

Owl and Kingfisher Class long term plans

Social Communication Learners Lower KS2 (Owl and Kingfisher) Year A	Term 1 People and families	Term 2 Fire, fireworks and safety	Term 3 We are Britain	Term 4 People who help us	Term 5 Our World	Term 6 Oceans and seas (pirates and explorers)
English	Sensory Story: Peace at last or The great big book of families Outcomes: Recount- diary entries what I did at the weekend/ this term/ holidays	Sensory Story: Jolly Postman Outcomes Persuasion- informal letters to Santa/invitations to party Please, thank you.	Sensory story: Once upon an ordinary school day Outcomes Descriptive writing about our perfect school – using descriptive words and symbols	Sensory story: people who help us or real Superheroes Outcomes Non-chron report-reading and creating fact sheets about people who help us	each peach pear plum Outcomes Poetry – Senses Reading and writing senses poems. Beginning to understand and describe senses. Beginning to recognise simple rhyme	Sensory story: Night pirates Outcomes Reading, and writing own pirate/sea adventure – beginning to structure a basic story- beginning, middle and end.

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<p>Maths</p>	<p><u>Number: Number and Place Value</u></p> <p>Join in a variety of new maths activities Join in number rhymes/songs and begin to recognise and match numbers Indicate numbers to 3 or 5 in number rhymes, songs and counting activities Find and recognise, sort and match numbers 1 2 3 Recognise and name one, lots, more and less</p> <p><u>Measure: Weight/Mass Height/Length Capacity/Volume</u> Explore items that</p>	<p><u>Geometry: Properties of shape.</u></p> <p>Explore items of different 2d shapes</p> <p>Use words/signs/symbols to identify different 2d shapes</p> <p>Begin to sort shapes by matching to symbols</p> <p>Complete 2d and 3d puzzles with support</p> <p><u>Number: Addition and Subtraction.</u></p> <p>Join in a variety of new maths activities Indicate numbers</p>	<p><u>Number: Fractions</u></p> <p>Join in with and respond to matching and sharing activities</p> <p>Pupils learn to match 1:1</p> <p>Share 1 or 2 items equally</p> <p>Select a small number of items to share out one at a time</p> <p>Solve simple sharing problems</p> <p><u>Measure: Money</u></p> <p>Point to or choose objects</p>	<p><u>Geometry: Position and Direction.</u></p> <p>Explore objects in different positions.</p> <p>Find objects in their usual places and look for them in other places if they have moved.</p> <p>Begin to use vocabulary to describe positions.</p> <p>Begin to demonstrate an understanding of position in space.</p> <p><u>Number: Number and Place Value</u></p> <p>Join in a variety of new maths activities Join in number rhymes/songs/counting activities and recognise and match numbers with more</p>	<p><u>Number: Multiplication and Division.</u></p> <p>Begin to experience multiplication and division through practical activities</p> <p>Show an interest in maths problems</p> <p>Join in maths problems and help find the answer.</p> <p><u>Measure:</u></p>	<p><u>Using and Applying Statistics</u></p> <p>Sorting and classification activities – shape, colour, size, type.</p>
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	<p>are big and small and experience language related to this</p> <p>Compare sizes of objects when there is a noticeable/significant difference</p> <p>Use words/signs/symbols to identify which is big and small</p> <p>Compare sizes when there is less of a noticeable difference</p>	<p>to 3 or 5 in number rhymes, songs and counting activities & scoring activities</p> <p>Find and recognise, sort and match numbers 1 2 3 (some 4 & 5)</p> <p>Join in number rhymes/songs and recognise and match numbers with more confidence and accuracy</p>	<p>they would like to 'buy', make a choice from 2</p> <p>Take part in counting/number games using money and counting skills</p> <p>Take part in interactive activities to find a coin and exchange a coin for an object</p> <p>Visit a shop and use money in exchange for an item on a shopping list</p>	<p>confidence and accuracy</p> <p>Experience a variety of number rich activities</p> <p>Make groups to 3 or 5 with support if needed</p>	<p><u>Time</u></p> <p>Use language related to time and sequence events. Sequence events in chronological order.</p>	
Science	<p>Animals, including Humans (SC2)</p> <p>Naming parts of</p>	<p>Seasonal Changes – Autumn and Winter (SC4)</p>	<p>Everyday Materials (SC3)</p> <p>Naming</p>	<p>Sound (SC4)</p> <p>The presence and absence of sound</p> <p>Familiar sounds</p>	<p>Seasonal Changes – Spring and Summer (SC4)</p>	<p>Scientists and Inventors (SC1-4)</p> <p>Lego – Ole</p>

