

## St Mary's Catholic Primary School - Long Term Plan - Year B

	Autumn Term		Spring Term		Summer Term	
Year R/1	My Family The colour Monster The Problem with Problems Emily Brown Books	Stanley's Stick Owl Babies Gruffalo Stories Stickman	Leaf Lost and Found Emperor Penguin	An English Year Naughty Bus The Queen's Handbag	What the ladybird Heard William Bees Wonderful World of Tractors	Chickens Aren't The Only Ones The Gigantic Potato Oliver's Vegetables
Year 2/3	The Write Stuff: The Owl Who Was Afraid of the Dark (Narrative)  The Write Stuff: A Crow's Tale  Whole class book: Mr Majeika by Humphrey Carpenter	My Christmas Star by The BBC   Whole class book: A Boy called Christmas by Matt Haig	The Great Fire of London by Emma Adams - Non-Fiction  Whole class book: Woof! by Alan Ahlberg	George and the Dragon by Christopher Wormell - Narrative  Whole class book: The Dragonsitter by Josh Lacey	This Is How We Do It by Matt Lamothe - Non Fiction  Whole class book: James and the Giant Peach by Roald Dahl	The Happy Prince by Jane Ray - Narrative  Whole class book: A Necklace of Raindrops (short stories) by Joan Aiken & Jan Pienkowski
Year 4/5	The Write Stuff: The Explorer (Narrative)  The Write Stuff: Should we feed animals in National Parks? (Balanced arguments)  Whole Class Book: Secret Inventor (Lucy Brandt)	The Write Stuff: The Creature (Newspaper Report)  Whole Class Book: The Explorer	The Write Stuff: Still I rise (Poetry)  Whole Class Book: The Hatmakers (Tamzin Merchant)	The Write Stuff: How a Robot Dog Works (Explanation)  Whole Class Book: Count (Melvin Burgess)	The Write Stuff: Aladdin and the enchanted lamp (Narrative)  Whole Class Book: Escape to the river sea (Emma Carroll)	The Write Stuff: Cosmic (Narrative)  Whole Class Book: The Map Makers (Tamzin Merchant)
Year 5/6	The Nowhere Emporium	The Boy at the Back of the Class	Holes		Kensuke's Kingdom	Floodland

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Science											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn Human Body Y1/Seasonal Change Y1	Spring Plants Y1 / Animals Y1	Summer Plants growth Y1/ Materials Y1	Autumn Forces and Magnets Y3/ Everyday Materials Y2	Spring Plants Y3/ Living things and their habitats Y2	Summer Animals including humans Y2/ Light Y3	Autumn Forces and Magnets Y5/ Sound Y4	Spring Classifying organisms and their habitats Y4/ States of Matter Y4	Summer Electricity Y4/ Plants and Flowers Y4	Autumn Light Y6/ Electricity Y6	Spring Properties and Changes of Materials Y5	Summer Living things and their habitats Y6/ Evolution & Inheritance Y6
<p>Naming &amp; Labelling body parts. Understanding how to stay healthy. understanding the use of the senses. Experiencing the World using the senses.</p> <p>Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies Identify and name common plants</p>	<p>Identify and name some common plants and animals in local habitats</p> <p>Identify and describe basic structure common animals Identify and name common animals Describe and compare the structure of a variety of common animals</p>	<p>Identify and name common plants Identify and describe basic structure of a flower</p> <p>Distinguish between object and material Identify and name variety of materials Describe physical properties Compare everyday materials</p>	<p>Compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play</p>	<p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Recognise that they need light in order to see</p>	<p>How magnets attract or repel each other. Compare and group some magnetic materials. Describe magnets as having 2 poles.</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act</p>	<p>Environmental changes. Habitats.</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Appliances. Circuits. Dangers. Conductors and insulators.</p> <p>Flowering plant part, requirements and functions Requirements for life and growth. Water transportation. Life cycle.</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

