



Long Term Plan 2022-23

The Hub

Green Group



	Autumn 1 7	Autumn 2 7	Spring 1 7	Spring 2 6	Summer 1 5	Summer 2 7
Theme	Ancient Egyptians	Arctic Adventure	Rain Forest	Blue Planet	Magic and Mystery	Sun, Sea and Sand
Links to create knowledge	Ancient Egypt work shop Wildlife park		Butterfly world The Deep		Trip to local Seaside Magic show	
Texts	The Egyptian Cinderella Mystery of the Egyptian Scroll Bill and Pete go down the Nile There's a Pharaoh in our bath	The 3 snow bears The magic tree house – Icy Adventure Mama do you love me? Little Polar bear Facts about the Arctic	If I ran the rainforest The Magic tree house – Adventure on the Amazon Sloths don't run Facts about the Rainforest for kids	Dear earth Little Blue planet Commotion in the ocean Mister Seahorse Wish for a Fish	Winnie and Wilbur The Flying carpet Room on the Broom Through the magic mirror The Secret of platform 13	Winnie and Wilbur At the Seaside The Bears who went to the seaside Sharing a Shell Billy's Bucket
Literacy – Comprehension	Introduce talk for writing Form lower case letters correctly What makes a super sentence? Capital letter Full stop Finger spaces Sequencing stories Year1 common exception words and words linked to SPAG- weekly spellings	Talk for write, key words Build a sentence Fix a sentence Name letters of the alphabet Form capital letters Capital letter for names and places Verbs/ commands/ adverbs Year1 common exception words and words linked to SPAG - weekly spellings	Retelling stories, role play Story maps talk for writing Question marks, Compound words Homophones Nouns Year1 common exception words and words linked to SPAG- weekly spellings	Planning their own stories Talk for write/Colourful semantics Expanded noun phrases Exclamation marks Adjectives, noun phrases Year1 common exception words and words linked to SPAG- weekly spellings	Sequence sentences to form short narratives Newspaper report Join words and clauses using 'and' Capital letter for I Year1 common exception words and words linked to SPAG-weekly spellings	Postcards Poetry/poems-acrostic Spell days of the week Add prefix un Add suffixes s or es, ing, ed, e rest where no change is needed to root word Year1 common exception words and words linked to SPAG- weekly spellings
Maths	Year 1 Number: Place value to 10 Number: Addition and subtraction	Year 1 Number: Addition and subtraction Geometry: Shape	Year 1 Number: Addition and subtraction to 20 Number: Place value 20	Year 1 Measurement: length and height Measurement: weight and volume	Year 1 Number: Multiplication and division (2,5,10), 1 step problems Number: Fractions Geometry: Position and direction	Year 1 Number: Place value 50 Measurement: Money Measurement: Time
	Year 2 Number: Place value to 50 Number: Addition and subtraction, adding three one digits numbers	Year 2 Number: Addition and subtraction Geometry: Shape	Year 2 Number: Addition and subtraction two digit to one-digit numbers Number: Place value 50/100	Year 2 Measurement: length and height Measurement: weight, volume and temperature	Year 2 Number: Multiplication and division (2,5,10), odd/even numbers Number: Fractions, 1/2, 1/4, 2/4, 3/4, Geometry: Position and direction	Year 2 Number: Place value 50/100 Measurement: Money Measurement: Time

