Fashion	Out of this World	Going to the Seaside
<b>Music</b>	Livin' on a Prayer	Classroom Jazz 1	You Make Me Feel My Love	Fresh Prince of Bell-Air	Dancing in the Street	Reflect and Rewind
<b>PE</b>	OAA Tag Rugby	Gymnastics Fitness Circuits	Multi-skills Basketball	Swimming Dance	Athletics Tennis	Golf Rounders
<b>RE</b>	How far would a Sikh go for his/her religion?	Is the Christmas Story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships e-safety	Changing me
<b>Enrichment Trips &amp; Visitors</b>			Nene River		Planetarium	Victorian House

## HLA Year 6 LTP

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	<p><b>Fiction</b> – Alma</p> <p><b>Balanced argument (persuade)</b> – xenotransplantation</p> <p><b>Essay (explain):</b> Science</p>	<p><b>Fiction</b> – Pig Heart Boy</p> <p><b>Non-chronological report (Compare):</b> Life in the Arctic and Antarctic circles</p> <p><b>Essay (Inform):</b> History</p>	<p><b>Fiction:</b> Holes</p> <p><b>Non-chronological report (Explain):</b> Animals in World War I</p> <p><b>Essay (Inform):</b> History</p>	<p><b>Poetry:</b> Martin Luther King ‘I had a dream’ speech (to analyse and perform)</p> <p><b>Shakespeare:</b> Romeo and Juliet</p> <p><b>Essay (Explain):</b> Science</p>	<p><b>Fiction:</b> Can you see me?</p> <p><b>Newspaper report (Recount):</b> Night of Broken Glass</p> <p><b>Essay (Compare and contrast):</b> Geography</p>	<p><b>Fiction:</b> Letters from the Lighthouse</p>
<b>Maths</b>	Place Value Addition, Subtraction, Multiplication and Division	Fractions Geometry	Decimals Percentages Algebra	Converting Units, Perimeter, Area and Volume Ratio	Properties of Shape Statistics	Investigations
<b>Science</b>	The Human Body	Classification of Living Things	Electricity	Light	Reproduction	Evolution
<b>Computing</b>	Digital Photography	Spreadsheets	Text Adventures	Coding	Prog A – Variables in games	Blogging Online Safety
<b>Art &amp; Design</b>	Yr 3 Line	Yr 3 Still life and Form	Victorian Art and Architecture	William Morris	Impressionism and Postimpressionism	Art in the 20 <sup>th</sup> century – Modernism and Beyond
<b>Design &amp; Technology</b>	Cooking: Meze		Electrical toys		Upcycling Fashion	
<b>Geography</b>	Spatial Sense	Yr 3 Settlements	British Geographical Issues	North American Geography	South American Geography	Africa
<b>History</b>	Yr 5 Transatlantic Slave Trade	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War
<b>MFL</b>	Everyday Life	House and Home	Playing and Enjoying Sport	This is me, hobbies and fun	Café Culture, restaurants	Performance Time

<b>Music</b>	Livin' on a Prayer	Classroom Jazz 1	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
<b>PE</b>	Swimming		Gymnastics Basketball	Indoor Athletics Dance	Athletics Tennis	Dodgeball Rounders (Top up swimming)
<b>RE</b>	Islam – What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity – Is anything ever eternal?	Christianity – Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam – Does belief in Akhirah (life after death) help Muslims lead good lives?	Islam - Does belief in Akhirah (life after death) help Muslims lead good lives?
<b>PSHE</b>	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing_Me
<b>Enrichment Trips &amp; Visitors</b>	Residential	Hazard Alley			Bletchley Park	