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			<p>whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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 on each other</p>	<p>things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p>between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>			<p>same shape as the objects that cast them</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible</p> <p>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</p>	
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History											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
What was life like for people in the past? Personal History timelines	Scott of the Antarctic	Farming in the Past	Local History- Mary Anning	Great Fire of London	Pre-historic Britain Stone Age to iron Age	North American History: Ancient Maya	Medieval Monarchs	Ancient Greece	Power, Empire and Democracy	Global History - Shang Dynasty	Crime and Punishment
Sequence events in their life. Sequence 3 or 4 artefacts from distinctively different periods of time.	Recognise difference between past and present. Know and recount episodes from stories about the past. Find answers to simple questions about the past from sources. E.g. artefacts.	Sequence 3 or 4 artefacts from distinctively different periods of time. Find answers to simple questions about the past from sources. E.g. artefacts.	Significant historical events, people and places in their own locality.  Compare pictures or photographs of people or events in their past. Changes within living memory.	Events beyond living memory that are significant nationally or globally.  The lives of significant individuals who have contributed to national and international achievements.	Changes in Britain from the Stone Age to the Iron Age.  Plot a timeline of historical events	Find out about everyday lives of people in time studied and compare with our life today. Place events from period studied on a timeline. Use a range of sources to find out about a period.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies	Compare aspects of life in different periods.	Make comparisons between different times in the past.  Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.	Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.  The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study  a non-European society that provides contrasts with British history	Compare an aspect of life with the same aspect in another period. Use a range of sources to find out about an aspect of time past.

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Geography											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Local- Here I am - Y1	Global- There you are - Y1	National- Where we are - Y1	Climates around the world- Y2	Rivers, seas & oceans - Y2	Mountains & volcanoes - Y3	Rainforests - Y4	World Trade - Y5	Earthquakes & settlements - Y4	On the move (Migration and emigration) Y6	Non-European Study- China	Improving the environment - Y6
Identifying seasonal patterns through the year. Name the four compass points. Use simple field work to study the geography of the school. Name & identify the four countries and capital cities of the UK.	Identifying seasonal patterns through the year. Understand that a world map shows all the countries of the world. Comparison with non EU country. (climate)	Identifying seasonal patterns through the year.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world. Impacts of climate change and affects it has on our planet.  Identify and locate hot and cold areas of the world in relation to the equator, north and south pole.	Identify human and physical characteristics.  Key features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time.	Describe and understand key aspects of: physical geography, including: ... mountains, volcanoes and earthquakes	Use maps, atlases, globes and digital mapping. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	Use maps, atlases, globes and digital mapping. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Physical and human geography.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Environmental regions, key physical and human characteristics, major cities and national parks.  Compare and contrast areas over time.  Comparing time zones  Understand geographical similarities and differences through the study of human and physical geography of a region in a non-European country, and a region within UK	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

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Art											
St Anthony's			St Mark's			St Francis'			St Alban's		
Collage	Printmaking	Painting	Sketchbooks	Printmaking and collage	Painting	Drawing	Drawing and printmaking	Sculpture	Design and making	Drawing, making , colour	Design and making
Drawing		3D, mark making, colour	Drawing Painting	Drawing	Printmaking and Collage  3D, architecture and digital media	Sculpture	Painting, collage/ sketchbooks		Architecture and making  (construction, mark making, paint)	(drawing, collage, sculpture)	(drawing, painting, fabric)
Portraits	Ducklings	Marbling	<b>Autumn 1:</b> Making elastic band sketchbooks	<b>Spring 1:</b> Drawing cartoon characters	<b>Summer 1:</b> Houses from around the world	<b>Autumn 1:</b> Illustrating the Jabberwocky	<b>Spring 1:</b> Dragons & Birds in Eggs / wax resist with coloured inks	<b>Summer 1:</b> Drawing nests / building nests	<b>Autumn 1:</b> Sketchbook exploration/ supersedes jewellery	<b>Spring 1:</b> Inspired by Miro: Automatic drawing, collage and sculpture	<b>Summer 1:</b> Making a festival feast/ communal picnic drawing
Family Portraits	Wax resist Autumn Leaves	Wildflower Meadow	Making boats that float	Making money!	Become an architect!	<b>Autumn 2:</b> Quick clay figurative sketches / making a pocket gallery	<b>Spring 2:</b> Drawing with scissors inspired by Matisse	<b>Summer 2:</b> Thoughtful mark making/ birds in trees	<b>Autumn 2:</b> Show me what you see / sculptures with personality	<b>Spring 2:</b> Flat yet sculptural: drawing, collage, sculpture	<b>Summer 2:</b> How does the sculpture balance?
Night time collage	Plasticine printmaking	Painting with plasticine  Newspaper heads	<b>Autumn 2:</b> Color Wheel  MiniBeasts artwork	Animal parade - making masks	<b>Summer 2:</b> Mono printing with Oil pastel and carbon copy paper  Dressing up as fossils						

