

<b>YEAR B</b>		
	<b>Autumn 1: Once upon a time</b>	<b>Autumn 2: Sid travels the UK</b>
<b>Art</b> <i>Access Art</i>	<p><b>Explore and Draw</b></p> <p><b>How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</b>                      To explore the idea that artists can be collectors and explorers as they develop drawing and composition skills.                      Children are introduced to the idea that artists can be collectors: they go out into the world, look at things in new ways, and bring objects back to the classroom to inspire their art.</p> <p><b>Outcome:</b> Wax resist autumn leaves/autumn floor drawings</p> <p><b>Key Artists:</b> Rosie James</p>	
<b>His/ Geog</b>	<p><b>History: Who lived in a castle?</b>                      Outcome: Understand the purpose and key features of castles, who lived in them and when they were built (timeline).</p> <p><b>Geography: Where were castles built?</b>                      Outcome: Understand where castles were built and the importance of their position. Use aerial photographs &amp; maps to locate castles in England and Wales</p>	<p><b>History: What happened to the Titanic?</b>                      Outcome: Understand the historic events of the Titanic with reference to Titanic Belfast</p> <p><b>Geography: What is the UK? What are their capital cities?</b>                      Outcome: Be able to locate ENGLAND SCOTLAND WALES NORTHERN IRELAND on a map and name their capital cities. Know some features of each country &amp; be able to compare them with the place you live in.</p>
<b>Sci</b>	<p style="text-align: center;">Season: Autumn</p> <p><b>Materials - Y1: Can we explore a variety of materials? How are they different from one another? What material would be best for shoes-why?</b></p> <p style="text-align: center;">Explore and test different types of materials.</p> <p><i>Yr 1 /2 SCIENTIFIC HEROES – What did Charles Macintosh achieve? What can I discover about materials?</i></p>	<p style="text-align: center;"><b>KS1 Animals Including HumansYr2</b></p> <p>Yr 2 How do humans survive? How can we stay healthy - exercise, food as fuel, hygiene, hydration? What happens to our body when we exercise?</p> <p style="text-align: center;">Link to DT - Fruit Smoothies and a balanced diet.</p>
<b>Music</b> <i>Yumu</i>	<p><i>Can you walk in time to the music? What instruments can you hear? Can you copy a simple rhythm? Can you conduct a small group? Identify the pulse and copy basic rhythms including quavers, crotchets, minims and semibreves. Compose music linked to traditional tales - use the song, "The Muffin Man" (Have you seen some ....) Instruments - bamboo tamboo and percussion</i></p>	<p style="text-align: center;">Can you sing songs from memory for a performance and communicate the meaning of the words? What is the difference between rehearsing a song and performing a song?                      Use voices expressively and creatively by singing songs and speaking chants and rhymes. Practice, rehearse and share songs with confidence in the Christmas performance and the Nativity                      Instruments - bamboo tamboo and percussion</p>
<b>RE</b> <i>Understanding Christianity</i>	<p><b>What does it mean to belong to a faith community?</b>  <b>Why is Harvest important?</b></p>	<p><b>What do Christians believe God is like?</b>  <b>Advent</b></p>
<b>Comp/ DT</b>	<p style="text-align: center;"><b>What is an Algorithm and how are they useful?</b>  <b>Computational Thinking: Algorithms Unplugged</b></p> <p>Outcome: To be able to create detailed instructions recognising the importance of the order.</p>	<p style="text-align: center;"><b>How do I apply, debug and refine Algorithms?</b>  <b>Computational Thinking: Programming Beebots</b></p> <p>Outcome: Create a working sequence of instructions to navigate a Beebot through a maze.</p>
<b>Life &amp; PD</b>	<p><b>Why are rules important?</b>  <b>How can I help prevent germs from spreading?</b>  <b>How are families different?</b></p>	<p><b>What is a fire emergency?</b>  <b>How can I deal with my big feelings?</b></p>
<b>PE</b> <i>Get Set 4 PE</i>	<p style="text-align: center;"><b>Fundamentals</b></p> <p><b>Can I explore how the body moves differently when running, jumping and negotiating space?</b> 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;"><i>Science Link- Understanding changes to the body during exercise</i></p>	<p style="text-align: center;"><b>TEAM building</b></p> <p><b>Can we cooperate and communicate in a small group to solve challenges?</b></p> <p>I will develop my communication and problem-solving skills.                      I will work individually, in pairs and in small groups.</p>

