

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 | Responsibility Respect |
| Spring 2018 | Robots | Technology Week /Lego Robotics Workshop /' Riveting Robots' Workshop / Intergenerational project | Perseverance Trust |
| Summer 2018 | Rivers and Rainforests | Visit to Salhouse Broad / Holt Hall (River Glaven) / How Hill / Whittlingham Outdoor Adventure Centre / Amazonia Local speakers | Courage Compassion |

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:

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

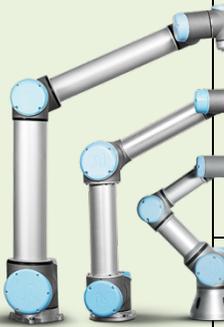
Key stage 2 children will cover:

- 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? | | |
| | 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> | <p>The Abominables Eva Ibbotson</p> <p>The Firework Maker's Daughter Philip Pullman</p> | <p>Building and planting a rock garden</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>Around the World in 80 days Jules Verne</p> | <p>Building a bonfire Forest Schools</p> |
| | As artists and designers we will create | <p>KS1 and KS2 Sculpture and clay work inspired by renowned artists.</p> | <p>Who were the Anglo Saxons and what were their values and beliefs?</p> | <p>Journey to the centre of the earth Jules Verne</p> | <p>Land art as inspired by Robert Long or Andy Goldsworthy or Antony Gormley</p> |
| | As theologians we will seek to understand | <p>Creation story. Creation and destruction (link to volcanoes).</p> | <p>How does the rest of the world compare to where I live?</p> | <p>When the wind blew Pat Hutchins</p> | <p>Weather stations</p> <p>Den building</p> |
| | 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> | <p>How do artists use their imaginations to create art that can be shared?</p> <p>According to the Bible, how was the world created?</p> | | |
| | As citizens we will | <p>Debate environmental Issues</p> | <p>Are our voices like other instruments?</p> | | |

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

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|--|---|---|---|--|---|
| <p data-bbox="210 555 394 579">SUMMER 2018</p> <p data-bbox="232 628 371 687">Rivers and Rainforests</p>  | As scientists we will ask questions about | <p data-bbox="636 376 981 400">KS1 - Habitats, food chains</p> <p data-bbox="636 408 1196 509">KS2 - Water cycle, reversible and irreversible changes, mixtures and solutions. Food chains.</p> | <p data-bbox="1285 448 1615 472">Where does the rain go to?</p> <p data-bbox="1285 520 1615 544">Why are food chains short?</p> <p data-bbox="1352 592 1547 616">What is a Broad?</p> <p data-bbox="1285 663 1615 722">Do other counties/countries have Broads?</p> <p data-bbox="1263 770 1637 871">How have rainforests changed/stayed the same since the world began?</p> <p data-bbox="1308 919 1592 943">Where do rivers begin?</p> <p data-bbox="1285 991 1615 1050">How many ways are there to collect water?</p> <p data-bbox="1263 1098 1637 1121">Why is water so inspirational?</p> <p data-bbox="1285 1169 1615 1228">Does an orang-utan make a good pet?</p> | <p data-bbox="1675 411 1794 584">Journey to the River Sea Eva Ibbotson</p> <p data-bbox="1675 699 1794 839">Running Wild Michael Morpurgo</p> <p data-bbox="1675 879 1794 1086">Where the forest meets the sea Jeannie Baker</p> | <p data-bbox="1823 488 2063 660">Meet the National Trust Challenge and tick off things to do before you are 11 3/4</p> <p data-bbox="1845 708 2040 916">Set up wormery/bug hotel/feeding stations/mini pot ponds Field skills</p> <p data-bbox="1868 963 2011 987">Story sticks</p> <p data-bbox="1823 1035 2011 1059">Dream catchers</p> <p data-bbox="1823 1107 2011 1166">Can you make a water clock?</p> <p data-bbox="1823 1214 2024 1238">Features of trees</p> |
| | As historians we will look for evidence about | <p data-bbox="636 525 1218 584">KS1 - Local history study - the wherry, history of the Broads.</p> <p data-bbox="636 592 1218 692">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="636 703 1196 839">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="636 847 1196 948">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="636 959 1211 1094">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 | <p data-bbox="815 1174 1039 1198">Coding (Espresso).</p> <p data-bbox="636 1206 1167 1310">Use digital technology to promote "Save the Rainforest" message. British values: Democracy</p> | | | |

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| | communicate our ideas | | | | |
| | As musicians we will appreciate | Appreciate Handel's Water Music. Compose Journey of a River composition. | | | |