

Semi Formal 1: Long Term Plan 2023-2024



	My Communication (Drama links)	My Problem Solving <i>(Please use this a guide for coverage- teachers know the needs/abilities of their pupils best so please adapt and revisit areas as needed)</i>	My World DofE Science Statutory Requirements	My Imagination	Using Technology (Online safety links)	My Health PE (year 1) get set for Pe	Myself & Others PSHE – Jigsaw <i>(Weekly reflection sessions to cover RE & Citizenship twice a week in class linked to assembly themes. See assembly document)</i>	My Independence
	Transitions: Myself & Others focus for the first 2 weeks of Autumn Term.							
1	Topic: Brilliant Beasts		Key Texts: *The Colour Monster – Anna Llenas * Dough Knights and Dragons – Dee Leone *Greta and the Giants – Zoe Tucker *If I had a Gryphon – Vikki VanSickle *When a Dragon Moves in (Online – Storyline online.net)					
	<i>Drama should be taught throughout the year as part of the English curriculum- this should be at the discretion of the teacher as to how skills (in red) and drama techniques e.g. freeze frames, role play, hot seating etc. are implemented across the year based on what the key texts lend themselves to.</i> Drama-Use unfamiliar props and materials to role playing in imaginative play;	Operations: Focus: Place value and counting To understand counting, addition, and subtraction beyond 10 and the associated language at a concrete level. Begin moving concrete into diagrams and pictorial representations of calculations (see calculation policy). Become secure with writing, reading and the	Science: Comparing a range of 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	Art and DT: Creating models and pictures of beasts - with a range of multi sensory materials DT: Make and evaluate a simple plan before making their model or picture. Music: Use instruments to create sound effects to imitate	NC link: Use technology safely and respectfully. Key skills: Understand what personal information is. Understand the importance of keeping personal information private. Save work in a private space	Physical: Fine Motor and Gross Motor Skills e.g. Sensory circuits Get set 4 Pe fundamentals year 1 key skills running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given	PSHE – Being me in my World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices	Understanding choices linked to south gate way. Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support. Personal Needs: Shows increasing independence with

Cycle 1

	<p>Recount imaginative play narratives and stories with peers and familiar adults.</p> <p>Phonics/See and Learn</p> <ul style="list-style-type: none"> • PHONICS ASSESSMENTS • RISING STARS ASSESSMENTS <p>Communication – including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p>Reading: To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. To re- read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning.</p>	<p>place value of numbers beyond 20.</p> <p>Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data handling, money and fractions.</p> <p>Shape, space and measure: Focus: Object description and direct comparison Engage in object description and direct comparison using associated language Make direct links between language and object.</p>	<p>kinds of animals and plants, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p> <p>Geography: Human vs Physical features of local environment.</p> <p>Maps and simple directions e.g. forward, backward.</p>	<p>different beasts and animals.</p> <p>Listen to and join in with familiar rhymes and songs in a larger group.</p> <p>(sing and sign)</p>	<p>(server and Purple Mash).</p> <p>Hardware/ software: Laptops, Purple Mash, unplugged activities, NOS.</p>	<p>opportunities to identify areas of strength and areas for improvement.</p> <p>Food: Taste testing a range of foods. Foods from western Europe that are savoury</p> <p>Mental Health: Seeking help from familiar adults.</p>	<p>Recognising feelings</p> <p>RE & Citizenship: Exploring ways to express and represent their feelings and ideas</p>	<p>basic personal care routines.</p> <p>Personal Safety: Begins to identify danger in the wider school environment and how to keep themselves safe with some support.</p>
2	<p>Topic: Kings, Queens and Castles</p>		<p>Key Texts: *The Castle the King Built – Rebecca Colby *Peep inside a Castle</p>	<p>*The King who Banned the Dark – Emily Haworth-Booth *The Queen’s Hat</p>				