## Long Term Planning Year 1/2

	<b>SPRING 1: Super Heroes</b> - people who changed the world	<b>SPRING 2: Prehistoric Earth</b>
<b>Art</b> <i>Access Art</i>	<p align="center"><b>Expressive Painting: How can I create an expressive painting?</b></p> <p><i>Children are introduced to the idea that they can use paint in an intuitive and exploratory way. Children explore primary colours and secondary colours through expressive mark making. They connect colour,, mark making and texture (of paint) through abstract work.</i></p> <p><b>Outcome:</b> An expressive painting inspired by our artist studies.      <b>Artist Study-</b> Marelá Zacarías, Charlie French, Vincent Van Gogh</p>	
<b>His/ Geog</b>	<p align="center"><b>History: Superhero or not?</b></p> <p>Outcome: Understand how significant individuals such as <i>Greta Thumberg, Rosa Parks, Christopher Columbus &amp; Ibn Battuta</i> have created change. Decide whether they can be called a superhero.</p> <p align="center"><b>Geography: Where in the world did explorers Ibn Battuta and Christopher Columbus travel?</b></p> <p>Outcome: Be able to use world maps, atlases and globes to locate their explorations.</p>	<p align="center"><b>History: When were dinosaurs alive?</b></p> <p>Outcome: Create a timeline with significant events to understand how long ago dinosaurs lived.</p> <p align="center"><b>Who made a significant discovery about prehistoric life?</b></p> <p>Outcome: Know about the life of Mary Anning and her fossil discovery</p> <p align="center"><b>Geography: What was prehistoric earth like?</b></p> <p>Outcome: Understand how continents have developed from Pangea and how this explains the location of dinosaur fossils</p>
<b>Sci</b>	NO SCIENCE	<p align="center">January :Season Winter <b>Animals Yr1:</b> <b>KS1 Animals Including Humans Yr1</b></p> <p>Yr 1 Describe and compare a variety of common animals and their offspring</p> <p>What are the common animals found now in our local environment? What type of animals and dinosaurs are carnivores, herbivores &amp; omnivores?</p>
<b>Music</b> <i>Yumu</i>	<p>Can you move and dance to the music in time? What is tempo? Is this piece fast or slow?</p> <p><i>Listen to many different super hero songs. Recognise and react to change when musical elements are clear and compose your own song</i></p> <p align="center"><i>Instruments - glockenspiel and bells</i></p>	<p>Can you find the steady beat and move in time with the music? Can you compose your own words to a well-known song? Can you show the pitch using hand signals?</p> <p><i>Sing dinosaur songs, use hand signals to show pitch and compose your own using the song, 'Merrily we Roll Along' (Dinosaurs have great big feet ...)</i></p> <p align="center"><i>Instruments - glockenspiel and bells</i></p>
<b>RE</b>	Who is a Muslim and how do they live? Pt 1	<b>KS1 - Who is Jewish and how do they live? Pt 1</b>
<b>Comp/ DT</b> <i>Kapow</i>	<p align="center"><b>How do wheels and axles work?</b> <b>Mechanisms: Wheels and Axles</b></p> <p>Outcome: Design and build a working model vehicle.</p>	<p align="center"><b>How can I take, make and alter digital images?</b> <b>Digital Literacy: Digital Imagery</b></p> <p>Outcome: To create and manipulate digital images.</p>
<b>PE</b> <i>Get Set 4 PE</i>	<p align="center"><b>Swimming</b> <b>Can I gain confidence in the water?</b></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 align="center"><b>Yoga/ fitness</b> <b>Can I show determination to continue working over a longer period of time?</b></p> <p>I can learn about mindfulness and body awareness. <i>Science link- Understanding that humans feel differently when performing different exercises.</i></p>	<p align="center"><b>Ball skills</b> <b>Can I send and receive a ball using both kicking and throwing and catching skills?</b></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><b>Science link-</b> Observing changes in the body and breathing after exercise <b>Invasion</b></p> <p align="center"><b>What does being in possession means and can I support a teammate to do this?</b></p> <p align="center"><b>What do attacking and defending skills look like?</b></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. <i>Science link- Exploring dribbling a ball, how to make it bounce high, low</i></p>

