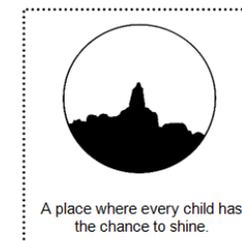


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	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1- R/Y1	Penguins Possums and Pigs (Y1)	Fire Fire (Y1)	Growth and Green Fingers (Y1)	Family Album (Y1)	Great Outdoors (Y1)	Robots (Y1)
Lead subjects	Geography, Science Art and Design	History, DT, Music	Science, DT, Art and Design	History, Art and Design, Geography	Science, Geography, DT.	Science, Music
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	NYCC science topic- Animals including humans Seasonal Changes ICT Rising Stars- We are celebrating (Y1) ICT Rising Stars- We are celebrating (Y1) Music Express- Ourselves (exploring sounds), Toys (beat)-Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are painters (Y1) Music Express- Our Land (exploring sounds) Our bodies (beat)-Y2	NYCC science topic- Plants Seasonal Changes ICT Rising Stars- We are TV Chefs (Y1) Music Express.-Animals (pitch), number (beat)-Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are collectors (Y1) Music Express.- Story-time (exploring sounds) and seasons (pitch)- Y2	NYCC science topic- Seasonal Changes Materials ICT Rising Stars- We are story tellers (Y1) Music Express.- Weather (exploring sounds), pattern (exploring beat)- Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are treasure hunters (Y1) Music Express.- Water (exploring pitch) and travel (exploring beat)- Y2
PE	Gymnastics	Games	Dance	Gymnastics	Games/Dance	Athletics Reception High Adventure
English (see KLIPs for progression) No-nonsense spelling	Stories by the same author Non-chronological report Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories Instructions Traditional rhymes	Traditional Tales Recounts	Stories with familiar settings Non-fiction text booklets Traditional rhymes	Stories with fantasy settings Recounts Poems for learning by heart

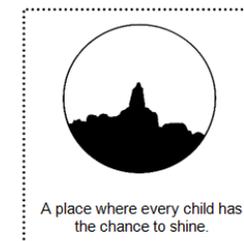


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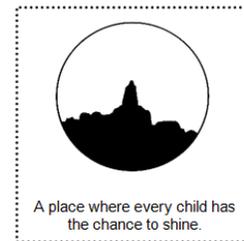
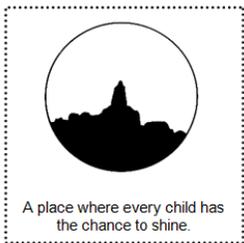
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scheme						
Reading and Phonics (Letters and Sounds)						
White Rose Maths Planning	Number: Place value Addition and subtraction Geometry and Shape	Number place value: consolidation	Number: Addition and subtraction Place value	Measurement length and height, weight and volume	Number multiplication and division, addition and subtraction Fractions Geometry position and direction	Number: place value Measurement money Time Consolidation
Additional subjects	History	Art	Eafety: whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.	Music		
PSHE	<u>Keeping myself safe</u> I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can answer 'how' and 'why' questions about my experiences and in response to stories or events. I can talk about ways to keep healthy and safe.		<u>My Healthy Lifestyle</u> I know the importance for good health of physical exercise, and a healthy diet. I can talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. I know the importance of personal hygiene-		<u>Becoming an active citizen</u> I can talk about how I and others show feelings. I can work as part of a group or class, and understand and follow the rules. I can adjust my behaviour to different situations, and take changes of routine in my stride.	



