EWANRIGG JUNIOR SCHOOL
LOWER SCHOOL LONG TERM PLAN
CYCLE 2

	Autumn term		Spring term		Summer term	
Texts studied:	Once Upon an Ordinary School Day Colin McNaughton Where my wellies take me. Jolly Postman	Animal Fiction Texts: Varjak Paw Two Frogs	(Ice Palace by Robert Swindells) Little Wolf's Book of Badness	Pirates	(Non-fiction Owls Habitats) Pirates	Playscripts
Writing genres include:	Descriptive Poem Invitation	Kenning Newspaper Information Text	Instructions Descriptive Writing Kennings	Diary Letters Discursive Text	Information Text Story	Playscripts

Maths	**Number and Place Value** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
	
	 • recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
	 • compare and order numbers up to 1000
	 • identify, represent and estimate numbers using different representations
	 • read and write numbers up to 1000 in numerals and in words
	 • solve number problems and practical problems involving these ideas.
	
	 Addition and Subtraction
	
	 • add and subtract numbers mentally, including:
	
	    • a three-digit number and ones
	    • a three-digit number and tens
	    • a three-digit number and hundreds
	
	 • add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	 • estimate the answer to a calculation and use inverse operations to check answers
	 • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.					

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Fractions (including decimals and percentages)

- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $^5/_7 + {^1/_7} = {^6/_7}$]
- compare and order unit fractions, and fractions with the same denominator
- solve problems that involve all of the above.

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example to calculate the time taken by particular events or tasks].

Geometry - properties of space

- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

- identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Statistics

- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Science	**Light and Shadow(Light)** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. Global Learning: Solar energy P4C: life without energy	**Heating and Cooling (States of Matter)** • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius(°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Global Learning: Climate change P4C: Climate change, how do we care for our world? (Taking something, put something back) Writing: Persuasive writing- recycling. Real life maths: Reading temperatures	**Solids and Liquids (States of Matter)** • compare and group materials together, according to whether they are solids,liquids or gases Global Learning: How people cool their food around the world (Zeer pot) P4C: Climate changes effect on the environment Writing: Real life maths: Recyclable materials. statistics	**Habitats (Living things and their Habitats)** • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • identify and name a variety of plants and animals in their habitats, including micro- habitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Global Learning: Deforestation P4C: Loss of animal habitats Writing: look at animal conservation campaigns Real life maths: How much paper do you use?	**Circuits (Electricity)** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. Global Learning: Renewable energy P4C: Who should look after our planet?

	Writing: Advert for solar panels Real life maths: Light spectrometers Investigation: Measure shadows Light sensors to measure transparency				Writing: Non-chronological report on renewable energy Real life maths: Investigate electricity consumption.
History	**Be All You Can Be -** **History of Maryport** • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Global Learning: Contrast with Italian town. P4C: Who am I? Identity Writing: Diary entry Real life maths: Railway timetables		**Invaders and Settlers- Romans** **Depth C** • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Global Learning: Conflict resolution-Look at examples of settlers in modern life (Palestine) P4C: Conflict resolution Writing: Non chronological report on Roman life Real life maths: Timelines		**Invaders and Settlers – Anglo Saxons Depth C** • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne Global Learning: Immigration P4C: Right to live where you like? Writing: Newspaper report on invasion of Britain Real life maths: Measurements-making bread
Geography					**Madagascar** • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Global Learning: Explore how agricultural plants are grown in jungle climates. P4C: Are zoos right to use? Writing: non chronological report on Madagascar. Real life maths: Compare rainfall-Measurements. (Animal encounters/bug tasting.)

P.E.	**Multi-skills** • use running, jumping, throwing and catching in isolation and in combination **Circuits / parachutes** • develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	**Dance** • perform dances using a range of movement patterns **Gymnastics** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics	**Swimming** • develop flexibility, strength, technique, control and balance • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Dance/Gymnastics** • perform dances using a range of movement patterns	**Swimming** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Football/netball/Rugby** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics (multiskills)** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Cricket/tennis / golf.** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Athletics (multiskills)** • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Cricket/tennis** • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
Art **D.T.**	**St. Mary's church.** • **1 point perspective and 3d drawing.** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	**Famous English Paintings-Lowery and Percy Kelly.** To study Kelly and Lowery's paintings of Maryport and emulate their style in their own artwork. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.	**Pop Art** Roy Lichenstein and Andy Warhol.	**Seascapes-drawing painting.** • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	**Natural material collage.** Using Natural materials to create images. Stone stacks on the beach. (Andy Goldsworthy.) Photography. Photoshop.	

