ARC 2024-2025 LTP Overview									
Year Group 5 things to do	Autumn I Make a wild crown	Autumn 2 Make a home for wildlife Help a wild animal	<u>Spring</u> Make a muc	Spring_2 creation	<u>Summer I</u> Float a boat	Summer 2			
Maths Topics (Y2 White Rose topics with YI-Y4 objectives covered)	Place Value Multiplication & Division	Shape Addition and Subtraction	Length_& Height Money	Mass, <u>Capacity &</u> Temperatu re	Time Fractions	Statistics Position and Direction			
Maths YI objectives:	Place Value- Count to and across100 both forwards andbackwards by beginningfrom any given number orwith 0 or lIdentify one less andone more by a givennumber.0 Be able to read, writeand count numbers up to100 in numeralsUse objects and pictorialrepresentations, such asa number line, to identifyand represent numbers.	Addition & Subtraction - Add and subtract one- and two-digit numbers up to 20. This includes zero, too. - Use concrete objects and pictorial representations to solve one-step addition and subtraction problems and missing number problems. - Use related subtraction facts within 20 and use and represent number bonds.	Money -Get familiar with the values of denominators of notes and coins. -Describe, compare and solve practical problems for mass/weight, lengths, heights, capacity, volume and time. -Measure and begin recording mass/weight,	Time -Use appropriate language to order events in chronological order. -Use appropriate language relating to days of the week, weeks, months and years.	Fractions -Find, recognise and name a half as one of two equal parts. -Find, recognise and name a quarter as one of four equal parts.	(Statistics - scaffolded Y2 objectives to be accessed). Position and Direction -describe position, direction and movement, including whole, half, quarter and three-quarter turns			

De able te vez teame	Maita internet and	lan ath a hairbta	Tall that they	
-De able lo use lerms	-write, interpret ana	iengins, neignis,		
such as equal to, less	read mains statements,	capacily, volume	io naij pasi	
inan, more inan, leasi,	which include dadilion,	ana lime.	the nour and	
mosl.	subtraction and equals	M 11: 1: 1: 0	the hour.	
Mille In the A Dirich	signs.	Multiplication &	Also, be able	
Multiplication & Division		Division	to draw the	
-Count in multiples of		-recall and use	hands on a	
twos, fives and tens.		multiplication and	clock jace to	
	-Describe, compare and	division facts for	show these	
<u>Shape</u>	solve practical problems	the 2, 5 and 10	times.	
-recognise and name	for mass/weight, lengths,	multiplication		
common 2-D and 3-D	heights, capacity, volume	tables, including		
shapes, including	and time.	recognising odd		
-2-D shapes Ifor example,	-Measure and begin	and even numbers		
rectangles (including	recording mass/weight,	-calculate		
squares), circles and	lengths, heights, capacity,	mathematical		
triangles	volume and time.	statements for		
-3-D shapes [for example,		multiplication and		
cuboids (including cubes),		division within		
pyramids and spheres]		the multiplication		
		tables and write		
		them using the		
		multiplication (×),		
		division (÷) and		
		equals (=) signs		
		-show that		
		multiplication of 2		
		numbers can be		
		done in any order		
		(commutative)		
		and division of I		
		number by		
		another cannot		
		-solve problems		
		involving		
		multiplication and		
		division, using		
		materials, arrays,		
		repeated addition,		
		mental methods,		
		and multiplication		
		and division		
		facts, including		

			problems in contexts			
Υ2	Place value -count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward -recognise the place value of each digit in a two-digit number (10s, 1s) -identify, represent and estimate numbers using different representations, including the number line -compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words -use place value and number facts to solve problems Multiplication & Division	Addition and Subtraction -solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods -recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 -add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ls -a two-digit number and los -2 two-digit numbers -adding 3 one-digit numbers -show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot -recognise and use the inverse relationship between addition and subtraction and use this to check calculations and	Length & Heigh Money Mass, Capacity Temperature -choose and use ap standard units to e measure length/heig direction (m/cm); m temperature (°C); co (litres/ml) to the ne appropriate unit, us scales, thermometer measuring vessels -compare and order volume/capacity and results using >, < a -recognise and use pounds (£) and pen amounts to make a value -find different comb cons that equal th amounts of money -solve simple problee practical context inv and subtraction of same unit, including	k propriate stimate and ht in any ass (kg/g); apacity arest ing rulers, s and c lengths, mass, l record the nd = symbols for ce (p); combine particular binations of e same ns in a volving addition money of the g giving change	Time -compare and sequence intervals of time -tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times -know the number of minutes in an hour and the number of hours in a day <u>Fractions</u> -recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity -write simple fractions, for $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence $\frac{2}{4}$, $\frac{1}{2}$	Statistics -interpret and construct simple pictograms, tally charts, block diagrams and tables -ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity -ask-and-answer questions about totalling and comparing categorical data Position and Direction -order and arrange combinations of mathematical objects in patterns and sequences -use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)

