



Harby C of E Primary School
Long Term Curriculum Plan
 Cycle 2 Academic Year 2022-2023
 (Working document)



Overarching themes for our whole curriculum:

vocabulary, equality, diversity, inclusion

Rolling Programme Cycle 2	Class1	Class2	Class3	Class4	Class1	Class2	Class3	Class4	Class1	Class2	Class3	Class4
	Autumn Term				Spring Term				Summer Term			
	R/1	Y2	Y3/4	Y5/6	R/1	Y2	Y3/4	Y5/6	R/1	Y2	Y3/4	Y5/6
Overarching Topic	I am a Superhero / Festival of Lights	Amazing people	Prehistory / Stone-age	Magnificent Mountains	Why do Zebras have stripes?/ Roots, Shoots & Muddy Boots	Where we live	Local History – WW2	Space	Tail Tales and Brilliant Books/ Our Amazing World	Homes and habitats	Sound	Travelling
Maths	Reception – Getting to know you, just like me, it's me 1,2,3, Light and Dark Y1 Number (N) Place Value (10) (N) Addition and Subtraction Geometry (G) shape Place Value (20)	(N) Place Value (N) Addition and Subtraction Measurement (M): Money (N) Number: Multiplication and division	(N) Place Value (N) Addition and Subtraction Measurement (M): Length and Perimeter (N) Number: Multiplication and division	(N) Place Value (N) Addition and Subtraction (N) Number: Multiplication and division (N) Fractions (G) Position and Direction Statistics (S)	Reception Alive in 5! Growing 6,7,8, Building 9 and 10 Y1 (N) Addition and Subtraction (20) (n) Place Value (50) (M) Length and Height (M) Weight and Volume	(N) Multiplication and Division Statistics (G) Properties of Shape (N) Fractions	(N) Multiplication and Division (M) Money (M) Area Statistics (Y3) Length and Perimeter (N) Fractions (N) Decimals	(N) Decimals (N) Percentages (N) Algebra (M) Converting units (M) Perimeter, Area, Volume, (N) Ratio	Reception To 20 and Beyond First, then, now Find my pattern, On the move. Y1 (N) Multiplication and Division (N) Fractions (G) Position / Direction (N) Place Value (100) (M) Money (M) Time	(M) Length and Height (G) Position and Direction (M) Time (M) Mass, Capacity and Temperature	(N) (Y4) Decimals (N) Fractions (M) Money Statistics (M) Time (G) Properties of Shape (G) Position Direction (M) Mass and Capacity	(N) (Y5) Decimals Statistics (G) Properties of Shape (G) Position and Direction (M) Converting units Volume
English	FS2 Focus Phase 1 phonics consolidation Start Phase 2 Phonics Early mark making	Narrative Recount Poetry	recounts Instructions Persuade Well known stories; Fairy-tale / traditional stories; stories	Narrative Biography Explanations Poetry Explanations Instructions Narrative	FS2 Focus Phase 1 and phase 2 phonics consolidation, start Phase 3 and 4 Phonics	Narrative Recount Poetry	Reports Explanation Myths and legends – historical stories Mystery stories.	Non- Chronologic al report Narrative Poetry Letters	FS2 Focus Phase 1, 2, 3 and 4 phonics consolidation Early mark making, labelling, simple	Narrative Recount Poetry	Discussion Recounts Fantasy stories; stories with morals and fables, sci fi stories	Narrative Chronological report Information Letters



