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| A picture containing drawing  Description automatically generated **Year 1/2A**  **Long Term Plan** | **Autumn 1**  **(Geography)** | **Autumn 2**  **(History)** | **Spring 1**  **(Science)** | **Spring 2**  **(Creative)** | **Summer 1**  **(Environmental study)** | **Summer 2**  **(Science)** |
|  | **Food Glorious Food!** | **Panic on Pudding Lane** | **Rumble In the Jungle**  1600x1200 Jungle Animals Twenty Two desktop PC and Mac wallpaper | **Planes, trains and Automobiles** | **If you go down to the woods…** | **Our Wonderful Town**  (Local Study) |
| **Memorable Experience** | Food Tasting Experience. | Virtual tour of pudding London in 1666 | Trip to Yorkshire Wildlife park. | Ticket control shop. | Giant on the loose in Batley. | Local Town Walk |
| **Innovate/Challenge** |  |  |  |  |  |  |
| **English**  **Y1** | **Pattan’s Pumpkin**  **Writing Outcomes**  **VIPERS linked** | **Writing Outcomes**  **VIPERS linked** | **Where the Wild Things Are**  **Writing Outcomes**  **VIPERS linked** | **The Lonely Beast**  **Writing Outcomes**  **VIPERS linked** | **Jack and the Beanstalk (traditional tales)**  **10 Things I can do To Help My World**  **Writing Outcomes**  **VIPERS linked** | **Out and About**  **Writing Outcomes**  **VIPERS linked** |
| **English**  **Y2** | **Avocado Baby**  **Writing Outcomes**  **VIPERS linked** | **Writing Outcomes**  **VIPERS linked** | **Zeraffa Giraffa/ Rumble in the Jungle.**  **Writing Outcomes**  **VIPERS linked** | **The Hodgeheg**  **Writing Outcomes**  **VIPERS linked** | **Jack and the Beanstalk (traditional tales)**  **Writing Outcomes**  **VIPERS linked** | **If all the world were**  **Writing Outcomes**  **VIPERS linked** |
| **Maths**  **Maths Hub (Y1)**  **WRM Updated Version 3.0** | Number:  Place value (within 10)  Addition and subtraction(within10)  Place Value (within 10)  Addition and Subtraction (within 10) | Geometry: shape  Place Value (within 20)  Addition and Subtraction (within 10) continued.  Geometry: Shape | Consolidation  Addition and subtraction (within 20)  Place Value (within 50)  Place Value (within 20)  Addition and Subtraction (within 20) | Measurement: Length and Height  Measurement: Weight and Volume  Consolidation  Place Value (within 50)  Measurement: Length and height  Measurement: Weight and Volume | Number:  Multiplication and Division  Fractions  Geometry: Position and Direction  Multiplication and Division  Fractions  Geometry: Position and Direction | Place Value (within 100)  Money  Time  Place Value (within 100)  Measurement: Money  Measurement: Time |
| **Maths**  **Maths Hub (Y2)**  **WRM Updated Version 3.0** | Place Value  Addition and Subtraction  Place Value  Addition and Subtraction | Money  Multiplication and Division  Addition and Subtraction – continued  Geometry: Shape | Multiplication and Division  Statistics  Money  Multiplication and Division | Properties of Shape  Fractions  Multiplication and Division – continued  Length and Height  Mass. Capacity and temperature | Length and Height  Position and Direction  Consolidation and Problem Solving  Fractions  Time | Time  Mass, Capacity and Temperature  Consolidation  Statistics  Position and Direction |
| **Science** | DE-Animals inc Humans about me (Y1  I can Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  I can name the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)  I can use my observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them;  I can group animals according to what they eat; and using their senses to compare different textures, sounds and smells. | DE- Exploring Everyday Materials(Y1)  I can identify and name a variety of everyday materials.  I can distinguish between an object and the material it is made from.  I can describe the properties of everyday materials.  I can Identify objects that are natural and those that are manmade  I can predict and identify if an object will float or sink  I can explore which materials are best for different objects | DE- Animals including Humans about Animals. (Y1)  I can discover animal families.  I can learn about the differences between mammals and birds.  I can learn about the differences between amphibians, reptiles and fish.  I can discover the type of food that living things eat.  I can explore the difference between wild animals and pets.  I can explain the characteristics of an animal. | DE- Uses of Everyday Materials(Y1)  I can build a structure strong enough to withstand wind.  I can build a waterproof structure.  I can understand the properties of glass and its uses.  I can understand that materials that materials are used to create a variety of furniture.  I can explore a variety of fabrics and understand their different properties.  I can explain the uses of materials and why they are suitable. | DE-Introduction to plants (Y1)  I can understand that seeds grow into plants.  I can identify basic parts of a plant and tree.  I can understand that different plants can grow in the same environment.  I can know the differences between deciduous and evergreen trees.  I know that food trees and vegetables are a variety of plants.  I can recall the growth of a plant. | DE-Living things and their habitats (Y2)  I can compare the differences between things that are living, dead and things that have never been alive.  I can identify and name a variety of plants and animals in a microhabitat.  I design a suitable microhabitat where living things could survive.  I can find out what animals eat to survive in their habitats.  I can understand food chains.  I can understand the journey food makes from the farm to the supermarket. |
