

# Long Term Plan Year B

## Kirkstead, Richmond, Tintern

| Year B   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
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| <b>Topic</b><br>Richmond<br>Kirkstead<br>Tintern | Marvellous Me   | Stop, Look and Listen  | To Infinity and Beyond  | Pirates   | Food, Glorious Food  | Under the sea   |
| <b>themes</b>                                    | Personal and family history-<br>events within living memory<br>(History)  | Local area geography,<br>maps, road safety-key<br>human features of the<br>local area (Geography)  | The space race, living in space,<br>astronauts (the lives of<br>significant individuals)<br>(History)   | Pirates and pirate ships, life on<br>board, compass directions, (life<br>beyond living history) (History)   | Local area, features of a<br>farm, seasons, farming,<br>where food comes from,<br>aspects of human<br>geography (Geography)  | Sea animals, habitats, features<br>of the coast, physical<br>geography (Geography)  |
| <b>Enquiry<br/>Questions</b>                     | EYFS<br>Q1 How do we put events in<br>time order?<br>Q2 How have I changed<br>since   was a baby?<br>Q3 How different were my<br>parents when they were<br>young?<br>Year 1<br>Q1 What can children do at<br>different ages?<br>Q2 How do I complete a<br>personal timeline?<br>Q3 How am I different to my<br>parents? | EYFS<br>Q1 What 3 things can I<br>name in my local area?<br>Q2 What do I like about<br>where I live?<br>Q3 What is my house like?<br>Q4 How do I cross the<br>road safely?<br>Year 1<br>Q1 What local places can I<br>find on a street map?<br>Q2 What can I see and<br>hear in the local area?<br>Q3 How do I plot my<br>route to school on a local<br>map?<br>Q4 What types of houses<br>do I pass on the way to<br>school?<br>Q5 How could I make<br>Swineshead better? | EYFS<br>Q1 where is space?<br>Q2 How do we travel in space?<br>Q3 Who travels into space?<br>Q4 Can you live in space?<br>Year 1<br>Q1 why can we travel into<br>space now when we couldn't a<br>long time ago?<br>Q2 Who was involved in the<br>space race?<br>Q3 What makes a good<br>astronaut?<br>Q4 Who were Yuri Gagarin and<br>Neil Armstrong? | EYFS<br>Q1 What were pirates?<br>Q2 Where and how did pirates<br>live?<br>Q3 What was life like on board<br>a pirate ship?<br>Q4 Were pirates good people?<br>Year 1<br>Q1 What do we know about<br>pirates?<br>Q2 Why did some pirates<br>become famous?<br>Q3 What was life like as a<br>pirate?<br>Q4 Were all pirates the same?<br>(Blackbeard and Grace<br>O'Malley) | EYFS<br>Q1 What is a farm?<br>Q2 Where do we find<br>farms?<br>Q3 what animals would<br>we find on a farm?<br>Q4 What do farers grow<br>in their fields?<br>Year 1<br>Q1 What different types<br>of farms can we name<br>(arable, livestock, dairy)<br>Q2 What buildings would<br>you find on a farm?<br>Q3 What happens during<br>the farming year? | EYFS<br>Q1 What is an island?<br>Q2 Where is the seaside?<br>Q3 What would we find at the<br>seaside?<br>Year 1<br>Q1 Where are the oceans and<br>continents?<br>Q2 What are the features of<br>the seaside?<br>Q3 Why are the seas important<br>to the UK?<br>Q4 What is the seaside like<br>elsewhere?<br>Q5 what is the beach like as a<br>habitat?<br>Q6What is a marine habitat? |
| <b>Text based<br/>writing</b>                    | Dogger-Shirley Cunningham   | Bo, the Boston Stump<br>Church Mouse<br>Mrs Armitage on wheels   | <i>Beegu-Deacon</i>   | Pirates Next Door<br>The Pirate Cruncher  | FANTASTIC Mr Fox   | Lighthouse keeper's Lunch   |
| <b>Non-<br/>Fiction<br/>Links</b>                | Mini autobiography  | News reports   | Information texts   | Diaries   | Instructions   | Recounts (trip)   |

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| Science           | Animals inc. Humans- <b>basic body parts and associated senses</b>   | Seasons- <b>the seasons and associated weathers, how this affects people's lives.</b>   | Materials- <b>difference between an object and a material, different properties, grouping by properties</b>  | Animals inc humans- <b>basic needs of animals, exercise and health</b>   | Plants- <b>name a range of common garden and wild plants, basic structure of flowers</b>  | Animals- <b>sorting into groups, knowing what they eat, how they are structured</b>  |
