



Long Term Plan: Year 1/2 Cycle A

Long Term Planning						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic Title	Snap, Crackle and Pop		Our World, Other Worlds		The Secret Garden / Wild And Wonderful	
Trips / visits / Experiences	Veggie Attack Beegu	Biscuit Bear Vlad Harvest	BBC News Lego characters	Lego characters	Treasure Hunt	Pulborough Brooks Wakehurst Place
Outdoor learning	Shelter Building (Yr2)		Weather investigation Shadows, sun dial Crash Investigation		Planting	Minibeast Hunt Tree shake Scavenger Hunt
Jigsaw Value	Independence Being me in my World	Respect Celebrating Difference	Dreams and Goals Perseverance	Well-being Healthy Me	Working Together Relationships	Reflective Changing Me
Quality Texts	Beegu Supertato The Princess and the Pea / The Pea and the Princess	The Little Red Hen Biscuit Bear Vlad and the Great Fire of London Egg Drop	Hurricane	Journey Quest Return	Frog Belly Rat Bone The Hollyhock Garden	Fox
English skills	Fiction Fairytales	Poetry Traditional tales Non-fiction Instructions	Non-fiction- non chronological reports	Fiction- Picture books Setting	Fiction Non-fiction- instructions	Fiction Character description Non-fiction- recount Poetry

Maths skills	Place Value Number Facts Addition Subtraction	Money – Addition Money – Subtraction Place Value Multiplication Division Problem Solving	Division Place Value (yr1) Statistics (Yr2) Length and height	Geometry (shape) Fractions Problem Solving	Geometry (Position and direction) Time Problem Solving	Measurement (Weight and volume) Mass, Capacity, Temperature Investigations
Science Topic / skills	Materials Waterproofing Egg Drop Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1)		Seasonal changes Animals (Yr2)		Plants and animals including humans (Yr1) Plants, living things and their habitats (Yr2)	
History skills	2 events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]		3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell		4 significant historical events, people and places in their own locality	
Geography skills	7 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 8 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 9 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 10 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		1 Name and locate the world’s seven continents and five oceans 4 Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 5 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 6 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		5 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 6 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 9 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 10 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	
Music skills	1 use their voices expressively and creatively by singing songs and speaking chants and rhymes 3 listen with concentration and understanding to a range of high-quality live and recorded music		1 use their voices expressively and creatively by singing songs and speaking chants and rhymes 3 listen with concentration and understanding to a range of high-quality live and recorded music		1 use their voices expressively and creatively by singing songs and speaking chants and rhymes 2 play tuned and untuned instruments musically 3 listen with concentration and understanding to a range of high-quality live and recorded music 4 experiment with, create, select and combine sounds using the inter-related dimensions of music.	

Growing Together, Aiming High

Art skills	<p>1 to use a range of materials creatively to design and make products</p> <p>2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>4 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>1 to use a range of materials creatively to design and make products</p> <p>2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>4 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>1 to use a range of materials creatively to design and make products</p> <p>2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
DT Skills	<p>1 Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>3 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>4 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>5 Explore and evaluate a range of existing products</p> <p>6 Evaluate their ideas and products against design criteria</p> <p>7 Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>8 Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>9 Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>10 Understand where food comes from.</p>	<p>1 Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>2 Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>3 Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>4 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>5 Explore and evaluate a range of existing products</p> <p>6 Evaluate their ideas and products against design criteria</p> <p>7 Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>8 Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	
Computing Skills	<p>1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>2 Create and debug simple programs</p> <p>3 Use logical reasoning to predict the behaviour of simple programs</p> <p>4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>5 Recognise common uses of information technology beyond school</p> <p>6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support</p>	<p>1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>2 Create and debug simple programs</p> <p>3 Use logical reasoning to predict the behaviour of simple programs</p> <p>5 Recognise common uses of information technology beyond school</p> <p>6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>5 Recognise common uses of information technology beyond school</p> <p>6 Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>

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PE Skills	1 master basic movements including running, jumping, throwing and catching 2 develop balance, agility and co-ordination, and begin to apply these in a range of activities 4 perform dances using simple movement patterns.	1 master basic movements including running, jumping, throwing and catching 2 develop balance, agility and co-ordination, and begin to apply these in a range of activities	1 master basic movements including running, jumping, throwing and catching 2 develop balance, agility and co-ordination, and begin to apply these in a range of activities 3 participate in team games, developing simple tactics for attacking and defending
RE Skills	Diwali Hinduism Christmas Story	Chinese New Year Hannukah and Shabbat (Judaism-festivals) Easter Story	Buddhism and Sikhism