## Long Term Planning Year 1/2

Life & PD	<p>What is an emergency? Who can help us in an emergency?</p>	<p>What does respect mean? Am I unique?</p>
<b>SUMMER 1: Growing Grub</b>		<b>SUMMER 2: The Seaside</b>
<b>Art</b> <i>Access Art</i>	<p><b>Music and Art</b> What is the connection between art and music? How can we use one to inspire the other? <i>Explore how we can make art by the sounds we hear, using drawing, painting and sculpture to develop and share our ideas, experiences and imagination.</i></p> <p><b>Outcome:</b> collaborative painting of an imaginary orchestra. <b>Key Artist:</b> Wassily Kandinsky</p>	
<b>His/ Geog</b>	<p><b>Geography:</b> Which foods are grown in different parts of the world? Outcome: Locate the food from various countries on a world map. Understand how climate affects what food products are grown. <b>Where is food grown in our locality?</b> Outcome: Use simple fieldwork, observational skills and maps to study the geography of the local environment</p>	<p><b>History:</b> What were seaside holidays like in Victorian times? <b>Geography:</b> What are the key physical &amp; human features of the <b>seaside?</b> What different types of coastline do we live near? Outcome: Use aerial photos &amp; maps to locate physical (<i>beach, cliff, coast, forest, hills etc</i>) and human features (<i>village, town, harbour, farm, shop</i>)</p>
<b>Sci</b>	NO SCIENCE	NO SCIENCE
<b>Music</b> <i>Yumu</i>	<p>Can you sing on pitch and in time and sing expressively with attention to breathing? How does the music make you feel and why? <i>Sing with developing sense of pitch and duration</i> <i>Make a response to different moods in music (move or paint)</i> <i>Instruments - ukuleles</i></p>	<p>How do you hold a ukulele? What is the difference between strumming and plucking? Can you sing a simple song and play the ukulele to accompany it? <i>Listen to sounds in the environment and invent own pictorial symbols to represent sound</i> <i>Instruments - ukuleles</i></p>
<b>RE</b> <i>Understanding Christianity</i>	Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
<b>Comp/ DT</b> <i>Kapow</i>	<p><b>How can I create a useful storage item from textiles?</b> <b>Textiles:</b> <b>Pouches</b> Outcome: Design, make and evaluate a fabric pouch.</p>	<p><b>How can I use technology to collect, store and display data?</b> <b>Digital Literacy:</b> <b>Introduction to Data</b> Outcome: Use computers to help organise and display data.</p>
<b>Life &amp; PD</b>	<p>How can I promote my own wellbeing? How do we care for our natural environment? Why is sleep important?</p>	<p>How can I keep safe at the beach? Are we all the same? How did I get here (where do babies come from)? Why shouldn't I tease?</p>
<b>PE</b> <i>Get Set 4 PE</i>	<p><b>Net and wall</b> <b>Can I develop the basic skills involved in net and wall games?</b> 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. <i>Science link- Exploring release points for throws, when to make contact with the ball and with how much force</i></p>	<p><b>Athletics</b> <b>Can we develop our athletic skills ready for Sports day?</b> Develop skills required in athletic activities such as running at different speeds, jumping and throwing. <i>Science link- Understanding the effect exercise has on the body</i> <b>Sports day prep</b></p>