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	<p>through to CVC word writing</p> <p>Yr 1 Focus: Phase 3 & 4 phonics consolidation Phase 5</p> <p>Story mapping a familiar story Story Structure Sequencing a familiar story Labelling (Human Body) Instructions (Halloween potion) Story sequencing (Nativity) Labelling (Christingle) •</p> <p>SPAG</p>		<p>from different cultures; scary stories</p> <p>SPAG – nouns and pronouns / possessive for clarity; standard English; compound words; consonants and vowels; suffix ly; past tense; fronted adverbials; subordinate clauses; adjectives; a / an; prefixes super, auto, anti; present tense, apostrophes;</p>		<p>Early mark making, labelling, simple sentence writing. Introducing finger spaces, capital letters and full stops</p> <p>Yr 1 Focus: Phase 3 & 4 phonics consolidation Phase 5</p> <p>Poetry: Write our own animal poems Recount (Christmas holidays) Labelling (animals) Story planning, Poems: write our own poem about mud Instructions (Vegetable soup or fruit kababs) Labelling (Plants) Story planning and writing</p> <p>SPAG</p>		<p>SPAG - Verbs, compound nouns; prefixes, dis, mis, un; subordinating conjunctions; inverted commas; expanded noun phrases, word families; adverbs – time, places and cause; prefixes in; suffixes ation; coordinating conjunctions; organisational devices</p>		<p>sentence writing, story planning</p> <p>Yr 1 Focus: Phase 3 , 4 and 5 phonics consolidation</p> <p>Write simple narratives Add a twist to a familiar narrative Recount (Easter holidays), Story planning and writing with additional description and twists Labelling (maps, landmarks)</p> <p>SPAG</p>		<p>SPAG – prepositions; prepositional phrases; conjunctions; suffixes beginning with vowels; time conjunctions; paragraphs; homophones; suffix ous; verb inflections; word families; place and cause conjunctions; editing and evaluating</p>	
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Science	Human body – our senses and keeping healthy. Light and dark. Seasonal changes Y1 Animals including humans - human focus Seasonal change	Every day materials	Rocks Living things and their habitats	Forces Animals and Plants - lifecycles	Life cycle of frogs / butterflies Plants Seasons and weather Y1 Animals including humans – animals Plants	Living things and their habitats Plants	Y3 Animals including humans Y4 Animals including humans	Earth and space Animals including humans		Seasonal change States of matter Y1 Every day materials	Animals including humans – Animals Animals including humans - humans	Sound	Living things and their habitats Animals including humans
Computing	EYFS Selecting technology / Use of technology E - Safety Unit 1.1 Online Safety and Exploring	E – Safety Purple Mash 2.2 Creating pictures 2.6 Autumn 2 How to use laptops, Clicker and Purple	E – Safety Purple Mash 4.2 Writing for different audiences 4.4 Autumn 2 Effective searching 4.7	E – Safety – Purple Mash 6.2 <i>ES 5/6 E-Safety – Me and my online identity.</i> Autumn 2 Coding 6.4	Reminders E – Safety ICT tools embedded across areas Unit 1.2 Grouping and Sorting Spring 2	Reminders E – Safety Keyboard skills Coding 2.1 Spring 2 Presenting ideas 2.8	Reminders E – Safety Coding 3.1 Spring 2 Spreadsheets 4.3	Reminder s E – Safety Spreadsheets 6.3		E – Safety Using ICT tools Unit 1.5 Maze Explorers Unit 1.8 Spreadsheets	E – Safety Keyboard skills Spreadsheets 2.3 Questioning 2.4	E – Safety Animation 4.6 Logo 4.5 Summer 2 Making music 4.9	E – Safety Networks 6.6 Quizzing 6.7 Summer 2 Understanding Binary 6.8



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	Purple Mash Autumn 2 Unit 1.4 Lego Builders Unit 1.7 Coding	Mash Effective Searching 2.5 Word processing and keyboard skills	Hardware investigators 4.8	Text adventures 6.5	Unit 1.6 Animated Story Books Unit 1.3 Pictograms	Word processing consolidation				Summer 2 Unit 1.9 Technology outside of school Using laptops Using keyboards	Summer 2 Making music 2.7 Word processing and application of knowledge.		
PE	Intro to PE Fundam. <i>Balance Bikes assessment session</i> Dance Ball Skills	Fundamentals Y2 Cadets – Inspire+ Net and wall Dance Ball skills	Netball Football Dance Fundam.	Netball Football Dance Hockey	Gymn. 1 Ball Skills: 2 Spring 2 Sending and Receiving Fitness	Gymn. Sending and Receiving Spring 2 Fitness Target Games	Gymn. Ball skills Spring 2 Handball Fitness PGL	Gymn. Swim. Outdoor / adventure Resid. Spring 2 Handball Swim.	Games 1 and 2 Ball Skills Team Building Net and Wall Athletics	Team Building Net and Wall Striking and Fielding Athletics	Athletics Tennis Outdoor Activities / Adventure Swim.	Athletics Tennis Cricket Tag Rugby	
Geography	Autumn 1 & 2: Seasonal weather,	Autumn 1: Harby and UK, Oceans.	Autumn 2: City / equator / Rainforests – location knowledge.	Autumn 1: Mountains, Volcanoes and Earthquakes.	Spring 1: Hot and cold countries	Spring 1: Non-EU comp. with UK	Spring 1: Rainforests South America – geog study in comp. to UK	Spring 1: UK – European study – France – geog	Summer 1: Field work focus	Summer 1: Field work focus	Summer 1: UK Study		