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D&T											
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Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Food tech  Sewing - Christmas decoration	Mechanisms	Moving pictures	Structures  Textiles  Kite Making  Salt dough Christmas decoration	Mechanisms  Structures	Food tech	Mechanisms Wheels and axles	Textiles	Food tech	Textiles	Mechanisms	Structures
<p><b>Design</b> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b> explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> builds structures, exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>						<p><b>Design</b> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><b>Evaluate</b> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>					

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Music											
St Anthony's			St Mark's			St Francis'			St Alban's		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Charanga Year R			Charanga Year 2			Charanga Year 4			Charanga Year 5		
Me!  My stories	Everyone  Our world	Big bear fund Reflect, rewind and replay	Hands, feet, heart - South african music  Ho, Ho, Ho! - festivals and christmas	I wanna play in a band - rock  Zootime - reggae and animals	Friendship song - pop  Reflect, rewind and replay - The history of music, look back and consolidate your learning, learn some of the language of music	Mamma Mia: ABBAs music  Glockenspiel Stage 2:  Exploring and developing playing skills using the glockenspiel	Stop!  Writing lyrics linked to a theme  Lean on me  Soul/Gospel music and helping one another  *Guitar with Dorset Music*	Blackbird The Beatles, equality and civil rights Reflect, rewind and replay. The history of music, look back and consolidate your learning, learn some of the language of music.	Livin' on a prayer - Rock anthems  Classroom Jazz 1 - Jazz and improvisation	Make you feel my love - pop ballads  The Fresh prince of Bel-air - Old school hip hop	Dancing in the street - Motown  Reflect, rewind, replay!
Computing											
St Anthony's			St Mark's			St Francis'			St Alban's		
Computing Systems and Networks  Creating Media Digital Painting	Creating Media Digital Writing  Data and Information Grouping Data	Programmin g A - Moving a Robot  Programmin g B - Intro to animation	Computer Systems and Networks - Computers around us  Creating Media - Digital Photography	Creating Media - Making Music  Data and Information - Pictograms	Programming A - Robot Algorithms  Programming B - An introduction to quizzes	Computer Systems and Networks - connecting computers  Creating Media - Animation	Creating Media - Desktop Publishing  Data and Information - Branching Database	Programming A - Sequence in Music  Programming B - Events and Actions	Computer Systems and Networks - Communication  Creating Media 3D Modelling	Creating Media - Web Page Creation  Data and Information - Spreadsheets	Programming A - Variables in Games  Programming B - Sensing