| **Art & Design** | **Art focus –** basics of **Drawing**  Self portrait  **Key artist**  Vincent Van Gough  **Key artwork**  Vincent Van Gough,  self-portrait from 1887 (Yr1) |  | **Art focus –** 3D animal **Sculptures**  Animal sculptures -clay  **Key artist**  Niki de saint Phalle.  **Key artwork**  Firebird, fibreglass and steel 1983.(Y1) |  |  | **Art focus- Collage**  Using a variety of media  To recreate a collage of an historical building in Batley and make a class mural.  **Key artist**  Paul Klee  **Key artwork**  Castle and Sun 1928 (Yr2) |
| **Computing**  **Rising Stars** | **We are TV Chefs**  **(1.2)**  Pupils produce short videos of themselves making a healthy meal or snack in the style of a TV chef.  **In this unit, pupils will learn to:**  **● break down a process into simple, clear steps (an algorithm)**  **● use different features of a video camera**  **● use a video camera to capture moving images**  **● record a video using ground rules for filming**  **● edit a video to include an audio commentary**  **● develop collaboration skills**  **● discuss their work and think about how it could be improved.**  **Computing PoS focus:**  **Computational Thinking** | **We are digital artists**  **(1.3)**  Pupils use the Brushes Redux and Autodesk Sketch Book apps on iPads to create paintings inspired by the work of famous artists.  **In this unit, pupils will learn:**  **● how to select and set brushes and colours**  **● to create artwork in a range of styles on iPads**  **● to use the undo function if they make mistakes and to encourage experimentation**  **● to use multiple layers in their art**  **● to transform layers**  **● to paint on top of photographs.**  **Computing PoS focus:**  **Information Technology - Creativity** | **We are publishers**  **(1.4)**  Pupils use Book Creator to create a multimedia eBook about what they enjoy and have achieved.  **In this unit, the pupils will learn to:**  **● plan a small multimedia eBook**  **● choose and import images**  **● record audio commentary**  **● add and format titles and other text**  **● think carefully about protecting their privacy ● respect other people’s copyright**  **● revise and improve their work.**  **Computing PoS focus:**  **Digital Literacy – Online Safety** | **We are treasure hunters**  **(1.1)**  Pupils learn basic programming ideas through experimenting and solving problems with simple, programmable robots.  **In this unit, pupils will learn:**  **● that a programmable robot can be controlled by inputting a sequence of instructions**  **● to develop and record sequences of instructions as an algorithm**  **● to program a robot to follow their algorithm**  **● to predict how their programs will work**  **● to debug programs.**  **Computing PoS focus:**  **Computer Science - Coding** | **We are rhythmic**  **(1.5)**  Pupils use ScratchJr and GarageBand to create patterns of sounds.  **In this unit, the pupils will learn to:**  **● record audio on a digital device**  **● program sprites to playback recorded audio in ScratchJr**  **● program ScratchJr to create repeating rhythms ● explore different effects that can be applied to audio**  **● create a repeating percussion pattern using a virtual drum machine**  **● experiment with a range of virtual instruments.**  **Computing PoS focus:**  **Information Technology - Media** | **We are detectives**  **(1.6)**  Pupils work with a set of data.  **In this unit, pupils will learn:**  **● how data can be structured as records with fields for information**  **● how data can be organised into groups and subgroups**  **● how data can be structured as a tree**  **● how data can be organised into a table**  **● how data in a table can be filtered and searched.**  **Computing PoS focus:**  **Information Technology - Data** |
