

Long Term Plan Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect		
Theme	Mega structures		Journey		Local History Study Lost villages of Holderness			
ENGLISH	Labels, lists and captions (Y1) Fact file (Y1) Non chronological reports (Y2) Poems with patterns and rhymes (Y1) Poems with patterns (Y2) Traditional stories (y1) (with an alternative ending Y2)			Recount of an event (Y1 & 2) Instructions (y1 & 2) Sense Poems(Y1) Nonsense poems (Y2)				
MATHS	White Rose Maths			White Rose Maths				
SCIENCE	Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. Plants - Link to seasons - Plant investigations I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1) I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1) I can observe and describe how seeds and bulbs grow into mature plants (Y2)			Seasonal Changes - Y1/2 Observational I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. Animals - animals around the world linked to what you would see on a journey and different habitats around the world I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1) I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1) I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)				

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LTP

Y1/2/3

<p>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)</p> <p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>I can 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 (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p>Materials: Suitability of materials for buildings/building bridges</p> <p>I can distinguish between an object and the material from which it is made (Y1)</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</p> <p>I can describe the simple physical properties of a variety of everyday materials (Y1)</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</p> <p>I can 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 (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)</p> <p>Y3 Forces and magnets - Link to transport (boats moving on water, trains on tracks, gravity and planes etc.)</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>	<p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Light - Link to local history - how lights have changed over time</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light (Y3)</p> <p>I can notice that light is reflected from surfaces (Y3)</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)</p> <p>I can find patterns in the way that the size of shadows change. (Y3)</p>
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Y1/2/3

	<p>Y3 Rocks</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>I can recognise that soils are made from rocks and organic matter.</p>				
COMPUTING	Recognise common uses of IT beyond school	Predict the behaviour of simple programs	Create and debug systems	algorithms	Technology with purpose create, organise store, manipulate and retrieve digital content.
DESIGN TECHNOLOGY	<p>Design, Make, Evaluate their own mega-structures</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</p>	<p>Design, Make, Evaluate their own Easter garden ornaments</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products</p> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Design and cook a meal made up from local produce</p> <p>use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. (KS1)</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p>		

	<p>properties and aesthetic qualities</p> <p>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	
GEOGRAPHY	<p>Study of the UK Linked to buildings</p> <p>Use world maps/atlasses and globes to identify UK and countries</p> <p>NC: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>	<p>Study of the world linked to recounting a journey (Amy Johnson)</p> <p>Name and locate the world's seven continents and five oceans</p> <p>NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>NC: use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>	<p>Study of local area and school</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key.</p> <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 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.</p> <p>NC: use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and keys</p>

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Y1/2/3

HISTORY	<p>Changes beyond living memory - (KS1) Linked to buildings and how they have changed over time</p> <p>Also look at buildings that were damaged in the war and link to rationing</p> <p>Interpretations of History:</p> <p>Y1/2 skills: Compare two versions of a past event Compare pictures or photos of people or events in the past and discuss their reliability</p> <p>Y3 skills: Identify and give reasons for ways in which the past is represented</p> <p>Distinguish between different sources - compare different versions of the same story</p> <p>Look at representations of the period</p> <p>Range and Depth of historical knowledge:</p> <p>Y1/2 skills: to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times</p> <p>Y3 skills: Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something</p>	<p>Significant historical events, people and places in their own locality - Amy Johnson and Sewerby Hall/Wassand</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - Amy Johnson (KS1)</p> <p>Y3 skills: use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research</p> <p>Range and Depth of historical knowledge:</p> <p>Y1/2 skills: to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times</p> <p>Y3 skills: Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something</p>	<p>Changes within living memory - (KS1)</p> <p>Historical Enquiry: Y1/2 skills: find answers to simple questions about the past from sources of information and artefacts</p> <p>Chronological Understanding: Y1/2 skills: Sequence artefacts closer together in time - check with reference book Sequence photos from different periods of their life Describe memories and key events in their lives</p> <p>Y3 skills: Place the time studied on a time line Use dates and terms related to the passing of time Sequence several events or artefacts</p>
ART & DESIGN	<p>Portraits: Drawing KS1 NC: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Y1: Use a sketch book to gather and collect artwork. Use a variety of tools including, pencils, rubbers,</p>	<p>World artists: Albert Namatjira and William Turner Paint</p> <p>KS1 NC: To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>3D Form (Clay) : Mushroom pottery Hull</p> <p>KS1 NC: To use a range of materials creatively to design and make products.</p> <p>Y1: Explore sculpture with a range of malleable especially clay. Manipulate clay in a variety of ways - e.g. rolling, kneading and shaping.</p>