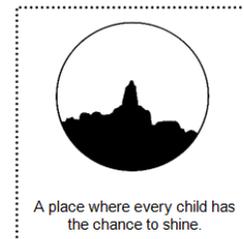
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	<p>I know the role of medicines in promoting health and the reasons why people use them.</p> <p>I know the school rules about personal hygiene and medicines.</p> <p>I know that some substances can help or harm the body.</p> <p>I recognise the need for safety rules -road, fire, school environment, playground and home.</p> <p>I know there are people and services who can help us.</p> <p>I understand that some websites may not be age-appropriate.</p> <p>I know what to do if I find something inappropriate online.</p> <p><u>Me and my relationships</u></p> <p>I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can take account of one another's ideas about how to organize an activity.</p> <p>I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>I can make observations of animals, plants and myself and explain why some things occur, and talk about changes which happen.</p> <p>I know that there are different types of</p>	<p>regular washing, bathing, showering, cleaning my teeth.</p> <p>I know how to look after my body.</p> <p>I can recognise and name my feelings and those of others.</p> <p>I can make healthy eating choices and prepare simple healthy foods.</p> <p><u>Me and my future</u></p> <p>I can talk about past and present events in my own lives and in the lives of family members.</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions.</p> <p>I can recognise the coins and notes we use.</p> <p>I can choose the correct value of coins and calculate change.</p> <p>I know that money can come from regular sources and irregular sources.</p> <p>I know that we have to pay for what we buy.</p> <p>I know how to keep money safe.</p> <p>I know that I don't have to spend my money but can save it to use later.</p> <p>I can explain the difference between needs and wants.</p> <p>I understand individuals and families have to find ways to balance wants and needs.</p> <p>I understand that it may not be possible to have</p>	<p>I can play co-operatively, taking turns with others.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p> <p>I can express a simple opinion, agreement and disagreement.</p> <p>I can ask questions.</p> <p>I play a full part in the life of my classroom.</p> <p>I can agree and follow rules for my group and classroom.</p> <p><u>Moving on</u></p> <p>I am confident to try new activities, and say why I like some activities more than others.</p> <p>I am confident to speak in a familiar group and will talk about my ideas.</p> <p>I can choose the resources I need for a chosen activity.</p> <p>I can say when I do or don't need help.</p> <p>I can identify positive achievements during my time in Year 1.</p> <p>I can explain what I am worried about and what I am looking forward to in Year 2.</p> <p>I know what to expect when I start Year 2.</p> <p>I know some of the reasons why change can feel uncomfortable and scary.</p> <p>I know some of the ways of dealing with the</p>
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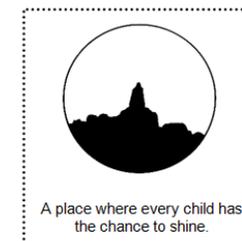
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	<p>relationships - family, friends and others. I know that family and friends should care for each other. I know about change and loss and the associated feelings. I can recognise there are different types of teasing. I can play and work cooperatively. I can listen to other people. I can share appropriately. I can recognise that my behaviour affects others. I know the difference between right and wrong</p>	<p>everything you want, straight away, if at all. I can set myself simple goals. I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school. I can describe the work that people do in my family, my school and where I live.</p>	<p>feelings that sometimes arise from changes.</p>
RE	<p>Myself - Who am I? (RE Today). Harvest and Christmas</p>	<p>NYCC unit 1. 4 How do we show we care? <ul style="list-style-type: none"> • Good Samaritan • Music • Christian Charity • Islamic charity Easter and Passover</p>	<p>What stories about Moses do Jewish people love to remember? (RE Today)</p>



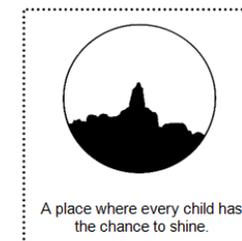
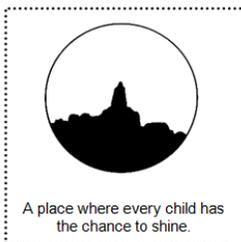
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Class 2- Y1/Y2	Penguins Possums and Pigs (Y1)	Fire Fire (Y1)	Growth and Green Fingers (Y1)	Family Album (Y1)	Great Outdoors (Y1)	Robots (Y1)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	NYCC science topic- Animals including humans. Seasonal Changes ICT Rising Stars- We are celebrating (Y1) Music Express- Ourselves (exploring sounds), Toys (beat)-Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are painters (Y1) Music Express- Our Land (exploring sounds) Our bodies (beat)-Y2	NYCC science topic- Plants Seasonal Changes ICT Rising Stars- We are TV Chefs (Y1) Music Express.-Animals (pitch), number (beat)-Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are collectors (Y1) Music Express.- Story-time (exploring sounds) and seasons (pitch)- Y2	NYCC science topic- Seasonal Changes Materials ICT Rising Stars- We are story tellers (Y1) Music Express.- Weather (exploring sounds), pattern (exploring beat)- Y2	NYCC science topic- Seasonal Changes ICT Rising Stars- We are treasure hunters (Y1) Music Express.- Water (exploring pitch) and travel (exploring beat)- Y2
PE	Gymnastics	Games	Dance	Gymnastics	Games/Dance	Athletics
English (see KLIPs for progression) No-nonsense spelling scheme Reading and Phonics (Letters and Sounds)	Stories by the same author Non-chronological report Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories Instructions Traditional rhymes	Traditional Tales Recounts	Stories with familiar settings Non-fiction text booklets Traditional rhymes	Stories with fantasy settings Recounts Poems for learning by heart



