

Year 1/2 Long Term Plan-Cycle A

Term	Autumn	Spring	Summer
Theme	Discovery	Wonderland	Splash! Splosh! (water)
Maths	White Rose (see separate plans)		
English	Role play Area-Discovery station/ bus station Non- fiction-Instructions Narrative-Story Structure Narrative-Setting Non-fiction-Information Poetry - rhyming couplets Poetry journals Non-fiction-Recount	Role play Area-/Garden Narrative-Character Narrative-Story Structure Non-fiction-Letter Non-fiction- balanced argument/class debate Poetry - nonsense and humorous poems-performance Poetry journals Recount	Role play Area- Under the sea/garden centre/shop Narrative-Dilemma Non-fiction- Explanation Narrative Poetry - vocab building Poetry-calligrams Poetry journals
Science	To work scientifically: • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions.	To work scientifically: • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify.	To work scientifically: • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify.

• Gather and record data to help in answering questions.

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

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(MATERIALS)

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

• Use observations and ideas to suggest answers to questions.

• Gather and record data to help in answering questions.

(ANIMALS)

- identify and name a variety of common animals including fish, amphibians, reptiles, birds, mammals and invertebrates.
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Understand evolution and inheritance

• Use observations and ideas to suggest answers to questions.

• Gather and record data to help in answering questions.

(PLANTS)

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- observe and describe how seeds and plants and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

		<p>Identify how humans resemble their parents in many features</p> <p>Investigation linked to our senses</p>	
<p>Geography</p>	<p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p><u>Investigate places</u></p> <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. <p><u>Human and Physical geography</u></p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area <p><u>Communicate Geographically.</u> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p><u>Investigate patterns</u></p> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <p><u>Communicate Geographically.</u> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

History	<p>Understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. 	<p>Communicate historically</p> <ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>Investigate and interpret the past</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? <p>Understand chronology</p> <ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. <p>Label time lines with words or phrases such as: past, present, older and newer.</p>

	<ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. 		
Art	<p>Develop Ideas This concept involves understanding how ideas develop through an artistic process.</p> <ul style="list-style-type: none"> Explore ideas and collect visual information <p>Master techniques: Painting</p> <ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary Add white to colours to make tints and black to make tones Create colour wheels <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces 	<p>Develop ideas- This concept involves understanding how ideas develop through an artistic process.</p> <ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information <p>Master techniques: Sculpture</p> <ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture Use rolled up paper, straws, paper, card and clay materials. Use techniques such as rolling, cutting, moulding and carving Use a wide range of tools to create different textures, lines, tones, colours and shapes. <p>To take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces 	<p>Develop ideas- This concept involves understanding how ideas develop through an artistic process.</p> <ul style="list-style-type: none"> Explore different methods and materials as ideas develop <p>To master techniques: Drawing</p> <ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. <p>To take inspiration from the greats (classic and modern):</p> <ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces
Music	Charanga Unit 1 Hands, Feet, Heart	Charanga Unit3-I Wanna Play in a Band	Charanga Unit5-Friendship Song

<p>Charanga (see separate plan for skills)</p>	<p>Afropop, South African South African music</p> <p>Unit 2-Ho,Ho,Ho A song with rapping and improvising for Christmas Christmas and Festivals</p>	<p>Rock Playing in a band together</p> <p>Unit4-Zootime Reggae Reggae and Animals</p>	<p>Pop A song about being friends</p> <p>Unit6-Reflect, Rewind Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music</p>
<p>DT</p>	<p>Mechanisms, wheels and axles - Moving vehicle</p> <p>Type of vehicle will depend on chosen topic eg barrow for transporting vegetables.</p> <p>D&T Ass resources POP and ppt on vle</p> <p>Generate ideas - Explore wheels and axles in construction kits. Generate design criteria</p> <p>Design - develop and communicate ideas through drawings and try outs.</p> <p>Make -</p> <p>FPT using wheels ppt ideas try out different ways to attach axles and wheels to inside out boxes.</p> <p>Make own vehicle for chosen purpose eg model barrow to transport vegetables. Make own decisions about placing axles</p> <p>Evaluate - the wheels and axles against criteria. Children to agree test eg will carry set amount. Can be pulled easily</p> <p>Suggest improvements.</p>	<p>Food - sandwiches for tea party</p> <p>Generate ideas</p> <p>Investigate sandwiches taste test. Generate design criteria - ie design for a clear purpose</p> <p>Design</p> <p>Design and make sandwiches for a party.</p> <p>Make</p> <p>FPT cutting techniques using scissors and dining knives. Using a peeler and grater safely</p> <p>Make</p> <p>Using skills to make own sandwiches making decisions about choice of ingredients etc etc</p> <p>Evaluate - the finished products against criteria - taste testing.</p> <p>ICT Use computer to make table to collect responses</p>	<p>Structures - Create a boat to take a play person on a journey</p> <p>Generate - explore boats shapes using modelling materials and use ICT to find out about boat shapes</p> <p>Generate design criteria.</p> <p>Design - develop and communicate ideas through drawings and paper prototypes</p> <p>Create boat to own design</p> <p>Evaluate - test the boat against agreed criteria eg able to carry two figures-challenge- to build a boat that will carry the most figures/ will stay afloat/is stable</p>

<p>Computing</p>	<p><u>Systems & Networks</u> - Technology around us</p> <p>Learners begin to develop an understanding of technology and how it can help them. They will become more familiar with the different components of a computer and start to consider how to use technology responsibly.</p> <p><u>Creating media</u> - Digital writing</p> <p>Learners begin to develop an understanding of the various aspects of using a computer to create and change text by typing on a keyboard and using tools to change the look of their writing.</p>	<p><u>Programming</u> - Moving a robot</p> <p>Recognising that robots (Beebots etc) can be controlled through simple algorithms</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs <p><u>Data</u> - Pictograms</p> <p>Considering ways to present information.</p>	<p><u>Creating Media</u> - Digital Music</p> <p>Learners will explore how music can make them think and feel. They will make music with both percussion instruments and digital tools. They will also create different rhythms and tunes. Finally, learners will compare creating music digitally and non-digitally.</p> <p><u>Programming</u> - Animation</p> <p>Introduces learners to on-screen programming through. Learners will explore the way a project looks by investigating sprites and backgrounds. They will begin to use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
<p>RE</p>	<p>What do my senses tell me about the world of religion and belief?</p> <p>(Judaism/Christianity)</p> <p>Christmas</p>	<p>Understanding Christianity Gospel Creation</p>	<p>Understanding Christianity God (UC)</p>
<p>PE</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>

	<p>Games</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>This concept involves learning a range of physical movements and sporting techniques</p> <p>The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</p> <p>Football</p> <p>The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen</p>	<p>Dance</p> <ul style="list-style-type: none"> • Copy and remember actions. • Move with some control and awareness of space. • Link two or more actions to make a sequence. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. <p>Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others'</p> <p>performance and the ability to work independently for extended periods of</p>	<p>Athletics</p> <p>The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being</p> <p>The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being</p> <p>Striking and Fielding</p>
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PSCHE	<p>What is the same and different about us?</p> <p>Who is Special to us?</p>	<p>What helps us stay healthy?</p> <p>What can we do with money?</p>	<p>Who helps us to stay safe?</p> <p>How can we look after each other and the world?</p>