Easington CE Primary Academy

LTP

Y1/2/3

	<p>crayons, pastels, felt tips, charcoal, ball points, York and other dry media. (Oil pastels used).</p> <p>Y2: Layer different media e.g crayons, pastels, felt tips and ball point.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Megastructure Buildings (line drawings): KS1 NC: To develop a wide range of art and design techniques in using colour pattern, texture, line, shape form and space.</p> <p>Y1: Explore the use of line, shape and colour. Y2: Experiment with the visual elements of line, shape, pattern and colour.</p> <p>Seasonal artwork: Bonfire Night (painting) NC KS1: to use a range of materials creatively to design and make products.</p> <p>Y1: Mix secondary colours and shades. Using different types of paint.</p> <p>Y2: Name different types of paint and their properties. Mix a range of secondary colours, shades and tones.</p>	<p>Y1: To mix and match colours to artefacts and objects. Using different types of paint Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. annotate sketch book.</p> <p>Y2: Mix and match colours using artefacts and objects. Name different types of paints and their properties. Explore the differences and similarities within the work of artists, crafts people and designers in different times and cultures. Review what they and others have done and say what they think and feel about it. E.g. annotate sketch book.</p>	<p>Y2: Manipulate clay in a variety of purposes including thumb pots, simple coil pots and models.</p> <p>Photography: Spurn Point KS1 NC: Learn about the range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Explore local photography).</p> <p>Y1: to use ICT Y2 to use ICT</p>
MUSIC	<p>Listening: Y1: I can answer a question about dynamics or tempo in music I have heard. Y2: I can listen to music and talk about the mood of music. Y3: I can listen to music and identify musical dimensions.</p> <p>Singing Y1: I can sing a short song in a group from a given starting point. Y2: I can use the starting pitch to sing a short song on my own. Y3: I can sing a short song on my own and stay in tune.</p>	<p>Pitch: Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower. Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body). Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre Y1: I can talk about duration long or short notes. Y2: I can identify and change the intended speed of my performance, tempo. Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>	<p>Composition, improvisation and texture. Y1: I can improvise a four beat rhythm. Y2: I can put sounds together to create a piece that has beginning, middle and end. Y3: I can create an ostinato to accompany a simple song.</p> <p>Timbre Y1: I can recognise and identify 6 percussion instruments. Y2: I can listen to identify and group instruments according to sounds e.g. how they are played. Y3: I can create and control a variety of sounds from one instrument, dynamics.</p>

Easington CE Primary Academy

LTP

Y1/2/3

P.E.	Fundamentals Multi-skills	Fundamentals Multi-skills	Invasion games Multi-skills	Inclusion Multi-skills	Fielding and striking Multi-Skills	Multi-sport Multi-skills
R. E.	Unit 1.1: What makes us special? Unit 2.1: What does belonging mean? Unit 3.1: Why remember?		Unit 1.2: How can we keep the world special? Unit 2.2: How do people demonstrate their beliefs? Unit 3.2: Who are the faith funders and what do they teach?		Unit 1.3: What happens in a place of worship? Unit 2.3: What are the big questions? Unit 3.3: What makes a place sacred?	
Personal Development						
Notes			Internet safety week			