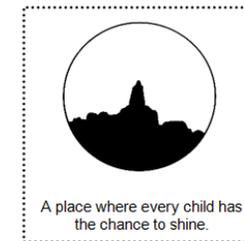
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White Rose Maths Planning	Number place value Addition and subtraction	Measurement Money Number multiplication and division	Number Multiplication and division Statistics Geometry properties of shape	Number fractions Measurement length and height Consolidation	Position and direction Problem Solving and efficient methods Measurement Time	Measurement Mass, capacity and temperature Investigations
PSHE	<p><u>Keeping myself safe</u></p> <p>I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I know the role of medicines in promoting health and the reasons why people use them.</p> <p>I know the school rules about personal hygiene and medicines.</p> <p>I know that some substances can help or harm the body.</p> <p>I recognise the need for safety rules -road, fire, school environment, playground and home.</p> <p>I know there are people and services who can help us.</p> <p>I understand that some websites may not be age-appropriate.</p> <p>I know what to do if I find something inappropriate online.</p>		<p><u>My Healthy Lifestyle</u></p> <p>I know the importance for good health of physical exercise, and a healthy diet.</p> <p>I can talk about ways to keep healthy and safe.</p> <p>I can manage my own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>I know the importance of personal hygiene-regular washing, bathing, showering, cleaning my teeth.</p> <p>I know how to look after my body.</p> <p>I can recognise and name my feelings and those of others.</p> <p>I can make healthy eating choices and prepare simple healthy foods.</p> <p><u>Me and my future</u></p> <p>I can talk about past and present events in my own lives and in the lives of family members.</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions.</p> <p>I can recognise the coins and notes we use.</p>			<p><u>Becoming an active citizen</u></p> <p>I can talk about how I and others show feelings.</p> <p>I can work as part of a group or class, and understand and follow the rules.</p> <p>I can adjust my behaviour to different situations, and take changes of routine in my stride.</p> <p>I can play co-operatively, taking turns with others.</p> <p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p> <p>I can express a simple opinion, agreement and disagreement.</p> <p>I can ask questions.</p> <p>I play a full part in the life of my classroom.</p> <p>I can agree and follow rules for my group and classroom.</p> <p><u>Moving on</u></p> <p>I am confident to try new activities, and say why I like some activities more than others.</p>



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	<p><u>Me and my relationships</u> I can talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. I can take account of one another's ideas about how to organize an activity. I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. I can make observations of animals, plants and myself and explain why some things occur, and talk about changes which happen. I know that there are different types of relationships - family, friends and others. I know that family and friends should care for each other. I know about change and loss and the associated feelings. I can recognise there are different types of teasing. I can play and work cooperatively. I can listen to other people. I can share appropriately. I can recognise that my behaviour affects others. I know the difference between right and wrong</p>	<p>I can choose the correct value of coins and calculate change. I know that money can come from regular sources and irregular sources. I know that we have to pay for what we buy. I know how to keep money safe. I know that I don't have to spend my money but can save it to use later. I can explain the difference between needs and wants. I understand individuals and families have to find ways to balance wants and needs. I understand that it may not be possible to have everything you want, straight away, if at all. I can set myself simple goals. I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school. I can describe the work that people do in my family, my school and where I live.</p>	<p>I am confident to speak in a familiar group and will talk about my ideas. I can choose the resources I need for a chosen activity. I can say when I do or don't need help. I can identify positive achievements during my time in Year 1. I can explain what I am worried about and what I am looking forward to in Year 2. I know what to expect when I start Year 2. I know some of the reasons why change can feel uncomfortable and scary. I know some of the ways of dealing with the feelings that sometimes arise from changes.</p>
RE	Myself - Who am I? (RE Today).	NYCC unit 1. 4	What stories about Moses do Jewish people



