

Year 1/2
Long Term Plan 2024-2025

Subject	Autumn (7.5+7)	Spring (6 + 6)	Summer (4.5+7.5)		
Literacy	Lubna & Pebble (Narrative) The most important animal of all (non-chron) Naughty Bus/Major Glad & Major Dizzy (narrative/non-chron) Toys (Poetry)	The Emperor's Egg (non-chron) Oliver's Vegetables (recipe) Where the wild things are (narrative) Nurses (inform) Riddles (poetry)	Katie Morag (postcard/narrative) Goldilocks (narrative) Sunflowers (inform)		
Numeracy	White Rose and other maths schemes/ resources Year 1 Number - Place Value Addition and Subtraction Measure - Money Geometry – Shape, Position & Direction Measure – Length & Height	White Rose and other maths schemes/ resources Year 1 Number - Place Value Addition & Subtraction Multiplication and Division Measure - Time	White Rose and other maths schemes/ resources Year 1 Multiplication & Division Fractions Place Value Addition & Subtraction Measure – Mass, Temperature & Capacity		
	White Rose and other maths schemes/resources Year 2 Number - Place Value Addition & Subtraction Multiplication & Division Geometry – Shape, Position & Direction Measure – Length & Height	White Rose and other maths schemes/ resources Year 2 Number – Place Value Addition and Subtraction Multiplication and Division Statistics Measure – Time	White Rose and other maths schemes/ resources Year 2 Multiplication & Division Fractions Place Value Addition and Subtraction Measure – Mass, Temperature and Capacity		
Science	<p>NC Unit - Seasonal Changes Big Idea: The Earth is one of eight planets that orbit the sun. The Earth is tilted and spins on its axis leading to day and night, the seasons and the climate. KQ: -identify changes across the 4 seasons (observations) -Observe and describe the weather linked with the seasons and how the length of the day changes</p>	<p>NC Unit - Animals including humans Big Idea: The different kinds of life, animals, plants and microorganisms, have evolved over millions of generations into different forms in order to survive in the environments in which they live. KQ What other types of living things are there? Animals including humans -identify and name a variety of common animals that are carnivores, herbivores, and omnivores. -Identify and name common animals including fish, mammals, amphibians, birds and reptiles - Begin to separate animals based on their structure (has wings does not have wings, has 0 legs, 2 legs 4 legs or more than 4 legs) Use names reptile, insect, amphibian, birds, mammals. -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Use of Everyday Materials BI: The arrangement, movement and type of the building blocks of matter and the forces that hold them together or push them apart explain all the properties of matter. (hot/cold, soft/hard, light/heavy etc) -Know how shapes of materials can be changed by stretching, bending, twisting and stretching</p>	<p>NC Unit: Living Things & their Habitats BI: Even in the most extreme conditions life can find a way KQ: How have animals adapted to their habitats in more extreme environments? -Name common animals including fish, mammals, amphibians, birds and reptiles -Identify that most living things live in habitats to which they are suited. -Describe how different habitats provide the basic needs of different kinds of animals and plants and how they depend on each other.</p>	<p>NC Unit Plants BI: KQ: What is alive, dead or was never alive? -Observe and describe how seeds and bulbs grow into mature plants -plant and grow flowers and plants from seeds -Find out about and describe what a plant needs to grow and stay healthy.</p>

	-identify suitable clothes for each season			- Look at a variety of habitats around the world eg. Arctic, rainforest, desert etc	
Computing					
RE	Why do people go on pilgrimages?	Why is light an important symbol for religion?		Why does Easter matter to Children?	Does religion help people to be good?
History	<p>Big Idea: That the way children 'play' has developed and changed through the years.</p> <p>KQ- How are your toys different to your grandparents?</p> <p>Explore how children played</p> <p>What they played with</p> <p>Materials</p>	<p>Big Idea: People in the past were real people, had feelings like real people and usually did things for a reason.</p> <p>KQ- Why do you think Mary Seacole and Florence Nightingale were treated differently?</p> <p>Wonder Women – Mary Seacole, Florence Nightingale and Edith Cavell</p>		<p>Big Idea: We find out about the past from different evidence and clues that come from that particular time.</p> <p>KQ – What can we learn about Norfolk history from The Paston Treasure?</p> <p>Find out about Norfolk Notable family the Pastons</p> <p>Research using books, digital resources of their life and enduring legacy.</p> <p>Norwich Castle</p>	

