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Year 1/2  
Long Term Plan 2023-2024

Subject	Autumn		Spring		Summer		
Literacy	Poetry Non fiction: Labels, lists and captions, Recounts Diary Writing Fictions: Stories with predictable phrases/recurring language		Poetry Non Fiction – reports Narrative- Traditional tales		Poetry Calligrams Fiction- Narrative Non Fiction- Instructions and explanations		
Numeracy	White Rose		White Rose		White Rose		
Science	<p><b>BI: Animals including humans have similar needs to grow and be healthy</b> <b>KQ:</b></p> <ul style="list-style-type: none"> <li>-Identify and name different animals including humans.</li> <li>-identify name, draw and label the basic parts of the human body</li> <li>-Say which parts is associated with the senses</li> <li>Notice that animals including humans have offspring that grow into adults</li> <li>-Find out about and describe the basic needs of animals including humans for survival</li> <li>-Describe how to be healthy and live a healthy lifestyle. (exercise, food, hygiene)</li> </ul>		<p><b>Everyday Materials</b> <b>BI: Materials are used in different ways according to their properties</b> <b>KQ: How do you know a material is fit for purpose?</b></p> <ul style="list-style-type: none"> <li>-identify and name different materials according to properties (sorting games/activities )</li> <li>-Group materials depending on their properties</li> <li>-begin to talk about how materials are used</li> <li>-give reasons why materials are used.</li> </ul>		<p><b>NC Unit: Plants</b> <b>Big Idea: There is a relationship between structure and function - every flower part has a job to do.</b> <b>KQ: How do you identify trees and plants?</b></p> <ul style="list-style-type: none"> <li>-Identify and describe the structure of a variety of common flowering plants and trees.</li> <li>-Know there are different varieties of plants, but they all have common features</li> <li>-identify and name a variety of wild and garden plants including deciduous and evergreen trees</li> </ul>		<p><b>NC Unit: Living Things &amp; their Habitats</b> <b>BI: Organisms including plants and animals have characteristics that make it possible for them to survive in their habitat</b> <b>KQ: How have animals adapted to their habitats?</b></p> <ul style="list-style-type: none"> <li>-Name common animals including fish, mammals, amphibians, birds and reptiles</li> <li>-Identify that most living things live in habitats to which they are suited.</li> <li>-Describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other.</li> </ul>
Computing Year 1	1.1 Online Safety and Exploring Purple Mash (4)	1.2 Grouping and Sorting (2) 1.3 Pictograms Using 2Count	1.6 Animated Story Books Using 2Create a Story (5)	1.7 Coding Using 2Count (6)	1.7 Coding (Continued)	1.9 Technology Outside School (2)	

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Computing Year 2	2.2 Online Safety (3)	2.5 Effective Searching (4)	2.3 Spreadsheets Using 2Calculate (4)	2.1 Coding Using 2Code (6)	2.3 Spreadsheets	2.6 Creating Pictures Using 2Paint a Picture (5)
RE	How do festivals bring people together?	Why does Christmas matter to Christians?	Who is God?	What does the cross mean to a Christian?	What difference does being a Christian/Jew make to daily life?	
History	<p><b>Big Idea: Events usually happen for a reason (sometimes more than one reason).</b>  <b>KQ: Was the Great Fire of London Thomas Farrinor's fault?</b>  - Order significant dates on a timeline.  - understand London was the centre of trade at the time and the reasons for this.  - Explain what the most important cause of the Fire of London was.  - Explain the consequences of the Fire of London</p> 		<p><b>Big Idea: The past can be described in different ways – dates, periods labels, divisions such as decade, century etc.</b>  <b>KQ Who was the most significant – Elizabeth 1 or Queen Victoria?</b></p>		<p><b>Big Idea: Many aspects of life in the past are different but some things are the same.</b>  <b>Big Idea: A world existed before the children and those around them were born but their world today is connected to the past.</b>  <b>KQ: What was a seaside holiday like in the past?</b>  - Compare seaside holiday from past and present  - Use primary and secondary sources e.g., pictures, artefacts, books, digital resources, living memory, surveys, etc to find out about holidays from the past.  - Explore and contrast Victorian holidays, the 1950's and present.  - Identify the developments in transport that has changed the way people holiday.</p> <p>Investigate Cromer as a Victorian seaside resort and the similarities and differences with Cromer today, and the effects those changes have had on the inhabitants and the town.</p>	
Geography	<p><b>KQ: Who lives here?</b>  <b>BI: That homes are different around the world to suit the needs and challenges brought about by the environment</b>  Name and locate the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>		<p><b>KQ How do maps help us find our way around?</b>  <b>BI: To represent a 3d world through a 2d map and use it to locate physical features and navigate our way around.</b>  <b>Geographical skills and fieldwork:</b>  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;    Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>		<p><b>KQ: Where in the world do we live?</b>  <b>BI: We are a small part of a big world.</b>  What is a capital city?  Every country has a capital city.  <b>LONDON</b>  Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas</p>	