Cycle 1

<p>Phonics/ See and Learn</p> <p>Communication – including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p>Reading: To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. To re- read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning.</p> <p>Drama: Historical re-enactment/ role play.</p>	<p>Operations: Focus: Place value and addition/subtraction. To develop addition, subtraction skills and the associated language at a more abstract level. Begin moving concrete into diagrams and pictorial representations; beginning to use numbers (see calculation policy). Become secure with writing, reading and the place value of numbers beyond 20.</p> <p>Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data handling, money and fractions.</p> <p>Shape, space and measure: Focus: Position and direction Describe position and can follow basic directional language including forwards/backwards, left/right. Develop understanding of directional language and begin to use in practical contexts.</p>	<p>Science: Materials and their uses. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>History: Comparing Past and Present considering significant changes in their own life and family history.</p>	<p>Art/ DT: Creating props and pictures relating to Kings, Queens and Castles - with a range of multi sensory materials DT: Make and evaluate a simple plan before making their prop or picture.</p> <p>Music: Listen to a variety of music/songs (historical/classical) and begin to explore how it makes them feel.</p> <p>Listen to and join in with familiar rhymes and songs in a larger group. (sing and sign)</p>	<p>NC link: Understand what algorithms are and how they are implemented as programmes on devices.</p> <p>Key skills: Understand algorithms are a set of instructions. Understand computer programmes turn algorithms into code. Develop own simple algorithms for a specific purpose.</p> <p>Hardware/ software: Laptops, iPads, unplugged activities, Purple Mash (2code – Chimp)</p>	<p>Physical: Changing for PE and personal safety.</p> <p>Get set 4 PE (year 1) team building Skills develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</p> <p>Food: Follow routines for hygiene and food. Basic food hygiene rules looking at chopping boards etc</p> <p>Mental Health: Mindfulness</p>	<p>PSHE – Celebrating Difference Assumptions and stereotypes about gender Understanding bullying</p> <p>RE & Citizenship: Know about simple similarities & differences between themselves & others, among families, communities & traditions.</p>	<p>Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support.</p> <p>Personal Needs: Shows increasing independence with basic personal care routines.</p> <p>Personal Safety: Begins to identify danger in the wider school environment and how to keep themselves safe with some support.</p>
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3	<p>Topic: Reflection</p>	<p>Key Texts: *Through the Magic Mirror- Anthony Browne *Through the Looking Glass – Lewis Carol *Snow White + the Seven Dwarves – The Brothers Grimm</p>		<p>*Dracula – Bram Stoker (Ladybird version) *The Mirror of Matsuyama – Yei Theodora Ozaki *The Chinese Mirror – Mirra Ginsburg *Stranger in the mirror – Allen Say *No Mirrors in my Nana’s House – Ysame M Barnwell</p>			
<p>Phonics/See and Learn</p> <ul style="list-style-type: none"> • PHONICS ASSESSMENTS • RISING STARS ASSESSMENTS <p>Communication – including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p>Reading: To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. To re- read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning.</p> <p>Performance: Mirroring.</p>	<p>Operations: Focus: Addition/Subtraction. To develop addition, subtraction skills and the associated language at a more abstract level. Move concrete into diagrams and pictorial representations and use of number sentences (see calculation policy). Become secure with writing, reading and the place value of numbers beyond 20.</p> <p>Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data handling, money and fractions.</p> <p>Shape, space and measure: Focus: Time To develop an understanding of measure (time) in everyday life. Uses language associated with time and begins to tell the time to the hour/half past. Increased familiarity with the days of the week and significant events in their day.</p>	<p>Science: Reflections, light and shadow Where can you see your reflection. What material does light reflect off? How can reflective surfaces keep drivers/road users safe safe. White lines, cat’s eyes, reflective clothing Make a periscope. Create shadows</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>Art and DT: Self- portraits using different tools such as a mirror, pencil (only) , watercolours, collage. Represent from observation, imagination or memory with attention to some detail.</p> <p>Explore famous self-portraits.</p> <p>Music: Explore theme of copying simple beats and rhythms by tapping/clapping/ use of percussion instruments.</p> <p>Learn and sing familiar songs and rhymes in a larger group. (sing and sign)</p>	<p>NC link: Use a range of application and online tools for a range of purposes.</p> <p>Key skills: Collate, edit and store pictures/photos. Use digital devices to take photos. Name, save and retrieve work. Present digital content using appropriate software (Microsoft PowerPoint)</p> <p>Hardware/ software: Laptops, iPads, Microsoft Word, Paint, Microsoft PowerPoint (digital scrapbooks), NOS.</p>	<p>Physical: Dance (Mirror and symmetry) e.g. copy and imitate sequences of movements.</p> <p>Get set 4 PE DANCE YEAR 1 KEY SKILLS travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances</p> <p>Food: Using a range of food preparation skills with supervision. Peeling, slicing, scooping and grating.</p> <p>Mental Health: Identifying physical cues linked to feeling.</p>	<p>PSHE – Drams and goals Achieving realistic goals Perseverance</p> <p>RE & Citizenship: Develop an awareness of their role within the community</p>	<p>Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support.</p> <p>Personal Needs: Shows increasing independence with basic personal care routines.</p> <p>Personal Safety: Begins to identify danger in the wider school environment and how to keep themselves safe with some support.</p>