		solve missing number problems Shape -identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces -identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] -compare and sort common 2-D and 3-D shapes and everyday objects			
Y3	Place Value -count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number -recognise the place value of each digit in a 3- digit number (100s, 10s, 1s) -compare and	Shape -draw 2-D shapes and make 3-D shapes using modelling materials; -recognise 3-D shapes in different orientations and describe them -recognise angles as a property of shape or a	Length & Height Money -measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) -measure the perimeter of simple 2-D shapes -add and subtract amounts of money to give change, using both & and p in practical contexts	Time -tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight -know the number of seconds in a minute and the number of days in each month, year and leap year	Statistics -interpret and present data using bar charts, pictograms and tables -solve one-step and two- step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables Position_and_Direction

order numbers to 1,000 -identify, repres and estimate numbers using different representations -read and wri numbers up to 1,000 in numer and in words -solve number problems and practical proble involving these ideas <u>Multiplication and</u> division facts for th and 8 multiplication tables -write and calculat mathematical state for multiplication table they know, includin two-digit numbers to one-digit numbers, mental and progress	up description of a turn -identify right angles, recognise that 2 right angles make a half-turn, 3 make three- te quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle -identify horizontal and vertical lines and pairs of perpendicular and parallel lines Me 3, 4 Addition and Subtraction e add and subtract numbers mentally, including: -three-digit number and 10s - a three-digit number and 100s - add and subtract	-compare durations of events [for example, to calculate the time taken by particular events or tasks Fractions -count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 -recognise, find and write fractions of a discrete set of objects: unit fractions and non- unit fractions with small denominators -recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators -recognise and show, using diagrams, equivalent fractions with small denominators -add and subtract fractions with the same denominator within one whole [for $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] -compare and order unit fractions, and fractions with the same denominators -solve problems that involve all of the above	-describe positions on a 2-D grid as coordinates in the first quadrant -describe movements between positions as translations of a given unit to the left/right and up/down -plot specified points and draw sides to complete a given polygon
one-digit numbers, mental and progres formal written meth -solve problems, inc missing number pro	using -a three-digit number sing to and 100s .ods -add and subtract luding numbers with up to 3 olems, digits, using formal		
involving multiplica	ion written methods of		

	and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	columnar addition and subtraction -estimate the answer to a calculation and use inverse operations to check answers -solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction				
Y4	Place Value -count in multiples of 6, 7, 9, 25 and 1,000 -find 1,000 more or less than a given number -count backwards through 0 to include negative numbers -recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and Is) -order and compare numbers beyond 1,000 -identify, represent and estimate numbers using	Shape -compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes -identify acute and obtuse angles and compare and order angles up to 2 right angles by size -identify lines of symmetry in 2-D shapes presented in different orientations -complete a simple symmetric figure with respect to a	Length & Height Money -convert between different units of measure [for example, kilometre to metre; hour to minute] -measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres -find the area of rectilinear shapes by counting squares -estimate, compare and calculate different measures, including money in pounds and pence	Mass, Capacity & Temperatu re -convert between different units of measure [for example, kilometre to metre; hour to minute]	Time -read, write and convert time between analogue and digital 12- and 24-hour clocks -solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days Fractions -recognise and show, using diagrams, families of common equivalent fractions -count up and down in hundredths; recognise that hundredths; recognise that hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 -solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number -add and subtract fractions with the same denominator	Statistics -interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs -solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Position and Direction - Coordinates - Translations -compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes -identify acute and obtuse angles and compare and order angles up to 2 right angles by size

