

Holly Class – long term plan Year A

| Hopton Curriculum Driver | Value | Topic | Curriculum coverage | | Experience / Trip |
|--------------------------|------------|-------------------------|---------------------|---|---------------------|
| Autumn 1 Play | Friendship | Enchanted Woodlands | English | Pattern and Rhyme, Simple re-telling of a Narrative, Instructional Writing. | Wildlife Area |
| | | | Maths | Number and Place Value, Number Bonds, Addition and Subtraction | |
| | | | Science | Plants | |
| | | | Computing | Technology Around Us | |
| | | | Geography | Making Maps | |
| | | | Art | Nature Sculptures | |
| | | | Music | Timbre and Rhythmic Patterns (Theme: Fairy Tales) | |
| | | | RE | Christianity – Why is belonging to God and the church family important to Christians? | |
| | | | PSHE | Being me in my world. | |
| | | | PE | Multi – skills and Dance | |
| Autumn 2 Wonder | Wisdom | Muck, Mess and Mixtures | English | Setting Descriptions, Informal Letters. | Christmas Pantomime |
| | | | Maths | Shape, Multiplication, Division | |
| | | | Science | Animals Including Humans | |
| | | | Computing | Digital Painting | |
| | | | D&T | Dips and Dippers | |
| | | | Geography | Christmas Around the World | |
| | | | History | Lives of Significant Individuals | |
| | | | Music | Orchestral Instruments (Theme: Traditional Western Stories) | |
| | | | RE | Judaism – Why is learning to do good deeds so important to Jewish people? | |
| | | | PE | Athletics | |
| | | | PSHE | Celebrating differences. | |

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| Spring 1 Insight | Compassion | Towers, Turrets and Castles | English | Pattern and Rhyme, Simple re-telling of a Narrative, Stories from Other Cultures | Visit to a local Castle |
| | | | Maths | Fractions, Money, Measure | |
| | | | Science | Everyday Materials and Their Properties. | |
| | | | DT | Moving Pictures Traditional Tales | |
| | | | Computing | Digital Writing | |
| | | | Geography | Amazing structures around the world; Towers and bridges in the local area | |
| | | | History | Significant people and places in our locality. | |
| | | | RE | Christianity – What are the best symbols of Jesus’ death & resurrection at Easter? | |
| | | | Music | Myths and Legends | |
| | | | PSHE | Dreams and Goals | |
| | | | PE | Gymnastics | |
| Spring 2 Risk | Courage | Wriggle and Crawl | English | Instructional Writing, Poems on a Theme, Recount from Personal Experience. | Visiting Company with insects (Banham) |
| | | | Maths | Addition and Subtraction, Multiplication and Division, Measure | |
| | | | Geography | Fieldwork | |
| | | | Science | Living things and their Habitats. | |
| | | | Computing | Grouping Data | |
| | | | DT | Sensational Salads | |
| | | | PSHE | Heathy Me | |
| | | | Music | African Call and Response Songs (Theme: Animals) | |
| | | | RE | Hinduism – How does a Hindu celebrate devotion to a deity at the festival of Holi? | |
| | | | PE | Teamwork | |
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| Summer 1 Voice | Stewardship | Superheroes | English | Setting Descriptions, Recount form Personal Experience, Informal Letters | Drama Workshop |
| | | | Maths | Measure and Consolidation | |
| | | | Science | Seasonal Changes, Spring/Summer | |
| | | | Computing | Moving Robots | |
| | | | Art & design | Colour Chaos | |
| | | | History | Historical heroes and heroines | |
| | | | PSHE | Relationships | |
| | | | RE | Judaism – Why do Jewish families say so many prayers and blessings? | |
| | | | Music | Pitch and Tempo (Theme: Animals) | |
| | | | PE | Athletics | |
| Summer 2 Experience | Service | Beachcombers | English | Stories from other cultures, recounts, Poetry on a theme. | Visit to Local Seaside Town |
| | | | Maths | Consolidation (TBC according to data) | |
| | | | Science | Scientists and Inventors | |
| | | | Art & design | Fabricate | |
| | | | Computing | Animation | |
| | | | Geography | Coastal features | |
| | | | History | Seaside through the ages | |
| | | | PSHE | Changing me | |
| | | | Music | Vocal and Body Sounds (Theme: By the Sea) | |
| | | | PE | Games | |
| RE | Christianity - Why do Christians pray to God and worship him? | | | | |