

 Year 1/2/B Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2 (Creative)	Summer 1 (Environmental study)	Summer 2 (Science)
	Shiver Me Timbers 	Toy Time Travellers 	To Infinity and Beyond 	Amazing Australia 	We're all going on a Summer Holiday 	Secret Garden 
Memorable Experience	Pirate Treasure Hunt	Leeds Museum	Planetarium	Trip to Chester Zoo or Australian themed day.	Trip to the Seaside	Local Walk
Innovate/Challenge	Giving routes to different places	What will toys look like in the future?	Design your perfect planet.	Help save the animals	Build a lighthouse	Improve the local area
English	Y1/2: The Pirate Cruncher Imagine you're a Pirate! Character Descriptions Diary Entries Narratives	Y1/2: Traditional Tales The Gingerbread man. Alternative stories	Y1/2: Bob: The man on the moon Postcards Recounts Newspapers N/F Features.	Y1/2 Wombat Goes Walkabout NF texts- Non chronological reports Australian Animals.	Y1/2 The secret of Black Rock Lighthouse keepers Lunch Poetry/Riddles Narrative	Y1/2 Tadpole's Promise Moth- A story of evolution. Life Cycles/ Explanation texts. Book review.
VIPERS TEXT	Jake's First Day	The old Toy Room	Back to earth with a bump Whatever Next! Beegu	The Bear and the Piano	Poetry: Out and About	The Hodgeheg
Maths Maths Hub Year 1	Number: Place value (within 10) Addition and subtraction(within10)	Geometry: shape Place Value (within 20)	Consolidation Addition and subtraction (within 20) Place Value (within 50)	Measurement: Length and Height Measurement: Weight and Volume Consolidation	Number: Multiplication and Division Fractions Geometry: Position and Direction	Place Value (within 100) Money Time
Maths Maths Hub Year 2	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics	Properties of Shape Fractions	Length and Height Position and Direction Consolidation and Problem Solving	Time Mass, Capacity and Temperature Consolidation
Science	DE- Animals including humans-Diet and Health (Y2) I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	DE- Everyday Materials (Y2) I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	DE- Seasonal Changes (Y1) I can observe and describe weather associated with the seasons and how day length varies	DE- Living things and Habitats around the world. (Y2) I can 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	DE- Animals inc Humans (Growth) (Y2) I can describe the processes of reproduction and growth in animals. I can notice that animals, including humans, have offspring which grow into adults	DE-Plants Growth and Care. (Y2) I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy I can observe and describe how seeds and bulbs grow into mature plants

	<p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p>	<p>I can observe and talk about changes in the weather and the seasons.</p> <p>I can observe changes across the 4 seasons</p> <p>I can work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around me, including day length, as the seasons change.</p>	<p>I can explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats</p>	<p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	<p>Pupils should use the local environment throughout the year to observe how plants grow.</p> <p>Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p>
<p>Art & Design</p>				<p>Art focus – Painting Mixing primary colours- Then warm and cool colours to create an Imaginary landscape. Key artist Henri Matisse Key artwork Henri Matisse, the Dessert: Harmony in Red 1908 (Yr2) Target Tracker Focus: Represent things observed, remembered or imagined using colour/tools. NC Skills: Mix paint to create all the secondary colours. Mix and match colours and predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black</p>		<p>Art focus – Printing Using different textures to create a collograph plate in the form of a flower. Key artist Teacher Key artwork An example of a collograph plate prepared by the teacher (Yr2) Target Tracker Focus: Represent things observed, remembered or imagined using colour/tools Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. NC Skills: Create a print using pressing, rolling rubbing and stamping? Create a print like a designer.</p>

