

Year R / 1 / 2 Long term plan- Cycle 1 Overview 2016-2017

TERM	AUTUMN 1ST	AUTUMN 2ND	SPRING 1 ST	SPRING 2 ND	SUMMER 1 ST	SUMMER 2ND
TOPIC THEME OVERVIEW	Rainforest	Fire! Christmas	Pirates	Titanic	In the Garden	Back in Time
NUMBER OF WEEKS	3 days + 6 weeks	7 weeks	4 days + 6 weeks	6 weeks	5 weeks	7 weeks
TO BOOK/ORGANISE	<i>Living Rainforest trip, coach YR Marwell trip? Visit of snake to school?</i>	<i>Fire crew from Fire station? Decide upon Nativity</i>		<i>Book Titanic box from Seacity museum Seacity museum trip, coach</i>	<i>Look into butterflies hatching set Itchen Valley trip? or Hilliers?</i>	<i>Victorian artefacts box from Hampshire Wardrobe - book early for first week of term Manor Farm trip, including school room experience</i>
BRITISH/SCHOOL CELEBRATIONS	Sponsored Sports - whole school Harvest	Bonfire night (5th Nov) Remembrance day (11th Nov) Christmas (Link: R.E.)	How did you celebrate Christmas? Chinese new year Shrove Tuesday		Grounds Day	
HOOK	Clues left by a different animal each week.	Joint-Christmas - Mrs Baines asks us in Blue and Yellow classes to work together to put on the Christmas play for parents, to tell the Christmas story	Dress up as a pirate day to launch topic			What is this? artefacts box without labels to find out about
OUTCOME	Explorers day. Chn to present their documentary to parents. Each group to have a different animal.	Christmas - the KS1 Christmas production	A treasure hunt with map and clues		The Ugly Bug Ball - dressing up as creatures, making bug juice and caterpillar cakes	Victorian museum - toys, daily life, seaside - for parents to visit
FIRST HAND EXPERIENCES/TRIPS	Trip to 'The Living Rainforest', Newbury (Y1&2) Snake to visit school?	Bonfire during Forest School session on field? Setting fire to cardboard box houses on playground to imitate GF of London	Dressing up day	Trip to Seacity museum, Southampton? Borrow Titanic box from museum	Butterflies hatching? Minibeast bug hunt on school field/Itchen Valley bug hunting trip	
ROLE-PLAY	Rainforest/jungle area	Blue - emergency services doctor's surgery, fire station, police station Yellow - the bakery in London	Pirate ship/desert island	Blue - forms of transport (boat, bus, train, aeroplane)	Field observation station - clipboards, magnifiers, info books	Victorian school room/ Victorian kitchen/home

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			where fire started?					
PRIME	PSED	Making relationships	YR: Create opportunities for small groups of children to communicate.	YR: Encouraged to initiate conversations.	YR: Play cooperatively taking turns. Take account of one another's ideas about how to organise activities.	YR: Take steps to resolve conflict with other children by finding a compromise. Explain own knowledge and understanding.	YR: Attends to, and takes account of what others say. Ask appropriate questions and respond to the questions of others	YR: Learn to show sensitivity to others needs and feelings.
		Self-confidence and self-	Encourage independence to select and use a range and of activities and resources.	Confident to speak to others about own needs, wants, interests and opinions. Communicate freely about own home and community.	Encouraged to try new activities Express opinions about why they like some activities more than others.	Describes self in positive terms and talk about abilities.	Confident to speak to others about own needs, wants, interests and opinions.	Learn to speak confidently in a group and talk about their ideas.