| **Design & Technology** |  | Dt focus – Structures: Freestanding Structures: Frameworks for timber houses(Yr1)  \*design purposeful, functional, appealing products for themselves and other users based on design criteria  \* build structures, exploring how they can be made stronger, stiffer and more stable  \*explore and evaluate a range of existing products  \*evaluate their ideas and products against design criteria |  | DT focus - Mechanisms Wheels and axles: Design and make a tour bus (yr1)  \* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  \*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  \*explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.  \*evaluate their ideas and products against design criteria | DT focus- food and nutrition: jam sandwich for picnic (Yr1)  \* select from and use a range of tools and equipment to perform practical tasks  \*use the basic principles of a healthy and varied diet to prepare dishes.  \*understand where food comes from.  \*evaluate their ideas and products against design criteria |  |
| **Geography** | To name and locate the world’s seven continents and five oceans. | To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | To use basic geographical vocabulary.  To use directional language to describe the location of features. |  |  | To understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom.  To identify seasonal and daily weather patterns in the United Kingdom.  To describe the location of features and routes on a map.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. |
| **History** |  | * I can identify when and how the Great Fire of London started and ended. * I can order the key events of The Great Fire of London. * I can understand why the fire spread so quickly and why it lasted for so long. * I can explain the role of Samuel Pepys. * I can write a diary entry explaining the events of the Great Fire of London. * I can explain how London changed after the Great Fire. |  | * I can describe events beyond living memory that are significant nationally or globally e.g. the first areophane flight. * I can place key events in the history of flight on a timeline. * I can talk about the lives of significant individuals in the past who have contributed to national and international achievements and can use them to compare aspects of life in different periods, e.g. George Stephenson, The Wright Brothers. |  | * I can describe significant historical events, people and places in my own locality. * I can describe changes within living memory and aspects of change in national life. |
| **Music**  **Collins Scheme** | **Our bodies**  I can perform a steady beat at two different speeds (tempi)  I can respond to change of mood in a piece of music with a slow and fast steady beat  I can Identify a repeated rhythm pattern  I can combine a rhythm pattern and a steady beat  I can perform together with concentration  I can perform and invent rhythm patterns on body percussion to a steady beat  I can recognise and respond to a rhythm ostinato pattern  I can play steady beats at different tempi on body percussion and instruments  I can sing in two parts and combine steady beats | **Ourselves**  I can create, respond and place vocal and body percussion sounds.  I can explore descriptive sounds  I can develop the use of vocal sounds to express feelings  I can explore expression in a conversation without words  I can notate pitch shape and duration using simple line graphics  I understand how mood can be expressed using the voice  I understand the structure of call and response songs  I can develop an expressive song performance with voices and instruments | **Animals**  I understand pitch, and making high and low vocal sounds  I can relate pitch to high and low body posture  I understand pitch by singing a song with contrasting high and low melodies  I can explore and develop an understanding of pitch using the voice and body movements  I can listen to a steady beat and respond in movement  I can read pitch line notation  I can play pitch lines on tuned percussion  I can combine pitch change with changes in other elements/dimensions | **Travel**  I can combine voices, movement and instruments to perform a chant and a song.  I can keeping a steady beat.  I can create word rhythms and perform with movement  I can explore patterns of physical movement in a game song  I can respond to a song with movement  I can use simple musical vocabulary to describe music  I can listen and respond to contemporary orchestral music  I can play an instrument game to practise steady beat at changing temp.  I can prepare and improve a performance using movement, voice and  percussion  I can use instruments expressively  I understand notation | **Storytime**  I can discuss basic musical terms – fast, slow, loud, quiet  I can play fast, slow, loud and quiet  I can create music that matches an event in a story  I can rehearse and perform with others  I can learn new songs and chants.  I can combine sounds to create a musical effect  I can explore voices to create descriptive musical effects  I can combine sounds to create a musical effect  I can perform to an audience | **Our School(year1)/**  **Our land (year2)**  I can explore different sound sources and materials  I can analyse the dynamics and duration of sounds  I can create two contrasting textures  I can interpret sounds and explore instruments  I can create a soundscape as part of a song performance  I can explore timbre and texture to understand how sounds can be descriptive  I can create and perform descriptive instrumental music inspired by British myths and legends  •I can listen to and identify contrasting sections of descriptive music  I can identify ways of producing sounds  •I can listen to, and evaluate composition |