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	Autumn 1: maps and plans of school, grounds, compass		Climate, latitude / longitude				– human / physical	study in comp. to UK – human / physical						
History	Autumn 1: Chronology Autumn 2: Guy Fawkes (NC: events beyond living memory)	Autumn 2: Columbus (NC: significant individuals)	Autumn 1: Stone Age	Autumn 2: Bronze age		Spring 2: Then and now Harby - transport	Spring 2: Canals – significant local place	Spring 2: World War Two – local history	Spring 2: Railways – local history		Summer 2: Titanic	Summer 2: Ancient Greece	Summer 2: Iron Age	
Art / Design	3D form: Exploring clay Drawing and painting focus: – line – shape Roy Lichtenstein Andy Warhol	TEXTILES – collage, tie dye, applique Famous artists Drawing and painting focus: – line – shape	3D form: Clay - papier mache Drawing and painting focus: – line – shape	TEXTILES – silk paint, tie-dye, joining fabrics by sewing Drawing and painting focus: – line – shape		TEXTILES – collage and weave Andy Goldsworthy Earth Art Transient art Clare Thompson books: Rain Child & The Visitors	PRINT – relief press and fabric, rubbings and repeat, carbon	TEXTILES: quilting embroidery Drawing skills – perspective Sketching	3D form – Sculpture incl. Clay and poss mod roc Drawing – sketching Enid Marx		PRINT - various objects and colours Mondrian Kandinsky Exploring shape and colour Pointillism Aboriginal art	3D form – roll, knead, shape sculptures (Including clay)	PRINT – marbling, screen, cold water - patterns Focus on a famous artist or designer	PRINT – resist and relief printing – use various fabrics and paper. Drawing skills – perspective Escher and Lowry



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	Pop Art	Using different materials											
Design Tech	EYFS/Yr 1 Mechanical systems – sliders and gears: Superhero scenes greeting cards	Y2 – Food Preparing fruit and vegetables : smoothie / scones	Y3/4 – Food Mechanical systems - lever and linkages: cards or pneum.: moving toy or shop window	Y5/6 – Food Culture and seasonality: Soup / pizza / pie	EYFS Y1 – Food Preparing fruit and vegetables: fruit salad / soup	Y2 Mechanical systems – wheels and axles: Emer. vehicle / character / carnival	Y3/4 Healthy and varied diet: meringue with seasonal fruit / dips	Y5/6 Structures – frame structures : playground shelter, park furniture, adventure playground. (rocket Launch pad)	EYFS/Y1 – Structures Freestanding structures: bridges for Billy Goat or chair for baby bear	Y2 Textiles – templates and joining techniques: placemat, puppet, toy clothes (running stitch / glue / staple)	Y3/4 Textiles – 2D or 3D: bag/soft toy mascot	Y5/6 Electrical systems with CAD – monitoring and control: electrical board game, alarm for vehicle / treasure	
Music	R Unit 1 Pulse R Unit 2 Voice	Y2 Unit 1 Pulse Y2 Unit 2 Voice	Y4 Unit 1 Pulse Y4 Unit 2 Voice	Y6 Unit 1 Pulse Y6 Unit 2 Voice	R Unit 3 Rhythm R Unit 4 Pitch	Y2 Unit 3 Rhythm Y2 Unit 4 Pitch	Y4 Unit 3 Rhythm Y4 Unit 4 Pitch	Y6 Unit 3 Rhythm Y6 Unit 4 Pitch	R Unit 5 Tech R Unit 6 Composers	Y2 Unit 5 Tech Y2 Unit 6 Composers	Y4 Unit 5 Tech Y4 Unit 6 Composers	Y6 Unit 5 Tech Y6 Unit 6 Composers	
RE	F4: Being special: Where do we belong? 1.1: What do Christians	1.1: What do Christians believe God is like? (UC: God)	L2.2: What is it like for someone to follow God? (Christians) (UC: People of God)	U2.1: What does it mean if Christians believe God is Holy?	F1: Why is the word 'God' so important to Christians (UC: God) 1.10: What does it mean	1.10: What does it mean to belong to a faith community?	L2.7: What do Hindus believe God is like? L2.5: Why do Christians call the day Jesus died	U2.7: Why do Hindus want to be good? U2.11: Why do some people	F6: What times/stories are special and why? 1.6: Who is Muslim and how do	1.6: Who is Muslim and how do they live? (Part 2) 1.9: How should we care for the	L2.6: For Christians, when Jesus left, what was the impact of Pentecost?	U2.6: For Christians, what kind of king is Jesus? (UC: Kingdom of God)	