				Look at the work of key artist and experiment with their approaches.		Look at the work of key artist and experiment with their approaches.	
Computing Rising Stars	<p>We are animators (2.5)</p> <p>Pupils work in small groups to plan, film and add audio to short 'stop-motion' animation. Learning how animation works and use storyboards to plan an animation.</p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> • how animation works • to use storyboards to plan an animation • to create their own original characters, props and backgrounds for an animation • to film, review and edit a stop-motion animation • to record audio to accompany their animation • to provide constructively critical feedback to their peers. <p>Computing PoS focus: Information Technology - Media</p>	<p>We are games testers (2.2)</p> <p>Pupils will play some Scratch games, trying to work out the rules of the game. We will play a simple coding-based game and discuss game playing.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • observe and describe carefully what happens in computer games • use logical reasoning to make predictions of what a program will do and test these • think critically about computer games • create sequences of instructions for a virtual robot to solve a problem • work out strategies for playing a game well • be aware of how to use games safely and in balance with other activities. <p>Computing PoS focus: Computer Science – Computational Thinking</p>	<p>We are astronauts (2.1)</p> <p>Pupils will program a sprite to move around the screen.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • plan a sequence of instructions to move sprites in ScratchJr • create, test and debug programs for sprites in ScratchJr • work with input and output in ScratchJr • use repetition in their programs • design costumes for sprites. <p>Computing PoS focus: Computer Science - Coding</p>	<p>We are safe researchers (2.4)</p> <p>Pupils will retrieve digital content from the Internet for a particular purpose and use mind mapping software to organise their questions and answers about a topic.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • develop collaboration skills through working as part of a group • develop research skills through searching for information on the Internet • think through privacy implications of their use of search engines • be more discerning in evaluating online information • improve note-taking skills through the use of mind mapping • develop presentation skills through creating and delivering a multimedia presentation. <p>Computing PoS focus: Digital Literacy – Online Safety</p>	<p>We are photographers (2.3)</p> <p>Pupils take, review and edit digital photos.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • consider the technical and artistic merits of photographs • use the iPad camera app • take digital photographs • review, reject or pick the images they take • edit and enhance their photographs. <p>Computing PoS focus: Information Technology - Media</p>	<p>We are zoologists (2.6)</p> <p>Pupils go on a bug hunt, recording and identifying the small animals they find. They organise the data they have collected, record it on a spreadsheet and create charts; they add images to a local map.</p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> • sort and classify a group of items by answering questions • collect data using tick or tally charts • take, edit and enhance photographs • use Google Sheets or Microsoft Excel to produce basic charts • record information on a digital map • summarise what they have learned in a presentation. <p>Computing PoS focus: Information Technology - Data</p>	
Design & Technology	<p>DT focus – Textiles</p> <p>Templates and joining techniques:</p> <p>Pirate puppets for a puppet show. (Pirate Faces) (Yr2).</p> <p>Target Tracker Focus:</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>NC Skills:</p>	<p>DT focus-Mechanisms</p> <p>Wheels and axles- building on the skills learnt in yr1:</p> <p>Design and make a toy vehicle to play with (Yr2).</p> <p>Target Tracker Focus:</p> <p>Explore and use mechanisms e.g. wheels and axles, in his/her products.</p> <p>NC Skills:</p> <p>When designing follow the Design - Make - Evaluate Process.</p>				<p>Dt focus- Food and nutrition:</p> <p>Preparing fruit- ice lollies and preparing vegetables- building on skills learnt in yr1-(Yr2)</p> <p>Target Tracker Focus:</p> <p>Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.</p> <p>NC Skills:</p>	

	<p>When designing follow the Design - Make - Evaluate Process.</p> <p>Join things (materials/components) together in different ways Measure a textile. Join textiles together to make something. Cut textiles. Explain why they chose a certain textile. Explain what went well with their work. Explain what they would improve.</p>	<p>Explore and use mechanisms in their products. Join materials together as part of a moving product. Add some kind of design to their product.</p>			<p>When designing follow the Design - Make - Evaluate Process.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Describe the properties of the ingredients they are using. Explain what it means to be hygienic. Be hygienic in the kitchen.</p>	
Geography	<ul style="list-style-type: none"> I 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. I can use basic geographical vocabulary such as cliff, ocean, port, harbour. I can 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 			<ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> I can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation 	<ul style="list-style-type: none"> I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.
History		<ul style="list-style-type: none"> I can use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> I can describe events beyond living memory that are significant nationally or globally e.g. the moon landing. 		<ul style="list-style-type: none"> I can describe changes within living memory and aspects of change in national life. 	

