Hockering Long Term Plan History and Geography

GEOGRAPHY and HISTORY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication	**Culture**	**Conflict**	**Conflict**	**Conservation**	**Conservation**
English	Narrative Rewriting a story for an older audience The Darkest Dark by Chris Hadfield	Narrative Story with Flashback Shining Star; The Anna May Wong Story by Paula Yoo	Non-Fiction Obituary, Newspaper Article & Opinion Piece Anne Frank by Josephine Poole and Angela Barrett	Playscript Mr William Shakespeare's Plays, Seven Plays by Marcia Williams Stories from Shakespeare by Geraldine McCaughrean	Non-Fiction Balanced Discussion Essay Can We Save The Tiger? by Martin Jenkins	Narrative Story sequel to continue a cyclical format The Promise by Nicola Davies
Poetry	Cosmic Acrostics The Lost Words by Robert MacFarlane	Free Verse Caged Bird – Maya Angelou Symbolism. Writing a verse inspired by the poem and using art to express symbolism.	Rhyme & Style Evacuees - focus on inserting a rhyming structure and developing use of effective figurative language.	Poetry for Impact 'Refugees' by Brian Bilston – the power of poetry to convey a message and writing in a similarly stylized way.	No Poetry Week (Rolled over into Summer 2) SATs prep and focus on Discussion Essay	The Tyger – William Blake Intro to KS3-style analysis and writing a Blake-st
Maths	Yr3/4/5 Place Value (4 wks) Addition & Subtraction (3wks) Length & Perimeter (2 wks) Multiplication &	Yr6 Place Value (2 wks) Addition, Subtraction, Multiplication & Division (7 wks) Fractions (4 wks) PiXL (1 wk)	Yr3/4/5 Multiplication & Division (3 wks) Area (1 wk) Fractions (4 wks) Decimals (3 wks) PiXL (1 wk)	Yr6 Fractions (2 wks) Percentages & Decimals (2 wks) Decimals (2 wks) Converting Units (2 wks) Area, Perimeter and Volume (2 wks) Percentages	Yr3/4/5 Multiplication & Division (1 wk) Decimals (2 wks) Money (2 wks) Time (2 wks) Statistics (1 wk) Properties of	Yr6 Calculations (3 wks) SATs (1 wk) Shape (3 wks) Ratio (2 wks) Algebra (2 wks) Position & Direction (1 wk) Decimals (1 wk)

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	Division (4 wks) PiXL (1 wk)			Statistics (2 wks) PiXL (1 wk)	Shape (3 wks) Position & Direction (1wk) PiXL (1 wk)	
Science Rolling program A	Earth & Space Yr 5 unit of work	Light Yr 3 unit of work	States of Matter Yr 4 unit of work	STEM enquiry	Living Things & Habitats Yr 4 unit of work	Animals (inc Humans) Yr 5 unit of work
Theme	**Mission Control (History)** Famous Astronomers Famous Astronauts Moon Landing What makes space so fascinating to humans?	**I have a Dream (History/Geography)** Apartheid and anti-Semitism Segregation and its effects What can we learn from the history of discrimination to make a better future?	**Wars of the World (History and Geography)** Word Wars and Civil Wars Including the Battle of Britain Where do conflicts start from and how do some end up on a global scale?		**In Your Element (Geography)** Based around the four elements of earth, air, water and fire including earthquakes, volcanoes, tsunamis and tornados and developing knowledge of rivers and mountains What are some of the natural effects of earth, water, fire and air?	

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RE Rolling programme A	How do people express commitment to a religion/worldview in different ways? Human and Social Sciences	What is the Trinity? Theology	What is philosophy? How do people make moral decisions? Philosophy		What do Muslims believe about God? Theology	What difference does being a Muslim make to daily life? Human and Social Sciences
PHSE 5/6	**Connecting with others:** Why are healthy relationships important?	**The online world:** How am I influenced by what I see online?	**Citizenship:** How can we be in control of our money?	**Connecting with others:** What does it mean to stand up for myself and others?	**The online world:** How do I feel about the things I see online?	**Staying safe:** How can I stay safe as I grow up?
PHSE 3/4	**Connecting with others:** What helps us feel safe and included?	**The online world:** How should we communicate online?	**Citizenship:** What careers do people choose and why?	**Staying Safe:** What signs help me recognize what is safe or unsafe?	**Connecting with others:** How can we respect each other?	**The online world:** How can we decide what to trust online?
Computing Cycle 1 mixed age computing plan	Digitally Awesome Year 3 unit		My Online Life Mixed age unit		Games Designer Year 4 unit	