<p>Geography</p>	<p>KQ: Why are some areas of the world hotter or colder than others? BI: We are a small part of a big world</p> <p>Locational knowledge: Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p> <p>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 at this key stage</p>	<p>KQ Where is the arctic circle? (ARCTIC) BI: the world is spherical</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> <ul style="list-style-type: none"> • 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. • 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. • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 • 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>KQ: How does Norfolk compare to the Isle of Coll (SCOTLAND)? BI: Regions are made up of different human and physical features which impacts the lives of people who live there. Children learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps</p> <p>Place knowledge: 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 European country SCOTLAND</p> <p>Human and physical geography: Use basic geographical vocabulary to refer to: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>FIELDWORK - Beach trip</p>
<p>Art</p>	<p>KQ: Which is your preferred medium for creating patterns? BI: Pattern can be made using a variety of media Printing and Patterns – Henri Matisse, Andy McKenzie Y1 – Leaf, press print Y2 leaves and potato prints</p> <p>Henri Matisse- recreate own leaf collage 3 Leaf printing, hand leaves, draw around leaves and paint (colour mixing) cut out leaves to make a Matisse style picture</p>	<p>KQ: How can you use your tools to create the most realistic representation of your subject? BI: Tools are very versatile and the way they are used can affect the outcome Drawing – portraits, still life Compare Van Gogh and Degas Plants/Henri Rousseau/ Van Gogh- Sketching flowers/plants. e.g sunflower, Cezanne- fruit still life Look at paintings from artists and discuss</p> <p>Focus on line initially, extend to using pastels (oil and chalk) and paint Yr 1 – use Van Gogh's style eg thick paints glue spreaders Yr 2 – Explore different pencils to create effect in portraits</p>	<p>KQ: Can you make something beautiful from a single thread Textiles BI: The art of sewing is at least 20000 years old, and is both practical and artistic Sewing – Binka Yr 1: Experiment with simple paper and/or material weaving using a card loom. -Add objects to the weaving - buttons, twigs, dried flowers -Explore colour in weaving -Discuss how textiles create things – curtains, clothing, decoration -Yr 2 Build on experiences in Year 1 -Develop skills of overlapping and overlaying to create effects -Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. -Simple appliqué work attaching material shapes to fabric with running stitches</p>
<p>Design Technology</p>	<p>Structure: KQ: How can I use a candle safely? BI: The choice of material can affect how to use an object safely. Christmas DT project- candle holder.</p>	<p>Food: KQ: What makes a balanced diet? BI: Healthy eating means eating a variety of foods from each of the food groups and some in</p>	<p>Textiles: KQ: What can you learn from a textile tree? BI: Materials are all suited to different uses depending on their properties.</p>

	<p>Design- compare holders, look at structure, joins, aesthetic design. Describe their design by using pictures, diagrams, and words. Make it: select appropriate materials and tools, experiment and use appropriate joins e.g. handles Make a structure/model using different materials Evaluate- discuss with peers, listen to and give feedback. How would we do it differently next time? Write about how we would do it differently next time</p>	<p>moderation. Make wraps Look at healthy/unhealthy foods Properties of a healthy salad. Design – maths focus- sharing, counting, measure- money, weight, capacity etc.) Evaluate- How much did it cost? Was it within budget? Who made the cheapest? How successful? Taste, presentation, etc. Improvements Technical – use of knives, peeler, scales</p>	<p>In this unit students design and make a simple tree structure using a variety of textiles, paper and card. The unit allows students to handle and experience a variety of textiles and relate them to their everyday uses. They make textile sample cards to hang on the tree so that it becomes a learning resource for the whole class.</p>			
Music						
PE	<p>Team games – Hockey</p> <p>Real PE Skills - Personal Coordination: Footwork (FUNS Station 10)</p> <p>Static Balance: One Leg (FUNS Station 1)</p>	<p>Real PE Skills – Cognitive Gymnastics Theme: Park Life Flight Skills</p> <p>Theme: Big City Rotation Skills</p> <p>Real PE Skills - Social Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p> <p>Static Balance: Seated (FUNS Station 2)</p>	<p>Real Dance - Cognitive Skills and building a performance</p> <p>Real PE Skills – Cognitive Dynamic Balance: On a Line (FUNS Station 5)</p> <p>Static Balance: Stance (FUNS Station 4)</p>	<p>Netball Catching/Throwing/Moving</p> <p>Real PE Skills - Creative Coordination: Ball Skills (FUNS Station 9)</p> <p>Counter Balance: With a Partner (FUNS Station 7)</p>	<p>Tennis - racket and ball</p> <p>Real PE skills – Apply Physical Coordination: Sending and Receiving (FUNS Station 8)</p> <p>Agility: Reaction/Response (FUNS Station 12)</p>	<p>Athletics– Jumping & Throwing</p> <p>Real PE skills– Health & Fitness Agility: Ball Chasing (FUNS Station 11)</p> <p>Static Balance: Floor Work (FUNS Station 3)</p>
RSHE	<p>Autumn 1 1. Online relationships (Relationships)</p> <ul style="list-style-type: none"> Link to Computing Curriculum <p>2. Internet Safety & Harms (Physical and Mental)</p> <ul style="list-style-type: none"> Link to Computing Curriculum 	<p>Autumn 2 1. Caring Friendships (Relationships)</p> <ul style="list-style-type: none"> includes Anti-Bullying Week <p>2. Healthy Eating (Physical and Mental)</p>	<p>Spring 1 1. Mental Wellbeing (Physical & Mental)</p> <p>-link with Children's Mental Health Week</p>	<p>Spring 2 1. 'Respectful Relationships' (Relationships)</p>	<p>Summer 1 1. Health and Prevention (Physical and Mental)</p> <ul style="list-style-type: none"> My rights and responsibilities (Educator Solutions) <p>2. Changing adolescent body</p> <ul style="list-style-type: none"> My Body (Educator Solutions) 	<p>Summer 2 1. Physical Health and Fitness (Physical and Mental)</p> <ul style="list-style-type: none"> My Body (Educator Solutions) <p>2. My Body (link to Sex Education)</p> <ul style="list-style-type: none"> My Body (Educator Solutions)