		<ul style="list-style-type: none"> • I can describe changes within living memory. • I can identify similarities and differences between objects (toys). • I can show understanding of how I have found out about the past and identify different ways in which it is represented. • I can place objects (toys) in chronological order. 	<ul style="list-style-type: none"> • I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Neil Armstrong. • I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. • I can place key events in the history of space travel on a timeline. 		<ul style="list-style-type: none"> • I can identify similarities and differences between ways of life in different periods. • I can use a wide vocabulary of everyday historical terms. • I can speak about how I have found out about the past. • I can record what I've learned by drawing and writing. 	
<p>Music Collins Scheme</p>	<p>Water</p> <p>I can create a picture in sound I understand musical structure by listening and responding I can perform a simple repeated pattern I understand pitch through singing, movement and note names I can perform a melody I understand melody through songs, movement and perform pitch shapes on tuned instruments I can explore and develop an understanding of pitch I can use musical scales, high notes and low notes in a composition</p>	<p>Toys/Machines</p> <p>I can keep a steady beat at different speeds (tempi) I can mark beats within a four-beat metre I can develop a sense of steady beat through chant, actions and instruments I can perform a steady beat I can play and maintain a steady beat I can sequence sounds I can play to a steady beat I can play at different speeds (tempi) I can play to a steady beat I can control changes in speed (tempi)</p>	<p>Number</p> <p>I can change tempo I can respond to images I can perform a steady beat and simple rhythms using movement and body percussion I understand and differentiating between beat and rhythm I can perform simple rhythms using movement and percussion</p>	<p>Pattern</p> <p>I can mark a steady beat with voices and body percussion I can count a steady beat in patterns of 2, 3 and 4 beats (metre) I can perform a steady beat in patterns of 2, 3 and 4 beats (metre) I can explore different ways to emphasise the first beat in a repeating pattern or metre I can identify metre by recognising its pattern Dividing the number 12 into 2s, 3s and 4s I can explore instrument sounds and different ways to vary their sound I can play different patterns of steady beat in groups and matching them to a simple score I can perform and creating simple three-beat rhythms using a simple score</p>	<p>Seasons</p> <p>I can identify changes in pitch and respond to them with movement I understand contrasting changes in pitch with changes in dynamics (volume) I use relating pitch changes to graphic symbols and performing pitch changes vocally I can listen and respond to pitch changes with movement I can listen and respond to a falling pitch signal I can distinguish between pitched and un-pitched percussion sounds I can listen in detail to a piece of orchestral music. I can sing with expression, paying attention to the pitch shape of the melody I can use sign language in a song I can accompany a song with vocal and instrumental ostinato</p>	<p>Weather</p> <p>I can explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments/ I can improvise descriptive music I can control duration and dynamics using voices, body percussion and instruments I can identify a sequence of sounds (structure) in a piece of music I can respond to music through movement I can perform a rhythmic chant and playing an independent rhythm pattern to accompany it I can listen in detail to a piece of orchestral music I can perform an updated version of a traditional nursery rhyme with a rap section included I can accompany a song with three different repeated word patterns I can compose music to illustrate a story pattern to accompany it</p>

					I can identify rising and falling pitch I can perform a rising pitch sequence in a song I can sing with expression and paying attention to the pitch shape of the melody	I can perform an updated version of a traditional nursery rhyme with a rap section included
PE Spiral	#1 Body Awareness – I can improve my understanding of how my body works and how to recover. #2 Flexibility of movement – I can improve my speed and mimic others. #3 Points of contact – I can improve my understanding of the roles points of contact play in balance. #4 Dynamic balance – I can improve my dynamic balance – hopping skills. #5 Sending – I can improve the co-ordination of my feet. #6 Differentiating force – I can improve my understanding of when to use different types of throw. #7 Dodging and evading – I can improve my ability to change direction to move into space.	#1 Travelling – I can improve my ability to navigate through obstacles with different sports equipment. #2 Generating force through transfer of weight – I can improve my ability to generate force through momentum and swing. #3 Balancing equipment – I can improve balance through hand to eye co-ordination and interaction with equipment. #4 Sending – I can improve the accuracy and technique of my passing skills. #5 Receiving – I can improve my ability to track and adjust my body position for a range of catches. #6 Dodging and evading – I can improve agility and control of movements by exploring the ability to react quickly to others. #7 Assessment lesson.	#1 Reaction – I can improve agility through different catching and reaction tasks. #2 Body awareness – I can improve my ability to change direction quickly and smoothly. #3 Understanding base – I can improve my ability to generate force through momentum and swing. #4 Organising limbs – I can improve the way I link a sequence of movements. #5 Timing – I can improve my ability to perform a dance movement on cue. #6 Static balance – I can improve the ability to control the body and hold a position for a sustained period. #7 Rotation – I can improve the smoothness of my rotation when striking a tennis ball.	#1 Balancing equipment – I can improve my balance and control. #2 Dynamic balance – I can improve my balance (and my understanding of balance) #3 Combination of skills – I can improve catching skills and hand to eye co-ordination. #4 Timing – I can improve my timing when striking an object. #5 Assessment lesson. #6 Receiving – I can improve my catching technique.	#1 Organising limbs – I can improve my ability to make adjustments based on my judgement when receiving. #2 Points of contact – I can understand when different points of contact can be used in sport. #3 Generating force through transfer of weight – I can improve my ability to performance a balance take off and landing. #4 Combination of skills – I can improve my co-ordination through combing skills. #5 Differentiating force – I can improve my understanding of the relationship between power and weight.	#1 Assessment lesson. #2 Rotation – I can improve the control and rotation of my body. #3 Flexibility of movement – I can improve my ability to co-ordinate multiple jumps and landings over a sustained period. #4 Static balance – I can improve my ability to make small movements to maintain my balance. #5 Understanding base – I can improve my ability to understand what happens to balance when I face contrasting forces. #6 Travelling – I can improve my stamina and my understanding of the importance of rest opportunities. #7 Reaction – I can improve my ability to react quickly to obstacles.
PSHCE Jigsaw	Being me in my world Year 1 I feel safe and special in my class I know that I belong to my class I understand the rights and responsibilities as a member of my class I know my view are callused and can contribute to the learning Charter I can recognise the choices I made and understand the consequences	Celebrating difference Year 1 I can tell you some ways in which I am the same as people in my class. I can tell you some ways in which I am different from people in my class. I can tell you what bullying is I know some people I could talk to if I was feeling unhappy or being bullied. I know how to make new friends.	Dreams and Goals Year 1 I can set simple goals and identify my successes and achievements. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles and work out how to overcome them.	Healthy me Year 1 I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I understand that medicines can help me if I feel poorly and I know how to use them safely	Relationships Year 1 I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise the qualities as a person and a friend	Changing me Year 1 I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these

