

Year R/1/2 Long term plan – 2020-2021
(Cycle 2)

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Transport (7wks)	Traditional Tales (8wks)	Walking with Dinosaurs (6wks)	Knights and Castles (6wks)	The circus is in town (5 wks)	Secret Garden (birds and bugs) (7wks)
Trips	Watercress line (end of sept)	Visit from Story teller/theatre production	Visit from Mini Professors.	Portchester Castle (Open April – October)		Hawk conservancy
Hook	Set up the classroom as inside of an airplane. Children arrive at school, given a boarding pass that they can hand over to a member of cabin crew. They will choose their holiday destination and enjoy some entertainment.	Teachers dressed as a character from traditional tale.	Mini Professors – Dinosaur workshops Dinosaur on the playground.	Letter from the Queen is delivered from the office. She would like to build a new castle and wants their help to know where best to build it, how to keep it safe and who to employ.	Big Top tent on playground or in the classroom. What is it? What might be inside?	Egg incubator. Hatching chicks, monitoring the process and investigating life cycle.
Outcome	Parents in to see our work.	Christmas production	Parents in to share our work.	Dress up day and knights of the round table feast.		Ugly bug ball Parents come in to share work.
Literacy	Stimulus: *Mrs Armitage on wheels *Lighthouse keepers lunch -Narrative -Non fiction -Recounts	Stimulus: *Little Red Riding Hood *Three little pigs *Goldilocks and the three bears -Traditional Tales: Rewritten in point of	Stimulus: *Discover Squad: Dinosaurs *Harry and his bucket full of dinosaurs -Non fiction -Letters/postcards	Stimulus: *Harold and William *The princess knight *Dragons	Stimulus: *We're going to the circus *Nell and the circus of dreams -Narrative -Poetry	Stimulus: *Rainbow bird *Owl babies *Ugly bug ball -Narrative -Non-fiction –

		<p>view of 'baddy'</p> <ul style="list-style-type: none"> -Reports -Recounts -Letter -Recipe writing 		<ul style="list-style-type: none"> -Non fiction leaflets - Recounts -Instructions 	<ul style="list-style-type: none"> -Persuasive writing (posters) 	<p>posters, information books</p>
Geography/ History	<p>History: Changes in living memory. YR: KUW Y1: Recognize the difference between past and present. Y2: Compare photographs of objects or events in the past.</p>	<p>History: Houses and homes long ago. How home life in the past compares to their own. *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Geography: Name and locate characteristics of the 4 countries. * Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city.</p>	<p>History: *Queens: *Lives & times Elizabeth I, Victoria and Elizabeth II Significant people to compare life at different times Locate each queen's reign/ life on timeline.</p>	<p>Geography: *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage *Look at an aerial shot of a circus and look at what you can see. *Circuses around the world - especially Cirque du Soleil. *Travel - Look at how circuses travel from place to place.</p>	<p>Geography: Where do mini beasts live? YR: Y1: Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river. Y2: Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify and describe what places are like and compare to other places.</p>
longitudinal study: Seasonal changes and weather						
Science		<p>Polar Adventures Everyday materials: plants, animals, inc. humans</p>	<p>Dinosaurs: *Observing closely, using simple equipment.</p>		<p>Living things. *Explore and compare the differences</p>	<p>Animals including humans, habitats. *Identify equipment suitable for</p>