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	<p>the body</p> <p>Investigating senses</p> <p>Grouping Animals</p> <p>Animal bodies</p> <p>What we eat</p>	<p>Seasons – Autumn</p> <p>Autumn Walks</p> <p>Autumn to Winter investigations</p> <p>Winter related activities</p> <p>Animals in Winter</p>	<p>materials</p> <p>Objects and materials</p> <p>Properties</p> <p>Testing Properties</p> <p>Umbrella Investigation</p> <p>Sorting materials</p>	<p>Common sounds around us</p> <p>Making sounds</p> <p>Changing sounds</p> <p>Music as sound</p> <p>Locating sounds</p>	<p>Winter to Spring</p> <p>Spring</p> <p>Spring Walk</p> <p>Spring to summer</p> <p>Summer</p> <p>Keeping safe in the sun</p>	<p>Kirk Christiansen</p> <p>Astronaut - Mae Jemison</p> <p>Zoos – Natural habitats</p> <p>Sensory Gardens – Spiral Garden</p> <p>Measuring the Weather – meteorologists</p> <p>Wrapping up warm – Chester Greenwood</p>
Computing	Programming	Online	E- Safety	Online	Data	Multimedia
	Children will begin to understand	To use the Internet safely.	Creating a Better Internet	Websites Children will use their	Pictograms Students will	Sound Recording.

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	algorithms with support. They will use them to control digital devices and practise using a sequence.	To understand that we can E-mail another person.	Together Using Safer Internet Day, Children will use their favourite websites safely. They will be aware of and manage the risks of online technology and who to talk to if they feel unsafe.	favourite websites safely and research their topic.	create pictograms based on data they have collected.	Children will create, store and retrieve music files.
History/ Geography	History (Enquiry based) Who is in our families?	History (British History) Bonfire night and Fire of London	Geography (Spatial sense) Ravenswood School- getting around school and to school	Geography (wider world) Key people and where they are based	Geography (UK) Our local community- Nailsea town and Nailsea countryside	History (World History) Pirates and explorers and the role of Bristol.
Art/DT	Using the mediums of: drawing, painting, collage and photography, pupils will learn how to make	Pupils will explore and make candle holders. They will learn about different materials and how they can	Pupils will make collages based on national animals. The children's work	Pupils will make a range of decorative musical instruments, including a drum and shakers.	Pupils will be supported in making a range of simple dishes that	Pupils will learn to paint the sea in different ways. They will portray

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	portraits of themselves and their families.	be used to make decorative. candle holders.	will include a British lion.		we associate with different countries. Dishes will include an Italian pizza and an American hamburger. Pupils' preferences and dietary needs will be carefully considered.	calm and stormy seas and add collage to some of their paintings.
Music	Familiar rhymes and songs Nursery rhymes Action songs Moving to music Music routines	Music in natural sounds Desensitisation to sounds and music around us Understanding loud/quiet Music all around	Music from different countries in Great Britain Sharing opinions Comparing and contrasting music from different cultures/places Familiarity with instruments	Composing and creating music Soundscape Being a conductor Copying patterns in music Creating patterns in music	Experiencing music from different cultures Rhythms from other countries Dance from around the world	Music of the sea/ocean Sea Shanties Singing on the sea Composition Pirate songs (singing & playing drums) Understanding & experiencing