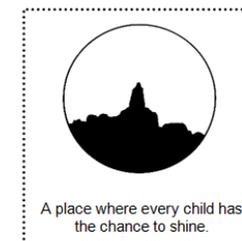
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	Harvest and Christmas	How do we show we care? <ul style="list-style-type: none">• Good Samaritan• Music• Christian Charity• Islamic charity Easter and Passover	love to remember? (RE Today)



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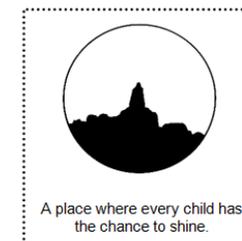


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Class 3-Y3	No Place like home (Y3)	Healthy Humans (Y3)	Rock and Roll (Y3)	Iron Man (Y3)	What the Romans did for us (Y3)	How does your garden grow) (Y3)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	ICT Rising Stars- We are presenters (Y3) Music Express - Environment (composition), Building (beat)-Y3	NYCC science topic- Living things and their habitats ICT Rising Stars We are bug fixers (Y3) Music Express - Sounds (exploring sounds) and Poetry (performance -Y3	NYCC science topic- Rocks and fossils ICT Rising Stars We are opinion pollsters (Y3) Music Express-China (Pitch), Time (Beat)-Y 3	NYCC science topic- Forces ICT Rising Stars We are programmers (Y3) Music Express- In the Past (Pitch) and communication (Composition)-Y 3	ICT Rising Stars We are communicators (Y3) Music Express-Human Body (structure), Singing French (pitch)-Y3	NYCC science topic- Plants ICT Rising Stars We are network engineers (Y3) or We are Vloggers (Y3) Music Express- Ancient Worlds (Structure) and Food and Drink (performance)-Y3
PE	Invasion Games	Dance	Net wall games	Gymnastics	Striking/fielding games	Athletics
English (see KLIPs for progression) No-nonsense spelling scheme Reading	Folk Tales Recount - biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Mystery stories Explanations Classic Poetry
White Rose Maths	Number place value Addition and	Number multiplication and division	Number multiplication and division	Measurement length and perimeter	Number fractions Measurement time	Measurement mass and capacity

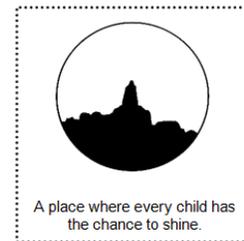


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Planning	subtraction		Measurement Money Statistics	Number fractions	Geometry properties of shape	consolidation
PSHE	<p><u>Keeping myself safe</u></p> <p>I know the role of medicines in promoting health and the reasons why people use them.</p> <p>I know the school rules about personal hygiene and medicines.</p> <p>I know that some substances can help or harm the body.</p> <p>I recognise the need for safety rules -road, fire, school environment, playground and home.</p> <p>I know there are people and services who can help us.</p> <p>I understand that some websites may not be age-appropriate.</p> <p>I know what to do if I find something inappropriate online.</p> <p><u>Me and my relationships</u></p> <p>I know about the changes that have happened to my body since birth.</p> <p>I can question whether boys and girls should behave differently.</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls.</p> <p>I understand the importance of valuing of one's own body and recognising its uniqueness.</p>		<p><u>My Healthy Lifestyle</u></p> <p>I can make simple choices to improve my physical and emotional.</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health.</p> <p>I have developed my vocabulary to describe my feelings to others.</p> <p>I have simple strategies to manage my feelings.</p> <p><u>Me and my future</u></p> <p>I know some of the essentials that have to be paid for.</p> <p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used I am able to keep simple financial records.</p> <p>I begin to understand that money is a finite resource and needs to be managed.</p> <p>I understand that the choices we make affect ourselves and others.</p> <p>I can describe why learning is important.</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me.</p> <p>I am aware that girls and boys have the same</p>		<p><u>Becoming an active citizen</u></p> <p>I can take part in discussions/simple debate with others about topical issues.</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs.</p> <p>I can contribute to the life of the class and the school.</p> <p>I know that I belong to different groups and communities ie school, family.</p> <p>I know what can be harmful to the environment.</p> <p>I know some ways to look after my environment.</p> <p><u>Moving on</u></p> <p>I can identify positive achievements during my time in KS1.</p> <p>I can explain what I am worried about and what I am looking forward to in Year 3.</p> <p>I know what to expect when I start Year 3.</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable.</p> <p>I can tell you how I would feel if a change that I didn't want to happen was imposed on me.</p>	