Long Term Plan Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Theme	Above and beyond		Our Sustainable World Changes and challenges. Journey - Habitats and animals.			Chocolate Factory
Enrichment	Visit to Spurn Point Poet and local artist in.		Visit to the Deep Linking with a school in Sierra Leone Visit from Ladies in PIGS			Visit to Hull
ENGLISH	Instructions(Y1) Fact file (Y1) Recount of an event (Y2) Character and setting (Y1) Character and setting (Y2) Descriptive Poetry (1,2,3)		Story - description (YR 1 and 2) Story narrative (Year 3) Letter (Years 1,2,3) Recount (years 1 and 2) Newspaper (Year 3) Biography (Year 3)			Description (Y1 and 2) Instruction (Y1 and 2) Story (Y1 and 2) Advert (Year 3) Poster (Year 3) Explanation (Year 3)
MATHS	White Rose Maths		White Rose Maths			White Rose Maths
SCIENCE	I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. Light - Link to space I can recognise that they need light in order to see things and that dark is the absence of light (Y3) I can notice that light is reflected from surfaces (Y3) I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3) I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)		I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. Animals - animals around the world linked to what you would see on a journey and different habitats around the world I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1) I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1) I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)			Plants - Link to chocolate plants and a native UK plant. How are their needs similar/different? I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1) I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1) I can observe and describe how seeds and bulbs grow into mature plants (Y2) I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2) I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)

Easington CE Primary Academy

LTP

Y1/2/3

	<p>I can find patterns in the way that the size of shadows change. (Y3)</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</p> <p>I can 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 (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Y3 Forces - Link to transport (boats moving on water, trains on tracks, gravity and planes etc.)</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p>	<p>I can explore the requirements of plants for life and growth (light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p>Materials: Chocolate wrappers</p> <p>I can distinguish between an object and the material from which it is made (Y1)</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</p> <p>I can describe the simple physical properties of a variety of everyday materials (Y1)</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p>		
COMPUTING	Recognise common uses of IT beyond school	Predict the behaviour of simple programs Beebot	Create and debug systems	algorithms	Technology with purpose create, organise store, manipulate and retrieve digital content.
DESIGN	Design, Make packaging for sweets <i>generate, develop, model and communicate their ideas</i>	Design, a healthy meal. - food from around the world <i>use the basic principles of a healthy and varied diet to prepare</i>	Design, Make packaging for sweets <i>generate, develop, model and communicate their ideas</i>		

Easington CE Primary Academy

LTP

Y1/2/3

TECHNOLOGY	<p>through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products</p> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>dishes</p> <p>Understand where food comes from. (KS1)</p> <p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (KS2)</p> <p>Design a habitat using recyclable materials.</p> <p>Design, Make, Evaluate a 3D structure (homes)</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>explore and evaluate a range of existing products</p> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and others to improve their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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Easington CE Primary Academy

LTP

Y1/2/3

		Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures	
GEOGRAPHY	<p>Local Geography – Producing maps of the village. 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 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.</p>	<p>Study of Africa - Sierra Leone (Redemption Primary) partner school Name and locate the world's seven continents and five oceans NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>NC: use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography.</p> <p>Use world maps, atlases and globes Use maps, atlases, globes</p>	<p>Comparing UK with countries that produce chocolate Location of hot/cold areas of the world in relation to Equator and North and South Pole.</p> <p>Understand geographical similarities and differences through studying human and physical geography of small areas of the UK and contrasting non-European country</p> <p>Use world maps/atlasses and globes to identify UK and countries name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes Use maps, atlases, globes</p>
HISTORY	<p>Changes within living memory - (KS1)</p> <p>Historical Enquiry: Y1/2 skills: find answers to simple questions about the past from sources of information and artefacts</p> <p>Chronological Understanding: Y1/2 skills: Sequence artefacts closer together in time -</p>	<p>William Wilberforce The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods -</p> <p>Range and depth of historical knowledge: Y1/2 skills: to know and recount stories of the past Recognise why people did things and why</p>	<p>Events beyond living memory that are significant nationally or globally - Discovery and history of chocolate and the Aztecs (KS1)</p> <p>Historical Enquiry: Y1/2 skills: find answers to simple questions about the past from sources of information and artefacts</p> <p>Y3 skills: use a range of sources to find out about a period Observe small details- pictures</p>

