

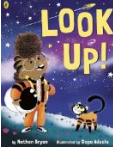

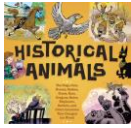
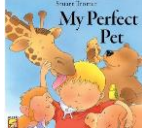



**Year 1/2 Long term plan  
(Cycle 3)**

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Weather/Seasons (wks)	Up, up, and away (wks)	People who help us wks)	Pets (wks)	Food Glorious Food ( wks)	The world around us (wks)
<b>Hook</b>			Visit from the fire brigade and parents.		Enjoy food from a range of countries.	
<b>Literacy</b>	<p><b>Stimulus:</b> Leaf man  Hibernation Hotel </p> <p>-Narrative -Non chronological reports</p>	<p><b>Stimulus:</b> Look Up! </p> <p>-Narrative - Rhyming poem writing - Inference skills</p>	<p><b>Stimulus:</b> -Non fiction -Letters/postcards</p>	<p><b>Stimulus:</b> Wanted: The Perfect Pet.  Historical Animals  My Perfect Pet </p> <p>-Nonfiction leaflets - Recounts -Inference</p>	<p><b>Stimulus:</b> -Narrative -Poetry -Persuasive writing (posters)</p>	<p><b>Stimulus:</b>  -Narrative -Non-fiction – posters, information books</p>
<b>Geography/History</b>	<p>Geography: 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</p>	<p>Geography: I know what physical features are. Identify different types of clouds. What is a cloud?</p>	<p>History: Changes within living memory. The significant lives of individuals (Caxton and Bell) How has technology changed our lives? How</p>	<p>History: Animals that helped change history. I can identify ways in which the past has changed the present. I know where people and events fit within</p>	<p>Geography: Where does my lunch come from? To understand where the plants and animals we eat come from.</p>	<p>History: Changes in their own lives and the way of life of their family or others around them. How were schools in the past different from</p>

	To identify daily weather patterns (dangerous/adverse Weather) in the context of the UK weather. I understand what weather forecasts show. I can use key words to describe the weather.		did people communicate in the past?	a chronological framework. I can ask and answer questions about key events.		ours?
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**Longitudinal study: How do trees change with the seasons?**

<b>Science</b>	<p>Polar Adventures I can name animals that are birds, fish and mammals. I can name common animals that are carnivores, herbivores and omnivores. I can describe and compare different common animals. I can describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible. I can compare and group materials that are transparent, translucent, opaque, waterproof, flexible. Working scientifically skills: To ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities. To perform simple tests.</p>	<p>STEM project Stupendous Steppers Working scientifically: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions</p>	<p>Healthy me To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data in answering questions.</p>	<p>Celebrations To distinguish between an object and the material from which it is made. To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. To describe the simple physical properties of a variety of everyday materials. To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. Working scientifically skills:</p>	<p>Little MasterChef's To find out about and describe the basic needs of humans, for survival (water, food and air). To describe the importance for humans of eating the right amounts of different types of food, and hygiene. To observe and describe how seeds and bulbs grow into mature plants. To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p>	<p>Who am I? To identify, name, draw and label the basic parts of the human body. To say which part of the body is associated with each sense.  <b><u>Working scientifically skills:</u></b> To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions.</p>
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	<p>To identify and classify different materials and animals.</p> <p>To use their observations and ideas to suggest answers to questions e.g. ice activities.</p>			<p>To observe things using simple equipment.</p> <p>To identify and classify.</p> <p>To perform simple tests.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	<p>cardboard for particular uses.</p> <p>Working scientifically skills:</p> <p>To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p>	
<p><b>ART/DT</b> <b>(Artists)</b></p>	<p><b>DT</b> - Design and make a habitat for a polar animal. I can design and create my own habitat. I can create an environment suitable for the animal I have chosen.</p>	<p><b>ART</b> - I can create a pumpkin in the style of Yayoi using mixed media. I can use objects to print, vegetables, fruit, bottle tops. I can draw lines of different sizes and thickness.</p>	<p><b>DT</b>-Textiles Templates and joining techniques. I can generate, develop, and communicate ideas. I can use a range of textiles, tools and equipment to perform practical tasks. I can explore and evaluate existing textile products and their own ideas and products. Understand how 3-D textile products are made, using joining, templates and finishing to create two identical shapes.</p>	<p><b>Art</b> - Sculpture I can recognise and describe some simple characteristics of a range of sculpture, from different histories and cultures, including contemporary. Recognising the wide variety of materials and processes involved. I can learn to manipulate a range of materials to create a structure. I can learn how to join materials in different ways.</p>	<p><b>DT</b> -</p>	<p><b>ART</b> - Cave paintings. I can recognise that ideas and emotions can be expressed through the medium of paint. I can experiment and explore with a wide variety of tools and materials to create different effects in paint. I can understand that paint can be made from a variety of ingredients in order to make colours.</p>