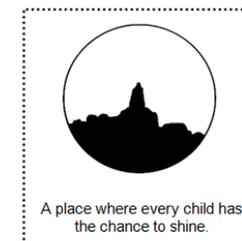


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	<p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching.</p> <p>I know who I can go to if I am worried about something.</p> <p>I know that people can do different things according to age and development and that people grow from young to old.</p> <p>I recognise that peoples' needs change with age.</p> <p>I know that there are different types of bullying and teasing.</p> <p>I know that bullying is wrong and know how to deal with bullying behaviours.</p> <p>I can listen to others and respect their viewpoints.</p> <p>I can identify and respect differences and similarities between people.</p> <p>I know how to be a good friend.</p>	<p>choices and opportunities in learning, careers and work.</p>	
<p>RE</p>	<p>NYCC unit 1.5 Creation and thanksgiving How do we say "thank you" for our beautiful world? •Creation story •Comparing Christian and Jewish stories. •Muslim creation story. Christmas gifts Link to NYCC unit 2.2</p>	<p>What can we learn from talking about God? (RE Today)</p>	<p>NYCC unit 1.2 Questions that puzzle us. I wonder... Questions about God and Jesus.</p>

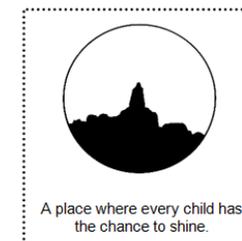


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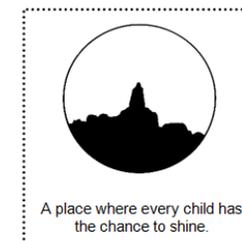
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French	Moi	les couleurs.	La jungle	Tutti, Frutti	La meteo	
Class 4- Y4/5	Sparks might fly (Y4)	The Great Plague (Y4)	The Art of Food (Y4)	The Passport to Europe (Y4)	Water Water Everywhere (Y4)	Hunted (Y4)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	NYCC science topic- Electricity ICT Rising Stars- We are game developers (Y5) Music Express- Our Community (performance)-Y5	ICT Rising Stars- We are cryptographers(Y5) Music Express-At the movies (composition)- Y5	NYCC science topic- Animals including humans ICT Rising Stars- We are artists(Y5) Music Express- Celebration (performance)- Y5	We are web developers (Y5) Music Express- Solar system (listening)-Y5	NYCC science topic- Materials We are web bloggers (Y5) Music Express-Life Cycles (structure)- Y5	NYCC science topic- Living things and their habitats We are architects (Y5) Music Express- Keeping healthy (beat)- Y5
PE	Invasion Games	Dance	Net wall games	Gymnastics	Striking/fielding games	Athletics
English (see KLIPs for progression) No-nonsense spelling scheme Reading	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Information booklets Poetry with a structure	Folk Tales Debate