Easington CE Primary Academy

LTP

Y1/2/3

	<p>check with reference book Sequence photos from different periods of their life Describe memories and key events in their lives</p> <p>Y3 skills: Place the time studied on a time line Use dates and terms related to the passing of time Sequence several events or artefacts</p>		<p>Select and record information Begin to use library and internet research</p> <p>Range and Depth of historical knowledge:</p> <p>Y1/2 skills: to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times</p> <p>Y3 skills: Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something</p>
ART & DESIGN	<p>Y1: To mix and match colours. Using different types of paint Using a variety of tools, and techniques including the use of different brush sizes and types. Review what they and others have done and say what they think and feel about it. E.g. annotate sketch book.</p> <p>Y2: Mix and match colours. Name different types of paints and their properties. Experiment with tools and techniques including layering, mixing media, scraping through etc. Review what they and others have done and say what they think and feel about it. E.g. annotate sketch book. (Local artist in)</p>	<p>Textiles - batik KS1 NC: To use a range of materials creatively to design and make a product. Learn about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Y1: Use a variety of techniques e.g weaving, finger knitting, fabric crayons, sewing and binca. Y2: Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and wax or oil resist.</p>	<p>Printing - Packaging KS1 NC: To use a range of materials creatively to design and make a product. Y1: Make marks in print with a variety of objects including natural and man-made objects. Carry out different printing techniques. E.g. mono-print block printing. Build a repeating pattern and recognise pattern in the environment. Y2: Use a variety of techniques include carbon printing, relief, press and fabric printing and rubbings. Print using a variety of materials, objects and techniques. Design patterns of increasing complexity and repetition.</p>
MUSIC	<p>Listening: Y1: I can answer a question about dynamics or tempo in music I have heard. Y2: I can listen to music and talk about the mood of music. Y3: I can listen to music and identify musical dimensions.</p> <p>Singing Y1: I can sing a short song in a group from a given starting point. Y2: I can use the starting pitch to sing a short song on my own. Y3: I can sing a short song on my own and stay in tune.</p>	<p>Pitch: Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower. Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body). Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre Y1: I can talk about duration long or short notes. Y2: I can identify and change the intended speed of my performance, tempo. Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>	<p>Composition, improvisation and texture. Y1: I can improvise a four beat rhythm. Y2: I can put sounds together to create a piece that has beginning, middle and end. Y3: I can create an ostinato to accompany a simple song.</p> <p>Timbre Y1: I can recognise and identify 6 percussion instruments. Y2: I can listen to identify and group instruments according to sounds e.g. how they are played. Y3: I can create and control a variety of sounds from one instrument, dynamics.</p>

Easington CE Primary Academy

LTP

Y1/2/3

P.E.	Dodgeball/ Cricket Multi-skills I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.	Basketball Multi-skills I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.	Gymnastics Multi-skills I can develop skills to take off and land properly. I can perform a variety of jumps. To perfect a forward and backward roll, perform actions, shapes and balances. To perform a bridge shape and stretches.	Tennis Multi-skills I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.	Dodgeball/ Cricket Multi-skills I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.	Athletics Multi-skills I can develop skills to participate effectively. I can evaluate the journey and relate it to others. I can explore the parameters of the discipline. I can perform and participate in the field of the physical activity. I can use skills effectively.
R. E.	Unit 1.1: What makes us special? Unit 2.1: What does belonging mean? Unit 3.1: Why remember?	Unit 1.2: How can we keep the world special? Unit 2.2: How do people demonstrate their beliefs? Unit 3.2: Who are the faith funders and what do they teach?		Unit 1.3: What happens in a place of worship? Unit 2.3: What are the big questions? Unit 3.3: What makes a place sacred?		
Personal Development						
Notes			Internet safety week			