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		Sound scape Christmas Production Music as performance	(naming and playing) Distinguishing what instruments sound like			Instrumental pieces
RE	1. Creation story Concept: God/Creation Does God want Christians to look after the world? Christianity	1. Christmas Concept: Incarnation What gifts might Christians in town have given Jesus if he'd have been born here rather than Bethlehem? Christianity	2. Prayer at home Does praying at regular intervals help a Muslim in their everyday life? Islam	1. Easter- Palm Sunday Why was Jesus welcomed like a King/ celebrity by the crowds on Palm Sunday? Christianity	1. Shabbat Is Shabbat important to Jewish Children? Judaism	1. Jesus as a Friend Concept: Incarnation Was it always easy for Jesus to show friendship? Christianity
PSHE+C	Knowing myself. Who am I? Learning about others. What is the same or different?	Taking care of ourselves. Getting ready routines. Things I use to keep me clean and healthy. Nurses, doctors	Being aware in the community. My class. My school. My family. My town.	Belonging to groups. Interacting with people in a group. My groups. Good things about being in a group.	Our world. Environments around me. Taking care of environments. Looking after	My body and growing up. Being aware of my body. Boys and girls bodies. Personal

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		and dentists.	How to I help my communities?		living things and animals.	care routines. Private parts
PE	<p>Fundamental skills:</p> <p>Basic skills of running, stopping, moving safely and following instructions.</p>	A range of simple games using different equipment to work together and follow instructions.	<p>Gymnastics:</p> <p>How to roll, stretch, jump safely from a range of equipment and link actions together.</p>	<p>Inclusive games:</p> <p>Finding out how to play, boccia, new age curling and volleyball.</p>	<p>Athletics:</p> <p>Running, jumping and throwing using different equipment to develop all these skills in preparation for sports day.</p>	<p>Striking and fielding:</p> <p>Learning skills linked to games with a bat. Can we track the ball, with support hit a ball and follow simple rules for a game.</p>
Creative Arts/ Dance	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
Swimming	Swimming- each week pupils will learn to go to the local leisure centre where they will build on the previous week to improve water confidence, water safety, swimming skills and rescue skills.					

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MFL- Makaton	Learning core makaton signing relating to family.	Learning core makaton signing connected with fire, fireworks and safety	A whistle-stop tour of popular British culture, activities and places whilst learning the makaton finger alphabet	Learning makaton signing in connection to jobs people have which help others.	Learning core makaton signing connected to the theme of school. This relates to the wider topic of Our World.	Learning makaton signing for the topic of Oceans and Seas. Signs will be related to the beach and pirates.
Careers	Finding about the jobs and roles of people they know.	Learning about nurses, doctors and dentists.	Finding out about the jobs of people who work in school.	Learning about people who help us within our local community.	Finding out about what a chef does and what other roles people have within a kitchen.	Finding out about people who work at sea.

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Year B Formal Learners Lower KS2	Term 1 Local Houses and Homes	Term 2 Animals	Term 3 Space	Term 4 The Royals	Term 5 Global gardens	Term 6 Being Healthy
English	Sensory story: 3 little pigs or This is our house Outcomes Recount and Explain, writing lists to describe my bedroom/ classroom	Sensory Story: Giraffes can't dance Outcomes Recalling information about animals and creating own information texts about animals.	Sensory story: Aliens love underpants Outcomes Poetry – Aliens Reading and writing alien poems. Beginning to use simple descriptions. Beginning to recognise simple rhyme	Sensory story: fairy tales e.g. Cinderella, Frozen Outcomes Descriptive writing- communicating choices about people, places and events to read and write their own fairy tales	Sensory Story: We're going on a bear hunt or Handa's surprise Outcomes Using their senses to add more description. Creating their own version of we're going on a X hunt.	Sensory story: The Gingerbread Man Outcomes Reading and understanding basic instructions, using verbs to write own recipes.
Maths	Number: Number and Place Value Measure: Weight/Mass	Geometry: Properties of shape. Number: Addition and	Number: Fractions Measure: Time	Geometry: Position and Direction. Number: Number and	Number: Multiplication and Division. Measure: Money	Using and Applying Statistics

