

At Red Hall we are committed to offering a broad, balance and engaging curriculum. We will ensure that we have a holisitc approach to school life which acknowledges links with parents, families and the wider community. This will help to develop well rounded and resilient children. At each stage, children will be equipped with the skills, knowledge and understanding to become active world citizens. Our curriculum is dynamic, engaging and immersed in rich learning opportunities.



Red Hall Primary School Long term planning overview
Year group:

	Autumn 1 (7 ½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
TOPIC TITLE	A world of magic		Around the World in 80 days		Ay Ay Captain!	
Literacy: Key texts, authors and genres <i>What is the purpose of the writing? Who is the audience?</i>	<p><u>Winnie the Witch – Valerie Thomas</u> Description of Winnie/their own witch/wizard Describe the setting</p> <p><u>Winnie the Witch and the Midnight Dragon</u> Narrative- Talk for writing retell Narrative- Talk for writing own story Instructions- Change their teacher Letter- Dragon to Winnie</p> <p><u>Double Double toil and trouble – Macbeth</u> Poetry</p> <p><u>The boy who grew dragons Series- Andy Shepherd</u></p> <p><u>When Santa comes to Dudley – Steve Smallman (Christmas Focus)</u> Narrative, letter</p>		<p><u>Traditional Stories from Around the World</u> Comparison, narrative, alternative ending, information about a character, diary entry, instructions</p> <p><u>Poems from around the world</u> Poetry</p>		<p><u>Salty Dogs: Matty Long</u> Narrative, Diary, Description, letter</p> <p><u>Pirate Poems</u> Poetry</p> <p><u>The Pirates Next Door (Jonny Duddle)</u> Information text, Instructions.</p>	

<p>Numeracy</p>	<p><u>Place value</u> – tens and ones, odd and even numbers, counting quantities, numbers and number words, greater and less than and partitioning numbers in different ways. Counting in 2's, 3's, 5's and 10's. Forwards and backwards</p>	<p><u>Addition and subtraction</u> Adding a one digit number to a two digit number Subtracting a one digit number from a 2 digit number Adding and subtracting two digit numbers Solving word problems Exploring column method – addition, subtraction, crossing over and borrowing</p> <p><u>Multiplication and Division</u> Recognise and make equal groups of amounts Adding equal groups together Recording multiplication sentences using images Using arrays for division and multiplication To know my 2,5 and 10 x tables from memory</p>	<p><u>Multiplication and Division</u> Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd & even numbers Divide by 5 Divide by 10</p> <p><u>Statistics</u> Make tally charts Draw pictograms Interpret pictograms Draw pictograms Interpret pictograms Explore and interpret Block diagrams</p> <p><u>Shape and Measure</u> Recognise 2-D and 3-D shapes and recognise their features Recognise and identify the lines of symmetry Sort 2-D and 3D shapes Make patterns with 2-D shapes</p>	<p><u>Fractions</u> Make equal parts Recognise and find a half Recognise and find a quarter Recognise and find a third Find a third Explore the Equivalence of 1 2 and 2 4 Count in fractions</p> <p><u>Measurement Money</u> Count money pence and pounds. Select money and make the same amount. Compare money Find the total and difference of amounts Find change</p> <p><u>Measurement time</u> To recognise O'clock and half past, Quarter past and quarter to To tell the time to 5 minutes To explore hours and days Find and compare durations of time</p>	<p><u>Position and Direction</u> Describing movement Describing turns Describing movement and turns Making patterns with shapes</p> <p><u>Measurement (Length and Height)</u> Measure length (cm) Measure length (m) Compare lengths Order lengths Complete four operations with lengths</p>	<p><u>Measurement (Mass and weight)</u> Compare and measure mass in grams Measure mass in kilograms Compare volume using Millilitres and Litres Measure Temperature</p> <p><u>Plugging the Gaps</u></p>
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<p>Science:</p>	<p>Materials- related to DT- character Exploring different types of materials and their properties- sorting materials into spells- hard, soft etc. Investigating materials and their properties- Scientific Enquiry Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Scientific enquiry) (DT related)</p> <p>Humans Understand that humans, have offspring (babies) which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air) Scientific Enquiry.</p> <p>Plants- related to How to grow a Dragon and prior learning of humans. Observe and describe how seeds and bulbs grow into mature plants- relate to humans. Find out and describe how plants need water, light and the right temperature to grow and stay healthy- relate to humans prior learning</p> <p>Animals and other living things Find out about and describe the basic needs of animals (water, food and air)- relate to dragons- investigate how we would look after a dragon.</p>	<p>Seasonal Change Seasonal Changes – The weather within the four seasons and how the length of day changes. Explore the world around them and raise their own simple questions. Observe closely using simple equipment with help, observe changes over time. (Equator)</p> <p>Animals and other Living Things Identify and name animals in different environments</p> <p>Use simple features to compare living things and, with help, decide how to sort and group them (identifying and classifying)</p> <p>The basic needs of animals for survival (land).</p> <p>Describe how animals get food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Life cycle of animals survival (comparison of tadpoles-link to near us/ worldwide animal).</p> <p>Animals and Other Living Things – animals and plants that live in a beach habitat. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including</p>	<p>Animals and other Living Things Explore and compare the differences between things that are living, dead and things that have never been alive (Scientific enquiry).</p> <p>The basic needs of animals for survival (ocean animals).</p> <p>Describe how animals get food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food (ocean animals).</p> <p>Life cycle of animals survival (under the sea).</p> <p>Differences between living and dead things and things that have never been alive (rock, animal).</p> <p>Animals and Other Living Things – animals and plants that live in a beach habitat. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)</p> <p>Identify and name the plants in different environments (coral)</p> <p>Materials</p>
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History/Geography	<p>Geography: Characteristics of fantasy world- introduction to characteristics Using the map from fantasy world- recognise human and physical features and what these are (castle on map) History: Castles/Kings and Queens of Britain Investigate information about Dudley Castle Jobs in a castle – comparing past and present Features in a castle Kings and Queens of the UK Study the life of Queen Elizabeth 2. Know where people and events fit within a chronological framework- history of Kings and Queens in the UK. Study the life of Queen Elizabeth 1 Study life in 1500’s and compare to now.</p>	<p>History Explore transport from around the world (past, present and comparing these types of transport) (Wright brothers-aeroplane) Christopher Columbus</p> <p>Geography Name and locate the world's seven continents. Use maps, atlases and globes to identify the continents studied at this key stage.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p> <p>Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (city, town, village, factory, farm, house, office, port, harbour, shop) of a</p>	<p>At the Seaside</p> <p>Geography Name and locate the world's five oceans. Explore the seas that surround the UK. Use basic geographical vocabulary to refer to key physical features of a beach. Use basic geographical vocabulary to refer to key human features of a beach. (Comparison of Gornal to Llandudno)</p> <p>Compare the similarities and differences between a beach and a village. Explore famous pirates and their adventures.</p> <p>History Explore famous pirates and their adventures</p>

