**Long Term Plan – 2023/24**

**P1/2**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **THEME / TOPIC** |  |  |  |  |
| **LITERACY** |  |  |  |  |
| **MFL** |  |  |  |  |
| **NUMERACY** |  |  |  |  |
| **H&WB** |  |  |  |  |
| **PE** | **Cognitive skills**  Ball skills (throwing and catching) | **Personal Qualities**  Competitive games | **Physical competencies**  Movement / Gymnastics & Dance | **Physical fitness**  Athletics |
| **SCIENCE** | Skill: Plan and design Scientific investigation and enquiry  *Topic:* Forces (Friction & push/pull); Vibrations & sound | *Skill:* Carry out practical activities  *Topic:* Senses; Energy & sustainability | Skill: Analyse, interpret and evaluate scientific findings  *Topic:* Biodiversity; Living & non-living things; Space  Plants; Circuits | Skill: Present scientific findings  *Topic:* Materials; Water |
| **TECHNOLOGY** | **Digital Literacy** | **Computing Science** | **Engineering & Graphics** | **Technological Developments** |
| **RME** | Hinduism | Christianity | Christianity |  |
| **SOCIAL STUDIES** | **People, Place & Environment:**  Local environment | **People, Past Events & Societies:**  Family history | **People, Place & Environment:**  Weather / basic Geography | **People in Society, Economy & Business:**  People who help us |
| **EXPRESSIVE ARTS** | Art & Design  Music | Food Technology  Dance | Art & Design  Drama | Art & Design  Music |

**P2/3**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **THEME / TOPIC** | Houses and homes | Then vs Now- toys | Maps and Journeys | Jobs and Work |
| **LITERACY** |  |  |  |  |
| **MFL** | French: **Listening and Talking**  Songs, rhymes and poems | French: **Using knowledge about language**  Well known stories and games | French: **Reading to appreciate other cultures**  Cultural differences between France and Scotland | French: **Listening & Talking**  All about me |
| **NUMERACY** |  |  |  |  |
| **H&WB** |  |  |  |  |
| **PE** | **Cognitive Skills**  Leadership | **Personal Qualities**  Competitive games – team sports | **Physical Competencies**  Gymnastics (Balance) & Dance | **Physical Fitness**  Athletics – running / walking |
| **SCIENCE** | *Skill:* Plan and design Scientific investigation and enquiry  *Topic:* Forces; Magnets; Sound & vibrations | *Skill:* Carry out practical activities  *Topic:* Senses; Diseases & germs | *Skill:* Analyse, interpret and evaluate scientific findings  *Topic:* Living & non-living things & food chains; Space  Plants; Circuits | *Skill:* Present scientific findings  *Topic:* Materials; Dissolving |
| **TECHNOLOGY** | **Digital products and services** | **Technological Developments** (past, present and future technology) | **Graphic design** | **Computing** |
| **RME** | Christianity & Islam | | | |
| **SOCIAL STUDIES** | **People, Place & Environment:**  Houses & homes | **People, Past Events & Societies:**  The past – then vs. now | **People, Place & Environment:**  Agriculture / Local landscape | **People in Society, Economy & Business:**  Rights and responsibilities |
| **EXPRESSIVE ARTS** | Art & Design  Dance | Food Technology  Music | Art & Design  Drama | Art & Design  Music |

**P3/4**

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|  | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** |
| **THEME / TOPIC** | Climate | Inventors \*toys | | Habitats | | Enterprise |
| **LITERACY** |  |  | |  | |  |
| **MFL** | French: **Talking and listening**  Classroom instructions | French: **Talking and listening**  Adjectives (size and colour) | | French: **Reading**  Stories and other texts | | French: **Writing**  Simple texts / familiar words and phrases |
| **NUMERACY** |  |  | |  | |  |
| **H&WB** |  |  | |  | |  |
| **PE** | **Cognitive Skills**  Playground games | **Personal Qualities**  Competitive games – football | | **Physical Competencies**  Gymnastics (Jumping) & Dance | | **Physical Fitness**  Athletics – Throwing |
| **SCIENCE** | *Skill:* Plan and design Scientific investigation and enquiry  *Topic: Vibrations & sounds; Magnets; Gravity* | *Skill:* Carry out practical activities  *Topic: Diseases & germs; Skeleton* | | *Skill:* Analyse, interpret and evaluate scientific findings  *Topic:* Space; Water; States of matter  Electricity & circuits; Energy & sustainability | | *Skill:* Present scientific findings  *Topic:* Dissolving; Inheritance |
| **TECHNOLOGY** | **Searching, processing and managing information** | | Moving toys | | Textiles | |
| **RME** | Christianity & Judaism | | | | | |
| **SOCIAL STUDIES** | **People, Place & Environment:**  Looking after the environment / Local land use | **People, Past Events & Societies:**  Historical figures | | **People, Place & Environment:**  Maps and journeys | | **People in Society, Economy & Business:**  Jobs and work |
| **EXPRESSIVE ARTS** | Art & Design  Dance | Art & Design  Music | | Food Technology  Drama | | Art & Design  Music |