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Art		Making my voice heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.		Still Life Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box		Art and Design Skills Developing design, drawing, craft, painting and art appreciation skills; Prints & painting in an impressionist style and exploring the work of Edward Hopper.
DT	Structures: Playgrounds This topic draws upon the children's knowledge of structures, challenging them to design playground apparatus.		Electronic systems: steady hand games Using understanding of electrical systems and design, pupils are challenged with designing and creating a steady hand game.		Food: Come Dine with me Children research and prepare a two-course meal	

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Music Rolling programme A		Young Voices Developing singing technique to perform at the 02		Instrumentals lesson unit: South Africa		Jazz
PE Real PE Power of PE	**1x Real PE 1xhockey**	**1xReal PE 1xOAA**	**1xReal PE 1xGym**	**1xReal PE 1xDance**	**1xReal PE 1xNeatball**	**1xReal PE 1xAthletics**
MFL 5/6 Spanish	**Phonics 3 & 4 The date**	**Do You have a pet**	**My Home**	**What is the weather?**	**At school**	**Me in the world**
MFL ¾ Spanish	Spanish ¡Hola! ¿Que Tal? Vamos a contar/ Números grandes Los Colores ¿A qué fecha estamos?	Spanish Mi bandera Mi familia y yo ¡Describimos!	Spanish ¿Tienes hambre? En el parque de animals Asi soy yo	Spanish ¡Hola! ¿Que Tal? Vamos a contar/ Números grandes Los Colores ¿A qué fecha estamos?	Spanish Mi bandera Mi familia y yo ¡Describimos!	Spanish ¿Tienes hambre? En el parque de animals Asi soy yo
Years R/1/2						

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2026/27						
English	Narrative. • Imitation story Recall of Beegu	Chronological Report • Diary History focus • Floella Benjamin (Coming to England – Floella Benjamin)	Fiction 5 sentence story Stone Girl Bone Girl Story recall	Fiction Layout Writing for a purpose Letter Lost and Found	Contemporary Non-fiction Weather script (creative weather script) Meet the Weather by Caryl Hart	History Persuasive poster to ride a bike to school Mrs Armitage on Wheels
Poetry	Descriptive poem on 5 senses	Acrostic	Rhyming Poem – Please Mrs Butler	Calligram	Haiku	Kennings
Phonics/spelling	Year 1 – Set 2 recap sounds Year 2 – Set 3 sounds recap	Year 1 – Set 2 recap Year 2 – No nonsense spelling	Year 1 – Set 3 sounds Year 2 – No nonsesne spelling	Year 1 – Set 3 sounds continued Year 2 – No nonsense spelling	Year 1 – revision/ phonic sounds check Year 2 – No nonsense spelling	Year 1 – Phonic gaps Year 2 – No nonsense spelling
Reception – Communication and language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. A language- rich environment is need to enhance and encourage the quality conversations children have with adults and peers through the day. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share					

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Early Learning Goals	their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher					
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others					