		<p>contrasting non-European country. (Compare Dudley- our school, homes, shops to Africa e.g Zimbabwe schools and houses ect).</p> <p>Use locational and directional language (e.g. near and far, left and right), describe the location of features and routes on maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>	
<p>Art + Design/Design + technology</p>	<p><u>Chalking- Winnie book</u></p> <p>Related to Science (materials) Design and create puppet of fantasy character</p> <p>Related to Geography/History Secondary and primary colours- Mondrian colour wheel Introduce Paul Klee- Use knowledge of secondary colours to create own castle (design and create)</p> <p><u>Dragon related</u> Sculpture of a dragon</p> <p>Sketching dragon scale- textures, shape, shade.</p>	<p>Sketch an animal from around the world and focus on shadows, use of light and dark.</p> <p>Children to select their favourite flag from around the world and design it using cross-stitching.</p> <p>Using the animal from sketch, children to develop their skills and produce a model of this through junk-modelling. Children to use decorative techniques</p> <p>Printing with food from around the world.</p> <p>Using Purple Mash, develop skills able to fill erase and edit. (animals/ flags around the world).</p> <p><u>Design Technology</u> Food tasting from all around the world.</p> <p><u>Movement</u></p>	<p><u>At the Seaside</u> Repeated prints Watercolour painting of coast Using junk materials to create a lighthouse.</p> <p>Sketch a coral reef and focus on shadows, use of light and dark and show pattern and texture by adding dots and lines.</p> <p>Develop skills of overlapping and overlaying to create effects. (under the sea pictures)</p> <p>Using natural resources, children to create an under the sea imagine.</p> <p>Drawing image of a sea creature on form and then printing this onto material ensuring contrasting colours are used.</p> <p>Using Purple Mash, develop skills able to fill erase and edit (ocean creatures).</p> <p>'Aivazovsky' paintings- water based colours.</p>

