

Key Stage 1 Year 2 Long term plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Little Blue Planet <i>Continents and Oceans</i> 	Fire! Fire! <i>Fire of London</i> 	Little Master Chefs <i>Healthy Choices</i> 	Flying High <i>Human & Animal Flight</i> 	Carnival <i>Brazil</i> 	Watch me bloom! 
English	Skills Based Setting Description Instruction Writing Acrostic Poem	Diary Entry Newspaper Report Persuasive Letter Rhyming Poem	Character Description Story Alternative Information Text	Skills Based Persuasive Advert Instruction Writing Homophones Nonsense Poems	Setting Description Story Recount Poetry	Character Profile x2 Alternative Story Information Text
Texts (fiction, non-fiction and poetry)	Texts: Handa's Surprise, Yasmin's Hammer, Little Blue Planet: World of Wonders Poetry: Acrostic Poems	Texts: Sammy the street dog, You wouldn't want to be in the Great Fire of London, The Great Fire of London Poetry: What's in the box?	Texts: The True Story of the Three little pigs, Traditional Story of the three little pigs	Texts: Yasmin's Hammer, Priya Dreams of Marigolds	Texts: The tin forest	Texts: The Secret Garden
Values	Courage	Generosity	Trust and Forgiveness	Compassion	Perseverance and Justice	Generosity
Maths	<ul style="list-style-type: none"> - Place Value - Addition and Subtraction - Money 	<ul style="list-style-type: none"> - Money - Multiplication and Division - Statistics 	<ul style="list-style-type: none"> - Shape - Multiplication and Division - Fractions 	<ul style="list-style-type: none"> -Length and height - Position and direction -Time -Addition and Subtraction 	<ul style="list-style-type: none"> -Capacity, Mass and Temperature -Revision/ SATS 	-Consolidation
Science	Living/ Non-Living Things To understand how to classify a living thing from a non-living. To compare a living baby with a doll using key characteristics. To recognise and discuss objects that were once living. To identify habitats and micro-habitats for animals.	Materials To be able to identify and name different materials. To be able to identify and name the properties of objects. To be able to discuss the suitability of materials. To plan an experiment.	Healthy Me To recognise that being healthy includes my mind To understand the impact of exercise upon the body To understand the purpose of a bike helmet To understand that a balanced diet consists of different food groups	Animal and Human Lifecycle To be able to describe the basic needs of animals and humans. To be able to explain how an animal's habitat provides its basic needs. To be able to identify and describe the differences in each	Changing Materials To recognise how materials can be changed. To identify the properties of materials. To conduct a comparative investigation. To create a material of my own.	Plants -Observe and describe how seeds 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>To classify animals according to their diets.</p> <p>To represent a food chain.</p> <p><u>Working Scientifically:</u></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p>	<p>To identify how to conduct a fair test.</p> <p><u>Working Scientifically:</u></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>-Performing Simple tests</p> <p>-Gathering and Recording data to answer questions</p>	<p>To understand what makes a healthy or unhealthy snack</p> <p>To understand how to prevent germs from spreading</p> <p><u>Working Scientifically:</u></p> <p>-asking simple questions and recognising that they can be answered in different ways</p> <p>-observing closely, using simple equipment</p> <p>-identifying and classifying using their observations and ideas to suggest answers to questions</p>	<p>stage of the human life cycle.</p> <p>To be able to discuss the differences between myself now and as a baby.</p> <p>To conduct a comparative experiment.</p> <p>To match animals with their offspring and describe how they grow.</p> <p>To describe the lifecycle of a butterfly.</p>	<p>To use skills to change the shape of a material.</p>	<p>-Observing closely, using simple equipment</p> <p>-Asking simple questions and recognising that they can be answered in different ways.</p> <p>-Performing simple tests.</p> <p>-Using their observations and ideas to suggest answers to questions</p>
History and Geography	<p><u>Geography</u></p> <p>Continents , Oceans and Rivers</p> <p>-Locate the seven continents and five world oceans on a map</p> <p>-Understand the purpose of a map</p> <p>-Understand that each continent has many different countries in it</p> <p>-Know that England is the continent Europe</p> <p>-Understand that maps are taken from an aerial/birds eye view and that this is different to our everyday view of the world</p> <p>-Understand that maps show the same place in lots of different ways</p> <p>-That we get night and day because the Earth is spinning on its axis</p>	<p><u>History</u></p> <p><u>GFOL</u></p> <p>Understanding and recalling key events from the past- The Great Fire of London.</p> <p><u>Crucial Content covered:</u></p> <p>-Concept of time and chronology</p> <p>-Understanding of past and present</p> <p>-Why we still discuss certain historical events today</p> <p>-People can have vastly different reactions to an event</p>	<p><u>Geography</u></p> <p>Food Journeys</p> <p>Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production.</p>	<p><u>History</u></p> <p>Significant people</p> <p>The Wright brothers invented the first successful motor-operated airplane.</p> <ul style="list-style-type: none"> • The Wright brothers flew successfully in 1903 – over 100 years ago! • We know about the past by looking at sources • Because of the Wright brothers, we have more advance planes today 	<p><u>Geography</u></p> <p>Brazil Vs UK</p> <p>Comparing the similarities and differences of human and physical geography</p>	<p><u>History/ Geography</u></p> <p><u>Geography</u></p> <p>-Coastlines</p> <p>-Using compass directions and directional language to describe routes on a map</p> <p>-Use aerial photographs and plan perspectives.</p> <p><u>History</u></p> <p>-Seaside holidays in the past.</p>