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Physical Education											
St Anthony's			St Mark's			St Francis'			St Alban's		
Football / Rugby / Netball	Hockey / Gymnastic s / Dance	Athletics / Tennis / Cricket	Football / Rugby / Netball	Hockey / Gymnastics / Dance	Athletics / Tennis / Cricket	Football / Rugby / Netball	Hockey / Gymnastics / Dance	Athletics / Tennis / Cricket	Football / Rugby / Netball	Hockey / Gymnastics / Dance	Athletics / Tennis / Cricket
Modern Foreign Languages											
					Phonics lesson 1&2 Shapes Musical Instruments	Phonics lesson 1&2 Shapes Musical Instruments	Vegetables Ancient Britain	In Class Habitats	Phonics lesson 3&4 The Date My Home	Clothes The weather	Healthy Living Me in the World
PSRE											
Module 1 Unit 1: Religious Understanding Story Sessions: Handmade with Love Unit 2: Me, my body, my health Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Unit 3: Emotional well-being Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Unit 4: Life	Module 2 Unit 1: Religious Understanding Session1: Role Model Unit 2: Personal Relationships Session 1: Who's Who? Session 2: You've Got a Friend in Me Session 3: Forever Friends Unit 3: Keeping Safe Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling	Module 3 Unit 1: Religious Understandin g Session 1: God is Love Session 2: Loving God, Loving Others Unit 2: Living in the Wider World Session 1: Me, You, Us	Module 1 Unit 1: Story Sessions 1: Let the Children Come Session 1: I am Unique Session 2: Girls and Boys Session 3 & 4 (two sessions): Clean & Healthy Session 1: Feelings, Likes and Dislikes Session 2: Feeling Inside Out Session 3: Super Susie Gets Angry	Module 2 Unit 1: Session 1: God Loves You Unit 2: Session 1: Special People Session 2: Treat Others Well... Session 3: ...and Say Sorry Unit 3 Session 1: Being Safe Session 2: Good Secrets & Bad Secrets Session 3: Physical Contact Session 4: Harmful Substances Session 5: Can You Help Me?	Module 3 Unit 1 Session 1: Three in One Session 2: Who Is My Neighbour? Unit 2 Session 1: The Communities We Live In	Module 1 Unit 1 Session 1: Get Up! Session 2: The Sacraments Unit 2 Session 1: We Don't Have To Be The Same Session 2: Respecting Our Bodies Session 3 (Yr4+) What is Puberty? Session 4 (Yr4+) Changing Bodies Session 5 (Yr4+)	Module 2 Unit 1 Story Sessions: Jesus, My Friend Unit 2 Session 1: Friends, Family and Others Session 2: When Things Feel Bad Unit 3 Session 1: Sharing Online Session 2: Chatting Online Session 3: Safe in My Body Session 4: Drugs, Alcohol and Tobacco	Module 3 Unit 1 Session 1: A Community of Love Session 2: What is the Church? Unit 2 Session 1: How Do I Love Others?	Module 1 Unit 1 Story Sessions: Calming the Storm Session Unit 2 1: Gifts and Talents Session 2: Girls' Bodies Session 3: Boys' Bodies Session 4: Unit 3 Spots and Sleep Session 1: Body Image Session 2: Peculiar Feelings Session 3: Emotional Changes Session 4: Seeing Stuff	Module 2 Unit 1 Session 1: Is God Calling You? Unit 2 Session 1: Under Pressure Session 2: Do You Want a Piece of Cake? Session 3: Unit 2 Self-Talk Session 1: Sharing Isn't Always Caring Session 2: Cyberbullying Session 3: Types of Abuse Session 4: Impacted Lifestyles Session 5: Making Good Choices Session 6: Giving Assistance	Module 3 Unit 1 Session 1: The Trinity Session 2: Catholic Social Teaching Unit 2 Session 1: Reaching Out

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cycles Session 1: Growing Up	Poorly Session 4: People Who Help Us		Unit 4 Session 1: The Cycle of Life	(can be split into 2)		Discussion Groups - optional Unit 3 Session 1: What Am I Feeling? Session 2: What Am I Looking At? Session 3: I Am Thankful!	Session 5: First Aid Heroes		Online Unit 4 Session 1: Making Babies (P1) Session 2: Making Babies (Pt2) *Optional. See your Programme Coordinator Session 3: Menstruation		
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