Science	Everyday Materials (Y1) -distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties.			Plants (Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees		
	Animals including Humans (Y1) - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - identify, name, draw and label the basic parts of the human body and say which part of the body is associated				Seasonal changes (Y1) -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies.	
Geography and the Wider world - TA	Physical geography -Location of country using map and Globes - Location of landmarks (Pyramids, Tombs, The Nile) appearance, purpose.	Physical Geography The location of hot and cold areas of the world in relation to the Equator, North and South Pole	Locational Knowledge & Geographical skills - Development of continents knowledge - Weather within country - Development of Ocean location knowledge		Using Physical Geographical Vocabulary & Geographical skills - Compass points - Key physical features - Recognise familiar landmarks - Devise simple map and construct a key	
PSHCE & Social skills - KS Incredible me - LO	Relationships PSHCE Making friends; feeling lonely and getting help	Relationships PSHCE Recognising things in common and differences	Living in the wider world PSHCE Belonging to a group; roles and responsibilities; being the same and different	Living in the wider world PSHCE What money is; needs and wants; looking after money	Health and Wellbeing PSHCE Growing older: naming body parts	Health and Wellbeing PSHCE Safety in different environments; risk and safety at home; emergencies
	Social Skills Friendships and conversation skills	Incredible Me I am Important	Social Skills Socially acceptable language - Do we think it or do we say it?	Incredible Me I am an Explorer	Social Skills Socially acceptable physical contact – Do we think it or do we do it?	Incredible Me I am a problem solver
Life Skills - TA	LS1 – Developing independence - Personal Safety - Road Safety and Travel	LS2 – Learning towards independence - Routines and expectations - Organisation skills	LS3 – Social Understanding towards independence - Coping with change - Special interests and my mental health	LS1- Developing independence - Developing personal care - Developing awareness of leisure activities	LS2 - Learning towards independence - Evaluating own learning - Building attention and engagement skills	LS3- Social Understanding towards independence - Transitions, building resilience to manage transition times - Thinking and problem solving
Topic / SMSC - KS	Rosh Hashanah Black History Harvest Festival	Diwali Bonfire Night Remembrance day Anti-Bullying day Hanukkah Children in need Advent	Martin Luther King Day LGBTQ+ History Month Chinese New Year Safer Internet day Holi Comic Relief	World Autism Awareness Day Easter Ramadan	Pride Month Healthy eating week Give back to the community	Healthy lifestyles week Sports day Asalha Puja Day
Art – TA	Paint – Inspired by Hieroglyphics -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Sculptures inspired by Azuma Makota - to use sculpture to develop and share ideas, experiences and imagination	Using nature to create art inspired by Andy Goldsworthy - to use a range of materials creatively to design and make products	Pictures through layers inspired by Nancy Reyner and Jamie Leigh - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Modelling – Using recycled material to plan and build a model inspired by Upcycling artists - about the work of a range of artists, describing the differences and similarities.	Art in Bottle and Sand sculptures Inspired by Sudarsan Pattnaik - -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Music -TA	Hey You How pulse, rhythm and pitch work together.	Rhythm in the way we Walk Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination Using your imagination.	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
PE - TA	Throwing, catching and striking - Underarm throw with control and accuracy. - Show control and accuracy when throwing and aiming.	Gymnastics - Explore and use space effectively using agility, balance and coordination skills. - Balance using different parts of the body, exploring points and patches (Beginning to on apparatus).	Kicking and lower body co-ordination -Attempt to strike and kick a moving ball -Understand the concept of dribbling. -Demonstrate the dribbling skills -Demonstrate the passing skills. -Demonstrate the shooting skills. Engage in team games.	Dance -Create a class performance. -Select and use a variety of movements to form a short dance phrase. -Explore a range of movements	Hockey -Hold a hockey stick the correct way. -Attempt to dribble a hockey ball. -Attempt to complete a push pass Attempt to receive a pass.	Athletics -Run fast from a standing start developing speed and coordination. -Jump and throw, developing coordination, agility and rhythm.
Outdoor learning – TA	Grow to School https://www.growtoschool.co.uk/	Chester zoo https://www.chesterzoo.org/schools/resources/	Bring Kew to your home https://endeavour.kew.org/home	Cannel and river Explorers https://canalrivertrust.org.uk/explorers	Harry Potter from school https://www.wbstudiotour.co.uk/at-home/	Ready for Camping https://www.theoutdoorspeople.com/resources



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Purple Group



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Texts	The Egyptian Cinderella Mystery of the Egyptian Scroll Bill and Pete go down the Nile There's a Pharaoh in our bath 'Mummy!' Ancient Egypt Poem	The 3 snow bears The magic tree house – Icy Adventure Mama do you love me? Little Polar bear Winter Poem (twinkl)	If I ran the rainforest The Magic tree house – Adventure on the Amazon Sloths don't run Rainforest Poem	Rainbow Fish Little Blue planet Commotion in the ocean Mister Seahorse Wish for a Fish	Winnie and Wilbur The Flying carpet Room on the Broom Through the magic mirror The Secret of platform 13	Winnie and Wilbur At the Seaside The Bears who went to the seaside Sharing a Shell Billy's Bucket
Language and Literacy	<p>Language and Literacy involves giving children opportunities to experience a total communication environment. This is by communicating in both conventional and unconventional forms of communication, including intensive interaction, objects of reference, music cues, TOBIs (True Object Based Icons), photos and/or symbol. It is the development and encouragement to enable children to react and response to sounds, (both object and vocal), familiar phrases/words and rhymes/songs. Children are supported in their early reading skills, such as recognising themselves in a mirror, recognising their own photo and choice making etc.</p> <p>Activities Include: Sensory Stories, Squiggle while you wiggle, Dough Disco, Colourful Semantics, Sensory Exploration, Choosing Activities and Interaction Sessions.</p>					
Maths - LO	<p>Early Mathematical Experiences Counting rhymes and songs Subatising. Ordering objects and sets / introduce manipulatives. Number recognition.</p> <p>Early number Count and represent the numbers 1 to 3/5/10 Recognise numbers in the environment.</p>	<p>Numbers within 5/10 Count up to five/ten objects. Order numbers 1 – 5/10 Conservation of numbers within five/ten</p> <p>Shape Describe, and sort 2-D shapes</p> <p>Patterns Recognise, describe, copy and extend colour and size patterns</p>	<p>Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten</p> <p>Grouping and sharing Counting and sharing in equal groups Grouping into two, three and four Relationship between grouping and sharing Comparing objects and sets</p>	<p>Numbers within 10/15 Count up to 10/15 objects and recognise different representations •Order and explore numbers to 10/15</p> <p>Measures Order compare, discuss and explore capacity, weight and lengths</p> <p>Addition and subtraction within 5 Explore zero Explore addition and subtraction One more or one less</p>	<p>Numbers within 10/15 Count up to 10/15 objects and recognise different representations •Order and explore numbers to 10/15</p> <p>Position and Direction Describe simple positions accurately</p> <p>Measures`` Describe capacities •Compare volumes •Compare weights • Compare and order lengths</p>	<p>Numbers within 10/15/20 Count up to 10/15 objects and recognise different representations Order and explore numbers to 10/15/20</p> <p>Money Coin recognition, matching & sorting silver/bronze coins</p> <p>Calendar and time Days of the week, seasons •Sequence daily events</p>