| **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  I understand my rights and responsibilities within our Learning Charter  Year 2  I can identify some of my hopes and fears for this year  I understand the rights and responsibilities for being a member of my class and school  I can make my class a safe and fair place  I can listen to other people and contribute my own ideas about rewards and consequences  I understand how following the Learning Charter will help me and others learn  I can recognise the choices I make 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.    Year 2  I am starting to understand that sometimes people make assumptions about boy and girls (stereotypes)  I understand that bullying is sometimes about difference  I can recognise what is right and wrong and know how to look after myself | 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.  I can tell you how I feel when I succeed and how I celebrate this  Year 2  I can choose a realistic goal and think about how to achieve it  I can persevere when I find tasks difficult  I can recognise who I can and can’t work with  I can work co-operatively in a group and create an end product  I can explain some ways I can work co-operatively in a group  I know how to share success with others | 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  I know how to keep safe when crossing the road, and about people who can help me to stay safe  I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy  Year 2  I know what I need to keep my body healthy.  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  I understand how medicines work in my body and how important it is to use them safely  I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy  I can decide which foods to eat to give my body energy  I can make some healthy snacks and explain why they are good for my body | 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  I can tell you why I appreciate someone who is special to me  Year 2  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  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  I can identify some of the things that cause conflict with my friends.  I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret  I recognise and appreciate people who can help me in my family, my school and my community  I can express my appreciation for the people in my special relationships | 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  I understand that every time I learn something new I change a little bit  I can tell you about the change that have happened in my life  Year 2  I can recognise cycles of life in nature  I can tell you about the natural process of growing from young to old and understand that this is not in my control  I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old  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  I understand there are different types of touch and can tell you which ones I like and don’t like  I can identify what I am looking forward to when I am in Y3 |
| **PE Spiral**  **(Year 1 curriculum)** | Fitness circuit: I can take my own pulse to check my heart rate and recognise what happens when I am tired.  Slam ball: I can touch opposite hand to foot (both sides)  End zone games: I can balance on all fours for 10 seconds.  Dodgeball: I can hop on 1 leg on the spot 10 times (both sides)  Ball games: I can kick a static football (with both feet) to a partner 5 metres away.  Throwing and catching: I can understand how to roll a ball to a partner at different speeds.  Rugby: I can travel using side steps on both sides. | Hockey: I can carry a rugby ball, basketball, hockey stick and a football safely and appropriately.  Football: I can run and kick a ball from a cone with right and left foot 10 metres.  Tennis: I can balance a beanbag on a plastic tennis racket, right and left hand and run through a 15 metre zig zag circuit.  Basketball: I can throw a ball to a partner using an underarm throw.  Netball: I can catch a beanbag at a variety of heights, feet, waist, above head etc…  Dodgeball: I can anticipate, dodge and evade others coming in opposite directions.  Game day: I can perform a wide range of skills in competitive game situations. | Bench ball: I can receive a bean bag.  Gymnastics: I can identify right and left hand and right and left foot.  Gymnastics: I can bring my arms up when balancing.  Dance: I can increase the tempo of my dancing in time with a change in speed of rhythm.  Dance: I can perform claps in time with a musical beat.  