



# The Federation of Middleham (VA) and Spennithorne (VC) CE Primary Schools

Executive Headteacher – Mrs Marie Mann

Blessed is the one who trusts in the Lord, whose confidence is in him.  
 They will be like a tree planted by the water that sends out its roots by the stream.  
 It does not fear when heat comes; its leaves are always green.  
 It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

## LONG TERM PLAN YEAR 1 & 2 - CYCLE A

	Autumn Term		Spring Term		Summer Term	
<b>British Values</b>	1st Half – Introduction to British Values 2nd Half - Democracy		1st Half - The rule of law 2nd Half - Individual liberty		1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs	
<b>Christian Values</b> <b>Root value: Love</b>	1st Half - Generosity 2nd Half - Compassion		1st Half - Courage 2nd Half - Forgiveness		1st Half - Friendship 2nd Half - Service	
<b>PSHE (Personal, Social, Health &amp; Economics education)</b>	<b>Me and My Relationships</b> Why we have classroom rules; Thinking about feelings; Our feelings; Feelings and bodies; Our special people balloons; Good friends; How are you listening? <b>Valuing difference</b> What makes us who we are?; How do we make others feel?; My special people; When someone is feeling left out?; An act of kindness?; Solve the problem <b>NSPCC Pants Programme</b>		<b>Keeping Myself Safe</b> Healthy me; Super sleep; Who can help? (1); Harold loses Geoffrey?; What could Harold do?; Good or bad touches?; Sharing pictures <b>Right and responsibilities</b> Getting on with others; When I feel like erupting; Feeling safe; How can we look after our environment?; How can we look after our environment?; Harold saves for something special; Harold goes camping; Playing games		<b>Growing and Changing (recap NSPCC Pants Programme)</b> A helping hand; Sam moves away; Haven't you grown!; My body, your body; Respecting privacy; Basic first aid <b>Being My Best</b> I can eat a rainbow; Eat well; Catch it! Bin it! Kill it!; Harold learns to ride his bike; Pass on the praise!; Harold has a bad day	
<b>RE (Religious Education)</b> Christianity Judaism	What can we learn from sacred books? Incarnation: Why does Christmas matter to Christians?		What does it mean to belong to a faith community? Creation: Who made the world?		What makes some places sacred? God: What do Christians believe God is like?	
<b>English</b>	Texts: The Man on the Moon, Beegu, Oliver Jeffers author study: The Way Back Home, Lost and Found Writing opportunities: Postcards, Recount, Instructions, Retelling, narrative, Instructions, Letters Whole Class Reading: The Robot and the Bluebird, A Cat's Guide to the Night Sky, Nimesh the Adventurer, Imaginary Fred		Texts: Wild, The Big Book of Bugs, The Owl Who Was Afraid of the Dark Writing opportunities: Letters, Posters, Newspaper report, Reports, Narrative Whole Class Reading: A Planet Full of Plastic, The Proudest Blue, The Big Book of Bugs, The Heart and the Bottle, The Proper Way to Meet a Hedgehog (poetry), The Giving Tree		Texts: Tell Me a Dragon, The Dragon Machine, The Wind in the Willows Writing opportunities: Fact files (dragons), Fantasy narrative, Poetry, Explanations (linked to Science) Narrative – own short chapter Whole Class Reading: Growing Frogs, Song of a River, Last Stop on Market Street, The Rainbow Bear, Jackie Morris texts	
<b>Maths</b>	Y1 Place value Addition and subtraction Shape	Y2 Place value Addition and subtraction Shape	Y1 Place value Addition and subtraction Length and height Mass and volume	Y2 Money Multiplication and division Length and height Mass, capacity and temperature	Y1 Multiplication and division Fractions Position and direction Place value Time Money	Y2 Fractions Time Statistics Position and direction
<b>Science</b> <i>Seasonal Changes will be revisited</i>	Everyday Materials – Brilliant Builders! Seasonal Changes – Wild weather		Living Things and their Habitats – Homes & Habitats Animals including humans – Wild and wonderful creatures		Animals including humans – Amazing me! Plants – Growing things	