Cycle 1

			Geography: Apply similarities and differences of a range of locations e.g. bodies of water. Daily weather patterns. Town and country.					
4	Topic: Here to help!	<p>Key Texts:</p> <ul style="list-style-type: none"> *When I grow up by weird AI *Cops and Robbers by Alan Ahlburg *Burglar Bill by Alan Ahlburg *People who help us (full set including firefighter, doctor, nurse, dentist, teacher etc) by Rebecca Hunter 		<ul style="list-style-type: none"> *Hey there, what's your superpower by Jayneen Sanders *999 What is your emergency? By Maria Sare *The Rescue Party – Nick Butterworth *Mog and the Vee Eee Tee by Judith Kerr *No Dragons for Tea – Jean E Pendziwol *Fantastically Great Women who Saved the Planet – Kate Pankhurst 				
	<p>Phonics/ See and Learn Communication – including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p>Reading: To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. To re-read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning. To begin</p>	<p>Operations: Focus: Multiplication and Division. Begins to develop an understanding that multiplication is a way of increasing numbers in groups at a time; count in steps of 2, 5, 10 using physical objects. Use previous knowledge of doubles and build on doubling numbers to 20 using practical resources.</p> <p>Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data handling, money and fractions.</p> <p>Shape, space and measure: Focus: Shape and patterns. Begin to develop a more secure understanding of common 2d/3d shapes,</p>	<p>Science: (Cornerstone Year 3 Animals including humans)</p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>History: Jobs past and present. Eg Comparing uniforms old and new.</p>	<p>Art and DT: Design clothing suitable for a job role and creating own outfits. Trace simple outlines for clothing. Add an element of simple pattern – to develop simple design techniques.</p> <p>Music- Play pieces of music as a whole class using a wider range of instruments (e.g. glockenspiels)</p> <p>Learn and sing familiar songs and rhymes in a larger group. (sing and sign)</p>	<p>NC link: Explore voice or text search engines for different purposes.</p> <p>Key skills: Retrieve relevant and purposeful digital content using search engines. Share knowledge and research using relevant software (Microsoft Word/ Publisher).</p> <p>Hardware/ software: Laptops, iPads, safe search engines, Microsoft Publisher, Microsoft Word, NOS.</p>	<p>Physical: Team games.</p> <p>GET SET 4 PE YEAR 1 team building Skills communication sharing travelling trust confidence problem solving.</p> <p>Food: Trying a range of tastes and textures e.g. food from different cultures outside Europe</p> <p>Mental Health: Recognising that they belong to different groups</p>	<p>PSHE – Healthy Me Motivation Healthier Choices</p> <p>RE & Citizenship: Identifying things they need help with and knowing how to ask for help</p>	<p>Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support.</p> <p>Personal Needs: Shows increasing independence with basic personal care routines.</p> <p>Personal Safety: Begins to identify danger in the wider school environment and how to keep themselves safe with some support.</p>