		Managing feelings and behaviour	Encourage children to accept the needs of others and take turns and share. Learn the behavioural expectations within the setting.	Understand own feelings and accept the needs of others.	Talk about and express feelings in order to negotiate and solve problems when they arise. Talk about their own and others behaviours and it consequences, knowing that some behaviour is unacceptable.	Begin to negotiate and solve problems, finding compromise.	Understand that their own actions affect other people.	Work as part of a group or class, understanding and following the rules. Adjust own behaviour to different situations and take changes of routine in their stride

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P.S.H.E/ SEAL		<p>SEAL 'New Beginnings' WE'RE ALL STARS!</p> <ul style="list-style-type: none"> Devising a class charter Getting to know each other Problem-solving Looking after each other Happy playtimes Making choices <p>YR: Create opportunities for small groups of children to communicate.</p>	<p>SEAL "Getting on and Falling Out" BE FRIENDLY, BE WISE</p> <ul style="list-style-type: none"> Making friends Falling out with a friend Managing anger Anti-bullying Hazards in the home and fire safety Road safety <p>YR: Encouraged to initiate conversations.</p>	<p>SEAL "It's Good to be Me" DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> Our likes and dislikes Feeling proud Being special Recognising worries Staying calm and relaxed Standing up for myself <p>YR: Take steps to resolve conflict with other children by finding a compromise. Explain own knowledge and understanding.</p>	<p>SEAL "Going for Goals" LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> keeping clean growing and changing families and care Looking after our teeth Staying healthy Setting a simple personal goal <p>YR: Attends to, and takes account of what others say. Ask appropriate questions and respond to the questions of others</p>	<p>SEAL "Relationships" DEAR DIARY</p> <ul style="list-style-type: none"> Asking for help Feeling loved and cared for Managing uncomfortable feelings - proud and jealous Thoughts, feelings and behaviour Dealing with worries Supporting each other <p>YR: Play cooperatively taking turns. Take account of one another's ideas about how to organise activities.</p>	<p>SEAL "Changes" JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> Listening effectively Expressing opinions Knowing right and wrong Needs of living things Developing responsibility - looking after animals Who else looks after animals? <p>YR: Learn to show sensitivity to others needs and feelings.</p>
	YEAR R/1/2: P.E.	YR - GYM:BEAM DANCE: GAMES:	DANCE: GAMES:	GYM: GAMES:	GYM: GAMES:	GAMES: Athletics x2	GAMES: Rounder's x2
SPECIFIC	VISUAL LITERACY			Swashbuckle - cbeebies?	Clips of Titanic documentaries		
	PHONICS	Year 2: Letters and Sounds Phase 6 Year 1: Letters and Sounds Phase 4/5 Year R: Letters and Sounds Phase 1-2	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 2-3	Year 2: Letter and Sounds Phase 6 Year 1 Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 3	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and sounds Phase 3	Year 2: Letter and Sounds Phase 6 Year 1: Letters and Sounds Phase 5 Year R: Letters and Sounds Phase 3	
	CLASS BOOKS Blue						
	CLASS BOOKS Yellow						

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<p>ENGLISH Year R/1</p>	<p>Genre and form: Non-fiction: Labels, lists and captions (1 week) Purpose: Describe and Inform Suggested final written outcome:</p> <p>Genre and form: Narrative : Stories from other cultures</p> <p>Genre and Form: Stories with predictable phrasing (6 weeks - or 2 + 2 + 2 weeks) Purpose: Entertain Suggested final written outcome : Write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p><i>(RE- 1 English lesson weekly)</i></p>	<p>Genre and form : fictional and non-fictional Seasonal and senses Poetry (2 weeks) Vocabulary building (1 week) <i>Structure- rhyming