| Enquiry Questions | <p>EYFS</p> <p>Q1 what do we mean by sense?</p> <p>Q2 how do we see?</p> <p>Q3 what body parts do we use to hear?</p> <p>Q4 can you sort objects by touch?</p> <p>Q5 How do we use all our senses?</p> <p>Year 1</p> <p>Q1 can we name all five senses?</p> <p>Q2 Can we see in the light and the dark?</p> <p>Q3 what does an optician do?</p> <p>Q4 How sensitive are our ears?</p> <p>Q5 what do things taste like?</p> <p>Q6 can we only touch with our fingers?</p> | <p>EYFS</p> <p>Q1 what are The Four Seasons?</p> <p>Q2 What would I wear in autumn, winter, spring or summer?</p> <p>Q3 what different activities would I enjoy in The Four Seasons?</p> <p>Year 1</p> <p>Q1 What are seasons?</p> <p>Q2 How does the weather change in different seasons?</p> <p>Q3 what difference does the season make to the day length?</p> <p>Q4 what changes do we notice from autumn to winter?</p> <p>Q5 how much does it rain in our local area each day in autumn or winter?</p> | <p>EYFS</p> <p>Q1 What do we mean by material?</p> <p>Q2 What is the difference between an object and a material?</p> <p>Q3 How can you describe a material?</p> <p>Q4 Can you sort objects between 2 different properties (E.g., hard or soft, sink or float)</p> <p>Year 1</p> <p>Q1 how many different materials can we name? (at a minimum-wood, plastic, glass, metal, rock)</p> <p>Q2 How can we describe a material using our senses?</p> <p>Q3 What properties of materials can we use to sort them (hard/soft, permeable/impermeable, flexible/rigid, float/sink)</p> <p>Q4 How can we test a material to sort by given properties?</p> | <p>EYFS</p> <p>Q1 Are humans animals?</p> <p>Q2 What do animals need to survive?</p> <p>Q3 What do we need to eat?</p> <p>Year 1</p> <p>Q1 What do we mean by diet?</p> <p>Q2 What else do you need to keep healthy?</p> <p>Q3 How can you exercise?</p> <p>Q4 Why do we need to wash our hands?</p> | <p>EYFS</p> <p>Q1 What is a plant?</p> <p>Q2 can you name at least 3 parts of a flower (Stem, leaf, petals)</p> <p>Q3 What flowers grow in the garden and what flowers grow in the wild?</p> <p>Q4 What happens to trees in autumn, why are some different to others?</p> <p>Year 1</p> <p>Q1 What are the functions of different parts of the flowers (flower, stem, roots, leaves)</p> <p>Q2 do all plants grow in the same places?</p> <p>Q3 How do wildflowers get there ?</p> <p>Q4 How do plants grow from bulbs and seeds?</p> <p>Q4 Are the trees in the school grounds deciduous or evergreen?</p> | <p>EYFS</p> <p>Q1 What animals do we keep as pets?</p> <p>Q2 How do we look after our pets?</p> <p>Q3 Do all animals have the same features (difference between birds, fish, reptiles and mammals)</p> <p>Year 1</p> <p>Q1 What are these common animals called?</p> <p>Q2 What are some common UK mammals, birds, fish and reptiles.</p> <p>Q3 What are amphibians?</p> <p>Q4 Do all animals eat the same food types?</p> |
| Art/DT            | <b>Me, myself, I-self portraits</b>  | <b>Vehicles-observational drawings</b>  | <b>Rockets-design and create for a purpose.</b>  | <b>Australia-Aboriginal art/collages</b>   | <b>Arcimboldo- pictures, fruit veg printing, healthy foods.</b>   | <b>At the seashore-Shoe box habitats, 3d sea life</b>  |

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| <p>Enquiry Questions</p>     | <p>Q1 What is a portrait?<br/>Q2 Do we all draw and paint people the same way?<br/>Q3 What colour is happy?<br/>Q4 How can I make portrait with collage pieces?<br/>Q5 How many different mediums can I use to create a portrait?</p>   | <p>Q1 How can I join one point to another?<br/>Q2 How do I create patterns using repetition?<br/>Q3 What makes a good brush stroke?<br/>Q4 What is texture?<br/>Q5 Who is Paul Klee?</p>   | <p>Q1What makes up a rocket?<br/>Q2 What are the fins for?<br/>Q3Why is the nose cone pointed?<br/>Q4What other features do I need to include?<br/>Q5How do I join materials?<br/>Q6How does my rocket fire?<br/>Q7What improvements do I need to make?</p> <p>EYFS-<br/>Q1 What does a rocket look like?<br/>Q2Can you cut paper and card to make the shapes needed for a rocket?<br/>Q3What else do you need?</p>                              | <p>What is cross hatching?<br/>What are dreamtime stories?<br/>How do aboriginals use dots?<br/>What does indigenous art mean?<br/>What is ochre?<br/>EYFS- What happens when you mix colours?<br/>How can we make dots like the aboriginal art on our paper?</p>   | <p>Who was Arcimboldo?<br/>What did he use in his paintings?<br/>How did he represent different seasons?<br/>How did he use flowers?<br/>How do I recreate his paintings?</p>  | <p>How do books move?<br/>What is a slider?<br/>How does a lever work?<br/>How does a wheel mechanism enable different animals to appear?<br/>How can I use my design to create a product?</p>   |