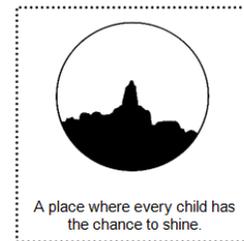
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White Rose Maths	Number Place Value Addition Subtraction Statistics	Measurement length, perimeter and area. Number multiplication and division consolidation	Number multiplication and division Measurement area	Fractions Decimals and percentages consolidation	Decimals Measurement money Geometry properties of shape Time Statistics	Position and direction Measurement volume Consolidation
PSHE	<u>Keeping myself safe</u> I know the difference between risk, danger and hazard. I can describe what risk means to me. I can take responsibility for my own behaviour and safety and realise that actions have consequences. I have some strategies to cope with peer influence and peer pressure. I know that not everything on the internet is true and know what to do if I access something inappropriate. I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones. I understand the need to keep some information		<u>My Healthy Lifestyle</u> I can identify some factors (positive and negative) that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media. I can make informed choices about healthy eating and exercising. I know the importance of taking care of my own body, whilst respecting cultural differences. I have a range of strategies for managing and controlling strong feelings and emotions. <u>Me and my future</u> I can demonstrate how to look after and save money. I can begin to develop an understanding that people have different financial circumstances. I can begin to understand the different values and attitudes that people have with regard to		<u>Becoming an active citizen</u> I can recognise aggressive and anti-social behaviours and their effects on individuals and communities. I understand that there is great diversity locally and across the world which affects peoples' choices. I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression. I understand how my choices may impact on the environment. I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves. <u>Moving on</u> I can identify positive achievements during my time in Year 4.	



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	<p>private in order to protect myself when communicating online. I begin to recognise how electronic communications may be used for manipulation or persuasion. I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, water, electricity and personal safety). <u>Me and my relationships</u> I feel good about myself and my body. I understand the language used to describe changes and feelings. I understand that my body and emotions will change as I grow older. I can recognise what love is. I know that there are different kinds of families and partnerships. I can respond appropriately to other people's feelings. I can acknowledge that others have different points of view. I can recognise the worth of other people. I can recognise my worth as an individual. I can identify positive things about myself and recognise my mistakes. I can set personal goals.</p>	<p>money. I recognise the range of jobs carried out by people they know. I can explain how I will develop skills for work in the future. I understand and use larger sums of money in calculations. I know a range of different ways to pay for things, some may involve debt or credit ('borrowing'). I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different). I am able to keep track of spending, keeping accurate records. I am able to make informed choices about how to pay for something. I am aware that the learning choices I make will affect my future options. I can identify my strengths, areas for improvement and set high aspirations and goals.</p>	<p>I can explain what I am worried about and what I am looking forward to in Year 5. I know what to expect when I start Year 5. I can tell you about the changes I can make happen. I can make some changes quickly and easily, and some changes are hard and can take a long time.</p>
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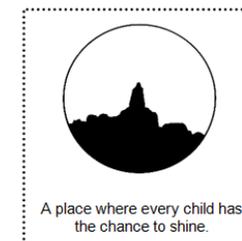


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	I can demonstrate the features of good friendship.					
RE	Light and dark - what do these symbols mean? (RE Today)		NYCC unit 2.1 What makes Jesus an inspiration? • Jesus' life and teaching • Who has he inspired? Easter		NYCC unit 2.2 Does a beautiful world mean there is a wonderful God? • Creation story, Christian and Jewish. Bible stories	
French	Les monstres	le calendrier des fetes	Les animaux	Au Marche	Cher zoo	Vive le temps libre



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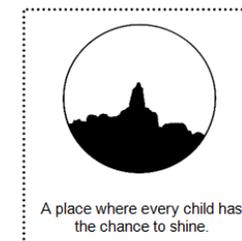


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Class 5-Y5-6	A Kingdom United (Y5)	Food Glorious Food (Y5)	Earthlings (Y5)	Inventors and Inventions (Y5)	Amazon Adventure (Y5)	Faster Higher Stronger (Y5)
Resources to supplement the LCC scheme or to use instead of the science, ICT and music in the LCC scheme.	ICT Rising Stars We are app planners (Y6) Music Express-Our Community (performance)-Y5	NYCC science topic- Materials] ICT Rising Stars We are project managers (Y6) Music Express-At the movies (composition)-Y5	NYCC science topic- Earth and Space ICT Rising Stars We are market researchers (Y6) Music Express-Solar system (listening)-Y5	NYCC science topic- Forces ICT Rising Stars We are interface designers (Y6) Music Express-Celebration (performance)- Y5	NYCC science topic- Living things and their habitats ICT Rising Stars We are app developers (Y6) Music Express-Life Cycles (structure)- Y5	NYCC science topic- Animals including humans ICT Rising Stars We are marketers (Y6) Music Express-Keeping healthy (beat)- Y5
English (see KLIPs for progression) No-nonsense spelling scheme Reading and Phonics (Letters and Sounds)	Legends Persuasion	Stories with historical settings Film and Playscripts Classic narrative poetry	Science fiction Stories Information Booklets Poems with a structure	Novel as a theme Magazine information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
White Rose	Number Place Value	Statistics	Number multiplication	Measurement	Decimals	Measurement