couplets (1 week)</i> Purpose: Describe and Entertain Suggested outcome 1st week: Read, write and perform free verse 2nd week: Recite familiar poems by heart</p> <p>Genre and Form: Stories with predictable phrasing (2 weeks) Purpose: Entertain Suggested final written outcome : Write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p>Genre and form: Non-fiction: Personal Recount: (1 week). Purpose: Describe and Entertain Suggested final written outcome: Write simple first person recounts based on personal experience of presenting our nativity to the parents using adverbs of time to aid sequencing.</p> <p><i>(RE 1 Week Blocked)</i></p>	<p>Genre and Form: Non-fiction- Instructions (1 week) Purpose: Instruct and Advise: Suggested final written outcome: Following a practical experience, write up the instructions to make a simple invention</p> <p>Genre and form: Non-fiction: Explanation texts stemming from fiction and non-fiction texts about Titanic/ships (2 weeks) Purpose: Inform and explain Suggested final written outcome:</p> <p><i>(RE- 1 English lesson weekly)</i></p>	<p>Genre and form: Narrative: Contemporary fiction – stories reflecting children's own experience (2 weeks) Purpose: Entertain and Inform Suggested Final Written Outcome: Write a series of sentences to retell events based on personal experience.</p> <p>Genre and Form: Narrative non-fiction: (2 weeks) Purpose: Inform, Describe, Explain Suggested final written Outcome: A simple non- chron report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</p> <p>Genre and form : fictional and non-fictional Dinosaur Poetry (2 weeks) Vocabulary building (1 week) <i>Structure- rhyming couplets (1 week)</i> Purpose: Describe and Entertain Suggested outcome 1st week: Read, write and perform free verse 2nd week: Recite familiar poems by heart</p> <p>Site of application writing: "Take one book" (1week) One (or more) written outcomes, linked with fiction/nonfiction modules already covered during the term</p> <p><i>RE Blocked (4 days Easter)</i></p>	<p>Genre and form: Narrative: Contemporary fiction – stories reflecting children's own experience (2 weeks) Purpose: Describe and Explain Suggested Final Written Outcome: Write a series of sentences to retell events based on personal experience.</p> <p>Genre and Form: Narrative non-fiction: Report (2 weeks) Purpose: Inform or Advise. Describe or Explain Suggested final written Outcome: A simple non- chron report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general</p> <p>Genre and Form: Non-fiction- Instructions (2 weeks) D&T link Purpose: Instruct and Advise Suggested final written outcome: Following a practical experience, write up the instructions to make a simple recipe (D&T Link)</p> <p><i>(RE- 1 English lesson weekly)</i></p>	<p>Genre and form : fictional and non-fictional Football Poetry / poetry appreciation (2 weeks) <i>Vocabulary building (1 week)</i> Take one poet – poetry Appreciation (1 week) Purpose: Describe and Entertain. Suggested outcome 1st week: Read, write and perform free verse 2nd week: Personal responses to poetry. Recite familiar poems by heart</p> <p>Genre and Form: Non-fiction- Instructions (2 weeks) D&T link Purpose: Instruct and Advise Suggested final written outcome: Following a practical experience, write up the instructions to make a simple recipe (D&T Link)</p> <p>Genre and form: Variety from across the year including Narrative: Purpose: Entertain, instruct, inform, persuade Suggested final written outcome: Write a re-telling of a traditional story.</p> <p><i>(RE- 1 English lesson weekly)</i></p>
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<p>Writing /English across the curriculum</p>	<p>Science: Rainforest animals- in groups- describe and inform/Reports as tv broadcast or documentary/diary RE-1 session a week- applied English + cross curricular opportunities</p>	<p>Science- History- Inform- Poster/ diary- Guy Fawkes-Gunpowder plot RE Blocked (1 week Christmas)- Inform: Dramatic Play, Narrative: Painting/ note/message from angels.</p>	<p>RE-1 session a week- applied English + cross curricular opportunities</p>	<p>History: diary accounts/reports/newspaper entries about events on Titanic RE Blocked (1 week Easter)</p>	<p>RE-1 session a week- applied English + cross curricular opportunities</p>	<p>RE-1 session a week- applied English + cross curricular opportunities</p>
