



St Mary's and St Helen's Primary School Partnership

Long Term Planning Year A 2025-2026



YEAR B	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
KS1 GLOBAL TOPIC/QUESTION	How can we help someone who doesn't have a home?	Is it fair? - comparison between cultures (GB / Africa)	How can human's negative behaviour impact the environment?
PRODUCT OUTCOME	A product that develops an understanding of similarities and differences between people in local settings and also in wider contexts, allowing children to understand self-identity and belonging e.g. Support homeless community - harvest collections / Soup Kitchen / singing for a local community	A product that develops and understanding of what fairness means. Children will be able to identify examples of what it can mean to be rich or poor in local and other contexts e.g. Raising money for the Uganda partner school - e.g. sponsored event, selling artwork, Tribal show (costed entry) with African drumming, African songs, and showcase between schools. Trip to SM -Wildplace / SH - Noah's Ark (could children write to each other about their visit and the way animals are treated?)	A product that develops an understanding of positive and negative impacts of people's actions (including own personal choices) of others on the environment. The children will demonstrate an understanding of how people can damage or improve the environment e.g. Creating information to share with others e.g. Including a group project e.g. IT (adverts, persuasive presentation, poster, letters to MP's, letters to local centres to encourage recycling), sponsored walks for a charity e.g. deforestation. Visitor - Andy's friend (marine biologist).
WHY/BRAVE CHANGEMAKER	Empathy - Children will be able to talk about identity and diversity using an awareness of and concern for people's feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. Managing change - Children will be able to describe feelings about changes in own life and locality.	Communication - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others. Making decisions - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	Self-awareness and reflection - Children will be able to recognise effects of own behaviour on others and use this to help make choices. The children will be able to identify matters that are important to self and others and will learn from mistakes and feedback. Cooperation and conflict resolution - Children will be able to play and work cooperatively by helping to ensure that everyone in own group is included. They will begin to show tact and diplomacy.
RELATED SUGGESTED TEXTS	I can see you The chip?	The Hunter, Grace and family, Duck for president, Red - a crayons story, Harry and the bucketful of dinosaurs - endangered animal one. Lila and the secret rain, Under the same sky, African Folk Tales, I have the right to be a child - Alain Serres.	The Great Kapok Tree, The last wolf, Little Red Riding Hood, One plastic bag, The adventures of a plastic bag, A planet full of plastic.
HISTORY	Significant events in own life: <ul style="list-style-type: none"> Everyone has a personal history, and I can tell you about some of the events on my own timeline Some events in our timeline are extra special and these could be different for different people Know that things change over time e.g. toys, technology, schools. Know some significant local or national events that have happened in my life and place them on my timeline. 	How did Mary Carpenter make a difference to the society that we live in today? <ul style="list-style-type: none"> The Victorian era was an era of exciting discoveries, inventions and exploration following the Industrial Revolution. Mary Carpenter was an English educational and social reformer, who founded ragged schools. Ragged schools brought educational opportunities to poor children and young offenders in Bristol. Carpenter also fought for children's rights 	How has plastic changed the world? <ul style="list-style-type: none"> Leo Baekeland invented Bakelite, an inexpensive, non-flammable and versatile plastic, which marked the beginning of the modern plastics industry. The invention of plastic revolutionised manufacturing techniques around the world in Victorian times. Plastic made items affordable to all. Plastics were important in WW2. Plastics were vital in the development of medicine.