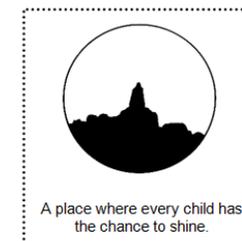


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Maths Planning	Addition Subtraction Multiplication and division	Fractions Perimeter and area Geometry position and direction consolidation	and division Decimals Fractions Percentages Algebra	converting units of measure Fractions Perimeter, area and volume Ratio Decimals and percentages	Geometry properties of shape Problem Solving Position and direction Statistics	perimeter, area and volume, Ratio Investigations Consolidation
PE	Invasion Games	Dance	Net wall games	Gymnastics	Striking/fielding games	Athletics
PSHE	<u>Keeping myself safe</u> I can take responsibility for my own safety and know basic emergency first aid procedures and where to get help. I can respond to challenges including recognising, managing and taking risks. I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances. I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school. I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online.		<u>My Healthy Lifestyle</u> I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions. I can manage my time to include regular exercise. I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc. I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a healthy lifestyle. I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs.		<u>Becoming an active citizen</u> I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself I can take part more fully in school and community activities I can demonstrate a sense of social justice and moral responsibility I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I know why and how rules and laws are made and enforced, why different rules are needed	

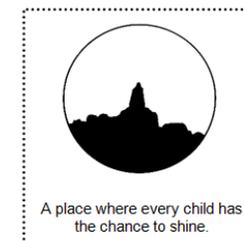


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	<p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I understand the need to use respectful language and know the legal consequences for sending offensive e-communications.</p> <p>I understand how the media (advertising and internet) may influence my opinions and choices.</p> <p><u>Me and my relationships</u></p> <p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and racism on individuals and communities.</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, gender and disability).</p> <p>I know about human reproduction including conception.</p> <p>I understand the physical and emotional changes I will go through at puberty.</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable.</p> <p>I know how to ask for help and have a range of strategies to resist pressure and distinguish between positive and negative influences,</p>	<p>I can look after my body as I go through puberty.</p> <p>I can manage my periods (menstruation).</p> <p><u>Me and my future</u></p> <p>I know what is deducted from earnings and why.</p> <p>I can differentiate between manageable and unmanageable debt.</p> <p>I am able to use cheques, credit and debit cards etc.</p> <p>I am beginning to understand pensions and insurance.</p> <p>I understand that money we earn also supports the community.</p> <p>I understand different ways of keeping track of my money.</p> <p>I understand simple risk and return.</p> <p>I am able to 'read' and check pay slips, bank statements etc.</p> <p>I can use effective record-keeping systems.</p> <p>I can manage a more complex budget over time.</p> <p>I understand that managing money is complex but there are people who can help.</p>	<p>in different situations and how to take part in making and changing rules</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>I am aware of how the media present information and that the media can be both a positive and negative influence</p> <p>I know about the basic institutions that support democracy locally and nationally</p> <p>I can make informed choices about my environment.</p> <p><u>Moving on</u></p> <p>I can identify positive achievements during my time in Primary School.</p> <p>I can explain what I am worried about and what I am looking forward to in Year 7.</p> <p>I know what to expect when I start Year 7.</p> <p>I can take part and reflect on a planned programme of transition to KS3.</p> <p>I know how change can interfere with our feelings of belonging.</p>
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	including bullying behaviours. I can recognise the difference between aggressive and assertive behaviour and the features of a positive healthy relationship. I know that relationships change over time and that new relationships and friendships develop.					
RE	NYCC unit 2.7 Values: What matters most to Christians, Humans and me? •Exploring right and wrong. Christmas journey		NYCC unit 2.6 Why are there now over 50 Mosques in Yorkshire/ Easter - despair and hope.	Religion and the individual. (RE Today).		
French	Ma famille	On fait la fete.	Cher zoo	Vive le temps libre	Au Cafe	