Long Term Plan Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Theme	Great & Ghastly Events		On the Move		Extreme Weather	
ENGLISH	Labels, lists and captions (Y1) Fact file (Y1) Non chronological reports (Y2) Poems with patterns and rhymes (Y1) Poems with patterns (Y2)		Familiar setting (1 & 2) Traditional stories (y1) (with an alternative ending Y2) Instructions (y1 & 2)		Recount of an event (Y1 & 2) Sense Poems(Y1) Nonsense poems (Y2) Riddles (Y2)	
MATHS	White Rose Maths		White Rose Maths		White Rose Maths	
SCIENCE	Seasonal Changes - Y1/2 Observational <i>I can observe changes across the four seasons</i> <i>I can observe and describe weather associated with the seasons and how day length varies.</i> Plants - Link to seasons - Plant investigations <i>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1)</i> <i>I can identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1)</i> <i>I can observe and describe how seeds and bulbs grow into mature plants (Y2)</i> <i>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2)</i>		Materials: Suitability of materials for a journey - Pirate flags -Umbrella -Post a Pringle - Sailor's Trousers - Black out curtains (Link to Y3 Light) <i>I can distinguish between an object and the material from which it is made (Y1)</i> <i>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1)</i> <i>I can describe the simple physical properties of a variety of everyday materials (Y1)</i> <i>I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1)</i> <i>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2)</i>		Animals - how animals are suited to their environment - deserts, rainforests, polar regions and polar regions <i>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)</i> <i>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1)</i> <i>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)</i> <i>I can explore and compare the differences between things that are living, dead, and things that have never been alive (Y2)</i> <i>I can 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</i>	

Easington CE Primary Academy

LTP

Y1/2/3

<p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>I can explore the requirements of plants for life and grow (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3)</p> <p>I can investigate the way in which water is transported within plants (Y3)</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p> <p>Humans</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Y1)</p> <p>I can notice that animals, including humans, have offspring which grow into adults (Y2)</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Y2)</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2)</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Y3 Rocks -</p> <p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Y3)</p>	<p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p> <p>Light - Link to materials - black out</p> <p>I can recognise that they need light in order to see things and that dark is the absence of light (Y3)</p> <p>I can notice that light is reflected from surfaces (Y3)</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object (Y3)</p> <p>I can find patterns in the way that the size of shadows change. (Y3)</p>	<p>of animals and plants, and how they depend on each other (Y2)</p> <p>I can identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2)</p> <p>I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2)</p> <p>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)</p> <p>Y3 Forces and magnets</p> <p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p>
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Easington CE Primary Academy

LTP

Y1/2/3

	<p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p> <p>I can recognise that soils are made from rocks and organic matter. (Y3)</p>			
COMPUTING	Recognise common uses of IT beyond school	Predict the behaviour of simple programs	Create and debug systems	algorithms Technology with purpose create, organise store, manipulate and retrieve digital content.
DESIGN TECHNOLOGY	<p>Design, Make, Evaluate a 3D structure (homes)</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve</p>	<p>Design, Make, Evaluate a rocket</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p> <p>their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Making musical instruments (rain makers)</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users</p> <p>based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>use research and develop design criteria to inform Design: the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make: 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>Evaluate: investigate and analyse a range of existing products</p>	