<i>throughout the year</i>			
<b>Computing</b> <i>An Online Safety Bite size will start each computing session weekly</i>	<p>Online safety focus at start of each session: Y1  Online Relationships and Reputation, Copy Write and Ownership (ProjectEVOLVE)</p> <p><b>Online Safety and Key Skills</b>  SMART – keeping safe online  Introducing IT, examples of IT in and beyond school, identify computer parts, mouse/pad control, logging on/off, saving and opening files with support, open key applications, use arrow keys  <i>Software - paintz.app</i></p>	<p>Online safety focus at start of each session: Y1  Managing Information Online and Health, Well-Being, Lifestyle (ProjectEVOLVE)</p> <p><b>Digital writing</b>  Using a computer to create and format text, before comparing to writing non-digittally.  <i>Software –Microsoft Word</i></p> <p><b>Pictograms/Grouping Data</b>  Collecting data in tally charts and using attributes to organise and present data on a computer.  <i>Software - JITS (j2e.com)</i></p>	<p>Online safety focus at start of each session: Y1  Privacy and Security, Self Image and Security and Online Bullying (ProjectEVOLVE)</p> <p><b>Moving a robot</b>  Writing short algorithms and programs for floor robots, and predicting program outcomes.  <i>Software – Beebots</i></p> <p><b>Robot algorithms</b>  Creating and debugging programs, and using logical reasoning to make predictions.  <i>Software - beebots</i></p>
<b>History</b>	The lives of significant individuals and significant historical events: <u>How were Christopher Columbus and Neil Armstrong brave people?</u> Compare the discovery of the Americas and the moon landings.	Changes in living memory: <u>What did our grandparents play with?</u> A study of the 1970s – toys, games and music	Significant local historical events, people, places & changes: <u>What was it like when the Queen came to the throne?</u> Life in Spennithorne (Our Victorian School), the lives of significant individuals: Queen Victoria and Queen Elizabeth
<b>Geography</b>	<u>What is the weather like around the World?</u> What is Weather? How Does the Weather affect Us? Can we predict the Weather? Can the weather be dangerous? What is the location of hot and cold areas of the world? What does a cold area of the world look like?	<u>Are children in Africa just like me?</u> Where is Kenya? Let’s Explore! What is the same and what is different about Spennithorne, Middleham and Kenya? (Human and physical geography). What animals live in Africa? My Day, Your Day – what is the same and what is different?	<u>Why should people visit Spennithorne and Middleham?</u> What is our local area like? Out and about fieldwork! What are the features of the local area? Who lives in a house like this? What is it like in the capital city? What do I want to be when I grow up?
<b>Music</b>	<b>Pulse and rhythm (Theme: All about me)</b> Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities. <b>Dynamics, timbre, tempo and motifs (Theme: Space)</b> Developing knowledge and understanding of dynamics, timbre, tempo and instruments. Learning to compose and play motifs.	<b>Classical music, dynamics and tempo (Theme: Animals)</b> Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. <b>African call and response song (Theme: Animals)</b> Learning a traditional African call and response song and to recognise simple notation. Composing animal-based call and response rhythms.	<b>Musical Me!</b> Children learn to sing the song ‘Once a Man Fell in a Well’ and to play it using tuned percussion. Using letter notation to write a melody. <b>Myths and legends</b> Developing understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.
<b>DT (Design Technology)</b>	<b>Mechanisms: Making a moving story book</b> Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.	<b>Materials and textiles: Making animal puppets</b> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.	<b>Food: Fruit and vegetables</b> Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make and design packaging for.
<b>Art and Design</b>	<b>Formal Elements of Art</b> <u>Shape:</u> Experimenting with composition, children create a piece of abstract art inspired by artist Beatriz Millhazes <u>Line:</u> Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley. Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by water, David Hockney and Vija Celmins <u>Colour:</u> Through play-dough, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours. Children put into practice their	<b>Art and Design Skills</b> <u>Shading:</u> Working in the style of Nancy McCroskey’s mural, ‘Suite in Black, White and Grey’, children draw six boxes, filling each with a line that starts at one edge and finishes at another, then experiment with tone by shading the different areas they have made <u>Clay:</u> Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile Clarice Cliff <u>Plates:</u> Using a paper plate, children recreate their own designs of Clarice Cliffs ‘Circle Tree’ plate, using bright colours to paint circles and finishing by using black paint and a straw to blow a tree design	<b>Human Form</b> <u>Exploring how bodies and faces are portrayed in art</u> <u>Artists:</u> looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure. Looking at the work of Damien Hirst, Julian Opie and Edina Bridgeman <u>Sculpture and Mixed Media:</u> Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein

	understanding of colour mixing to recreate their own versions of the artwork 'O-9' by artist Jasper Johns	<u>Weaving</u> : Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating	
<b>PE (Physical Education)</b>	Gymnastics Team Building Fundamentals Ball Skills	Dance Invasion Sending and Receiving Fitness	Striking and Fielding Net and Wall Athletics Swimming

LONG TERM PLAN YEAR 1 & 2 - CYCLE B

	Autumn Term		Spring Term		Summer Term	
<b>British Values</b>	1st Half – Introduction to British Values 2nd Half - Democracy		1st Half - The rule of law 2nd Half - Individual liberty		1st Half - Mutual respect 2nd Half - Tolerance of those of different faiths and beliefs	
<b>Christian Values</b> <b>Root value: Love</b>	TBC once decided by the Pupil Collective Worship Leadership Team		TBC once decided by the Pupil Collective Worship Leadership Team		TBC once decided by the Pupil Collective Worship Leadership Team	
<b>PSHE (Personal, Social, Health &amp; Economics education)</b> <b>Wellbeing – visit to Thorpe Perrow</b>	<b>Me and My Relationships</b> Our ideal classroom (1); Our ideal classroom (2); How are you feeling today?; Bullying or teasing?; Don't do that!; Types of bullying; Being a good friend; Let's all be happy! <b>Valuing difference</b> Same or different?; Unkind, tease or bully?; Harold's school rules; Who are our special people?; It's not fair! <b>NSPCC Pants Programme</b>		<b>Keeping Myself Safe</b> Harold's picnic; How safe would you feel?; What should Harold say?; I don't like that!; Fun or not?; Should I tell?; Some secrets should never be kept <b>Right and responsibilities</b> Harold's wash and brush up; Around and about the school; Taking care of something; Harold's money; How should we look after our money?; Basic first aid		<b>Growing and Changing (recap NSPCC Pants Programme)</b> Inside my wonderful body!; Taking care of a baby; Then and now; Who can help? (2); Surprises and secrets; Keeping private <b>Being My Best</b> You can do it!; My day; Harold's postcard - helping us to keep clean and healthy; Harold's bathroom; My body needs...; What does my body do?	
<b>RE (Religious Education)</b> Christianity Judaism <i>Federation focus for the year - Muslims</i>	Believing Who is a Jewish and what do they believe? How and why do we celebrate special and sacred times? <i>Muslim visitor in 1<sup>st</sup> half term</i> Incarnation day (in December) planned and led by Catherine S		How should we care for others and the world, and why does it matter? Salvation: Why does Easter matter to Christians? Year 3/4 to do a presentation on how Muslims pray. Salvation day (start of 2 <sup>nd</sup> half term). Federation Easter Day/Service – Stations of the Cross		Gospel: What is the good news that Jesus brings? Who is a Christian and what do they believe? Year 5/6 to do a presentation about Muslim charity Federation visit to a Mosque.	