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Maths	Rec Getting to know you (2WKS- baseline) Match, Sort & Compare (2 WKS) Talk about measure and patterns (2 WKS Year 1 Place value (3WKS) Addition and Subtraction, inc. money (6WKS over Aut 1&2) Year 2 Place Value (3WKS) Addition and Subtraction inc. money (6WKS over Aut 1&2)	Rec It's Me 1, 2, 3 (2 WKS) Circles and triangles (1 WK) 1, 2, 3, 4, 5 (2 WKS) Shapes with 4 sides (1 WKS) Year 1 Addition and Subtraction, inc. money (6WKS over Aut 1&2) Place Value and Multiplication (4WKS) Year 2 Addition and Subtraction inc. money (6WKS over Aut 1&2) Multiplication (4WKS)	Rec Alive in 5 (2WKS) Mass and Capacity (1 WK) Growing 6, 7, 8 (2 WKS) Length, Height and Time (1 WK) Year 1 Division and consolodation (2WKS) Place Value (2WKS) Measurement – Length and Height (1WK) Year 2 Division (2WKS) statistics (2WKS) Measurement – Length and Height (1WK)	Rec Building 9 and 10 (3 WKS) Explore 3D shapes (2 WKS) Year 1 Shape and consolodation (3WKS) Fractions and consolodation (3WKS) Year 2 Properties of shape (3WKS) Fractions (3WKS)	Rec To 20 and beyond (2 WKS) How many now? (1 WKS) Manipulate, compose and decompose (2 WKS) Year 1 Geometry – position and direction (1WK) Time (2WKS) Weight and volume (1WK) Problem solving and efficient methods (2WKS) Year 2 Geometry – position and direction (1WK) Time (2WKS) Mass, Capacity and temperature (1WK) Problem solving and efficient methods (2WKS) SATS	Rec Sharing and grouping (2 WKS) Visualise, build and map (3 WKS) Make connections (1 WK) Year 1 Weight and volume (3WKS) Place Value (within 100) (2WKS) Consolidation (4WKS) Year 2 Mass, Capacity and temperature (2WKS) Consolidation (4WKS)

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Reception – Mathematics **Early Learning Goals**	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally					
Science	Animals Including Humans Growth (Year 2) What animals and humans need to survive Balanced diets Exercise Hygiene	Everyday Materials 2 (Year 1) Waterproof Structure Class properties Uses for furniture Fabrics and suitability	**Please choose a science theme most appropriate to EYFS cohort from the developing experts**	Seasonal Changes (Year 1) Weather Four seasons Seasonal changes Weather changes Rainfall	Plants (1)All)	All About Animals (1)

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Theme	**We are Britain (Geography)** Mountains and Rivers	**Artist (History)** Significant individuals, artist Lowry, Van Gogh	**Digging up the past (History)** Local History	**Oceans and Seas (Geography)** To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the oceans studied at this Key Stage	**Weather Experts (Geography)**	**Transport (History)** Significant Event Changes within living memory Travel and Transport - Forms of travel - Eco/ environment
Reception – Understanding the world **Early Learning Goals**	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					

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	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
RE (Reception Syllabus)	Christianity Theology How do Christians believe God created the world?	Christianity Theology Why do Christians perform Nativity plays at Christmas?	Christianity Theology Why do Christians put a cross in an Easter garden?	Christianity Theology Why do Christians put a cross in an Easter garden?	Christianity Theology Why is the word God important so to Christians?	Christianity Philosophy Should Noah trust in God?
Art	Drawing Tell us a story		Experimenting with colour Colour Splash		Clay Sculpture Creation Station	

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DT		Sculpture Baby Bear's chair		Mechanisms Wheels and Axils		Food
Music	Music and movement (EYFS)	Nativity	Big Band (EYFS)	Big Band (EYFS)		
Computing	My online life (Year 1)	Mini-Beasts (Year 1)		What is a computer? (Year 1)	Making games (Year 2)	Making games (Year 2)
Reception – Expressive arts and design **ELG**	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					

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	Early Learning Goals Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music					
PHSE Year 1/2	**Connecting with others:** How can I help myself and others feel happy and safe?	**The online world:** How do we spend time online?	**Health protection:** How can I protect myself and others in daily life?	**Staying Safe:** How can I stay safe?	**Connecting with others?** How can I build safe, kind and caring relationships with others?	**The online world:** How can we stay safe online?
Reception – Personal, Social and Emotional **ELG**	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					

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	ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.					
PHSE R	**Self-regulation:** My feelings	**Building relationships:** Special relationships	**Managing self:** Taking on challenges	**Self-regulation:** Listening and following instructions	**Building relationships**: My family and friends	**Managing self:** My wellbeing
PE **Real PE** **Power of PE**	**1x Real PE** **1xhockey**	**1xReal PE** **1xOAA**	**1xReal PE** **1xGym**	**1xReal PE** **1xDance**	**1xReal PE** **1xNeatball**	**1xReal PE** **1xAthletics**
Reception – Physical Development **ELG**	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives6. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world					

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	activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Physical development ELG: Gross Motor Skills Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.					