Wider world around us	<p>Personal Development</p> <p>Personal Development is the pupils ability to show an awareness of themselves, to build positive working relationships with the staff and their classmates. There are times when this occurs during standalone lessons. However, primarily this is continually worked on throughout the school day. The students are encouraged to work on their independence and self-care needs. This could include tolerating support to wash their hands, pushing their hand through in a sleeve or taking a loaded spoon to their mouth. Activities include: TAC PAC, Massage Sessions, Sound Bath, Intensive Interaction/Joint Interaction Session/Peer Interaction.</p> <p>The World Around Us</p> <p>This allows the children to become fully immersed within a sensory experience and encourages the children to explore and show curiosity in the world around them. Throughout the year the pupils have the opportunity to participate in Cultural Days, this allows the students to become fully immersed in different countries and cultures. The pupils have the opportunity to experience a wide variety of different ICT equipment, including switch toys, cause and effect toys, iPads and using switches to activate everyday equipment such as a microwave and hair dryer.</p> <p>Physical Development and Movement Sessions</p> <p>These sessions are devised to develop the child's gross and fine motor skills. Activities include: Music and movement sessions, swimming and games/activities such as skittles, curling etc.</p> <p>Creative arts</p> <p>Involves enabling children to explore and experience a wide range of media and materials, as well as providing opportunities for them to develop their communication and sensory cognitive skills through choice making and reaching/grasping materials. The pupils are supported in cooking activities, allowing the children to use all their senses to explore the ingredients. Activities include: Art and Design Projects, Cooking, Music session</p>						
	Life Skills	<p>LS1 – Developing independence</p> <ul style="list-style-type: none"> - Personal Safety - Road Safety and Travel 	<p>LS2 – Learning towards independence</p> <ul style="list-style-type: none"> - Routines and expectations - Organisation skills 	<p>LS3 – Social Understanding towards independence</p> <ul style="list-style-type: none"> - Coping with change - Special interests and my mental health 	<p>LS1- Developing independence</p> <ul style="list-style-type: none"> - Developing personal care - Developing awareness of leisure activities 	<p>LS2 - Learning towards independence</p> <ul style="list-style-type: none"> - Evaluating own learning - Building attention and engagement skills 	<p>LS3- Social Understanding towards independence</p> <ul style="list-style-type: none"> - Transitions, building resilience to manage transition times - Thinking and problem solving
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Music Interaction	<p>Musical Interaction is an interactive approach primarily for developing social and communication skills. It involves using songs, games and musical 'conversations' to engage pupils in social interaction.</p> <ul style="list-style-type: none"> • To enjoy an experience of shared play and fun • To engage pupils in joint activities with a familiar adult, as a basis for developing social relationships • To promote the development of communication skills, such as eye contact, turn taking, imitation and initiating interaction, at a level appropriate to the individual's need, across the age range <ul style="list-style-type: none"> • To enable pupils to express their emotions and personality through musical play • To promote self-awareness, choice making, self-esteem and emotional well being 						
PE	<p>Throwing, catching and striking</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> - Explore and use space effectively using agility, balance and coordination skills. 	<p>Kicking and lower body co-ordination</p> <p>Attempt to strike and kick a moving ball</p>	<p>Dance</p> <p>Create a class performance.</p>	<p>Hockey</p> <p>Hold a hockey stick the correct way. Attempt to dribble a hockey ball.</p>	<p>Athletics</p> <p>Run fast from a standing start developing speed and coordination.</p>	

	<ul style="list-style-type: none"> - Underarm throw with control and accuracy. - Show control and accuracy when throwing and aiming. 	Balance using different parts of the body, exploring points and patches (Beginning to on apparatus).	<p>Understand the concept of dribbling. Demonstrate the dribbling skills Demonstrate the passing skills. Demonstrate the shooting skills. Engage in team games.</p>	<p>Select and use a variety of movements to form a short dance phrase. Explore a range of movements</p>	<p>Attempt to complete a push pass Attempt to receive a pass.</p>	Jump and throw, developing coordination, agility and rhythm.
Outdoor Learning	<p>Grow to School https://www.growtoschool.co.uk/</p>	<p>Chester zoo https://www.chesterzoo.org/schools/resources/</p>	<p>Bring Kew to your home https://endeavour.kew.org/home</p>	<p>Cannel and river Explorers https://canalrivertrust.org.uk/explorers</p>	<p>Harry Potter from school https://www.wbstudiotour.co.uk/at-home/</p>	<p>Ready for Camping https://www.theoutdoorspeople.com/resources</p>