

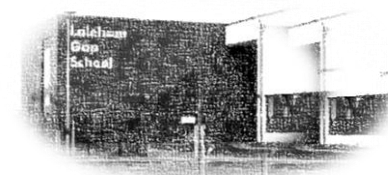
# LALEHAM GAP

## Long Term Plan - Cycle B 2017 - 2018

| Topic<br>NC & EYFS           | Term 1<br><u>Clothes</u>  | Term 2<br><u>Colour &amp; Texture</u>   | Term 3<br><u>Around The world</u>  | Term 4<br><u>Light &amp; Dark</u>  | Term 5<br><u>Weather</u>  | Term 6<br><u>At The Seaside</u>   |
|------------------------------|---|---|--|--|---|---|
| English                      | <p>Non-fiction books about clothes<br/>Fiction - Cinderella<br/>Stories with predictable and patterned language</p> <p><b>Suggested text</b><br/>Mrs Mopple's Washing line<br/>Titch<br/>Aliens love underpants stories<br/><b>Sensory story</b> - Mrs Mopples Washing line</p> | <p>Stories by the same Author - Nick Sharatt</p> <p><b>Suggested text</b><br/>My Mum and dad Make me laugh<br/>Don't put your finger in the Jelly Nelly,<br/>Elephant Welliphant<br/>Elmer books<br/><b>Sensory story</b> - My Mum and Dad make me laugh</p>  | <p>Stories from around the World</p> <p><b>Suggested text</b><br/>Tico Tango (S. America)<br/>Aboriginal stories (Australia)<br/>Handa's surprise, Handa's Hen (Africa)<br/>Monkey see. Monkey do(India)<br/><b>Sensory Story</b> - We all went on Safari</p>  | <p>Non - fiction - Recipes<br/>Stories related to light and dark</p> <p><b>Suggested text</b><br/>The owl who was afraid of the dark<br/>Funny bones<br/>Can't you sleep little bear<br/><b>Sensory story</b> - The Very noisy night</p>                               | <p>Non-fiction text<br/>Weather songs/Rhymes/ poems</p> <p><b>Suggested text</b><br/>We're going on a bear Hunt<br/>After the storm<br/><b>Sensory story</b> - We're going on a bear hunt</p>   | <p>Seaside poems</p> <p><b>Suggested text</b><br/>Winnie the Witch at the Sea<br/>The Sharing Shell<br/><b>Sensory story</b> - Look what I found</p>  |
| Maths                        | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - Number</p>  | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - SS&amp;M</p>  | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - Number</p>   | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - SS&amp;M</p>   | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - Review/Next Steps</p>   | <p>Number<br/>Place Value<br/>Measurement<br/>Geometry<br/>Statistics</p> <p>EYFS - Review/Next Steps</p>   |
| Science<br>KUW               | <p><b>Uses of everyday materials</b><br/>1. describe the simple physical properties of a variety of everyday materials (Yr1)<br/>2. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Yr2)</p>  | <p><b>Uses of everyday materials</b><br/>1. compare and group together a variety of everyday materials on the basis of their simple physical properties.(Yr1)<br/>2. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Yr2)</p> | <p><b>Animals including humans</b><br/>1. identify and name a variety of common animals that are carnivores, herbivores &amp; omnivores Yr1)<br/>2. notice that animals, including humans have offspring which grow into adults<br/><b>Plants</b><br/>1. Identify &amp; name a variety of common wild &amp; garden plants &amp; trees (Yr1)</p>                            | <p><b>Working Scientifically</b><br/>1. asking simple questions and recognising that they can be answered in different ways using their observations and ideas to suggest answers to questions<br/>2. gathering and recording data to help in answering questions.</p> | <p><b>Seasonal changes (Yr1)</b><br/>1. observe changes over the four seasons (Yr1)<br/>2. observe &amp; describe weather associated with the seasons &amp; how day length varies. (Yr1)<br/><b>Plants</b><br/>1. find out how plants need water, light &amp; a suitable temperature to grow and stay healthy (Yr2)</p> | <p><b>Living things and their habitats (Yr2)</b><br/>1. identify that most living things live in habitats to which they are suited &amp; describe how different habitats provide for basic needs of different kinds of animals &amp; plants, &amp; how they depend on each other (Yr2)<br/>2. identify &amp; name a variety of plants &amp; animals in their habitats, including micro-habitats (Yr2)</p> |
| History/<br>Geography<br>KUW | <p><b>History Focus:</b><br/>Significant historical events, people and places in their own locality</p>   | <p><b>History Focus:</b><br/>The lives of significant individuals in the past who have contributed to national and international achievements i.e. artists from the past.</p>   | <p><b>Geography Focus:</b><br/><b>Human and Physical Geography</b><br/>Exploring the school environment<br/><b>Place Knowledge</b><br/>India - comparing with Gravesend - features: forest, hill, mountain, river, soil, valley, vegetation, city, town, village<br/><b>Locational Knowledge</b><br/>Tales from different countries - locate continents and countries.</p> | <p><b>History Focus:</b><br/>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. John Logie Baird, Thomas Edison</p>            | <p><b>Geography Focus:</b><br/><b>Human and Physical Geography</b><br/>Seasonal and daily weather patterns in the UK and the location of the hot and cold areas of the world (Equator, North and South Poles)<br/><b>Place Knowledge</b><br/>Similarities and differences between locations.</p>                        | <p><b>History Focus:</b><br/>Significant historical events, people and places in their own locality i.e. how the seaside has changed</p>  |

