

Salhouse C Of E Primary School Long-Term Plan 2017-2018

The **aims** of Salhouse School's long term plan are to ensure that we have a curriculum which:

- supports children to become independent, resilient and confident lifelong learners
- provides linked learning experiences for children from 2- 11 and takes account of their interests
- offers opportunities for parents and family to get involved at home and in school
- embodies rigour and high standards and creates coherence in what is taught
- ensures that all children are taught the essential knowledge in the key subject disciplines
- allows teachers greater freedom to use their professionalism and expertise to help all children realise their potential.
- is differentiated in order to take account of the interests, abilities and needs of all learners, building on their previous knowledge and experiences.

The plan is a live document and will be modified throughout the academic year. Teachers will write medium and short term plans. Medium term plans will be shared with parents in the form of Parent Plans. Opportunities to **assess** children's attainment and progress are constantly planned into these plans. Methods include observations, marking, feedback, peer questioning and personalised support.

Overview for Whole School

Term	Topic	Possible Enrichment Opportunities	Christian Core Values
Autumn 2017	Earth Wind and Fire	Art Week / Robert Long Exhibition / Visit from Emergency Services	<i>Responsibility Respect</i>
Spring 2018	Robots	Technology Week /Lego Robotics Workshop /' Riveting Robots' Workshop / Intergenerational project	<i>Perseverance Trust</i>
Summer 2018	Rivers and Rainforests	Visit to Salhouse Broad / Holt Hall (River Glaven) / How Hill / Whittlingham Outdoor Adventure Centre / Amazonia Local speakers	<i>Courage Compassion</i>

English and Mathematics: Teachers will follow the 2014 National Curriculum. Copies of these are available on the school website.

Modern Foreign Languages: French is studied throughout Key Stage 2 focusing on basic vocabulary e.g. colours, numbers etc.

Key Stage 1 children will have opportunities to explore language through day to day activities e.g. greetings as part of answering the register. We celebrate our diverse culture and will draw on children's own experiences and backgrounds.

Religious Education: There is a separate long term plan for RE following the enquiry based model. This can be accessed through the school website.

Physical Education: All pupils receive P.E lessons taught by a qualified sports coach alongside the class teacher.

Over the Academic year Key Stage 1 children will cover:


- Multiskills
- Games
- Gymnastics
- Dance
- Outdoor adventurous activities
- Athletics

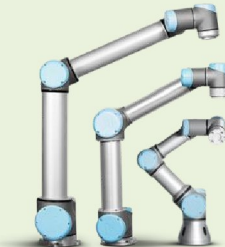
Key stage 2 children will cover:

- Invasion games
- Net and wall games
- Gymnastics
- Outdoor adventurous activities
- Striking and fielding
- Athletics

Early Years Foundation Stage for pupils aged 0 – 5: Reception children will be taught in line with the EYFS Curriculum. The teacher and Nursery Manager will link their plans to the KS1 and KS2 Curriculum plan.

Home Learning activities: Opportunities for these will be shared on the class parent plans which come home each term sharing in greater detail what each class will be doing and how families can get involved.

Our Topic	Our Learning	Aspects of the 2014 National Curriculum areas.	Questions we may try to answer	Books we may read together	Outdoor Learning Opportunities we can enjoy
<p>AUTUMN 2017</p> <p>Earth, Wind and Fire</p> 	As scientists we will explore	<p>KS 1 Weather and seasons</p> <p>KS2 Volcanoes (rocks, fossils), irreversible changes (burning)</p>	What is weather and what are seasons?	<p>The Abominables Eva Ibbotson</p> <p>The Firework Maker's Daughter Philip Pullman</p> <p>Around the World in 80 days Jules Verne</p> <p>Journey to the centre of the earth Jules Verne</p> <p>When the wind blew Pat Hutchins</p>	<p>Building and planting a rock garden</p> <p>Building a bonfire Forest Schools</p> <p>Land art as inspired by Robert Long or Andy Goldsworthy or Antony Gormley</p> <p>Weather stations</p> <p>Den building</p>
	As historians we will study	<p>KS 1 Bonfire Night (Guy Fawkes), Great Fire of London British Values Rule of Law</p> <p>KS2 Anglo-Saxons (focus on religion, paganism to Christianisation)</p>	<p>What does a geologist do?</p> <p>Who was responsible for the Gunpowder plot?</p>		
	As geographers we will research	<p>KS 1 Hot and cold areas of the world</p> <p>KS2 Locate countries and continents. Focus on physical features.</p>	<p>Why did London burn so fiercely?</p> <p>Who were the Anglo Saxons and what were their values and beliefs?</p>		
	As artists and designers we will create	<p>KS1 and KS2 Sculpture and clay work inspired by renowned artists.</p>	How does the rest of the world compare to where I live?		
	As theologians we will seek to understand	<p>Creation story. Creation and destruction (link to volcanoes).</p>	How do artists use their imaginations to create art that can be shared?		
	As musicians we will express ourselves	<p>KS1 - sing songs inspired by the elements. (Use voices expressively, sea shanties, chants and rhymes.)</p> <p>KS2 - perform with control and expression (Sea shanties, harvest assembly, tribal music). Sam Larner – Norfolk's internationally acclaimed folk fisherman?</p>	According to the Bible, how was the world created?		
	As citizens we will	<p>Debate environmental Issues</p>	Are our voices like other instruments?		