<p>ENGLISH Year 2</p>	<p>Adventure stories Fact files about Knights / Castles Descriptions Letters Diaries</p>	<p>Poems Play scripts Stories Sequencing Stories</p>	<p>Non-Fiction Leaflets Fact-files Posters Non-chronological Reports</p>	<p>Leaflets Stories Comic book strips Letters (To children in Africa)</p>	<p>Non-Fiction Leaflets Fact-files Posters Non-chronological Reports Explanations</p>	<p>Non-fiction: Information about Durley / comparisons. Explanations</p>
<p>MATHS UNITS Year R</p>	<p>Week 1: Baseline Week 2: Baseline Week 3: Baseline Week 4: Counting Week 5: Counting Week 6: 2D shape and position Week 7: Repeating patterns Week 8: Counting</p>	<p>Week 1: Addition Week 2: Counting Week 3: Measures (length) Week 4: Measures (Height) Week 5: Shape Week 6: Money Week 7: Time</p>	<p>Week 1: Counting Week 2: Counting Week 3: Shape and Space/Data Week 4: Adding Week 5: Pattern Week 6: Adding</p>	<p>Week 1: Counting on Week2: Measures (weight) Week3: Shape and Space Week4: Counting and comparing Week5: Money</p>	<p>Week 1 : Time Week 2: Counting Week 3: Counting addition Week 4: 2D shape/data handling Week 5: Addition/subtraction Week 6: pattern Week 7: Addition subtraction</p>	<p>Week 1: Counting Week 2: Measures (capacity) Week 3: Counting /comparing numbers Week 4: 3D shape Week 5: Direction Week 6: Money Week 7: Time</p>
<p>MATHS UNITS Year 1</p>	<p>Week 1: Number and Counting Week 2: Number and Place Value Week 3: Number and Place Value Week 4: Length, Mass, Weight Week 5: Addition and Subtraction Week 6: Addition and Subtraction Week 7: 2D and 3D shape Week 8:</p>	<p>Week 1: Sequencing and Sorting Week 2: Fractions Week 3: Fractions, Capacity and Volume Week 4: Capacity and Volume Week 5: Money Week 6: Time Week 7:</p>	<p>Week 1: Number and Place Value Week 2: Mass/Weight Week 3: 2D and 3D Shape Week 4: Counting and Money Week 5: Multiplication Week 6: Division</p>	<p>Week 1: Length, Mass/Weight Week2: Addition and Subtraction Week3: Fractions Week4: Position and Direction Week5: Time</p>	<p>Week 1 : Number and Place Value Week 2: Addition and Subtraction Week 2: Addition and Subtraction Week3: Capacity and Volume Week 4: Fractions Week 5: Position, Direction and Time Week 6: 2D and 3D shape Week 7:</p>	<p>Week 1 : Time Week 2: Multiplication and Division Week 3: Subtraction (difference) Week 4: Measurement Week 5: Sorting Week 6: Week 7</p>
<p>MATHS UNITS Year 2</p>	<p>Week 1: Number and Place Value Week 2: Number and Place Value Week 3: Length, Mass, Weight, Week 4: Addition and Subtraction Week 5: Addition and Subtraction Week 6: 2D and 3D shape Week 7: Week 8:</p>	<p>Week 1: Counting , Multiplication and sorting Week 2: Statistics Week 3: Fractions, Capacity and Volume Week 4: Money Week 5: Time Week 6: Week 7:</p>	<p>Week 1: Number and Place Value Week 2: Mass/Weight Week 3: 2D and 3D Shape Week 4: Counting and Money Week 5: Multiplication Week 6: Division</p>	<p>Week 1: Length, Mass/Weight Week2: Addition and Subtraction Week3: Fractions Week4: Position and Direction Week5: Time</p>	<p>Week 1 : Number and Place Value Week 2: Addition and Subtraction Week3: Capacity, Volume and Temperature Week 4: Fractions Week 5: Position, Direction and Time Week 6: 2D and 3D shape Week 7:</p>	<p>Week 1 : Time Week 2: Multiplication and Division Week 3: Statistics including finding the difference. Week 4: Measurement Week 5: Sorting Week 6: Week7:</p>