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	Height/Length Capacity/Volume	Subtraction.		Place Value		
Science	Scientists and Inventors (SC1-4) Greenhouse Growing – Eden Project Brilliant Botany – Jane Colden Doctor’s Surgery - Elizabeth Garrett Anderson Discovering Germs - Louis Pasteur Charles Macintosh Wind power	Living Things and Their Habitats (SC2) Living, dead or never alive Local Habitats Microhabitats World Habitats Working together Food Chains	Forces and Motion (SC4) Moving bodies Pushes Pulls Spins Impact of movement on objects, materials and people Pushes and pulls in and around school	Uses of Everyday Materials (SC3) Identifying uses Out and about – hunt for materials Comparing Suitability Changing shapes Recycling Discovering new materials	Plants (SC2) Planting a bean Wild Plants Gardens Trees Parts of plants How do plants grow?	Animals, including Humans (SC2) Animal babies Growing and changing Basic needs Healthy eating Exercise Keeping clean

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<p>Computing</p>	<p>Multimedia</p> <p>Graphics</p> <p>Children will create, store and retrieve data and digital pictures.</p>	<p>Programming</p> <p>Children will begin to understand algorithms. They will use them to control digital devices and practise using a sequence.</p>	<p>E-Safety</p> <p>‘Creating a Better Internet Together’</p> <p>Using Safer Internet Day, children will use their favourite websites safely. They will be aware of and manage the risks of online technology and who to talk to if they feel unsafe.</p>	<p>Online</p> <p>Blogging</p> <p>Children will use the Internet safely to create a blog about their topic.</p>	<p>Data</p> <p>Collecting and storing Data.</p> <p>Children will collect data using a preferred method and learn how to process and analyse it.</p>	<p>Multimedia</p> <p>E-Books</p> <p>Children will create an E-book and become familiar with using images, text and sound with a purpose.</p>
<p>History/ Geography</p>	<p>History (Enquiry based)</p> <p>How has home life changed since our Grandparents were children?</p>	<p>Geography (non-UK)</p> <p>Animal habitats- hot and cold countries.</p>	<p>History (Wider History)</p> <p>The first flight and space travel.</p>	<p>History (British History)</p> <p>The Royal Family</p>	<p>Geography (UK)</p> <p>Where do plants and trees grow in the UK?</p>	<p>Geography (Spatial Awareness)</p> <p>How to get to different places and what we do there.</p>
<p>Art/DT</p>	<p>Pupils will learn about construction and how to make a</p>	<p>Pupils will find out about textiles and they will learn that</p>	<p>Pupils will make images inspired by the moon and the planets,</p>	<p>Pupils will observe and discuss royal portraits. They</p>	<p>Pupils will learn about how flowers have been portrayed</p>	<p>The children will learn about what constitutes a healthy diet. With</p>

