

YEAR A		
	Autumn 1: Once Upon a Time	Autumn 2: Around the World
Art <i>Access Art</i>	<p>Spirals and Dots: How can we use our whole bodies to make drawings? Using drawing, collage and mark-making to explore spirals and dots. Outcome: A range of sketchbook drawing challenges. Artist study - Molly Haslund</p>	
His/ Geog	<p>History: What was life like in our village 100 years ago? Outcome: Understand differences in the way of life between then and now (Changes within living memory) Geography: What are the features of our village? Outcome: Understand and recognise the physical and human features of our school and surrounding environment using simple fieldwork, observational skills and mapwork</p>	<p>History: Why is remembrance important? /Who was Guy Fawkes? (Events beyond living memory) Geography: How is the world made up of oceans and continents? Outcome: Know and name the five oceans and seven continents Geography: How is this place similar to the place I live in? How is it different? Outcome: Recognise the similarities and differences between a locality in England and a locality in Australia</p>
Sci	<p style="text-align: center;">Season: Autumn KS1 Animals including Humans</p> <p>(Yr 1) What are the basic parts of the human body? How do we use our senses? Investigate the different senses.</p>	<p style="text-align: center;">Animals Including Humans Yr2</p> <p>How do humans survive? How can we stay healthy - exercise, food as fuel, hydration? Design a healthy lunch box and make a fruit smoothie.</p>
Music <i>Yumu</i>	<p>Can you sing with contrasting high and low melodies? Can you explore and create different sound effects on different instruments and create graphic scores? <i>Compose music and sing songs. Experiment with, create, select and combine different sounds using untuned instruments to represent different characters, events and moods linked with their chosen story</i> <i>Instruments - untuned and body percussion</i></p>	<p>Can you show pitch through singing movement and notes? Can you explore and choose instruments to represent actions in a Once Upon a time story and invent their own symbols? <i>Build a repertoire of songs. Sing and perform a wide range of well-known nursery rhymes and songs in a group or on their own. Use voices expressively and creatively by singing songs and speaking chants and rhymes and link to Christmas performance</i> <i>Instruments - untuned and body percussion</i></p>
RE <i>Understanding Christianity</i>	<p>Who is a Muslim and how do they live? Pt 2 Why do people celebrate Harvest?</p>	<p>Why does Christmas matter to Christians? What is Advent?</p>
Comp / DT <i>Kapow</i>	<p>What is a computer, how can I identify them and where might I find them? Computers and Hardware: What is a Computer? Outcome: identify the main components of computers and how they are used for different applications.</p>	<p>How can structures and mechanisms be combined? Structures & Mechanisms:: Windmills Outcome: To build a structure which supports the windmill mechanism.</p>
Life & PD	<p>Why are rules important? Outcome: Use our understanding to establish class rules How can peer massage help me? Outcome: Understand the importance of asking permission & peer massage techniques How can I help prevent germs from spreading? Outcome: know why, when and how to wash our hands correctly Who are the adults who keep me safe? Outcome: Understand what a trusted adult is & be able to identify trusted adults in our own lives</p>	<p>How can I deal with my big feelings? Outcome: Begin to understand the impact of changing our thoughts on our feelings and behaviour (Chloe can't Sleep) How can I keep safe in a car? Outcome: Understand the importance of wearing a seatbelt and behaving appropriately in a vehicle Which parts of my body are private? Outcome: Know which parts of their body are private using the NSPCC PANTS resources</p>
PE <i>Get Set 4 PE</i>	<p style="text-align: center;">Fundamentals</p> <p>Can I explore how the body moves differently when running, jumping and negotiating space? I will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping using a range of equipment.</p>	<p style="text-align: center;">TEAM building</p> <p>Can we co-operate and communicate in a small group to solve challenges? I will develop my communication and problem-solving skills. I will work individually, in pairs and in small groups. Sci Link- Understanding changes to the body during exercise</p>