Dodgeball: I can kneel down, balance a bean bag on my hand and on a plastic tennis racket in each hand with a straight arm for 10 seconds. | Small sided cricket: I can throw a ball over arm with both left and right hand.  Rounders: I can balance a beanbag on my head and a bean bag on a plastic racket and walk 5 metres.  Rounders: I can catch a bean bag standing on one leg (both sides)  Small sided cricket: I can bounce a tennis ball and catch it with one hand (both hands)  Tennis: I can strike a bouncing sponge ball with my hand (both sides)  Game day: I can perform a wide range of skills in competitive game situations. | End zone games: I can move to receive a thrown beanbag and hold hands ready in cup position.  Throwing and catching: I can move to get in line to receive a rolled ball.  Running: I can set off running from an all fours position.  Jumping: I can perform a standing jump off two feet and land on two feet.  Jumping: I can run and jump over a number of hurdles/obstacles in a relay race.  Throwing and catching: I can change how I throw a ball at targets 2m, 4m and 6m away. | Game day: Primary skills test lesson  Rugby: I can pass a ball to someone behind me, by swivelling at the waist.  Fitness circuit: I can jump off two feet and land on one foot (both left and right)  Cricket: I can stand on one leg for 5 seconds (on both sides) with eyes closed and finger on nose.  End zone games: I can exert pulling force on a hula hoop with a partner whilst standing on one leg (both sides)  Outdoor and adventurous: I can run continuously for 30 seconds.  Outdoor and adventurous: I can get body in a start position and start running on command, ready; steady; go. |
| **RE** | **Which books and stories are special?**  I can talk about why some books are special and discuss how holy books are treated with respect.  I can find out about the Bible and how it is treated.  I can find out about the Qur’an and how it is treated.  I can explore and ask questions about the meanings of stories.  I can explore and ask questions about the meanings of stories  I can retell morals from stories.  I can explain how they can make a difference in my life by following examples from stories. | **How do we celebrate special events?**  I know what celebration means and can express how celebrations make me feel. I understand why saying thank you is important.  I know that festival days are celebrated by followers of religions.  I understand about the kind of gifts that are given at Harvest Festivals.  I know the festival of Ramadan is important to Muslims and can discuss Eid.  I can help design and participate in a class celebration. I can share ideas about thankfulness. | **What does it mean to belong to a church or mosque?**  I know what it means to belong. I can recognise and talk about some Christian and Muslim symbols.  I can discuss what makes a place special. I know that a church is a special place for Christians and a mosque is a special place for Muslims.  I understand that Sunday is a special day for Christians, when they meet together as a community.  I know what some Christians do at church to show they belong.  I can discuss why Muslims wear special clothes to go to Mosque. I can talk about why and how Muslims pray.  I can discuss what we might see in a church or mosque. I can discuss why people want to belong to the church / mosque. | **How and why do we care?**  I can identify people I care about. I understand ways in which people care for others.  I can listen to stories that encourage caring and explore ways people follow these examples.  I can listen and ask questions about Muslim stories about caring.  I can share ideas about how I can care for others | **Who brought messages about God and what did they say?**  I understand how a person who brings us a message brings information from someone who cannot speak to us directly.  I can recall religious stories and discuss what a prophet is.  I can retell a bible story using pictures/role-play/words. (Delete as appropriate).  (Jonah or Daniel).  I know what it means to trust someone. I can retell the story of Abraham and Isaac using words/pictures/role-play. (delete as appropriate).  I understand what is means to make choices and how our choices are important and can affect us or others in the future. | **Who brought messages about God and what did they say? (Continued).**  I can retell the story of Isaac and Jacob using words/ pictures/role-play. (Delete as appropriate).  I understand why it is good to forgive. I can retell the story of Joseph using words/pictures/role-play. (Delete as appropriate).  I understand what a promise is. I can retell the story of Noah using words/pictures/role-play.  ***(Last two lessons are about the story of Jesus being born – this has been left out as all should have been covered during the nativity coverage)***  ***You may wish to discuss with the class that Jesus’ birth was prophesised and many spread the special messages about how he was to come. Angel Gabriel was one.*** |