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	range of model houses. Designs will include a castle and a wigwam.	sewing can be done by hand and machine. The children will make a weaving and use their textile skills to produce a Christmas card.	some of the images will be in colour and others monochrome. We will study texture and listen to music whilst we work.	will learn to draw and paint their own versions of a royal portrait and find out about using line, shape and colour in their work.	by different artists and cultures. They will find out about the artist Georgia O'Keefe and learn to make botanical style illustrations of flowers they have picked in the school grounds.	the focus on a Mediterranean diet, the pupils will be assisted in making recipes that include ingredients such as lemons, olive oil, almonds and fish.
Music	<p>Musical skills and understanding instruments</p> <p>Match instruments to symbols</p> <p>Looking for sounds and instruments played out of sight</p> <p>Identifying sounds you can't see</p> <p>Identifying instruments you can't see</p> <p>Experiencing a</p>	<p>Animal music and sounds</p> <p>'The Lion Sleeps tonight'</p> <p>Develop and perform a group piece</p> <p>Animal sound scape</p> <p>Animal Boogie</p> <p>Farmyard</p> <p>Jamboree</p> <p>'Walking in the Jungle'</p>	<p>Space songs</p> <p>Rocket ride song</p> <p>Sound of the planets</p> <p>Star songs</p> <p>What does space sound like</p> <p>Alien & Monster songs</p>	<p>Songs for celebration</p> <p>National anthem</p> <p>Write a royal song</p> <p>Creating basic score</p> <p>What makes Royal and regal music</p> <p>Instrument exploration</p>	<p>Practical playing</p> <p>Playing along to music</p> <p>English country garden</p> <p>Creepy crawly</p> <p>Calypso</p> <p>Listening and responding to others in group music</p>	<p>Action songs and movement to music</p> <p>Camp fire songs – ready for Summer!</p> <p>Host your own class music festival!</p>

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	variety of instruments by playing them Musical experimentation			Easter songs (practice for end of term assembly) Match orchestra instruments to symbols		
RE	1.Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Judaism	2.Christmas- Jesus as gift from God. Concept: incarnation Why do Christians believe God gave Jesus to the world? Christianity	2.What did Jesus teach? Is it possible to be kind to everyone all of the time? Christianity	2.Easter- Resurrection Concept: Salvation How important is it to Christians that Jesus came back to life after his crucifixion? Christianity	2.The Covenant How special is the relationship Jews have with God? Judaism	2.Community and Belonging Does going to Mosque give Muslims a sense of Belonging? Islam
PSHCE	People around me. Recognising and interacting appropriately with people. Understanding that people have	Caring for myself and others. What do I need to stay clean and healthy? What do pets	Looking after our environment. Looking at different places we go. Looking after our	Knowing myself. What groups do I belong to? How to be part of a group.	Personal responsibility. Meeting and greeting people. Cooperating with others. Taking care of	Healthy choices. Making choices. Choosing activities. Keeping fit and active.

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	different roles and jobs.	need?	places. Caring for plants.		myself.	My body.
PE	Multi skills: Using a variety of PE equipment, playing different games, the focus will be to develop coordination, spatial awareness and balance.	Rolling and Trapping a ball: To track the movement of a ball, roll a ball and hit a target, skittles Play several different games.	Circuits: To follow a circuit of activity to develop balance coordination and agility at an individual level.	Aiming For a target: Hitting targets with a ball/ bean bag. Playing, basic basketball invasion games	Athletics: Running, jumping and throwing using different equipment to develop all these skills in preparation for sports day.	Athletics: Running, jumping and throwing using different equipment to develop all these skills in preparation for sports day.
Creative arts/ dance	Over the year pupils develop their dance and responding to music skills- responding to the music, moving in different ways and using props to express themselves. These sessions encourage pupils to express themselves in new and more creative ways whilst building on their performance skills each week leading to end of term group dances.					
MFL- Makaton	Learning of makaton signs connected to rooms and items	Learning of makaton signs related to animals. Pupils	Learning of core makaton vocabulary relating to the	Learning core makaton signing relating to The Royals through	Learning of makaton signing for the story: We`re Going on	Learning core makaton vocabulary relating to how to

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	which can be found in our homes.	will learn signs for farm, wildlife and woodland animals.	topic Space.	song and craft	a Bear Hunt	stay healthy through exercise, wellbeing and eating the right foods.
Careers	Finding out about what it means to be a scientist or inventor and what they do.	Learning about people who help us look after our pets.	What does an astronaut do?	Discovering jobs in the service industry. What would it be like to work in the royal household?	What does a musician do?	Learning about the roles of people who help us stay healthy.
	Students will learn about job roles and careers related to their class topic for each term and personalised towards pupils' individual dreams.					