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<p>SPRING 2018</p> <p>Robots</p> 	As scientists we will investigate	<p>KS1 - forces</p> <p>KS2 - Electricity, mechanical forces</p>	Can a force be a push and a pull?	<p>Iron Man Ted Hughes</p> <p>The Way things Work David Macaulay</p> <p>All join in Quentin Blake</p>	<p>Maths as part of mapping</p> <p>Music in nature</p> <p>Forces through forest schools and playground equipment</p> <p>Outdoor drama</p>
	As historians we will dig deep into	<p>KS1 Changes over time</p> <p>KS2 Events in British history – since the Industrial Revolution</p>	Who discovered electricity?		
	As geographers we will map and discover	<p>KS1 - Use aerial images to create maps</p> <p>KS2 - Human geography: Land use, impact of machines on the landscape</p>	How would we communicate without mobile phones or the internet?		
	As artists and designers we will create	<p>robots.</p> <p>- Evaluate existing products (robots).</p> <p>- Generate, model and communicate ideas. (DT)</p> <p>- Design purposeful, appealing and functional products.</p>	How do I create a time line?		
	As computer scientists we will programme	<p>KS1 – Beebots and roamers</p> <p>KS2 - Lego Robotics</p>	What can be seen from the air but not the ground?		
	As musicians we will explore, compose and perform	<p>KS1 - percussion, untuned instruments, rhythms - link to machines/industry.</p> <p>KS2 - compose music linked to machines/Industrial Revolution, link to 2012 Olympics opening ceremony.</p> <p>Timbre - use keyboards to make distorted, industrial compositions.</p> <p>Compositions inspired by trains</p>	<p>What would I change about how man uses the planet?</p> <p>Will robots replace jobs in the future?</p> <p>Can I program a toy?</p> <p>Is an instrument a machine?</p> <p>How did the industrial revolution change music?</p>		

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<p data-bbox="159 624 342 651">SUMMER 2018</p> <p data-bbox="181 699 320 759">Rivers and Rainforests</p> 	As scientists we will ask questions about	<p data-bbox="719 284 1093 311">KS1 - Habitats, food chains</p> <p data-bbox="629 320 1200 416">KS2 - Water cycle, reversible and irreversible changes, mixtures and solutions. Food chains.</p>	<p data-bbox="1249 376 1496 440">Where does the rain go to?</p> <p data-bbox="1249 488 1496 552">Why are food chains short?</p> <p data-bbox="1272 600 1473 627">What is a Broad?</p> <p data-bbox="1256 667 1489 762">Do other counties/countries have Broads?</p> <p data-bbox="1249 810 1503 946">How have rainforests changed/stayed the same since the world began?</p> <p data-bbox="1272 994 1473 1058">Where do rivers begin?</p> <p data-bbox="1249 1106 1496 1201">How many ways are there to collect water?</p> <p data-bbox="1272 1249 1473 1313">Why is water so inspirational?</p> <p data-bbox="1249 1361 1496 1425">Does an orang-utan make a good pet?</p>	<p data-bbox="1541 579 1787 675">Journey to the River Sea Eva Ibbotson</p> <p data-bbox="1552 794 1776 858">Running Wild Michael Morpurgo</p> <p data-bbox="1563 898 1765 994">Where the forest meets the sea Jeannie Baker</p>	<p data-bbox="1832 555 2085 746">Meet the National Trust Challenge and tick off things to do before you are 11 3/4</p> <p data-bbox="1832 786 2085 962">Set up wormery/bug hotel/feeding stations/mini pot ponds Field skills</p> <p data-bbox="1888 1002 2022 1029">Story sticks</p> <p data-bbox="1865 1077 2045 1104">Dream catchers</p> <p data-bbox="1865 1144 2045 1208">Can you make a water clock?</p> <p data-bbox="1854 1256 2056 1283">Features of trees</p>
	As historians we will look for evidence about	<p data-bbox="629 432 1200 491">KS1 - Local history study - the wherry, history of the Broads.</p> <p data-bbox="629 499 1200 595">KS2 - Non-European society - Mayan, Inca, Aztec civilisation. Link to rainforest. British Values: Tolerance</p>			
	As geographers we will discover more about our planet through exploring	<p data-bbox="629 611 1200 746">KS1 - Geography of the river. Use simple fieldwork and observation skills to link to the local area. Name and locate the world's seven continents (finding rainforests).</p> <p data-bbox="629 754 1200 850">KS2 - The Water cycle (link to science). Locate countries (e.g. Brazil), focus on key human and physical features.</p>			
	As artists, designers and technologists we will look for inspiration from	<p data-bbox="629 898 1200 1034">Jeannie Baker collage based on <i>Rainforest</i> book. Explore irrigation (water wheels, shadufs, Archimedes' screw). Henri Rousseau 'Surprised!'</p>			
	As computer scientists we will find different ways to communicate our ideas	<p data-bbox="801 1137 1025 1165">Coding (Espresso).</p> <p data-bbox="656 1173 1178 1236">Use digital technology to promote "Save the Rainforest" message.</p> <p data-bbox="768 1244 1077 1272">British values: Democracy</p>			
	As musicians we will appreciate	<p data-bbox="656 1353 1178 1417">Appreciate Handel's Water Music. Compose Journey of a River composition.</p>			