| <p>Music (music express)</p> | <p>1.1Ourselves (exploring sounds)<br/><br/>Q1 How can you use your voices expressively to create an expressive story?<br/>EYFS-<br/>Q1 which songs can you learn and sing along to?</p> <p>1.10 Our Bodies (beat) Experiment with sounds<br/><br/>Q1 What is beat in the music?<br/>Q2 Can you play the rhythm patterns using body percussion?<br/>EYFS-<br/>Q1 How can I listen to music and respond using body percussion?</p> | <p>1.6 Seasons (Pitch) Select and combine sounds.<br/><br/>Q1 What vocabulary do we use when we talk about pitch?<br/>Q2 Can you explore pitch through singing, pitched percussion and listening games?<br/>EYFS-<br/>Q1 What happens to the music?</p> <p>1.7 Our School (Exploring sounds) Play tuned and untuned instruments.<br/><br/>Q1 What sounds can you hear around us?<br/>Q2 How can we record and produce these sounds?<br/>EYFS-<br/>Q1 What sounds can you hear?</p> | <p>1.4 Weather (Exploring sounds) Using voices expressively and creatively.<br/><br/>Q1 How can you use voices, movement and instruments to describe weather?<br/>EYFS-<br/>Q1 How can you make the sound of rain, thunder and wind using instruments, voices and your bodies?<br/>1.9 Storytime (Exploring sounds) Combine sounds<br/><br/>Q1 How can music be used to tell a story?<br/>.<br/>EYFS-<br/>Q1 Can you match music to a story?</p> | <p>1.8 Patterns (Beat) Experiment with, create, select and combine sounds.<br/>Q1 What is a metre in music?<br/>Q" What is a score in music?<br/>Q3 Can you show the steady beat through counting, body percussion and reading scores?<br/>EYFS-<br/>Q1 Can you clap to the beat in the music?</p> <p>1.11 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.<br/>Q1 Can you sing along to the songs about travel and transport around the world?<br/>Q2 What skills do we need to perform?<br/>EYFS-</p> | <p>1.2 Number (Beat) Play tuned and untuned instruments musically<br/><br/>Q1 What is a steady beat?<br/>Q2 What is the tempo?<br/>Q3 How do I know it has changed?<br/>EYFS-<br/>Q 1 Can you move to the music ?<br/>Q2 Can you play in time with the music ?</p> <p>1.5 Machines (beat) Experiment with, create, select and combine sounds<br/>Q1 What is a steady beat?<br/>Q2 Can you play and maintain a steady beat?<br/>Q3 Can you play at different speeds (tempi)?<br/>Q4 Can you control changes in speed (tempi)?<br/>EYFS-</p> | <p>1.3 Animals (pitch) Experiment with, create, select and combine sounds.<br/>Q1 What animal could this music be like?<br/>Q2 How can we make a high pitch voice?<br/>Q3 How can we make a low pitch voice?<br/>Q4 What can you tell me about the pitch in this piece of music?<br/>Q5 What high pitch and low pitch sounds can you make to go with the music?<br/>EYFS-<br/>Q1 Can you move like the animal in this music?<br/>Q2 What animal do you think this music sounds like ?<br/>Q3 Can you make animal sounds using your voice ?</p> <p>1.12 Water (pitch) Play tuned and untuned instruments musically.</p> |

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|   |   | Q2 Can you make these sounds using different equipment?   |  | Q1 Can you learn these songs and sing them to an audience?   | Q1 Can you make music with your body, voices or instrument?<br>Q2 Can you play the music faster?<br>Q3 Can you play the music slower?  | Q1 What actions would go with this piece of music?<br>Q2 How can we make waves using percussion?<br>Q3 What is the structure of music?<br>Q4 How would you move to this piece of music?<br>Q5 Can you join in with the music?<br>Q6 Can you compare the pieces of music?<br>EYFS –<br>Q1 What can you hear in the music?<br>Q2 What is the same? Q3 What is different?<br>Q4 Can you make the same sound? |