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<p>RAPID RECALL Year 1</p>	<p>Week1: Adding 0 and subtracting to numbers Week2: Adding 1 to numbers (1more) Week3: 1 less Week 4: Counting on from 1st number Week 5: Counting on from larger number Week 6: Number pairs to 5 Week 7: Number pairs to 6 Week 8: Number pair to 7 Review?</p>	<p>Week1: Number pairs to 8 Week2: Number pairs 9 Week3: Number pairs to 10 Week 4: Adding 10 to numbers Week 5: Adding Doubles to 10+10 Week 6: Addition breaking up numbers Week 7 Addition using Number Bonds (part 1)</p>	<p>Week1: Addition using Number bonds (Part 2) Week2: Adding 9 (add 10-1) Week3: Adding 8 (add 10 -2) Week 4: Adding multiples of 10 Week 5: Adding doubles 20+20 Week 6: Finding half (subtracting doubles)</p>	<p>Week1: Subtracting 0 from numbers Week2: Subtracting 1 from numbers (1 less) Week3: Subtracting 10 from numbers Week 4: Subtraction rounding 9 Week 5: Recall names of common 2D/3D shapes</p>	<p>Week1: multiplying numbers by 0 Week2: multiplying numbers by 1 Week3: multiplying numbers by 2 Week 4: multiplying numbers by 5 Week 5: multiplying numbers by 10 Week 6: Time 1 hour before Week 7: Time 1 hour after</p>	<p>Week1: Doubles to 20+ 20 Week2: Halves of even numbers to 20 Week3: number bonds to 10 Week 4: number bonds to 20 Week 5: Days of the week/months of the year Week 6: Add 11 by adding 10 + 1 Week 7: Adding 12 by adding 10 + 2</p>
<p>RAPID RECALL Year 2</p>	<p>Week1:Y1: read and write numbers 1-20 in numerals and words. Y2:Read and write numerals 1-100. Week2: Y1: read and write numbers 1-20 in numerals and words. Y2:Read and write numerals 1-100. Week3: Y1:Understand and use ordinal numbers. Y2:Recognise the place value of each digit in a 2 digit number. Week 4: Y1: Know all pairs of numbers that total 10. Y2:Know all pairs of numbers the total 10. Week 5: Y1: Know all pairs of numbers that total 20. Y2: Know all pairs of numbers that total 20. Week 6: Y1: Even numbers end in 0,2,4,6,8 and odd numbers end in 1,3,5,7,9 Y2:Recall addition facts to 20 fluently. Week 7: Y1:Double all numbers to 10. Y2:Even + Even = even odd+odd=odd</p>	<p>Week1: Y1: Double all numbers to 20. Y2:Doubles of all multiples of 5 up to 50. Week2: Y1: Recognise a half as one of 2 equal parts of an object, shape of quantity.Y2: Halves of even numbers to 20 Week3: Y1: Recognise a quarter as 1 of 4 equal parts of an object, shape or quantity. Y2: Multiplication and division facts for 2, 5, 10 times table. Week 4: Y1: Name common 2D shapes. Y2: Recognise odd and even numbers. Week 5: Y1:Name common 3D shapes. Y2: Recognise $\frac{1}{2}$ $\frac{1}{3}$ of shapes amounts. Week 6:Y1:Know half quarter and three quarter turns. Y2: Recognise equivalence of $\frac{1}{2}$ $\frac{1}{4}$</p>	<p>Week1:Y1: Recognise value of coins and notes. Y2: Recognise properties of 2D shapes (symmetry). Week2: Y1: Recognise coins and notes. Y2:Identify properties of 3D shapes. Week3:Y1: Know days, weeks, months and years. Y2:Know half and quarter turns. Week 4:Y1: Tell the time on the hour and half past. Y2: Know clockwise and anti-clockwise. Week 5:Y1: Tell the time on hour and half hour times Y2: Tell the time to 5 minutes. Week 6: Y1: Odd and even numbers. Y2: Tell the time to 5 minutes.</p>	<p>Week1: Y1: Double all numbers to 10. Y2: Know number of minutes in an hour and number of hours in a day. Week2:Y1: Double all numbers to 20. Y2: Know that: 100 cm = 1m 1000g = 1kg 1l = 1000ml Week3:Y1: Recognise half. Y2: Doubling numbers. Week 4: Y1: Recognise quarter. Y2: Halving numbers. Week 5: Y1: Name common 2D shapes. Y2: Multiplication and division fact 2, 5, 10.</p>	<p>Week1: Y1:Name common 3D shapes. Y2: odd and even numbers. Week2: Y1: Know half and quarter turns. Y2: Recognise $\frac{1}{2}$ $\frac{1}{4}$ Week3: Y1: Recognise value of coins and notes. Y2: Recognise properties of 2d shapes. Week 4: Y1: Know days, weeks, months, years. Y2: Identify properties of 3D shapes. Week 5: Y1: Tell the time to an hour and half past. Y2: Know half and quarter turns.</p>	<p>Cover things children are unsure on.</p>