PSHE	Autumn	Spring	Summer
<b>Year 1</b>	<p><b>Families &amp; Friendships</b>  Who are our special people?  Our special people  Balloons  Same or different?  Surprises and secrets  Good or bad touches?</p> <p><b>Safe Relationships</b>  Who can help? (1)  Who can help? (2)  Harold has a bad day  It's not fair!  Why we have classroom rules  Harold's school rules</p> <p><b>Respecting ourselves &amp; others</b>  Good friends  Keeping privates private  Unkind, tease or bully?</p>	<p><b>Belonging to a Community</b>  Taking care of something  Around and about the school  How are you listening?  Pass on the praise!</p> <p><b>Media Literacy and Digital Resilience</b>  Sharing pictures</p> <p><b>Money and Work</b>  Harold's money  How should we look after our money?</p>	<p><b>Physical Health and Mental Wellbeing</b>  Eat well  Harold's wash and brush up  Catch it! Bin it! Kill it!  I can eat a rainbow  Super sleep  Healthy me  Inside my wonderful body!</p> <p><b>Growing and Changing</b>  Thinking about feelings  Our feelings  Feelings and bodies  Harold loses Geoffrey  Harold learns to ride his bike  Then and now</p> <p><b>Keeping Safe</b>  What could Harold do?  Taking care of a baby  Basic first aid</p>
<b>Year 2</b>	<p><b>Families &amp; Friendships</b>  Being a good friend  Getting on with others  My special people  Let's all be happy!  An act of kindness</p> <p><b>Safe Relationships</b>  Should I tell?  I don't like that!  Bullying or teasing?  Don't do that!  Types of bullying  Feeling safe</p> <p><b>Respecting ourselves &amp; others</b>  Solve the problem  A helping hand  How are you feeling today?</p>	<p><b>Belonging to a Community</b>  Our ideal classroom (1)  Our ideal classroom (2)  How can we look after our environment?  When I feel like erupting  When someone is feeling left out</p> <p><b>Media Literacy and Digital Resilience</b>  Playing games</p> <p><b>Money and Work</b>  Harold saves for something special  Harold goes camping</p>	<p><b>Physical Health and Mental Wellbeing</b>  Harold's postcard - helping us to keep clean and healthy  My day  Harold's bathroom  My body needs...  What does my body do?</p> <p><b>Growing and Changing</b>  You can do it!  Sam moves away  Haven't you grown!  My body, your body  Respecting privacy  Fun or not?</p> <p><b>Keeping Safe</b>  How safe would you feel?  What should Harold say?</p>

	How do we make others feel? What makes us who we are?			Harold's picnic Basic first aid Some secrets should never be kept		
<b>Computing Year 1</b>	<b>We are digital artists.</b> Year 1 SoC	<b>We are detectives .</b> Year 1 SoC	<b>We are treasure hunters</b> Year 1 SoC <b>(+ Safer Internet Day)</b>	<b>We are publishers</b> Year 1 SoC	<b>We are rhythmic</b> Year 1 SoC	<b>We are TV chefs</b> Year 1 SoC

	<p><b>Creating work inspired by great artists</b></p> <ul style="list-style-type: none"> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>● Recognise common uses of information technology beyond school</li> </ul>	<p><b>Using data to solve clues</b></p> <ul style="list-style-type: none"> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>● 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.</li> <li>● Recognise common uses of information technology beyond school.</li> </ul>	<p><b>Solving problems using programmable toys</b></p> <ul style="list-style-type: none"> <li>● Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute them by following precise and unambiguous instructions.</li> <li>● Create and debug simple programs.</li> <li>● Use logical reasoning to predict the behaviour of simple programs.</li> </ul>	<p><b>Creating a multimedia eBook about our achievements</b></p> <ul style="list-style-type: none"> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>● 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.</li> <li>● Recognise common uses of information technology beyond school.</li> </ul>	<p><b>Creating sound patterns in Scratch Jr and GarageBand</b></p> <ul style="list-style-type: none"> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>● Recognise common uses of information technology beyond school.</li> <li>● Understand what algorithms are</li> </ul>	<p><b>Filming the steps of a recipe</b></p> <ul style="list-style-type: none"> <li>● Understand what algorithms are.</li> <li>● Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>● Recognise common uses of information technology beyond school.</li> </ul>
<b>Computing Year 2</b>	<b>We are games tester</b> Year 2 SoC	<b>We are astronauts.</b> Year 2 SoC	<b>We are safe researchers</b> Year 2 SoC	<b>We are photographers.</b> Year 2 SoC	<b>We are animators</b> Year 2 SoC	<b>We are zoologists</b> Year 2 SoC
	<b>Programming on screen in Scratch Jr</b>	<b>Working out the rules for games</b>	<b>Researching a topic</b>	<b>Taking, selecting and editing digital images</b>	<b>Creating a stop motion animation</b>	<b>Collecting data about bugs</b>

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<b>RE</b>	<p>THANKING AND SHARING How and why is harvest celebrated? Sukkot, harvest (LD1V) belonging</p>	<p>CHRISTMAS INCARNATION Why does Christmas matter to Christians? (UC)</p>	<p>LOVE What are the most important commandments to Christians and why? (LD1V) love</p>	<p>EASTER SALVATION Why does Easter matter to Christians? (UC)</p>	<p>STORYTELLING What is a parable? Are there any special stories from other faiths? (LD1V)</p>	<p>GOD and CREATION Why is the word God so important to Christians? (UC)</p>
<b>Music</b>	Listen2me - Ukulele		Listen2me - Recorder		Listen2me - Samba	
<b>PE</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Athletics</b>	<b>Athletics/Sports Day</b>
	<b>Invasion Games</b>		<b>Net and Wall</b>		<b>Striking and Fielding</b>	