	<p>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.</p> <p>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</p> <p>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</p>	<p>features; devise a simple map and use and construct basic symbols in a key;</p> <p>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</p> <p><b>FIELDWORK</b> tell pupils to stand still and close their eyes. What can they hear, smell, touch, taste? Ask them to open their eyes – what can they see? Record their experiences as a Mind Map</p>	<p>of the world in relation to the Equator and the North and South Poles.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>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</p> <p>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</p> <p><b>FIELDWORK</b> - See through Laminated sheets that are processed without a middle can be cut into four for postcard sized 'tracing paper' to use outside that will withstand weather. Hold up against a skyline and trace over shapes with a felt pen to show relative heights and distances accurately. Wipe clean and start again</p>
Art	<p><b>BI: There many different ways of representing ideas through art.</b></p> <p><b>KQ: How do artists represent their ideas through different styles?</b></p> <p><b>Abstract Art</b> <b>Aboriginal art-</b></p> <p>Know the names of all the colours -Introduce mixing of colours to make new colours-Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark Look at natural and manmade patterns and discuss. - Discuss regular and irregular – what does it mean?</p>	<p>design clay models</p> <p><b>Outside week- Natural art/sculpture</b></p> <p>-Use natural materials to make/create pictures</p> <p>-Sand sculptures, mud/clay sculptures</p>	<p><b>BI: Artist can represent Natural forms using their own interpretation and a variety of materials</b></p> <p><b>KQ: What are the similarities and difference between natural and man-made forms?</b></p> <p>Design- weaving seascape/creature</p> <p><b>Weaving</b></p> <p><b>Moon beams kiss the waves – Michael Crompton.</b></p> <p>Sea scape – thread different shades of blues/greens/yellow for sand at the bottom.</p>

					Make sea creatures from various materials and stick onto the scape. Use various collage materials to make a specific picture	
Design Technology	<p><b>Food</b> <b>KQ: Which fruits would be good in your salad?</b></p> <p><b>Fruit Salad</b></p>	<p><b>Mechanical:</b> <b>KQ: What parts of my picture should move?</b> <b>BI: That there are different ways to join and make pictures move.</b></p> <p><b>Moving Pictures/Pop up books</b> - super heroes flying through the sky. Look at/compare moving pictures and mechanisms. Learn how to make them- have a go at making a variety. Design own moving picture involving space/rockets. Describe their design by using pictures, diagrams, and words. Make- select appropriate materials and tools, experiment and use appropriate joins/mechanisms Evaluate- peer/partner feedback. Write an evaluation to include how to make it better next time.</p>	<p><b>Structures</b> <b>KQ:</b> <b>BI:</b></p> <p><b>Structures: Bridge for billy goat gruff</b> <b>OUTSIDE WEEK- with class 1</b> Look at a variety of bridges. Look at structure. What does a bridge do? Properties of a good bridge. Introduce problem- need a new bridge. Design: Describe their design by using pictures, diagrams, and words. What materials- card, blocks, bricks Make- select appropriate materials and tools, experiment and use appropriate joins/mechanisms Evaluate- peer/partner feedback. Which group made the most successful bridge? How can we tell? What criteria are we judging it on? Write an evaluation to include how to make it better next time.</p>			
Music	<p>Cycle 1: Autumn 1 <b>Introducing tempo and dynamics</b> KQ: How does music make the world a better place?</p>	<p>Cycle 1: Autumn 2 Nativity</p>	<p>Cycle 1: Spring 1 <b>Music that makes you dance</b> KQ: How does music make us happy?</p>	<p>Cycle 1: Spring 2 <b>Adding rhythm and pitch</b> KQ: How does music tell stories about the past?</p>	<p>Cycle 1: Summer 1 <b>Exploring simple patterns</b> KQ: How does music help us to make friends?</p>	<p>Cycle 1: Summer 2 <b>Having fun with improvisation</b> KQ: What songs can we sing to help us through the day?</p>
PE	<p>Team Games Basketball Real PE Skills</p>	<p>Gymnastics Apparatus Focus: Travelling Real PE Skills</p>	<p>Dance To plan a sequence in dance using stories and music as a stimulus Real PE Skill</p>	<p>Football Real PE Skills</p>	<p>Tennis Real PE Skills</p>	<p>Athletics Real PE Skills</p>
RSHE			<p><b>Health and prevention</b> personal hygiene, importance of handwashing <b>Mental Wellbeing</b> linked to Children's Mental Health Week <b>'Families and People Who Care for Me'</b> Relationships</p>			