different	specific line of		-recognise and write decimal	-identify lines of summetry in 2-D
roprosontations	summatru		equivalents of any number of	shapes presented in different
representations	-measure and calculate		tenths or hundreds	orientations
to the manual 10	the perimeter of a		-recognise and write decimal	-complete a simple symmetric figure with respect to a specific line of
to the hearest 10,	rectilinear figure		$\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	symmetry
100 or 1,000	(including squares) in		-find the effect of dividing a	L L
-solve number and	centimetres and metres -find the area of		one- or two-digit number by 10	
practical problems	rectilinear shapes		and 100, identifying the value of	
that involve all of	'		the digits in the answer as	
the above and with			-round decimals with I decimal	
increasingly large	Addition and		place to the nearest whole	
positive numbers	Subtraction		number	
-read Roman	-add and subtract		-compare numbers with the same number of decimal places up to	
numerals to 100 (I	numbers with up to		2 decimal places	
to C) and know	4 digits using the		-solve simple measure and	
that over time, the	formal written		money problems involving	
numeral system	methods of		decimal places	
changed to include	columnar addition		I	
the concept of O	and subtraction			
and place value	where appropriate			
Multiplication &	where appropriate			
Division				
-recall multiplication and	inverse operations			
division facts for	lo check answers			
multiplication tables up	to a calculation			
to 12 × 12 -use place value known	-solve addition			
and derived facts to	and subtraction			
multiply and divide	two-step problems			
mentally, including:	in contexts,			
multiplying by U and I; dividing by I: multiplying	deciding which			
together 3 numbers	operations and			
-recognise and use factor	nethods to use			
pairs and commutativity in mental calculations	and why			

	-multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by I digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects					
Writing	<u> Poetry – Free verse</u>	Non-fiction	<u>Visual Poetry</u>	<u>Fiction</u> –	<u> Fiction - Traditional</u>	Non-fiction - Post card
(Curious	<u> Fiction – Narrative</u>	- Bonfire night	<u>-</u> What is	<u>Narrative</u>	Tales	EXPERIENCE: CHILDREN
Quests	writing	safety poster	pink? By	The	Jack and the Beanstalk	RECEIVE A POSTCARD FROM
approach)	Based on The	- Information text	Christina	lighthouse		THE OWL AND THE
	Enormous Crocodile	on Guy Fawkes	Rossetti	keeper's	EXPERIENCE: MYSTERIOUS	PUSSYCAT
	– Roald Dahl			lunch	PLANT ARRIVES IN THE	(Create their own postcard
		EXPERIENCE: VISIT	EXPERIENCE:		ARC.	writing as the owl/pussycat)
	Linked to Roald	FROM RITA -	COLOUR HUNT	EXPERIENC		
	Dahl day.	CLEVELAND FIRE		E: PICNIC	Non-fiction	<u> Fiction – Percy Park Keeper</u>
	(Children to create	BRIGADE		ON THE	Instructions on how to	Diary entry
	their own narrative			FIELD	plant a bean	Non-fiction – own diary
	based on these	<u> Poetry – Calligram</u>				entry
	ideas).	Christmas and			EXPERIENCE: CHILDREN	
		winter/nature			PLANT A BROAD BEAN.	EXPERIENCE: FIND A
	EXPERIENCE: ROALD	themed.				MYSTERIOUS LOCKED DIARY
	DAHL DAY.				<u> Poetry – Performance</u>	
		EXPERIENCE:			The Owl and the	
	<u> Non-fiction – Fact</u>	WINTERY WALK			Pussycat	
	file				(Create own characters	
	Explore Sea Turtles				and perform their poem)	