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|                                 |  |  |  |  |  |   |
|---------------------------------|--|--|--|--|--|---|
|                                 |  |  | <b>Geographical Skills</b> - maps, atlases, globes   |  |  |   |
| Design Technology<br><u>EAD</u> | <u>Textiles</u><br>Designing slippers/socks<br>Making a rain hat for Teddy<br><u>Food</u><br>Making choices  | <u>Textiles</u><br>Weaving<br><u>Food</u><br>Making choices  | <u>Textiles</u><br>Batik & tie dye<br><u>Food</u><br>Cutting skills  | <u>Resistant Materials</u><br>Junk model Fireworks<br>Photo frames<br><u>Food</u><br>Making choices  | <u>Resistant Materials</u><br>Rain & Wind gauges<br>Kites & Windmills<br><u>Food</u><br>Cutting skills   | <u>Textiles</u><br>Beach hut<br>Ice creams<br>Seaside sensory bottles<br><u>Food</u><br>Using rolling pins and cutters  |
| Computing<br><u>KUW</u>         |  |  |  |  |  |   |
| R.E.<br><u>KUW</u>              | <b>Christianity &amp; Hinduism</b><br>Hindu - birth ceremonies/ worship<br>Christmas - gifts and gift bringers   |  | <b>Christianity &amp; Hinduism</b><br>Christianity - how Jesus is special<br>Easter - sadness and happiness<br>Hindu - festivals: Diwali, Raksha & Holi                        |  | <b>Christianity &amp; Judaism</b><br>Christianity - marriage<br>Judaism - stories and celebrations   |   |
| P.E.<br><u>PD</u>               | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>   | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>   | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>                       | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>   | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>   | <ul style="list-style-type: none"> <li>Real PE Fundamental Movement Skills Scheme of Work</li> <li>Story Size</li> <li>Termly Intra Challenge</li> </ul>  |
| P.S.H.C.E.<br><u>PSSED</u>      | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>   | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>   | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>                   | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>   | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>   | Personal Development <ul style="list-style-type: none"> <li>- Life Skills</li> <li>- Social Communication</li> <li>- PHSE</li> <li>- EHCP Targets</li> </ul>  |
| Art<br><u>EAD</u>               | To use a range of materials creatively to design and make products   | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.  | To use drawing, painting, and sculpture to share their ideas, experiences and imaginations.  | To use drawing, painting, and sculpture to share their ideas, experiences and imaginations.  | To understand the about the work of a range of artists, craft makers, and designers, describing the differences, and similarities, between different practices and disciplines, and making links to their own work.          | To understand the about the work of a range of artists, craft makers, and designers, describing the differences, and similarities, between different practices and disciplines, and making links to their own work. |
| Music<br><u>EAD</u>             | Lyra sheet with topical song (3)<br>Songs- about getting dressed, 'Put the hat on' song. (1)<br>Instrumental accompaniment to topical songs (Percussion) (2b)<br>Resonance board and items of clothing (4) | Lyra sheet with topical song (3)<br>Songs with colours in- chanting words in time (1)<br>Using different textures to fill a musical gap and match a story. (4)<br>Accompanying tracks using similar materials e.g. metal cutlery for Meatloaf and Scarves for Tchaikovsky (2b) | Lyra sheet with topical song (3)<br>Different songs from topic countries (1)<br>Exploring and improvising with different ethnic instruments relevant to topic countries (2b+4) | Lyra sheet with topical song (3)<br>Songs- about sun, night, caves. (1)<br>Instrumental timbre and matching instrument names. (2a+b)<br>High and Low notes on chime bars- high represent light and low represent dark (4+2a) | Lyra sheet with topical song (3)<br>Songs about the weather (1)<br>Performing a melody using musical drum pads (2a/b)<br>Recognition of different timbres (4)<br>Making rain makers<br>Composing with different textures (4) | Lyra sheet with topical song (3)<br>Songs about the sea, and going on holiday (1)<br>Sea shanties (1+2a)<br>Moving in sand to the music (3+4)   |
| Enrichment                      | Park<br>Library<br>(1 x MFL Focus Day - optional)  | Christmas Fair<br>Turner Centre<br>(1 x MFL Focus Day - optional)  | Art Show/Museum for Parents<br>(1 x MFL Focus Day - optional)  | (1 x MFL Focus Day - optional)   | Gardening<br>Garden Centre<br>(1 x MFL Focus Day - optional)   | Beach<br>Summer Fair<br>(1 x MFL Focus Day - optional)  |