		<p>Small world animals in their own habitats. How can they move around their habitat?</p>	<p><u>Design Technology</u> Using a range of foods, create an under the sea imagine e.g (lettuce as sea weed, raisons as stones)</p> <p>Healthy eating- being stuck on an island create a healthy menu to eat.</p> <p>Creating a pizza fish.</p> <p>Movement</p> <p><u>Movement</u> Create a windmill for the seaside.</p>			
Computing	<p><u>E-safety</u> How to stay safe on the internet Explored rules for staying safe online Understanding positive behaviour on the internet How to make good choices when using the internet</p>	<p><u>Digital Literacy: using a computer</u> To discuss which websites are appropriate for my age To describe my digital footprint To treat others with respect online To use search engines effectively to explore toys from the past To safely use a device</p>	<p><u>Coding: Scratch Jnr - introduction and fundamentals</u> To describe and use instructions to program a character To program a character to grow and shrink. To use instructions to make characters move at different speeds and distance. To use a repeat instruction to make a sequence of instructions run more than once and predict the behaviour.</p>	<p><u>Digital Literacy - using a computer</u> Explore how can computers help you learn? Explore the question What is the internet? Explore how do people use computers at work? Explore how does animation work? Explore how do you make video on a computer? And create a short video.</p>	<p><u>Digital Literacy: taking and using photos- based around self portrait</u> To describe what makes a good photo To discuss what a camera is and how it works To take a good photo To save and organise photos To edit and present my photos</p>	<p><u>Coding: Scratch Jnr - introduction and fundamentals</u> To animate a sprite To make sprites appear and disappear To use a repeat block To control a sprite's actions To change the size of a sprite To use messaging to control a sprite To create a game</p>

			To create programs that play a recorded sound.			
Music	<p><u>Magical Creatures</u> Explore how music can make you feel a range of emotions Compose and perform a musical piece to go alongside an image</p> <p><u>Dragon</u> Identifying percussion instruments Explore our voices Compose music using percussion instruments based on a dragon. Explore how music can create mood (Focus on scary) Combine vocal and percussion sounds to perform.</p>		<p><u>Animals</u> Perform actions in tie to the beat Identify and copy of changes in the pitch of animal sounds Follow a pitch line using hands then voices Exploring how music creates mood Exploring how a music creates a beat at different speeds Develop beat through chant, actions and instruments</p>		<p><u>At the Seaside (water)</u> Perform actions to show the pitch. Learn how to play a musical effect to describe water Explore musical ideas using tuned and untuned percussion instruments Perform musical ideas following a leader</p>	
PE	<p><u>Gymnastics</u> Creating routines and sequences using at least 3 shapes and involving travel into their routines.</p> <p><u>Games</u> Explore how we can introduce defence and attack into each sport and how the roles of each person may be different.</p>	<p><u>Gymnastics</u> To use a variety of different rolls especially backwards rolls as this is the more challenging of the rolls.</p> <p><u>Dance</u> Working in pairs and how they can introduce their own ideas into dance routines.</p>	<p><u>Dance</u> To look at how we can introduce some of the skills they will use in KS2 dance by looking to change speed and levels within a performance, individually and in pairs.</p> <p><u>Gymnastics</u> To look at balances and how they can be linked to shapes and travel in gymnastics.</p>	<p><u>Games</u> To try out multiple positions to gain a better understanding of what certain roles require as well and hopefully some people showing leadership towards certain roles.</p> <p><u>Dance</u> To create their own dances as a class with a piece of music and forming together their own routine.</p>	<p><u>Games</u> To experiment with different sports and comparing how roles may change from one sport to another, little games to challenge motor skills will also be used.</p>	<p><u>Athletics</u> Children will work through the events for sports day practicing and be shown how they can achieve the best result possible.</p>