Cycle 1

	<p>to write sentences with a key focus on punctuation e.g capital letters and full stops. Extend this by using co-ordinating conjunctions such as and, so, but and because to add detail to sentences. Use appropriate resources such as colourful semantics/phonic/CEW/tricky word mats to aid development.</p> <p>Drama: Role play - different jobs.</p>	<p>finding them in the environment and understanding their properties. Complete and make repeating patterns in pictures and real life.</p>						
5	<p>Topic: Adventures to the Moon</p>		<p>Key Texts: *Bob the Man on the Moon *Down to Earth with a Bump</p>		<p>*Whatever Next *The Skies Above my Eyes *The Darkest Dark</p>			
	<p>Phonics/ See and Learn Communication – including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately. Reading: To begin to recognise and derive meaning from a range of print, signs and symbols, processing key ideas from these with support. To re-read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read</p>	<p>Operations: Focus: Multiplication and Division. Begins to understand division as splitting and sharing into groups. Solve simple division problems through use of practical resources. Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data handling, money and fractions. Shape, space and measure: Focus: Measure To develop an understanding of</p>	<p>Science: (Space – Year 6 topic – Not to be taught in 2026 - Needs to move to Semi Formal 2, Cycle 3 in 2029) SRE Science (Statutory) Refer to the end of the document. Identifying and classifying Space</p>	<p>Art and DT: Explore , develop and share ideas around sculpture – including how it works. Choose appropriate tools. Explore simple Paper mache techniques. (planets, Space mobile). Music: Explore music and sounds relating to space and future. Learn and sing familiar songs and rhymes matching</p>	<p>NC link: Create and de-bug simple programmes. Key skills: Work out what is wrong with simple algorithms. Write their own simple algorithms using appropriate software (Purple Mash – 2Code). De-bug unexpected outcomes. Hardware/ software: Laptops, iPads, unplugged activities, Purple</p>	<p>Physical: Gymnastics and travelling. Get set for Pe year 1 gymnastics explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases Food:</p>	<p>PSHE – Relationships Different types of family Physical contact boundaries RE & Citizenship: Consider the needs and feelings of others, including beliefs and faith</p>	<p>Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support. Personal Needs: Shows increasing independence with basic personal care routines. Personal Safety: Begins to identify danger in the wider school environment and how to keep themselves safe with some support.</p>

Cycle 1

<p>to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning. To begin to write sentences with a key focus on punctuation e.g capital letters and full stops. Extend this by using co-ordinating conjunctions such as and, so, but and because to add detail to sentences. Use appropriate resources such as colourful semantics/phonic/CEW/tricky word mats to aid development.</p>	<p>measuring and comparing different quantities including: length/height, weight/mass and volume/capacity. Using language of direct comparison to indicate difference.</p>	<p>What objects are in space eg stars, planets moons etc. What are their comparable sizes? What planets are in our solar system? Why's Pluto not a planet? What is a moon? How does our moon change shape each month? Why do we have years, months and days?</p> <p>Geography: Broad and basic description of the Earth recognising water, land and UK islands.</p>	<p>the melody in a larger group. (sing and sign)</p>	<p>Mash – 2Code (Chimp).</p>	<p>What is a balanced diet? Begin to know where some food comes from. Ability to know how to bake food items, to use a whisk, and mash, looking healthy sustainable foods. Mental Health: Recognise the link between sleep and tiredness.</p>		
<p>6</p>	<p>Topic: Adventures to the Moon</p>	<p>Key Texts: *Bob the Man on the Moon *Down to Earth with a Bump</p>	<p>*Whatever Next *The Skies Above my Eyes *The Darkest Dark</p>				
<p>Phonics/See and Learn</p> <ul style="list-style-type: none"> • PHONICS ASSESSMENTS • RISING STARS ASSESSMENTS <p>Communication -including speaking and listening: To communicate with purpose to a wide range of people and begins to respond appropriately.</p> <p>Reading: To begin to recognise and derive meaning from a range of print, signs and</p>	<p>Operations: Consolidation of skills To understand counting, addition, and subtraction beyond 10 and the associated language at a concrete level. Begin moving concrete into diagrams and pictorial representations of calculations (see calculation policy).</p> <p>Functional Maths: To understand maths in everyday life and begin to solve problems in practical situations including data</p>	<p>Science and Geography: Our impact on environment Recycling</p> <p>History: Journeys to the moon. Considering the changes over time from not being able to visit it to changing rockets.</p>	<p>Art and DT: Explore , develop and share ideas around a product that moves (e.g. a rocket) – including how it works. Evaluate what has gone well.</p> <p>Music: Exploring music relating to space and futuristic evens.</p>	<p>NC link: Use technology purposefully to create and manipulate digital content.</p> <p>Key skills: Create and edit more complex digital content and data. Create, name, save and retrieve content. Use a range of media in digital content including</p>	<p>Physical: Outdoor Games</p> <p>Get set 4 Pe year 1 striking and fielding learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>Communication decision making using tactics</p>	<p>PSHE – Changing Me Life cycles in nature Growing from young to old</p> <p>RE & Citizenship: Developing a concept of respect for others</p>	<p>Independence: Demonstrates increasing levels of self-confidence and self-organisation with occasional support.</p> <p>Personal Needs: Shows increasing independence with basic personal care routines.</p> <p>Personal Safety: Begins to identify danger in the wider school</p>