<b>English</b>	Texts Y1: Meerkat Mail; The Runaway Train; Out and About (poetry); The Journey Home; Lila and the Secret Rain Y2: Miranda the Explorer; Leaf; The Owl and the Pussycat; The Bear and the Piano Writing opportunities: Postcards; Lists; Recount; Diary; Setting description; Short narrative; Report; Poetry Whole Class Reading: Grandad's Island; All Aboard for the Bobo Road; The Jolly Postman; One Day So Many Ways; Leaf		Texts: Y1: Little Red Riding Hood; A Hero Called Wolf; Pie Corbett's Animal Poems Y2: The True Story of the Three Little Pigs; Traditional tales; Anthony Browne author study; The Tunnel Into the Forest; The Tear Thief Writing opportunities: Newspaper report; Own version of a fairy tale; Descriptions; Story sequencing; Instructions Whole Class Reading: The Tiger Who Came to Tea; Crazy About Cats; The Lion Inside; Julia Donaldson Poems to Perform; The Big Book of Beasts; Amazing Grace		Texts: Y1: The Big Book of Blooms; The Little Gardener; It starts with a seed; Where the Sea Meets the Sky Y2: The Hollyhock Wall; The Secret Garden; Ocean Meets Sky; The First Book of the Sea Writing opportunities: Plant fact file; Diary; Poems; Letters; Narrative Whole Class Reading: The Lighthouse Keeper's Lunch; How does a lighthouse work?; A First Book of the Sea; The Colour of Home; If all the world were...; Flotsam	
<b>Maths</b>	Y1 Place value Addition and subtraction Shape	Y2 Place value Addition and subtraction Shape	Y1 Place value Addition and subtraction Length and height Mass and volume	Y2 Money Multiplication and division Length and height Mass, capacity and temperature	Y1 Multiplication and division Fractions Position and direction Place value Time Money	Y2 Fractions Time Statistics Position and direction
<b>Science</b> <i>Seasonal Changes will be revisited throughout the year</i>	Everyday Materials – Comparing materials Seasonal Changes – Weather Art		Living Things and Habitats – Food Chains Animals including humans – People and their pets		Everyday Materials – Exploring Changes Plants – Art and Nature	
<b>Computing</b> <i>An Online Safety Bite size will start each computing session weekly</i>	Online safety focus at start of each session: Y2 Online Relationships and Reputation, Copy Write and Ownership (ProjectEVOLVE) <b>Online Safety and Key Skills</b> SMART – keeping safe online		Online safety focus at start of each session: Y2 Managing Information Online and Health, Well-Being, Lifestyle (ProjectEVOLVE) <b>Digital Painting</b>		Online safety focus at start of each session: Y2 Privacy and Security, Self Image and Security and Online Bullying (ProjectEVOLVE) <b>Programming Animations</b>	