Easington CE Primary Academy

LTP

Y1/2/3

	<p>their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical Skills: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
GEOGRAPHY	<p>Study of the UK Linked to London</p> <p>Use world maps/atlasses and globes to identify UK and countries</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p> <p>Study of local area and school - linked to study of UK and our location on the UK map</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key.</p> <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 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.</p> <p>NC: use simple compass directions and locational and directional language to describe the location of features and routes on a map</p>	<p>Study of the world linked to Columbus' journey</p> <p>Name and locate the world's seven continents and five oceans</p> <p>NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>NC: use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>	<p>Continued study of the world linked to volcanoes, deserts, polar regions and rainforests</p> <p>Name and locate the world's seven continents and five oceans</p> <p>NC: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>NC: use basic geographical vocabulary to refer to key physical features and key human features</p> <p>Describe and understand key aspects of physical geography and human geography,</p> <p>use world maps, atlases and globes</p> <p>Use maps, atlases, globes</p>

Easington CE Primary Academy

LTP

Y1/2/3

	<p>Use the eight points of a compass, four and six-figure grid references, symbols and keys</p>		
HISTORY	<p>Events beyond living memory that are significant nationally or globally - The Great Fire of London (KS1)</p> <p>Historical Enquiry: Y1/2 skills: find answers to simple questions about the past from sources of information and artefacts Y3 skills: use a range of sources to find out about a period Observe small details- pictures Select and record information Begin to use library and internet research</p> <p>Range and Depth of historical knowledge: Y1/2 skills: to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times Y3 skills: Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - Christopher Columbus and Neil Armstrong (KS1)</p> <p>Changes within living memory - Transport - history of boats and space travel linked to Columbus and Armstrong (KS1)</p> <p>Interpretations of History: Y1/2 skills: Compare two versions of a past event Compare pictures or photos of people or events in the past and discuss their reliability Y3 skills: Identify and give reasons for ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period</p> <p>Range and Depth of historical knowledge: Y1/2 skills: to know and recount stories of the past Recognise why people did things and why events happened Identify differences between ways of life at different times Y3 skills: Find out about everyday lives of people studied Compare with our life today Identify reasons and results of people's actions Understand why people may have wanted to do something</p>	<p>Changes in living memory (KS1)</p> <p>Significant historical events, people and places in their own locality - and its History over the ages (KS1)</p> <p>Chronological Understanding: Y1/2 skills: Sequence artefacts closer together in time - check with reference book Sequence photos from different periods of their life Describe memories and key events in their lives</p> <p>Y3 skills: Place the time studied on a time line Use dates and terms related to the passing of time Sequence several events or artefacts</p>