KS1 YEAR A

GEOGRAPHY	Locational knowledge and map work- Local area study. <ul style="list-style-type: none">Using maps (during walk in local area):Recognise simple features on maps e.g. buildings, roads and fields.Use large scale maps and aerial photos of the school and local area.Follow a route on a map starting with a picture map of the school.Drawing maps (following walk):Recognise that maps need titles.Draw a simple map e.g. of a garden, route map, place in a story.Use and construct basic symbols in a map key.Begin to realise why maps need a key.		How is Britain different to Uganda? <ul style="list-style-type: none">Bristol is a city in the South West of England/the UK.Uganda is a country on the continent of Africa. The city of XXXXXX is in the XXXXXX of Uganda.Uganda's climate is largely tropical with two rainy seasons per year. The northern region, which forms one quarter of the country lies outside the tropical belt, and experiences only one rainy season.Similarities between Bristol and XXXXX are:Differences between Bristol and XXXXX are:Education in Uganda is free and compulsory from aged 7, but not all children access education. Class sizes are usually 58 in Uganda and 30 in the UK. (Places to be decided by Class Teachers at the time.)		How have people changed our area over time? <ul style="list-style-type: none">Maps can help you find where you are and where you are going.Maps have symbols for generic things such as churches and schools.Maps often have a key to explain what the map symbols and scales are.The four compass points.Maps can be flat drawings or 3D models.	
SCIENCE Year 1	Materials	Seasons	Animals including humans	Consolidate	Plants	
SCIENCE Year 2	Living things and habitats		Animals including humans		Use of Everyday materials	Plants
RE Year 1	1.5 What makes places sacred? Christianity, Hinduism Judaism	1.3 Incarnation Why does Christmas matter?	1.3 Who is Jewish and what do they believe? Focus: Judaism Easter Christianity:		1.8 How should we care for others and the world? Judaism	1.2 Creation Who made the world?
RE Year 2	1.4 Gospel What is the food news Jesus brings?	1.2 Who is Muslim and what do they believe? Islam	1.3 What can we learn from scared books? Islam Judaism	1.5 Salvation Why does Easter matter?	1.7 What does it mean to belong to a faith community? Islam Judaism	1.1 God What do Christians believe God is like?
ORACY	Physical: Control my voice and body with fluency and precision. Linguistic: Deploy language with great precision and nuance. Cognitive: Consider the level of understanding of an audience and adapt my language.		CONTEXT: Taking part in a debate Physical: Confidently convey the context and genre. Linguistic: Engage with ideas at a high level and express my ideas fluently in any setting. Cognitive: Marshal sophisticated arguments and use language and different genres of speech. Emotional and Social: Lead or chair a discussion in a range of contexts, making everyone feel involved.		Physical: Work collaboratively to teach others how to use their voice and body. Linguistic: In collaboration, develop the linguistic tools of others. Social and Emotional: Take risks in the way I present to an audience in order to engage them: including using humour, surprise, etc.	
MUSIC Year 1	Introducing beat- how can we make friends when singing together?	Adding rhythm and pitch- how does music tell stories about the past?	Introducing tempo and dynamics- how does music make the world a better place?	Combining pulse, rhythm and pitch- how does music help us to understand our neighbours?	Having fun with improvisation- what songs can we sing to help us through the day?	Explore sound and create a story- how does music teach us about looking after our planet?
MUSIC Year 2	Exploring simple patterns- how does music help us to make friends?	Focus on dynamics and tempo- how does music teach us about the past?	Exploring feelings through music- how does music make the world a better place?	Inventing a musical story- how does music teach us about our neighbourhood?	Music that makes you dance- how does music make you happy?	Exploring improvisation- how does music teach us about looking after our planet?
ART/DT	Printing Explore the artwork of Ben Nicholson, Paul Klee and Claude Flight Materials Use found objects to create repeating patterns. Techniques		Painting: African patterns and designs To know the work of Atta Kwami. To know the key features of African painting. 3D – clay Leiko Ikemura		Painting Artist To know the work of painters Catherine Kennedy Leo Lionni – illustrator of Swimmy Examples of Outcomes:	

	<p>To know how to create a repeating pattern using the correct amount of paint and pressure for the print. To know how to use rollers to make a single coloured print of an object.</p> <p>Examples of Outcomes:</p> 		<p>Gertrude K Lathrop Jeff Koons</p> <p>Materials and Techniques Children use clay to form 3D pieces, experiment with clay tools to add texture and detail.</p> <p>Main outcome: Create a clay model of one of the big five animals. 3D element: As the outcome is 3D, take photos of the clay animals with strong lighting to show shadows created and display these alongside the clay work.</p>		 <p>Materials and Techniques Techniques should be explored prior to applying to a final piece Mix 5 different shades of blue (a primary colour) Use shades of blue to create a colour wash Use a thicker paint and toothbrush to create spatters on the crest of the waves. Children could experiment by adding sand/flour to paint to add texture.</p>							
DESIGN and TECHNOLOGY	Structures: create a home for homeless person or animal- developing structures		Food: Read Handa’s surprise and plan, make and evaluate fruit kebabs		Mechanism: simple lever for recycling							
COMPUTING Year 1	Online safety		Media		Data Handling							
COMPUTING Year 2	Online safety		Media		Data Handling							
PSHE Year 1 and Year 2	Me in my world		Celebrating differences		Dreams and Goals							
Year 1	Striking and Fielding	Fun Fitness Unit 1	Tag Rugby Invasion games	Gymnastics Unit 1	Multi- Sports	Net Wall: Tennis Unit 1	Athletics	Dance unit 1	Gymnastics	Invasion Games: Dodgeball Unit 1	Dance	Sports Day – Athletics
Year 2	Striking and Fielding	Fun Fitness Unit 1	Tag Rugby Invasion games	Gymnastics Gymnastics Unit 1	Multi- Sports	Net Wall: Tennis Unit 1	Athletics	Dance Unit 1	Gymnastics	Invasion Games: Dodgeball Unit 1	Dance	Sports Day - Athletics