| Computing (teach computing )<br>Enquiry Questions | 1.1 computing systems and networks-<br>technology around us   | 1.2 creating media-digital painting   | 1.3 creating media-digital writing   | 1.4 data and information-<br>grouping data   | 1.5Programming A-moving a robot.   | 1.6 Programming B introduction to animation   |
|   | Q1 What is technology?<br>Q2 What are the parts of a computer?<br>Q3 How does the mouse work?<br>Q4What does a keyboard do?<br>Q5 What does a keyboard do?<br>Q5 What can you do using a mouse and keyboard on PAINTZ?<br>EYFS-<br>Q1 What is technology?<br>Q2 Can you use a mouse?<br>Q3Can you type your name? | Q1 what do the different freehand tools do?<br>Q2 How do I use the shape and line tools.<br>Q3How can I use PAINT/PAINTZ on my own to create a picture?<br>Q4 Can you make a picture look like a Mondrian or a Matisse?<br>EYFS-<br>Q1 Can you make marks on the computer using PAINTZ?<br>Q2Can you draw a picture on the computer using PAINTZ? | Q1 How can I use a computer to write?<br>Q2Can you use Microsoft word to write on a computer?<br>Q3Can I add and remove text on a computer?<br>Q4How do I change what my text looks like?<br>EYFS-<br>Q1 Can you change the size of the writing on the computer?<br>Q2 Can you change the colour of the writing on the computer?<br>Q3 Can you type your name? | Q1 What are objects?<br>Q2 How do I count them?<br>Q3 How can I describe them?<br>Q4 How can I compare them? | Q1 What will happen....?<br>Q2 How do we show a movement?<br>Q3Can we go backwards and forwards?<br>Q4 How do we go in all four directions?<br>Q5What happens when we go wrong?<br>EYFS-<br>Q1 What is a bee bot?<br>Q2 How can you make the Bee- bot move?<br>Q3 Can you make the bee-bot travel through the maze/ follow the path? | Q1 What is Scratch Jnr?<br>Q2 How do I choose a command for a given purpose?<br>Q3 What happens when a series of commands are joined together?<br>Q4 What are the numbers for?<br>Q5 How do I move different sprites?<br>EYFS-<br>Q1 Can you remember how to use bee-bot?<br>Q2 Can you put 2 or 3 turns in your route?   |
| PE  | Mastering basic movements -travelling and moving with equipment   | Dance-creating and practising a simple dance  | Gymnastics-Mastering basic gym movements   | Outdoor activities – follow trails   | Team games-passing and receiving a ball in different ways  | Athletics-preparing for sports day  |

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|                   | <p>Q1 How can I run fast and slow?<br/> Q2 Can I change direction?<br/> Q3 How do I bounce the ball?<br/> Q4 How high can I jump? Q5 How far can I jump?</p>   | <p>Q1 What is beat?<br/> Q2 How do I perform in Unison?<br/> Q3 What is the difference between Unison and Canon?<br/> Q4 What do we mean by sequence?</p>  | <p>Q1 What is a balance?<br/> Q2 How do I link movements?<br/> Q3 How do I perform a roll?<br/> Q4 What is a sequence?</p>   | <p>Q1 What is teamwork?<br/> Q2 How do I follow directions?<br/> Q3 What is a symbol?</p>  | <p>Q1 What do we mean by defending?<br/> Q2 What do we mean by attacking?<br/> Q3 How can we gain possession?</p>  | <p>Q1 How do I improve my sprinting technique?<br/> Q2 How do I combine running and jumping?<br/> Q3 How do I throw over a longer distance?</p>   |
| RE (SACRE)        | <p>Myself- <b>Know examples of people who belong to religious communities. Know ways in which religion is an ordinary part of their lives. Recognise and explore feelings.</b></p>   | <p>YR My Friends - <b>Know the Golden Rule – treat others the way you want to be treated (e.g., Mark 12:30-31, Hadith 13, Leviticus 19:18, etc.) Know examples of this from different religions.</b></p>   | <p>My Special Things - <b>Show a developing respect for their own cultures and beliefs and those of other people.</b></p>  | <p>YR Special Times for Me and Others -<b>Know about similarities and differences between themselves and others, among families, communities and traditions.</b></p>   | <p>My Life-<b>Appreciate the wonder of life and development.</b><br/> Q1. Why do people pray?<br/> Q2. Can you think when we worship in school?<br/> Q3. Do we all worship the same God/gods?</p>                      | <p>Our Beautiful World-<b>Explore and respond to the natural world and recognise there are some questions that are difficult to answer.</b></p>   |
