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| - | Year 1/2 Long Term Plan-Cycle B | | |
| Term | Autumn | Spring | Summer |
| Theme | **Blast Off!** | **Around The World in 80 days** | **Ready Steady Grow!** |
| Maths | White Rose (see separate plans) |  |  |
| English | Role-play Area-space station/  Narrative  Non-Fiction: Instructions  Narrative-Setting  Non-fiction: biography  Non-fiction: Non-chronological text  Poetry-rhyming couplets | Role-play Area- map corner/Phileas Fogg roleplay  Narrative-Character  Non-Fiction Information  Narrative-Story Structure  Poetry-Calligrams  Recount-Diary writing | Role-play Area- Garden Centre/  Narrative persuasion  Non-fiction-Explanation  Narrative Dialogue  Poetry-vocabulary building |
| Science | To work scientifically:  To investigate materials:  • Ask simple questions.  • Observe closely, using simple equipment.  • Perform simple tests.  • Identify and classify.  • Use observations and ideas to suggest answers to questions.  • Gather and record data to help in answering questions.  **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.  • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. | 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.  • Gather and record data to help in answering questions.  **INVESTIGATE LIVING THINGS-**  This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes  • Explore and compare the differences between things that are living, that are dead and that have never been alive.  • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.  • Identify and name a variety of plants and animals in their habitats, including micro-habitats.  • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. | 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.  • Gather and record data to help in answering questions.  **PLANTS-**  • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.  • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.  • 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.  **Understand the Earth’s movement in space**  Pupils should be taught to:   observe changes across the four seasons   observe and describe weather associated with the seasons and how day length varies. |
| Geography | **INVESTIGATE PATTERNS**  **Human and Physical 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. | **Locational knowledge**  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.  **Geographical skills and fieldwork**  • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. | **Geographical skills and fieldwork**  • 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.  • Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map.  • Use compass directions (north, south, east and west) and locational language (e.g. near and far, left and right) to describe the location of features and routes on a map.  • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). |
| History | Chronology: Timeline of space travel  Moon landings  **Understand Chronology**   * 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   • Show an understanding of the concept of nation and a nation’s history.   * 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.   **Build an overview of world history**  • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | Victorian era Florence Nightingale  Mary Seacole  **Investigate and interpret the past**  Observe or handle evidence to ask questions and find answers to questions about the past.  • Ask questions such as: What was it like for people? What happened? How long ago?  **Understand chronology**  • Recount changes that have occurred in their own lives.  Label time lines with words or phrases such as: past, present, older and newer.  **Investigate and interpret the past**  • 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.  **Build an overview of world history**  • Describe historical events.  • Describe significant people from the past.  • Recognise that there are reasons why people in the past acted as they did. | Nursery Rhymes  **Investigate and interpret the past**  • 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.  **Communicate historically**  • 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. |
| Art | **Develop Ideas**  This concept involves understanding how ideas develop through an artistic process.  **Master techniques: Collage**  **To take inspiration from the greats (classic and modern)**   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces | **Develop Ideas**  This concept involves understanding how ideas develop through an artistic process.  **Master techniques: Print**  **Master techniques: Textiles**  **To take inspiration from the greats (classic and modern)**   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces | **Develop Ideas**  This concept involves understanding how ideas develop through an artistic process.  **Master techniques: Drawing**  **Master techniques: Painting**  **To take inspiration from the greats (classic and modern)**   * Describe the work of notable artists, artisans and designers * Use some of the ideas of artists studied to create pieces |
| Music  Charanga  (see separate plan for skills) | Charanga  **Unit 1**-Hey You  How pulse, rhythm and pitch work together.  Old School Hip Hop  **Unit 2**- Rhythm in The Way We Walk and The Banana Rap  Reggae  Pulse, rhythm and  pitch, rapping,  dancing and singing. | Charanga  **Unit 3**-In the Groove  How to be in the groove with different styles of music.  Blues, Baroque, Latin, Bhangra, Folk, Funk  **Unit 4**- Round and Round  Pulse, rhythm and pitch in different styles of music  Bossa Nova  Research different types of music and instruments used around the world | Charanga  **Unit 5**-Your Imagination  Pop  Using your imagination  **Unit 6**- Reflect, Rewind and Replay  Classical |
| DT | Space Mobile-  Pop up cards and rocket sliders | Around the world- Design and make a bag for Phileas Fogg | Ready Steady grow- Food - smoothies |
| Computing ICT | **Information Technology Around Us**  How is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.  **Grouping Data**  This unit introduces pupils to data and information. They will begin by using labels to put objects into groups, and labelling these groups. Pupils will demonstrate that they can count a small number of objects, before and after the objects are grouped. Finally, pupils will use their ability to sort objects into different groups to answer questions about data. | **Robot Algorithms (BeeBots) - PG(A)**  This unit develops learners’ understanding of instructions in sequences and the use of logical reasoning to predict outcomes.  **Digital Photography**  Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real. | **Digital Painting**  Explore the world of digital art and its exciting range of creative tools with your learners. Empower them to create their own paintings, while getting inspiration from a range of other artists. Conclude by asking them to consider their preferences when painting with, and without, the use of digital devices.  **Programming Quizzes - PG(B)**  Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr. |
| RE | Understanding Christianity  Harvest  Incarnation | Understanding Christianity  Jewish Festival of Purim  Salvation | Understanding Christianity  Islam – Ju’muah |
| PE | **Develop practical skills in order to participate, compete and lead a healthy lifestyle**  **Games**  Participate in team games, developing simple tactics for attacking and defending  This concept involves learning a range of physical movements and sporting techniques  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. | **Develop practical skills in order to participate, compete and lead a healthy lifestyle**  **Dance**  **Perform dances using simple movement and patterns**  • Copy and remember moves and positions.  • Move with careful control and coordination.  • Link two or more actions to perform a sequence.  • Choose movements to communicate a mood, feeling or idea.  Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others’  performance and the ability to work independently for extended periods of time without the need of guidance or support.  **Football**  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. | **Develop practical skills in order to participate, compete and lead a healthy lifestyle**  **Athletics**  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. |
| PSHCE | **What makes a good friend?**  **What is bullying?** | **What jobs do people do?**  **What helps us to stay safe?** | **What helps us grow and stay healthy?**  **How do we recognise our feelings?** |
| Visits | Investigate school in the dark  Visiting planetarium |  | Library visit  Coggeshall |