	about great artists, architects and designers in history					
COMPUTING	**4.5 WORD PROCESSING WE ARE CO-AUTHORS** ENG SC GEOG ART DESIG **3.4 WE ARE NETWORK ENGINEERS** DT GEOG SC Pupils should be taught: **4.5** -understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively. -use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that	**3.2 WE ARE BUG FIXES-** THINKMYSELF/ SCATCH ENG MA SC **5.4 E-SAFETY WE ARE WEB DESIGNERS** PSHCE ENG Pupils should be taught: **3.2**Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals **5.4** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration -use technology safely, respectfully and responsibly;	**4.4 WE ARE HTML EDITORS** URL ADDRESSES ENG **3.3 WE ARE PRESENTERS-**PHOTOSTORY ENG MA HIS GEOG WE ARE HISTORIANS – CENSUS Pupils should be taught: **4.4**-understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. use and combine a variety of software (including internet services	**3.2 WE ARE BUG FIXES-** THINKMYSELF AND SCARTCH ENG MA SC **4.1 WE ARE SOFTWARE DEVELOPERS–**CODING/SCRATCH MA ENG Pupils should be taught: **3.2** Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. debug programs that accomplish specific goals 4.1 Design, write and debug programs that accomplish specific goals, Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms	**3.5 WE ARE COMMUNICATORS** EMAILING ENG MA SC DT HIS PSHCE ART Pupils should be taught: **3.5**-understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour SCIENCE Data loggers to be used in class	**4.3 WE ARE MUSICIANS** MATHS MUSIC **INPUT/OUTPUT** SC Pupils should be taught: **4.3** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web. - and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; INPUT/OUTPUT -Use sequence, selection, and repetition in programs; work

	accomplish given goals, including collecting, analysing, evaluating and presenting data and information.- use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour **3.4** Understand computer networks including the internet; how they can provide multiple services, such as the WWW - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify ways to report concerns about content and contact	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. -Use search technologies effectively, Appreciate how search results are selected and ranked and be discerning in evaluating digital content -select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals,	**3.3** select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **HISTORIANS** -appreciate how results are selected and ranked, and be discerning in evaluating digital content - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	work and to detect and correct errors in algorithms and programs. - use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use search technologies effectively. Use search technologies effectively.	with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Music	**Music afternoons- 1 every half term** **Recorders** **Class Orchestra** **Serious Jocking** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations			**Drumming** **Signing** **Boom whackers** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music.		

		• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.				

SMSC	**S**	SEALS: New Beginnings School council caps elections Responsibility Cap applications	SEALS: Getting on and falling out Anti Bullying Olds folks tea Christmas nativity production Ewanriggs Got talent Remembrance Day Firework safety Christmas choir performance	SEALS: Going for goals Easter fayre	SEALS: Good to be me Rock Challenge	SEALS: Relationship Residential trips	SEALS: Changes Sports day Summer performance
	M	Feelings and relationships (Assembly & PCSO Visit) Different relationships Friendship Playground behaviour Bullying Cybersafety		Money (Assembly) Can we afford it? Where money comes from Money differences Where money goes Savings accounts Value for money		Choices (Assembly) Making choices Expressing opinions Hobbies and sport Choosing a career Choosing a present Using money wisely	
	S	Daily collective worship Church visit- Nativity RE Immersion Day – Sacred Texts and Stories (AT1 – Learning about religion & AT2 – Learning from religion) Lower School – Hinduism, Islam and Judaism		Church visit- Easter RE Immersion Day – Responsibility and Duty (AT1 & AT2) Lower School – Hinduism, Islam and Judaism		Church visit- Presentation assembly RE Immersion Day – Gods/Deities/Important figures (AT1 & AT2) Lower School – Hinduism, Islam and Judaism	
		10 week block – Art & Symbolism and Life & Death (AT1 & AT2) Lower School – Hinduism, Islam and Judaism			10 week block – Art & Symbolism and Life & Death (AT1 & AT2) Lower School – Hinduism, Islam and Judaism		
	C	Immersion day: British values • Democracy • Rule of law • Individual liberty • Mutual respect • Tolerance of others			Residential international visit British Values Immersion afternoon (Upper School and Lower School) Royal Family		

| | | Royal family and national anthem
British Values Immersion afternoon (Upper School and Lower School)
Democracy, Rule of Law and Individual Liberty | |

Children work in a 10 week cycle of Cooking, Religious Education and PSHCE