PSHE	<p>Mental Health</p> <p>To identify the challenges and hopes we have for the start of a new school year.</p> <p>To identify key rules to keep us safe in PSHE lessons.</p> <p>To identify different emotions</p> <p>To know that my behaviour impacts the feelings of others around me.</p> <p>To identify situations that create emotion and how that emotion feels.</p> <p>To know that my behaviour impacts the feelings of others around me.</p> <p>To explore my emotions using the four zones</p> <p>To understand that my emotions can change throughout the day</p>	<p>Relationships</p> <p>To identify how people make friends and what makes a good friendship.</p> <p>To identify how to recognise when I or someone else feels lonely and what to do.</p> <p>To explore strategies to resolve arguments between friends.</p> <p>To know how to ask for help if a friendship is making them unhappy.</p> <p>To identify that bodies and feelings can be hurt by words and actions (online and offline)</p> <p>To know that hurtful behaviour offline or online is not acceptable and how to report bullying</p>	<p>Relationships</p> <p>To know that sometimes people may behave differently online, sometimes pretending to be somebody they are not.</p> <p>To know how to respond safely to adults they do not know.</p> <p>To know techniques for resisting pressure to do something they do not want to do and which make them unsafe.</p> <p>To know what to do if they feel unsafe or worried.</p> <p>Focus on Childline.</p>	<p>Physical Health</p> <p>To know that medicines can help people keep healthy but when used incorrectly they can be harmful.</p> <p>To know how to keep my teeth healthy</p> <p>To know that people's needs change as they grow older.</p> <p>To learn about different ways to learn and play (break time offline)</p> <p>To identify how rules and age restrictions keep us safe.</p>	<p>NSPCC Pants</p> <p>To name the different parts of the body</p>	<p>The Wider World</p> <p>To know what rules are and why they are needed</p> <p>To explore our British Values and what each one means.</p> <p>To explore the role of the internet and understand that not everything read online is the truth.</p> <p>To explore what money is and how people make different choices about what to do with money.</p> <p>To explore that different people have different strengths</p> <p>To learn about the different jobs in our community</p> <p>To explore the different strengths and interests someone might need to do different jobs.</p>
R.E.	<p><u>Getting Ready for Prayer</u></p> <p>To identify special times in their life</p> <p>To begin to understand prayer as a personal experience</p>	<p><u>Sharing</u></p> <p>To be able to locate the sources of our food on a map</p> <p>To identify ways in which Christians say</p>	<p><u>Forgiveness</u></p> <p>To explore what is Forgiveness</p> <p>To explore Jesus and forgiveness.</p> <p>To explore and discuss what Jews</p>	<p><u>Growing and Changing</u></p> <p>To discuss and record the life cycle of a human.</p> <p>To be able to talk about what they think</p>	<p><u>Special People</u></p> <p>To identify a special person in my life</p> <p>To know about Jesus and his significance to Christians</p>	<p>(Previous Learning: How Sikhs feel they belong, How Sikhs say thanks for food)</p> <p>Focus on: Sacred book</p>

	<p>To know the Lord's prayer is important to Christians</p> <p>To understand how Muslims pray</p> <p>To be able to explore how they themselves might prepare for prayer</p> <p>Harvest: To explain why harvest is important to Christians.</p>	<p>thank you to God for His provision.</p> <p>To identify how Sikhs say thank you to God for His provision</p> <p>To be able to identify ways in which Christians and Sikhs say thank you to God for His provision</p> <p>To recognise how we can look after others and how others look after us</p> <p>Diwali: To explore the Diwali story and it's teachings.</p> <p>Christmas: Advent</p>	<p>believe about forgiveness.</p> <p>To explore the significance of Yom Kippur for Jews</p> <p>To explore what Buddhists believe about forgiveness.</p> <p>To explore images that represent forgiveness.</p>	<p>will happen to someone when they die</p> <p>To be able to suggest ways of remembering people who have died</p> <p>To know some ways Christians and Muslims remember people who have died</p> <p>Easter: To begin to understand the significance of the Easter Story</p>	<p>To explore the story of Noah</p> <p>To know about the Prophet Muhammad and his significance to Muslims</p>	<p>Stories from that Religion</p> <p>Festivals</p> <p>Visit to spiritual building/</p> <p>Visit from a person of faith</p> <p>Customs- Naming ceremonies, weddings.</p> <p>5 K's and their meanings</p> <p>Eid: To explore how Eid is celebrated at home.</p>
Parental involvement	To be reviewed through year (Covid)					
Cultural capital	Dress up day- fantasy characters- topic day	Christmas Topic Day	Food around the world tasting week.	Dress up day- wearing colours of favourite country flag.	Dress up day- pirates and mermaids.	Visit to the beach (covid Dependant) Visit to a Guardwara (Covid dependant)