	<p>Introducing IT, examples of IT in and beyond school, identify computer parts, mouse/pad control, logging on/off, saving and opening files with support, open key applications, use arrow keys</p> <p><i>Software - paintz.app</i></p>	<p>Explore the world of digital art and its exciting range of creative tools</p> <p><i>Software - paintz.app, paint software</i></p> <p><b>Digital Photography</b></p> <p>Capturing and changing digital photographs for different purposes</p> <p><i>Software – cameras/ipads, <a href="https://pixlr.com/x/">https://pixlr.com/x/</a>, pixlr app</i></p>	<p>Designing and programming the movement of a character on screen to tell stories.</p> <p><i>Software – Scratch Junior</i></p> <p><b>Programming Quizzes</b></p> <p>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.</p> <p><i>Software – Scratch Junior</i></p>
<b>History</b>	<p>A significant event beyond living memory</p> <p><u>Who was to blame for the Great Fire of London?</u></p> <p>The Great Fire of London</p>	<p>A significant event beyond living memory</p> <p><u>Who were the Wright brothers?</u></p> <p>The First flight</p>	<p>The Lives of significant individuals</p> <p><u>What did Grace Darling do that made her famous...and why is she remembered today so long afterwards?</u></p> <p>Was Grace Darling a hero?</p>
<b>Geography</b>	<p><b><u>What is so Wonderful about the World I live in?</u></b></p> <p>Is the World round?</p> <p>What is the same and what is different about the World's continents?</p> <p>How can I travel across the world?</p> <p>What clothes do I need to pack for my journey across the world?</p>	<p><b><u>Our Country: Which is best; village, town or city?</u></b></p> <p>Welcome to the UK!</p> <p>Village, town and city – what is the same and what is different?</p> <p>Are there farms in cities or do they rely on our local farms?</p> <p>What local products are made in our area?</p>	<p><b><u>Is a seaside town the same as Middleham?</u></b></p> <p>Middleham and Saltburn, what is the same and what is different? (Human and physical geography)</p> <p>Is plastic pollution a problem in Saltburn and seas and oceans in the world?</p> <p>What is the impact of plastic pollution?</p>
<b>Music</b>	<p><b>Timbre and rhythmic patterns (Theme: Fairy tales)</b></p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.</p> <p><b>Pitch and tempo (Theme: Superheroes)</b></p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>	<p><b>On this island: British songs and sounds</b></p> <p>Creating sounds to represent three contrasting landscapes: seaside, countryside and city</p> <p><b>Orchestral instruments (Theme: Traditional Western stories)</b></p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. .</p>	<p><b>Musical vocabulary (Under the sea)</b></p> <p>Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p> <p><b>Vocal and body sounds (Theme: By the sea)</b></p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>
<b>DT (Design Technology)</b>	<p><b>Structures: Baby Bear's chair (or The Great Fire of London Baker's Chair)</b></p> <p>Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.</p>	<p><b>Food: A balanced diet</b></p> <p>Learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap.</p>	<p><b>Mechanisms: Fairground wheel</b></p> <p>Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates and the structure stands freely.</p> <p><b>Textiles: Pouches (to take pocket money in to the seaside)</b></p> <p>Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.</p>
<b>Art and Design</b>	<p><b>Formal Elements of Art</b></p> <p><u>Pattern, Texture, Tone</u></p> <p><u>Pattern:</u> create printed patterns using everyday objects</p> <p><u>Texture:</u> take rubbings using different media. Children will be introduced to the idea of 'frottage' and look at the work of Max Ernst.</p> <p><u>Tone:</u> make drawings three dimensional using pencil, pastel and chalk.</p>	<p><b>Sculptures and collages</b></p> <p><u>Sketch</u> a pattern from observation before creating a sculpture from clay, using etching tools</p> <p><u>Design and make</u> a 3D model of a creature</p> <p><u>Create</u> a 3D composition of interest</p> <p><u>Recreate</u> as a class Louise Bourgeois' 'Maman' spider <u>sculpture</u> (1999)</p> <p><u>Plan and create</u> the legs and body of the spider</p> <p><u>Paint</u> the class spider sculpture, to give it a metallic bronze effect</p>	<p><b>Landscapes Using Different Media</b></p> <p><u>Seaside Landscape:</u> Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer</p> <p><u>Beach Textures:</u> Pupils use a range of materials, from cardboard to foil, to replicate the textures found at the seaside</p> <p>Shades and Colours of the Sea: Using watercolours, pupils create different tints, shades and hues to paint the background of their seaside scene</p> <p><u>Painting over Texture:</u> Over the top of their textured background, children add colour using poster paints to complete their pictures</p> <p>Sculptures and Collages (Y1)</p>
<b>PE (Physical Education)</b>	<p>Gymnastics</p> <p>Team Building</p> <p>Fundamentals</p> <p>Ball Skills</p>	<p>Dance</p> <p>Invasion</p> <p>Sending and Receiving</p> <p>Fitness</p>	<p>Striking and Fielding</p> <p>Net and Wall</p> <p>Athletics</p> <p>Swimming</p>

