

# Long Term Plan – Year C

Subject	Autumn 1 Once Upon a Time...	Autumn 2 Around the World in 80 Days	Spring 3 Turrets and Tiaras	Spring 4 A Toy Story	Summer 5 The Greatest Show	Summer 6 Down at the Bottom of the Garden
Science	Seasonal Changes					
	Animals, including humans	Living things and their habitats			Everyday materials and uses of everyday materials	Plants
History		Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past	Changes within living memory		Significant historical events, people and places in their own locality
Geography	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Devise a simple map and use and construct basic symbols in a key</p> <p>Use simple compass directions and locational and directional</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>			<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country</p>

	language to describe the location of features and routes on a map	Equator and North and South Poles				
<b>Art</b>	Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practises and discipline, and making links to their own work					
	Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Use a range of materials creatively to design and make products.		
<b>Design and Technology</b>	Understand where food comes from  Use the basic principles of a healthy and varied diet to prepare dishes		Textiles	Design and make a toy	Explore and use mechanisms to make a moving picture	
<b>Computing</b>	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies					

	<p>Recognise common uses of IT beyond school</p> <p>Online Safety</p>		<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>		<p>Understand what algorithms are; how they are implemented on digital devices; and that programmes execute by following precise and unambiguous instructions</p> <p>Create a debug simple programmes</p> <p>Use logical reasoning to predict the behaviour or simple programmes</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes					
<b>Music</b>		<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p>		<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p>		<p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p>

<b>PE</b>	Master basic movements including running, jumping, throwing and catching; Develop balance, agility and coordination, and begin to apply these in a range of activities; Participate in team games, developing simple tactics for attacking and defending; Perform dances using simple movement patterns					
<b>RE</b>	We follow the Derbyshire Agreed Syllabus plus Understanding Christianity. If the academic year starts on an even number, we will follow Year 1 of the cycle and if the academic year starts on an odd number, we will follow Year 2 of the cycle.					
<b>PSHE</b>	We follow the PSHE Matters Curriculum which is taught on a two year cycle. If the academic year starts on an even number, we will follow Year 1 of the cycle and if the academic year starts on an odd number, we will follow Year 2 of the cycle.					
<b>Potential Trips/Visitors into School</b>	Fairy Tale Puppet Show	Pantomime	Castle Visit	Board Games morning	Circus Skills Day	Meet the Minibeasts Tour