

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

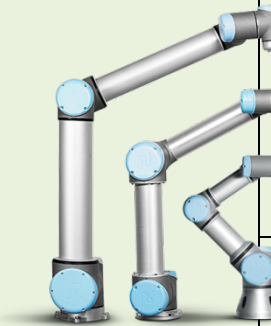
Key stage 2 children will cover:


- 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>	Why did London burn so fiercely?	<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>	Who were the Anglo Saxons and what were their values and beliefs?	<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	Creation story. Creation and destruction (link to volcanoes).	How does the rest of the world compare to where I live?	<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	Debate environmental Issues	Are our voices like other instruments?		

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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>SUMMER 2018</p> <p>Rivers and Rainforests</p> 	As scientists we will ask questions about	KS1 - Habitats, food chains KS2 - Water cycle, reversible and irreversible changes, mixtures and solutions. Food chains.	<p>Where does the rain go to?</p> <p>Why are food chains short?</p> <p>What is a Broad?</p> <p>Do other counties/countries have Broads?</p> <p>How have rainforests changed/stayed the same since the world began?</p> <p>Where do rivers begin?</p> <p>How many ways are there to collect water?</p> <p>Why is water so inspirational?</p> <p>Does an orang-utan make a good pet?</p>	<p>Journey to the River Sea Eva Ibbotson</p> <p>Running Wild Michael Morpurgo</p> <p>Where the forest meets the sea Jeannie Baker</p>	<p>Meet the National Trust Challenge and tick off things to do before you are 11 3/4</p> <p>Set up wormery/bug hotel/feeding stations/mini pot ponds Field skills</p> <p>Story sticks</p> <p>Dream catchers</p> <p>Can you make a water clock?</p> <p>Features of trees</p>
	As historians we will look for evidence about	KS1 - Local history study - the wherry, history of the Broads. KS2 - Non-European society - Mayan, Inca, Aztec civilisation. Link to rainforest. British Values: Tolerance			
	As geographers we will discover more about our planet through exploring	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). KS2 - The Water cycle (link to science). Locate countries (e.g. Brazil), focus on key human and physical features.			
	As artists, designers and technologists we will look for inspiration from	Jeannie Baker collage based on <i>Rainforest</i> book. Explore irrigation (water wheels, shadufs, Archimedes' screw). Henri Rousseau 'Surprised!'			
	As computer scientists we will find different ways to	Coding (Espresso). Use digital technology to promote "Save the Rainforest" message. British values: Democracy			

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