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	<p>believe God is like? (UC: God)</p> <ul style="list-style-type: none"> •F2: Why is Christmas special for Christians? (UC: Incarnation) •1.7. Who is Jewish and how do they live? (Part 2) 	1.7. Who is Jewish and how do they live? (Part 2)	L2.8: What does it mean to be a Hindu in Britain today?	(UC: God) L2.8: What does it mean to be a Hindu in Britain today?	<p>to belong to a faith community?</p> <p>F3: Why is Easter special to Christians? (UC: Salvation)</p> <p>1.5: Why does Easter matter to Christians? (UC: Salvation)</p>	1.5: Why does Easter matter to Christians? (UC: Salvation)	'Good Friday'? (UC: Salvation)	<p>believe in God and some not?</p> <p>U2.5: What do Christians believe Jesus did to 'save' people? (UC: Salvation)</p>	<p>they live? (Part 2)</p> <p>F5: What places are special and why?</p> <p>1.9: How should we care for the world and for others and why does it matter?</p>	<p>world and for others and why does it matter?</p>	(UC: Kingdom of God) L2.12: How and why do people try to make the world a better place?	U2.10: What matters most to Humanists and Christians?
PSHCE	<p>Myself and my relationships 1 & 4,</p> <p>Myself and my relationships 2, 6&7</p>	<p>Y1 and Y2 Citizenship 5</p> <p>Myself and My Relationships 5 and 7</p>	<p>Citizenship 8 Rules, Rights and Responsibilities</p> <p>Myself and My Relationships 10</p> <p>Myself and My</p>	<p>Citizenship 11 Rights Rules and Responsibilities</p> <p>Myself and My Relationships 15</p> <p>Myself and My</p>	<p>Citizenship 1 & 4,</p> <p>Healthy and Safer Lifestyles 1, 6&8</p>	<p>Citizenship 3</p> <p>Economic Wellbeing 1</p> <p>Healthy and Safer Lifestyles 8</p> <p>Healthy and Safer Lifestyles</p>	<p>Citizenship 7</p> <p>Citizenship 6</p> <p>Myself and My Relationships 11</p>	<p>Healthy and Safer Lifestyles 24 SR 6 SRE</p> <p>Citizenship 9 Working together</p> <p>Economic wellbeing 3</p>	<p>Citizenship 2, Healthy and Safer Lifestyles 9</p> <p>Healthy and Safer Lifestyles 2 Myself and my relationships 8</p>	<p>Healthy and Safer Lifestyles 4 Managing Risk</p> <p>Healthy and Safer Lifestyles 5 Safety contexts</p>	<p>Healthy and Safer Lifestyles 16 Personal safety</p> <p>RS3 2020 Relationships education</p> <p>Economic Wellbeing 2</p>	<p>Drug Education D.A.R.E.</p> <p>Healthy and Safer Lifestyles 22 0 Drug Education</p> <p>Healthy and Safer Lifestyles 18</p>



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			Relationships 12	Relationships 17			10 RS2 2020					Healthy and Safer Lifestyles 7	Financial Capability	Managing Risk Healthy and Safer Lifestyles 19 Safety Contexts Healthy and Safer Lifestyles 21
Foreign Language			Unit 1 and 2 Y3	Unit 1 and 2 Y5				Unit 3 and 4 Y3	Unit 3 and 4 Y5				Unit 5 and 6 Y3	Unit 5 and 6 Y5
Curriculum Enrichment opportunities	Visits from local 'Superheroes'	Newton – Woolsthorpe	Cresswell crags	Make initial links with Link school in Leicester		Trip to the zoo	Cheese factory	Local Historian	Resid. Trip Visit from Railway person				PGL for Y3/4	HSL 1.9 Y5/6 Safety Contexts DARE delivery in school.