	fact file. (Children to create their own fact file on sharks). EXPERIENCE: VISIT THE ARC AQUARIUM				EXPERIENCE: CREATE MASKS OF OWL/PUSSYCAT ROLE- PLAY IN GRANGETOWN BOAT				
Reception SPAG objectives	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.								
5		(Scaffolded support t	io access emergi	ng YI SPAG o	bjectives throughout writing	genres).			
YI SPaG Objectives	- leaving spaces between words								
Objectives	- joining words and joining clauses using and								
	- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark								
	- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'								
		(Consisten	tly addressing th	nese YI SPAG	objectives to aid writing)				
Y2 SPAG	full stops, capital	sentences with	apostrophes	-	apostrophes for	apostrophes for contracted			
	letters, exclamation	dijjereni jorms: statement,	Jor contracted	expanded noun	the possessive (singular)	Jorms and the possessive (singular)			
	marks, question	question,	forms and	phrases to					
	marks, commas for	exclamation,	the possessive	describe and	full stops, capital letters,	full stops, capital letters,			
	lists	expanded noun	(strigatal)	specify	question marks, commas	marks, commas for lists			
		phrases to describe	full stops,	[for	for lists	- contoncos with different			
	- sentences with	example, the blue	letters,	the blue	- sentences with different forms [.]	forms: statement,			
	different forms:	batterjigs tite	excumution	Succei jug 1		excluitation			

statement	present and past	marks,	- the	statement, exclamation	
statement,	tenses correctly	question	present		- the present and past
exclamation	and consistently	marks,	and past	- the present and past	tenses correctly
	including the	commas for	tenses	tenses correctly	
	progressive form -	lists	correctly		sentences with different
- the present and	subordination		and	sentences with different	forms: statement, question,
past tenses	(using when, if,	- sentences	consistentl	forms: statement,	exclamation, command -
,	that, or because)	with different	Ч	question, exclamation,	expanded noun phrases to
correcily	and coordination	forms:	including	command – expanded	describe and specify [for
	(using or, and, or	statement,	the	noun phrases to describe	example, the blue butterfly]
	but)	exclamation	progressive	and specify [for	- the present and past
	- Standard English		form -	example, the blue	tenses correctly and
		- the present	subordinat	butterfly] - the present	consistently including the
		and past	ion (using	and past tenses correctly	progressive form -
		tenses	when, if,	and consistently	subordination (using when,
		correctly	that, or	including the progressive	if, that, or because) and
			because)	form - subordination	coordination (using or, and,
		sentences	and	(using when, if, that, or	or but)
		with different	coordinati	because) and	
		forms:	on (using	coordination (using or,	- Standard English
		statement,	or, and,	and, or but)	
		question,	or but)		
		exclamation,		- Standard English	
		command			
Y3 SPAG	range of	indicating	- using	- using conjunctions,	- using conjunctions,
objectives	conjunctions,	possession by	the	adverbs and prepositions	adverbs and prepositions to
conjunctions,	including when, if,	using the	present	to express time and	express time and cause -
adverbs and	because, although	possessive	perfect	cause - using fronted	using fronted adverbials -
		apostrophe	form of	adverbials - using	using commas after fronted
prepositions to		with plural	verbs in	commas after fronted	adverbials
express time and		nouns -	contrast to	adverbials	
cause - using		using and	the past		range of conjunctions,

	fronted adverbials		punctuating	tense -	range of conjunctions,	including when, if, because,
	J		direct speech	choosing	including when, if,	although
	- using commas			nouns or	because, although	
	after fronted			pronouns		- using the present perfect
	adverbials			appropriate		form of verbs in contrast to
	auverstats			ly Jor		the past tense - choosing
				clarily		nouns or pronouns
				ana		appropriately for clarity and
				conesion		concesion and to avoid
				ana to		repetition
				repetition		
PSHE	Health and	Health and	Relationshi	Relation	living in the wider	living in the wider
			Retutionisiti	ab in a	Living in the wider	Living in the wider
	weilbeing	weilbeing	ps	snips	world	world
	-Healthy	-Healthy	-Feelings	-Feelings	-Rights and	-Rights and
	lifestyle	lifestyle	and	and	Responsibilities	Responsibilities
	-Growing and	-Growing and	Emotions	Emotions	-Taking care of	-Taking care of the
	Changing	Changing	-Healthy	-Healthy	the environment	environment
	-Keeping Safe	-Keeping Safe	Relationshi	Relation	-Money	-Money
		I J J	ps	ships	J	J
			-Valuina	-Valuina		
			Difference	Differenc		
			Dijjerence	Dijjerenc		
				e		
French			Benoit – cu	rrently EYF	S planning	
Science &	Accessed durin	g inclusion aftern	oons with mo	instream (year group. See specif	ic year group planning.
Foundation subjects	Additiona	.l adult support pr	rovided to su	pport adap	tations and accessibil	lity to curriculum.