





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

Long Term Planning Year A 2025-2026



| YEAR B | AUTUMN | SPRING | SUMMER |
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| GLOBAL CURRICULUM THEME | Identity and Diversity | Social Justice | Sustainable Environmental Development |
| GLOBAL TOPIC/QUESTION | How do we help people belong? – To understand diversity of cultures beyond our own. | How fair is our society? What can we learn about fairness from ancient communities? | How can we make our environment more sustainable? To understand how our behaviour impacts the wider world. |
| PRODUCT OUTCOME | Product will show an understanding of diversity of cultures and societies within and beyond own experiences. Children will understand the contributions of different cultures to our lives. (Idea - Carnival - How can we celebrate diversity and help people belong?) | Product shows how fairness may not always mean equal treatment. Children will understand how some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels. (Idea – Campaign about homelessness). | Product shows people's dependencies on the environment. This will enable children to understand the basics of climate change (causes and effects) Design and make a sustainable house as part of DT |
| WHY/BRAVE CHANGEMAKER | Communication - Express own views and ideas on issues clearly, using a range of appropriate methods. Managing change - Use strategies to cope with challenging times | Making decisions - Participate in decision making in school Contribute to the well-being of the wider community Share opinions and evidence on issues with others including decision-makers and elected representatives Self-awareness and reflection - Explore reasons for negative feelings towards others and in new or difficult situations | Critical and creative thinking - Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems |
| RELATED SUGGESTED TEXTS | Moses, Journey Henry's, Freedom Box, The village that vanished, A place to call home - Alexis Deacon, The Wild Robot - Peter Brown, Belonging - Jeannie Baker, Once upon a raindrop - James Carter, The rhythm of the rain - Graham Baker-Smith | The White Fox - Jackie Morris, Stone age boy - Satoshi Kitamura, Stig of the dump, UG - Raymon Briggs, The legend of sleeping bear - Kathy Jo Wargin | The Lorax, A strange place to call home - Marilyn Singer, Window - Jeannie Baker, Trees - Lemniscates, It starts with a seed - Laura Knowles, |
| HISTORY | History of Alveston – Local History. <ul style="list-style-type: none"> Bristol's involvement in the slave trade was mainly due to its location and port. John Pinney and Edward Colston were involved in the Bristol slave trade and made a lot of money from it. The arrival of the Windrush generation marked a significant cultural shift, enriching Bristol with diverse traditions, music, and cuisine, while also facing and overcoming challenges such as discrimination and helping to shape a more inclusive society. Bristol Bus Boycott of 1963 was when the Bristol Omnibus Company refused to employ Black and Asian workers, the local Black community, organized a successful boycott. | How did Britain change from the Stone Age to the Iron Age? <ul style="list-style-type: none"> The stone-age period is said to have started around 3 million year ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age when tools and weapons became more advanced and were used for farming. During the Palaeolithic Age (Old Stone Age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history | How did the Ancient Egyptians live sustainably? <ul style="list-style-type: none"> The ancient Egyptians were amongst the first groups of people to farm on a large scale. Tutankhamun was the last of his dynasty of pharaohs. The ancient Egyptians invented one of the earliest known writing systems called hieroglyphics. The ancient Egyptians had many gods and goddesses. Rituals were performed in Temples to keep the gods happy. They preserved the bodies of wealthy people as mummies, and buried them in tombs and in pyramids. |