Easington CE Primary Academy

LTP

Y1/2/3

ART & DESIGN	<p>Great Fire of London (Tudor housing)</p> <p>KS1 NC: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture, line shape and form.</p> <p>KS2 NC: to create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques.</p> <p>Collage</p> <p>Y1: I can use my sketch book to gather and collect art work.</p> <p>Use a wide variety of media including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Y2: I can understand the basic use of a sketch and work out ideas for drawings.</p> <p>Create textures collages from a variety of media.</p> <p>Y3: Use their sketch book to collect and record visual information from the different sources.</p> <p>Experiment with a range of media, e.g. overlapping, layering etc.</p> <p>Enterprise: Christmas Crafts</p> <p>KS1 NC: to use a range of materials creatively to design and make products.</p> <p>KS2 NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Textiles - Christmas decorations for sale.</p> <p>Y1: Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca (weaving).</p> <p>Y2: Use a variety of techniques including weaving, french knitting, tie dying, frabric crayons and wax or oil resist applique and embroidery. (weaving)</p> <p>Y3: Use a variety of techniques including printing, dying, quilting, weaving, embroidery, applique and paper. (weaving)</p>	<p>3D form - Treasure Island.</p> <p>KS1 NC: To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>KS2 NC: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>3D form</p> <p>Y1: Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p> <p>Y2: Understand the safety and basic care of materials and tools. Experiment with, construct and join, natural and man-made material more confidently.</p> <p>Y3: Make simple papier mache objects - plan, design and make models.</p> <p>Pop art (Andy Warhol) - Pirates</p> <p>Drawing and printing</p> <p>Y1: Use a variety of tools including, pencils, rubbers, crayons, pastels, felt tips, carcoal, ball points, York and other dry media. (Oil pastels used).</p> <p>Make rubbings.</p> <p>Y2: Layer different media e.g crayons, pastels, felt tips and ball point.</p> <p>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings.</p> <p>Y3: Use different media to achieve variations in line, texture and tone.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Researched artists of the world.</p> <p>Van Gogh, Kandinsky, Picasso</p> <p>KS1 NC: to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To develop a range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>KS2 NC (Y3): about great artists, architects and designers in history.</p> <p>To improve their mastery of art and design techniques, including drawing painting and sculpture with a range of materials.</p> <p>Paint progression</p> <p>Y1: Explore the differences and similarities between the work of different artists and crafts people and designers in different times and cultures.</p> <p>Y1: Mix secondary colours and shades.</p> <p>Textile and Collage</p> <p>Y2: Create textured collages from a variety of media.</p> <p>Painting</p> <p>Y3: Experiment with different effects and texture including blocking with colour, washes, thickened paint e.t.c.</p> <p>Geographical Link to Deep visit:</p> <p>Breadth of study: To work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Textiles and collage</p> <p>Y1: Use ICT. How to thread a needle, cut, glue and trim material.</p> <p>Sewing technique.</p> <p>Y2: Stitch, knot and use other manipulative skills.</p> <p>Y3: Develop skills in stitching, cutting and joining.</p>
MUSIC	<p>Listening:</p> <p>Y1: I can answer a question about dynamics or tempo in music I have heard.</p>	<p>Pitch:</p> <p>Y1: I can identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower.</p>	<p>Composition, improvisation and texture.</p> <p>Y1: I can improvise a four beat rhythm.</p> <p>Y2: I can put sounds together to create a piece that has</p>

Easington CE Primary Academy

LTP

Y1/2/3

	<p>Y2: I can listen to music and talk about the mood of music.</p> <p>Y3: I can listen to music and identify musical dimensions.</p> <p>Singing</p> <p>Y1: I can sing a short song in a group from a given starting point.</p> <p>Y2: I can use the starting pitch to sing a short song on my own.</p> <p>Y3: I can sing a short song on my own and stay in tune.</p>	<p>Y2: I can sing a simple song showing the pitch physically (hand gesture, whole body).</p> <p>Y3: I can perform high or low sounds as requested on an instrument and with my voice.</p> <p>Pulse/rhythm/tempo and metre</p> <p>Y1: I can talk about duration long or short notes.</p> <p>Y2: I can identify and change the intended speed of my performance, tempo.</p> <p>Y3: I can accurately tap the rhythm of simple songs and rhymes.</p>	beginning, middle and end. Y3: I can create an ostinato to accompany a simple song. Timbre Y1: I can recognise and identify 6 percussion instruments. Y2: I can listen to identify and group instruments according to sounds e.g. how they are played. Y3: I can create and control a variety of sounds from one instrument, dynamics.			
P.E.	Fundamentals Multi-skills	Fundamentals Multi-skills	Invasion games Football/cross country	Inclusion Hockey	Fielding and striking	Multi-sport Athletics
R. E.	<p>Unit 1.1: What makes us special?</p> <p>Unit 2.1: What does belonging mean?</p> <p>Unit 3.1: Why remember?</p>	<p>Unit 1.2: How can we keep the world special?</p> <p>Unit 2.2: How do people demonstrate their beliefs?</p> <p>Unit 3.2: Who are the faith funders and what do they teach?</p>	<p>Unit 1.3: What happens in a place of worship?</p> <p>Unit 2.3: What are the big questions?</p> <p>Unit 3.3: What makes a place sacred?</p>			
Personal Development						
Notes			Internet safety			