Long Term Planning Year 1/2

	SPRING 1: Whatever the Weather	SPRING 2: Transport and Space
Art <i>Access Art</i>	<p>Simple Printmaking: How can we make prints using the things we find around us?</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>Outcome: to create and make simple relief prints</p> <p>Artist Study- Xgaoc'o X'are, William Morris</p>	
His/ Geog	<p>Geography: What is weather and how does it affect us?</p> <p>Outcome: Understand weather patterns and how they change through the seasons in the UK. Know how to measure temperature & rainfall. Understand that climates vary around the world. Be able to use simple compass directions to describe the weather conditions on a map</p>	<p>History: How has transport changed over time?</p> <p>Outcome: Understand the development of road, rail, air and space transport using a timeline</p> <p>History: Who has been significant in the story of transport?</p> <p>Outcome: Know the achievements of individuals such as Neil Armstrong and Amelia Earhart</p>
Sci	<p>Season: Winter KS1 Seasonal changes Yr 1</p> <p>How & why does the weather change? How do the length of days change? What is the temperature today? Learn to use an outdoor thermometer.</p>	<p>Season: Spring KS1 Materials Yr 2 Which material is best for which job? How can I investigate materials?</p> <p>Link to DT - Puppets</p>
Music <i>Yumu</i>	<p>Can you play a simple melodic instrumental part by ear or from simple notation? What is improvisation? Can you improvise simple patterns in a question and answer phrases?</p> <p><i>Sing songs linked with the weather. Improvise and compose songs to represent the different types of weather using untuned instruments</i></p> <p><i>Instruments - glockenspiels and bells</i></p>	<p>Can you compose your own song and repeat basic rhythms using quavers, crotchets, minims and semibreves? What is the difference between a rhythm pattern and a pitch pattern?</p> <p><i>Sing songs and experiment with ways of changing them linked with their transport topic. Copy a short simple rhythm. Listen to many different Transport songs. Recognise and react to change when musical elements are clear and compose your own song</i></p> <p><i>Instruments - glockenspiels and bells</i></p>
RE <i>Understanding Christianity</i>	What does it mean to be Jewish?	Why does Easter matter to Christians?
Comp / DT <i>Kapow</i>	<p>How do I log on and what can I do on a computer?</p> <p>Digital Literacy: Getting Started</p> <p>Outcome: Children can log on to a chromebook and access basic apps and navigate to specific websites.</p>	<p>How can we use computers to create moving and interactive programs?</p> <p>Computational Thinking: ProgrammingScratch Jr:</p> <p>Outcome: Create and debug a basic program.</p>
PE <i>Get Set 4 PE</i>	<p>Swimming</p> <p>Can I gain confidence in the water?</p> <p>I can learn about water safety and enjoy being in the water. I can learn how to travel, float and submerge with increasing confidence.</p> <p>Yoga/ fitness</p> <p>Can I show determination to continue working over a longer period of time?</p> <p>I can learn about mindfulness and body awareness.</p> <p>Science link- Understanding that humans feel differently when performing different exercises.</p>	<p>Ball skills</p> <p>Can I send and receive a ball using both kicking and throwing and catching skills?</p> <p>I can develop fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</p> <p>Science link- Observing changes in the body and breathing after exercise</p> <p>Invasion</p> <p>What does being in possession means and can I support a teammate to do this?</p> <p>What do attacking and defending skills look like?</p> <p>I will use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands.</p> <p><i>Science link- Exploring dribbling a ball, how to make it bounce high, low</i></p>
Life & PD	<p>How can I keep safe around roads?</p> <p>Outcome: Understand some of the dangers faced and be able to cross the road using Stop Look and Listen</p> <p>How can I deal with my big feelings?</p> <p>Outcome: Begin to understand the impact of changing our thoughts on our feelings and behaviour (Chloe told a lie)</p> <p>How can I show good manners? Outcome: Be able to greet others, say please & thank you, use cutlery correctly at mealtimes</p>	<p>What does dental hygiene mean?</p> <p>Outcome: Understand the effects of sugar on teeth, how to brush properly and the importance of visiting a dentist</p> <p>How can I help grown ups look after me?</p> <p>Outcome:</p> <p>What makes a good friend?</p> <p>Outcome: Understand the qualities of a good friend, know that you can still be friends even if you disagree with each other</p>

Long Term Planning Year 1/2

	SUMMER 1: Nature Detectives	SUMMER 2: Rainforests
Art <i>Access Art</i>	<p><u>Playful Making</u> How can we transform the materials around us into sculpture? What happens when you join one or more materials together to construct new forms? Exploring materials and intention through a playful approach. Outcome: sculptures- boats that float/sea creatures Key Artist: Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett</p>	
His/ Geog	<p>Geography: Where are different habitats located in our local area? Outcome: Use maps on walks in local habitats (eg coast, woods) and understand how to use aerial photographs . Be able to create own maps with a key History: Who is David Attenborough? Outcome: Understand the significance of the work of David Attenborough</p>	<p>Geography: Where do we find rainforests and why are they important? Outcome: Understand the key features of a rainforest and where in the world they are located (South America Focus). Be able to compare and contrast with a local habitat. Know that humans are changing the rainforest and what can be done about it.</p>
Sci	<p>(Yr2)- What is the life cycle of a plant? What produce could we grow and eat? How do environments vary from one to another?</p>	<p style="text-align: center;">Season: Summer KS1 Living things and their habitats Y2 What is a rainforest habitat like? How is it different from other environments? What food chains would we find in different environments? How do plants survive?</p>
Music <i>Yumu</i>	<p>Can you move and dance to the music and find the beat? How does the music make you feel? <i>Sing with a developing sense of pitch and duration. Make a response to different moods in music (move or paint) linked with their animal topic.</i> <i>Instruments: recorders</i></p>	<p>What is tempo? Is the piece fast or slow? What does dynamics mean? Is it loud or quiet and does it change? <i>Listen to sounds in the environment and invent own pictorial symbols to represent sound in a Rainforest piece of music</i> <i>Instruments - recorders</i></p>
RE <i>Understanding Christianity</i>	<p>What is the 'good news' Christians believe Jesus brings?</p>	<p>What makes some places sacred to believers?</p>
Comp / DT <i>Kapwo</i>	<p style="text-align: center;">How are stop motion animations made? Digital Literacy: Stop Motion: Outcome: Create a short animation.</p>	<p style="text-align: center;">How can I join fabrics to create a puppet of a drawn design? DT Textiles: Puppets Outcome: Design and create a fabric puppet</p>
Life & PD	<p style="text-align: center;">How can I keep safe in the sun? Outcome: Understand the importance of applying sunscreen & staying in the shade How can I deal with my big feelings? Outcome: Be able to apply the response circle to current class issues What is privacy and how do we respect it? Outcome:</p>	<p style="text-align: center;">How can I look after myself? Outcome: Know how to use '10 a Day' to promote my wellbeing How can I help myself and others to feel good? Outcome: Where do babies come from? How have I changed since I was a baby? Outcome: Understand that babies have a female and a male parent who have different 'sex parts'. Recognise the physical changes since babyhood</p>
PE <i>Get Set 4 PE</i>	<p style="text-align: center;">Net and wall Can I develop the basic skills involved in net and wall games? Children will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. Science link- Exploring release points for throws, when to make contact with the ball and with how much force</p>	<p style="text-align: center;">Athletics Can we develop our athletic skills ready for Sports day? Develop skills required in athletic activities such as running at different speeds, jumping and throwing. Science link- Understanding the effect exercise has on the body Sports day prep</p>