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| | •Bristol is now a city made up of diverse communities with links to many countries around the world. Citizens come from 187 countries and speak 91 languages. | | | | | |
| GEOGRAPHY | Physical and Human Geography <ul style="list-style-type: none"> Rivers are moving bodies of water flowing from a source on high ground to another body of water, forming channels with banks and beds. Small rivers are called streams. Rivers meander and shape the land as they flow downhill due to gravity. Rivers provide habitats, transport, leisure, tourism, freshwater, and energy. Yate is a large UK town, situated in the south-west of England and lies 11 miles north-east of Bristol in the county of South Gloucestershire. It has a population of around 30,000 people. The River Frome source is in Dodington Park, it joins the river Avon in Bristol. Bristol's geographical position contributed to its role as a major trade port, including its involvement in the slave trade | | What is it like to live in a cold climate? <ul style="list-style-type: none"> Inuit lifestyle today bears little resemblance to that of their grandparents. North America is a continent in the Northern and Western Hemispheres. Some areas get scant precipitation and are classified as polar deserts. Alaska is the largest state in the US, however its population is sparse. It has 24-hour daylight during the summer months and 24-hour darkness during the winter. Human activities have had a negative impact on climate change. | | What impact can tourism have on the environment? <ul style="list-style-type: none"> The capital city of Egypt is Cairo The River Nile runs though Egypt and flows into the Mediterranean Sea. Egypt is in a desert biome in northern Africa Average rainfall in Egypt is 2.5cm each year Many countries rely on tourism for their economy but tourism activities can have a negative impact on the environment | |
| SCIENCE Year 3 | Animals- including Humans | Forces and Magnets | Rocks | Animals- including Humans | Light | Plants |
| SCIENCE Year 4 | States of matter | States of matter | Sound | Electricity | Living things and their habitats | Animals inc. humans |
| RE Year 3 | 2.1 People of God. What is it like to follow God? | 2.5 Why are festivals important? Diwali / Christmas focus Hinduism | 2.8 What does it mean to be a Hindu in Britain today? Hinduism | 2a.5 Salvation Why do Christians call the day Jesus died Good Friday? | 2.6 Why do some people think life is a like a journey? Christianity Judaism | 2a.1 Creation What do Christians learn from the creation story? |
| RE Year 4 | 2a.4 Gospel What kind of world did Jesus want? | 2a.3 Incarnation / God What is the trinity? | L2.1 What do people believe about God? Hinduism Islam | L2.4 Why do people pray? Hinduism Islam | L2.10 How do family life and festivals show what matters to Jewish people? Judaism | 2a.1 Kingdom of God When Jesus left what was the impact of Pentecost? |
| 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 3 | Let Your Spirit Fly! | Three Little Birds | Glockenspiel Stage 1 | The dragon song | Bringing us together | Reflect, rewind, replay |
| MUSIC Year 4 | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean on me | Blackbird | Reflect, rewind, replay |
| ART/DT | Painting – Sketching To know the work of Leonardo Da Vinci, Ian Murphy, Ernest Howard Shepherd. Materials | | Printing- Artist To know the work of Natasha Smoke Santiago To know the key features of native American art. Materials | | 3D Clay – Egyptian masks Artist: To make a cartouche, the embalmers (priests who made the mummies) would make an oval shape out of earth clay and the hieroglyphs were drawn on. Materials and Techniques | |

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| | <p>To know which pencils to use to create different tones. Know how to use inks to add emphasis and contrast.</p> <p>Techniques Understand the different shading techniques used to add texture.</p>  | | | | <p>To know which material are most suitable for watercolour, acrylic etc.</p> <p>Techniques To know what stippling is and why artists would use such a technique To know what a wash means when building up a background</p> <p>Main outcome: Develop own style Native American patterns and designs</p> | | | | <p>Having explored cartouche designs and investigated how to create their names in Hieroglyphics or consider what they would like their product to represent, children make a cartouche to represent their own name from clay.</p> <p>Roll clay between two batons to make a slab of a uniform depth (tablet) Shape edges though cutting and smoothing. Create a boarder by forming a uniform 'coil' of clay. This will be a technique used in UKS2 when making pots.</p> <p>Main outcome: Children to create their own Egyptian Cartouche</p>  | | | |
| DESIGN and TECHNOLOGY | Mechanisms: Cams | | | | Food: Stone Age Stew | | | | Structures: | | | |
| COMPUTING Year 3 | Online safety | | Media | | Data Handling | | Data Handling | | Programming | | The Impact of Technology | |
| COMPUTING Year 4 | Online safety | | Media | | Data Handling | | Data Handling | | Programming | | The Impact of Technology | |
| PSHE Year 3 and Year 4 | Me in my world | | Celebrating differences | | Dreams and Goals | | Healthy me | | Relationships | | Changing me | |
| Year 3 | Striking and Fielding | Fun Fitness Unit 1 | Tag Rugby Invasion games | Gymnastics Gymnastics Unit 1 | Gymnastics | Net Wall: Tennis Unit 1 | Dance | Invasion Games Basketball Unit 1 | Athletics | Dance Unit 1 | Orienteering Sports Day -Athletics | |
| Year 4 | Striking and Fielding | Fun Fitness Unit 1 | Tag Rugby Invasion games | Gymnastics Gymnastics Unit 1 | Gymnastics | Net Wall: Badminton Unit 1 | Dance | Invasion Games Netball Unit 1 | Athletics | Dance Unit 1 | Orienteering | Sports Day - Athletics |
| MFL Links | Presenting Myself | | Presenting Myself | | The Family | | The Family | | At the cafe | | At the cafe | |