**P5/6**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **THEME / TOPIC** | Natural Disasters | 20th Century Scottish event | Human Rights/Transport | Enterprise |
| **LITERACY** |  |  |  |  |
| **MFL** | French: **Listening & talking**  Animals | French: **Reading**  Vocabulary – weather and environment | French: **Listening & Talking**  Food and drink / likes and dislikes | French: **Reading**  Translates simple text to English |
| **NUMERACY** |  |  |  |  |
| **H&WB** |  |  |  |  |
| **PE** | **Cognitive Skills**  Gymnastics – sequences  Dance | **Personal Qualities**  Competitive games – (tag) rugby | **Physical Competencies**  Ball skills – throwing, catching, kicking, bowling | **Physical Fitness**  Striking & fielding games - rounders |
| **SCIENCE** | *Skill:* Plan and design Scientific investigation and enquiry  *Topic:* Friction & buoyancy; Vibrations & sound | *Skill:* Carry out practical activities  *Topic:* Senses; Organ systems & microorganisms | *Skill:* Analyse, interpret and evaluate scientific findings  *Topic:* Classification, Food webs & Plants; Energy & sustainability  Structure of the Earth; Circuits, batteries & energy | *Skill:* Present scientific findings  *Topic:* Materials, changes & separation; Dissolving & chemical reactions |
| **TECHNOLOGY** | **Digital products and services** | **Computational thinking** | Construction / Materials | |
| **RME** | Christianity & Sikhism | | | |
| **SOCIAL STUDIES** | **People, Place & Environment:**  Transport | **People, Past Events & Societies:**  Scottish history | **People in Society, Economy & Business:**  Cultures, values & customs | **People in Society, Economy & Business:**  Goods and services |
| **EXPRESSIVE ARTS** | Food Technology  Dance | Art & Design  Music | Art & Design  Drama | Art & Design  Music |

**P6/7**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **THEME / TOPIC** | WWI | Natural Disasters | Democracy | Victorians\* |
| **LITERACY** |  |  |  |  |
| **MFL** | French: **Listening & talking**  Paired conversation and role-play | French **Reading**:  Vocabulary – School & classroom | French: **Listening & Talking**  Simple verbs and tenses | French: **Writing**  Descriptive writing |
| **NUMERACY** |  |  |  |  |
| **H&WB** |  |  |  |  |
| **PE** | **Cognitive Skills**  Gymnastics – Rhythm  Dance | **Personal Qualities**  Competitive games – hockey | **Physical Competencies**  Coordination skills – tennis | **Physical Fitness**  Striking & fielding games - cricket |
| **SCIENCE** | *Skill:* Plan and design Scientific investigation and enquiry  *Topic:* Light & sound; Magnets & gravity | *Skill:* Carry out practical activities  *Topic:* Organs & microorganisms; Life cycles & genes | *Skill:* Analyse, interpret and evaluate scientific findings  *Topic:* Energy Sources & non-renewables; Water cycle & biodiversity  Circuits & batteries; Cleaning water | *Skill:* Present scientific findings  *Topic: Dissolving & chemical reactions;* In-depth project (P7) |
| **TECHNOLOGY** | **Searching, processing and managing information** | **Computing technology** | **Graphic Design** (Video game and app building) | |
| **RME** | Christianity & Islam | | | |
| **SOCIAL STUDIES** | **People, Place & Environment:**  Natural disasters / extreme weather | **People, Past Events & Societies:**  Historical event (20th century) | **People in Society, Economy & Business:**  Human rights | **People in Society, Economy & Business:**  Enterprise |
| **EXPRESSIVE ARTS** | Art & Design  Dance | Food Technology  Music | Art & Design  Drama | Art & Design  Music |

**Guide:**

Words in CAPITAL LETTERS are curriculum areas/subjects. Refer to the Curriculum for Excellence documents for further curriculum information or guidance on these things (e.g. skills that should be taught throughout the subject)

Words in **bold** are curriculum organisers. Refer to the Curriculum for Excellence for Level-specific experiences & outcomes / objectives that should be covered for this particular area of a subject. Boddam Medium Term Plans break this down further into year groups to ensure coverage and progression throughout the school.

**2022-23 Themes/Topics**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **P1** | *Other notes\** | *Other notes\** | *Other notes\** | *Other notes\** |
| **P2/3** | *Other notes\** | *Other notes\** | *Other notes\** | *Other notes\** |
| **P4/5** | *Other notes\** | *Other notes\** | *Other notes\** | *Other notes\** |
| **P5/6** | *Other notes\** | *Other notes\** | *Other notes\** | *Other notes\** |
| **P6/7** | *Other notes\** | *Other notes\** | *Other notes\** | *Other notes\** |

*\* Record any specific deviation from LTP or other specific knowledge covered e.g. a specific artist, historical figure or where you have mostly focused on the medium term plan for one of the year groups you teach*