Cycle 1

<p>symbols, processing key ideas from these with support. To re-read for fluency consolidating their ability to decode and blend unfamiliar words. Begin to apply inference skills based upon what has been read to them and take turns listening to what others say.</p> <p>Writing: To begin to use letters, words and symbols to convey meaning. To begin to write sentences with a key focus on punctuation e.g capital letters and full stops. Extend this by using co-ordinating conjunctions such as and, so, but and because to add detail to sentences. Use appropriate resources such as colourful semantics/phonic/CEW/tricky word mats to aid development.</p>	<p>handling, money and fractions.</p> <p>Shape, space and measure: Focus: Consolidation of skills.</p> <p>To actively engage with shapes in the everyday environment, the concept of measures, positions and time. Make direct links between language and object.</p>		<p>Use instruments to begin to recreate similar sounds.</p>	<p>photos, text and sound.</p> <p>Hardware/software: Laptops, iPads, stop motion animation apps, NOS.</p>	<p>Food: Following a simple recipe.</p> <p>Looking at preparing foods that semi challenging. pupils to plan a meal on a budget using limited ingredients for a couple.</p>		<p>environment and how to keep themselves safe with some support.</p>
<p>Transitions: Myself & Others focus for the last 3 weeks of Summer Term.</p>							

RSEE needs to be covered on a termly basis and is an integral part of keeping our pupils safe at Southgate. If there is not a specific SRE topic that term, reflections and nurture breakfasts could be utilised for coverage.
 Please refer to the RSE curriculum tree and seek advice from the PSHE lead if you have any questions around curriculum content.

Cycle 1

SRE Science (Statutory)

To be taught in the summer term.

The topic to be taught is to be at the teacher's discretion and should be developmentally appropriate for the class being taught.

Year 1

Name body parts - head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

Year 2

Animals have off-spring then grown into adults, e.g. egg to caterpillar, baby to child to teenager to adult.

Years 3 & 4

Naming internal and external body parts and function (not reproductive organs), e.g. muscles for support, protection and movement.

Year 5

Lifecycle changes in living things – plants and animals.

Different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Timeline of human development, including puberty.

Gestation periods of animals and humans.

Year 6

Naming body parts and function, e.g. circulatory system.

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

KS3

Reproduction in humans – Structure and function of male and female reproductive system

Menstrual cycle (not including hormones)

Gametes

Fertilisation

Gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.

KS4

Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs). Sex determination in humans. Hormones in human reproduction, hormonal and non-hormonal methods of contraception.