	<p>I understand my rights and responsibilities within our Learning Charter</p> <p>Year 2</p> <p>I can identify some of my hopes and fears for this year</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can make my class a safe and fair place</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>Year 2</p> <p>I am starting to understand that sometimes people make assumptions about boy and girls (stereotypes)</p> <p>I understand that bullying is sometimes about difference</p> <p>I can recognise what is right and wrong and know how to look after myself</p>	<p>I can tell you how I feel when I succeed and how I celebrate this</p> <p>Year 2</p> <p>I can choose a realistic goal and think about how to achieve it</p> <p>I can persevere when I find tasks difficult</p> <p>I can recognise who I can and can't work with</p> <p>I can work co-operatively in a group and create an end product</p> <p>I can explain some ways I can work co-operatively in a group</p> <p>I know how to share success with others</p>	<p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>Year 2</p> <p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed</p> <p>I understand how medicines work in my body and how important it is to use them safely</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I can decide which foods to eat to give my body energy</p> <p>I can make some healthy snacks and explain why they are good for my body</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>Year 2</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>	<p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about the change that have happened in my life</p> <p>Year 2</p> <p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p> <p>I can identify what I am looking forward to when I am in Y3</p>
<p>RE</p>	<p>Special Books and Stories</p> <ul style="list-style-type: none"> - I can describe why some books are special. - I can talk about how holy books are treated with respect - I can name all the members of their family, especially those who live in their home. 	<p>Special Books and Stories</p> <ul style="list-style-type: none"> - I can explore and ask questions about the meanings of stories - I can retell morals from stories - I know what it means to belong - I can understand that symbols have meanings 	<p>Why do we care?</p> <ul style="list-style-type: none"> -I can identify people they care about. -I can explore ways in which people care for others. -I can listen to stories that encourage caring and explore ways people follow these examples 	<p>How do we celebrate special events?</p> <ul style="list-style-type: none"> - I know what celebration means and be able to express how this makes them feel. - I can understand why saying thank you is important. - I know that festival days are celebrated by followers of religions. 	<p>Belonging to a Church and Mosque</p> <ul style="list-style-type: none"> - I can talk about what makes a place special. - I can name a church and a mosque as a special place for Christians and Muslims. - I can explore the idea that all churches/ mosques do not look the same. 	<p>Belonging to a Church and Mosque</p> <ul style="list-style-type: none"> I can tell you how some Muslims show that they belong by what they wear? I can learn about Muslim prayer and name the objects used in Muslim prayer I can identify some important parts of a church and why there are important.

	<ul style="list-style-type: none">- I can explore and ask questions about the meanings of stories- I can retell morals from stories	<ul style="list-style-type: none">- I can recognise and talk about some Christian and Muslim symbols	<ul style="list-style-type: none">- I can talk and ask questions about how they can care for others (link to animals)- I can retell religious stories that teach us to care.	<ul style="list-style-type: none">- I can understand about the festival of Easter and have the opportunity to try food and crafts.- I can work together to design a celebration- I can explain something they are thankful for.	<ul style="list-style-type: none">- I can learn that Sunday is a special day for Christians, when they meet together as a community- I can find out what some Christians do at church to show they belong.- I can become familiar with the story of Ramadan- I can outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours.- I can gain an understanding of the celebration of Eid in a Mosque.	<ul style="list-style-type: none">I can explore what goes on inside a churchI can think about why people want to belong to the churchI can explore what goes on inside a church or a mosque.I can think about why people want to belong to the church / mosque.I can compare what it means to belong to a church and a mosque
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