| Enquiry Questions | <p>Q1. What makes you feel happy?<br/> Q2. What makes you feel sad?<br/> Q3. How do you think your friend is feeling?<br/> Q4. What is the funniest thing that happened today?<br/> Q5. What do you love doing?<br/> Q6. If you could do anything right now, what would it be?</p> | <p>Q1. Who are your friends?<br/> Q2. What makes a good friend?<br/> Q3. How can we make friends?<br/> Q4. How and why do we say sorry?<br/> Q5. Who are you playing with today?<br/> Q6. What is it about **** you like?<br/> Q7 How does **** make you feel?<br/> Q8. Who made you happy today?<br/> Q9. How did you help someone today?</p> | <p>Q1. What Christmas present did you get?<br/> Q2. What is the meaning of Christmas for Christians?<br/> Q3. What things are important or precious to you?<br/> Q4. How do you get ready for a visitor coming to your home?<br/> Q5. How do you get ready to go to visit someone?<br/> Q6. I wonder what gift you might have given to baby Jesus if you had been there?</p> | <p>Q1. Ask questions about religion and culture as they encounter them in everyday experiences.<br/> Q2. hat does Spring mean to us?<br/> Q3. How does Spring make you feel?<br/> Q4. What kinds of new life can we see?</p> | <p>Our Special Places <b>Identify places which are special to them and to others.</b><br/> Q1. Why do people pray?<br/> Q2. Can you think when we worship in school?<br/> Q3. Do we all worship the same God/gods?</p> | <p>Q1. Do you think there are questions we don't know the answer to?<br/> Q2. Do you think religion might provide some answers for some people?<br/> Q3. How do you think the world was created?<br/> Q4. How can we care for our world?<br/> Q5. What makes our world a beautiful place?</p> |
| PSHE/ RSE         | <p>Well-being-emotional. <b>Confident to speak to others about own needs, wants, interests and opinions.</b></p>   | <p>Well-being – Physical <b>To learn about some of the things that keep our bodies</b></p>   | <p>Respect-<b>Knows some of the things that make them unique and can talk about some of the similarities and</b></p>   | <p>E-safety- <b>Children recognise that a range of technology is used in places such as homes and schools. They select and</b></p>   | <p>Health and prevention- <b>Keeping well . Clean, healthy and safe</b></p>  | <p>Economic well-being enterprise- <b>That money comes from different. sources and can be</b></p>   |

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|  | <p>Can describe self in positive terms and talk about abilities.</p>  | <p>healthy (physical activity, sleep, rest, healthy food)</p>  | <p>differences in relation to friends or family.</p>  | <p>use technology for particular purposes.</p>   | <p>Children will learn about basic hygiene.</p>  | <p>used for different purposes, including the concepts of spending and saving</p>   |
|  | <p>Q1. What do they do to make us happy?<br/>Q2. What do they do to make us angry/sad?<br/>Q3. What do we do to make our friends happy/angry/sad?<br/>Q4. How does it feel to be ignored?</p> | <p>Q1. What do we think we need to do to keep ourselves healthy?<br/>Q2. What do we do during our day that keeps us healthy?<br/>Q3. What do we think healthy people do and don't do?<br/>Q4. What things can we do when we feel good and healthy?</p> | <p>Q1. Which toys do you like in this box – why?<br/>Q2. What colours are on the toys?<br/>Q3. Does it matter what colour the toy is?<br/>Q4. Is it OK for us all to like different toys?<br/>Q5. Which toy would you choose for X to play with and why (another child or adult)?<br/>Q6. What do you like and how do they make you feel?</p> | <p>Q1. What do we mean by being safe online?<br/>Q2. If a stranger asked you these details, would you tell them? Why?<br/>Q3. Who would you trust to share these details with?</p> | <p>Q1. Begin by asking children's experiences of feeling ill.<br/>Q2. Who helped them? Q3. Did they need medicine?<br/>Q4. What were their symptoms?</p> | <p>Q1. Can you buy anything you want from our shop?<br/>2. How will you know if you have enough money?<br/>Q3. What are some of the important items we need to buy from the shop?<br/>Q4. Why can I not just buy sweets/toys/ice-creams from the shop?<br/>Q5. Do you save money?<br/>What would you like to buy?</p> |