	<ul style="list-style-type: none"> -What an ocean is and why oceans are important to us -To recognise why rivers are important to some people in everyday life -Be able to name one major world river and one local river -To understand why some regions are better for growing trees and forests than others -To understand the importance of bees -To recognise how important our actions are, and how they affect the future -To understand what is meant by sustainable -Recognise how people can improve and sustain environments. <p><u>Working geographically:</u></p> <ul style="list-style-type: none"> -Use maps, atlases and globes to identify the UK and its countries -Use maps, atlases and globes to identify the seven continents and five world oceans <p>Use simple compass directions and locational and directional language</p>	<ul style="list-style-type: none"> -What a source is and why they are important -What makes someone significant -How events of the past have impacted our lives today 				<ul style="list-style-type: none"> -Comparing similarities and differences between seaside holidays now and in the Victorian times.
Art and Design / DT	<p><u>Art and design</u> <u>Aboriginal Art</u></p> <p>Children explore the traditional skills and techniques used by the Aborigines.</p> <p>Children explore the mediums of cross-hatching, naturalistic art and dot painting, whilst understanding the history behind the art.</p>	<p><u>Design Technology</u> <u>Delightful Decorations</u></p> <p>Children to explore a different medium and develop their fine motor skills. Pupils will explore, cut, sew, design, make and evaluate their Christmas decorations.</p>	<p><u>Art and Design</u> <u>Seaside Snacks</u></p> <p>Children to create healthy snacks using ingredients of their choice.</p>	<p><u>Design Technology</u> <u>Super Sculptures</u></p> <p>To create sculptures based on the work of Anthony Gormley.</p>	<p><u>Art and Design</u> <u>Carnival Costumes</u></p> <p>Children to design and create their own carnival costumes.</p>	<p><u>Design and Technology</u> <u>Wacky Windmills</u></p> <p>Design and create a moving windmill.</p>
Safeguarding	<p>Water safety.-Trip safety.-Online safety</p> <p>Family conflict.</p> <p>Healthy bodies</p>		<p>Being safe.</p> <p>Drugs education</p> <p>Looking after our bodies</p> <p>Peer pressure</p>		<p>Keeping myself safe</p> <p>Safety in the sun.</p> <p>Emotional & mental health.</p> <p>Food, diet and fitness</p>	

	Looking after me, taking care of yourself mentally, emotionally and physically Everyone is different Families are all different Bullying/racism Anti-bullying week		Online safety Relationships, arguments, friendships, kindness, growing up, safety outdoors/strangers/water/fire			Keeping safe Looking after our bodies My body is mine/ pressure and risks	
RE	Jewish Celebrations	Where is the light of Christmas?	The Lord's Prayer	The 10 Commandments	How do Easter symbols help us to understand the true meaning of Easter?	Christian Baptism and Marriage	What does it mean to be a Hindu?
PSHE/RSE	To set a goal To identify healthy and unhealthy foods To explain what a healthy snack is To name the 5 food groups To identify foods within each of the food groups To understand the importance of eating fruit and vegetables To explain how to stay safe around harmful substances To identify the risks associated with smoking To explain what parliament is and why it is important Link to Student Council Elections To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain that to do if conflict escalates How to call 999		To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain the difference between wants and needs To explore life in different countries To explain how their life is different to the lives of children in other countries To explain how to keep safe online To identify who to talk to if you are worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes To know when and how to call 999 To understand the PANTS rule			To identify the qualities of a good friend To explain how to keep ourselves safe Link to PANTS rule To understand what pride is and identify what makes us proud To explain why it is important to feel proud To explain what makes us proud of other people To understand what makes a good friend To identify how we can be a good friend to others To understand emotions To explain how to talk about feelings and emotions To name private parts of their body using correct vocabulary To explain who is in their family, while recognising families are different	
Computing/ E-Safety	DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING						
	<u>Digital Literacy</u> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully. Use technology by keeping personal information private. DB Primary To use paint software on DB to create an earth model sculpture on a forum	<u>Online Safety</u> Use technology purposefully to manipulate and retrieve digital content. Use technology safely and respectfully. To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Coding with Purple Mash</u> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.	<u>Presentation Skills – Text, Pictures</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. By the end of the unit children will be able to add and type in a box, format content, reorder and present information Links to making a recipe/cook book.	<u>Presentation Skills - Film</u> To use technology purposefully to create, organise, store, manipulate and retrieve digital content. By the end of the unit children will be able to insert slides, add and type in a box, format content, reorder and present information. Links to film project.	<u>Lego coding- Sort to recycle</u> To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs.	
Music	<u>Hands, Feet, Heart</u> South African music	<u>Ho, Ho, Ho</u> Festivals and Christmas	<u>I Wanna Play in a Band</u> Playing together in a band	<u>Zootime</u> Reggae and animals	<u>Friendship Song</u> A song about being friends	<u>Reflect, Rewind & Replay</u>	

						The history of music, look back and consolidate your learning, learn some of the language of music
PE	COGNITIVE	CREATIVE	SOCIAL	PHYSICAL	HEALTH & FITNESS	PERSONAL
	REAL PE Unit 1 FUNS 10 & 1 REAL GYM – Unit 1	REAL PE Unit 2 FUNS 6 & 2 REAL DANCE – Unit 1	REAL PE Unit 3 FUNS 5 & 4 REAL GYM – Unit 2	REAL PE Unit 4 FUNS 9 & 7 REAL DANCE – Unit 2	REAL PE Unit 5 FUNS 8 & 12 ATHLETICS	REAL PE Unit 6 FUNS 11 & 3 OUTDOOR GAMES
Enrichment	Fire Engine visit	St martin's Church	Pizza express Music workshop	Air Force-Edgware		Hindu Temple