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SPECIFIC	THE WORLD	PEOPLE AND COMMUNITIES	<p>Show an interest in the lives of people who are familiar to them. *Family photo books in class, All about me books. Know some things that make them unique. *Class welcome board/Create portraits. Birthdays Begin to know about communities and traditions</p>	<p>Remember and talk about significant events in their own experience. Recognise and describe special times or events for family and friends. *Talking circle, wow cards, Birthdays, Home-school books? Begin to know about communities and traditions.</p>	<p>Begin to know about and recognise similarities and differences between themselves and others among family communities and traditions.</p>	<p>Be sensitive to the knowledge that we don't always enjoy the same things. *What is your favourite? Link to maths: Make graphs to compare. *Easter (Link: R.E) Show an interest in different occupations and ways of life. *People who help us (link: P.S.H.E)</p>	<p>Talk about past and present events in their own lives and in the lives of family members. *What did you do at the weekend? *Special events from home *My special people</p>	<p>Talk about past and present events in their own lives and in the lives of family members. *Talk about events happening in school (New classes, leavers service, concerts)</p>
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		GEOGRAPHY	<p><u>Locational Knowledge</u> Name and locate the world's seven continents and 5 oceans</p> <p><u>Human and Physical Geography</u> Use basic geographical vocab to refer to key physical features including coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p><u>Human and physical Geography</u> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the countries, continents and Oceans studied</p> <p><u>Place knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting area of a non-European country (rainforest compared to where we live)</p>	<p><u>Geographical skills and fieldwork</u> Devise a simple map and use and construct basic symbols in a key features (fictional map)- links to map (Vocab link)</p> <p><u>Locational Knowledge</u> Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p><u>Human and Physical Geography</u> Key human features including city, town, village, factory, farm , house, office, port , harbour, shop</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the UK and its countries. Use simple compass directions N,S,E,W and locational and directional language to describe the location of features and routes on a map</p>	<p><u>Locational Knowledge</u> Name and locate the world's seven continents and 5 oceans Name locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Use simple compass directions N,S,E,W and locational and directional language to describe the location of features and routes on a map</p>	<p><u>Human and physical Geography</u> identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the north and south poles</p> <p><u>Geographical skills and fieldwork</u> Use Ariel photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	
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		HISTORY		<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Guy Fawkes/ Remembrance day</p>		<p>Significant historical events, people and places in their own locality. (Titanic) The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
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SCIENCE YEAR 1 & 2	<p><u>Y1 Animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><u>Y2 living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><u>Y1 Seasonal changes</u> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. (To be revisited every season-forest school)</p>	<p><u>Y1 Materials</u> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><u>Y1 Materials continued</u> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Y2: Uses of everyday materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><u>Y1 Animals</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <u>Plants</u> Y1: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Y2: Identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><u>Y2 living things and their habitats</u> Explore and compare the differences between things that are living, dead, and things that have never been alive 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 Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><u>Y1 Humans DISCRETE</u> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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			<p>Discuss and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talk about why things happen and how things work.</p>	<p>Develop understanding of changes over time and talk about why it happens.</p> <p>Observe seasonal changes decaying leaves, dying plants etc.</p> <p>Look closely at similarities and differences, patterns and change.</p> <p>Observe a selection of leaves over time and record changes, using our senses</p>	<p>Look closely at similarities and differences, patterns and change.</p> <p>*Sort and describe different materials</p> <p>*Water and ice experiments / Clay/ Noodles/ Cakes/ Jelly/ Butter/ Whisk bubbles</p>	<p>Talk about why things happen and how things work.</p> <p>Look closely at similarities and differences, patterns and change. Talk about the changes.</p> <p>Look for signs of spring</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>LINK TO P.D: know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p>	<p>Make observations of plants and animals and explain why some things occur.</p> <p>Talk about the changes.</p> <p>Show care and concern for living things and the environment</p> <p>Plant seeds. Observe plants growing</p> <p>Bug hunts.</p>	
		Y1	<p>Internet safety - How to be safe on the internet.</p> <p>Simple word processing skills.</p>					
		Y2	<p>Internet safety - How to be safe on the internet. Word processing skills - using technology to purposefully create, organise, store, manipulate and retrieve digital information.</p>					
SPECIFIC	EXPRESSIVE ARTS	ART	<p>Textiles: Weaving, plaiting, twisting (jungle vines!)</p> <p>Painting</p> <p>Printing</p>	<p>Painting</p> <p>Drawing</p> <p>Textiles (Dip dye)</p>	<p>Painting</p> <p>Sculpture (card/reclaimed)</p>	<p>Sculpture (card/reclaimed materials)</p> <p>Digital media</p> <p>Painting</p> <p>Printing</p>	<p>Digital media</p> <p>Drawing</p> <p>Sculpture (clay)</p> <p>Textiles (sewing/joining)</p>	<p>Drawing</p> <p>Painting</p> <p>Printing</p>
		ARTISTS						

Year R / 1 / 2 Long term plan- Cycle 1 Overview 2016-2017

		D&T	<p><u>Mechanics</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><i>Make an animal that slides or pops out of the Rainforest!</i></p>	<p><u>Textiles</u> Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p><i>Make a Christmas tree decoration (eg star, tree, stocking).</i></p>	<p><u>Textiles</u> Shape textiles using templates. Join textiles using running stitch.</p> <p><i>Make a pirates flag or eyepatch?</i></p>	<p><u>Materials</u> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><i>Make a model of the Titanic, finishing to show detail.</i></p>	<p><u>Food</u> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. <i>Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</i></p> <p>Use home-grown ingredients to prepare healthy snacks</p>	<p><u>Construction</u> Build structures, exploring how they can be made stronger, stiffer and more stable <i>Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products</i></p> <p><i>Join 4 pieces of square dowel to make a picture frame, to hold a 'Victorian' style black and white silhouette of self.</i></p>
		MUSIC	Y1/2's: Listen to me - Africa Drumming		Y1/2's: Listen to me - Ukelele		Y1/2's: Listen to me - vocal	
			YR Music	YR Music:	YR Music	YR Music	YR Music	YR Music
R.E			THANKING (Bread as a symbol - Harvest) Weekly	CELEBRATING BIRTHDAYS (Jesus' birthday) Blocked	CREATION STORIES Weekly	WELCOMING (Palm Sunday and Easter) Blocked	STORIES JESUS TOLD Blocked	SPECIALNESS (special books including bible and Torah) Weekly