		<p>-arctic animals and their habitats</p> <p>-animals that don't belong in the arctic and what would happen if they did</p> <p>-insulation and keeping warm</p> <p>-freezing and melting</p>	<p>*Using their observations and ideas to suggest answers to questions.</p> <p>*Looking at what dinosaurs ate, how they moved and their similarities and differences.</p>		<p>between things that are living, dead, and things that have never been alive</p>	<p>identifying and collecting mini beats.</p> <p>*Learn about different animals found in different habitats.</p> <p>*Look at how animals in different areas suit different habitats.</p> <p>Plants:</p>
<p>ART/DT (Artists)</p>	<p>Joan Miró Sculptures.</p> <p>YR: handling, feeling and enjoying manipulating materials.</p> <p>Y1: Pinch and roll clay.</p> <p>Y2: Look at the work of sculptors. Shape and form malleable materials.</p>	<p>Moving Pictures.</p> <p>YR: Uses leavers or slides in their work.</p> <p>Y1: Select tools, equipment to cut, shape, join and finish. Uses leavers or slides in their work.</p> <p>Y2: Describe their design by using pictures. Join things together in different ways. Uses leavers or slides in their work.</p> <p>Cooking: Gingerbread men</p>	<p>Drawing.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture,</p> <p>YR: Begin to use a variety of drawing tools.</p> <p>Y1: Observe anatomy of dinosaurs .line, shape, form and space. Extend the variety of drawing tools.</p> <p>Y2: Observe anatomy of dinosaurs.</p> <p>Discuss use of shadows and light and dark when using different drawing mediums.</p>	<p>Textiles.</p> <p>YR: EAD</p> <p>Y1: Handling, manipulating and enjoying using materials. Use materials to make known objects for a purpose. To know how textiles create things.</p> <p>Y2: Use large eyed needles for running stitches. Start to explore other simple stitches.</p>	<p>YR:- Handling, feeling, enjoying and manipulating materials. Shape and model. Constructing, simple symmetry.</p> <p>Yr 1:- Construct, use a modelling media. Awareness and discussion of patterns, symmetry.</p> <p>Yr 2:- Shape and form from observation malleable and rigid materials. Decorative techniques</p>	<p>Dan Mather</p> <p>YR- Print with block colours. Simple collages and explore different textures.</p> <p>Yr 1:- Printing using found materials, string and food. Apply colour with a range of tools.</p> <p>Yr 2:- Print with a growing range of objects. Identify the different forma printing takes. Collage</p>
<p>PSHE</p>	<p>Working well together.</p> <p>Explain why rules are important.</p>	<p>Other people are special too.</p> <p>Talk about their own special people and</p>	<p>Caring for others.</p> <p>Show a willingness to care about others.</p> <p>Appreciate and want to care for their</p>	<p>Caring for myself.</p> <p>Explain how to keep clean and healthy.</p>	<p>Keeping safe.</p> <p>Rules for, and ways of, keeping safe, including basic road safety, and about</p>	<p>Looking forward.</p> <p>Name positive qualities about themselves.</p>

	Share and take turns. Co-operate with others in group or class activities.	what makes them special. Understand that other people have feelings too.	classroom, school and school grounds.	Why some substances should only go into or onto the body. Describe why we need medicines and that these are all drugs.	people who can help them to stay safe.	Recognise and name a number of emotions. Demonstrate a positive self image.
Computing	*Continue to develop their familiarity with a computer and keyboards *Continue to develop their skills in using a mouse and/or trackpad to control a computer/laptop. *Begin to develop their typing speed, using a range of games and programs in school. Children should also be encouraged to play these games at home.	*To understand that information comes from different sources e.g. books, web sites, TV etc * Explore a range of control toys and devices * To continue to develop typing speed and accuracy to enable independent and efficient access to a computer. *To understand the purpose of, and begin to independently use a range of different technology.	* Continue exposure to a range of technology, including cameras, tablets, microphones/recording devices and computers. * Begin to understand that computers use icons, menus, hyperlinks to provide information and instructions e.g. Select a specific part of the CBeebies site to find an activity	* Word process work, changing the font, font size, colour and adding images and using text boxes, word art, and cut, copy and paste ensuring they can save and load their work. * Explore an on screen turtle navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions.	* Begin to create their own branching database using ICT, identifying objects using yes or no questions.	* Create basic presentations (for example using Microsoft PowerPoint) changing the layout of slides and adding images and sound.
RE	What do Christians believe God is like? Christians believe	To recognise that light is used as a religious symbol. Focus on	Symbols (salvation) Why do Christians put a cross in an Easter	Understanding that Jesus is special to Christians.	Specialness focus on special food. Links to the last	Gospel – (Good news, Jesus a friend to the poor) Why

		God is loving, kind, fair and forgiving and also Lord and King.	Diwali and Hannukah. How is a Christingle used as a symbol of light?	garden? What does the cross mean to Christians?	Identify people who are believed to be special by many people.	supper and other faiths who have special food.	does friendliness matter to Christians? What is the good news Jesus brings?
Music	R	Special people (ME) + topic related songs/ideas	Stories and sounds (ME) + topic related songs/ideas	Working world (ME) + topic related songs/ideas	Going places (ME) + topic related songs/ideas	Moving patterns (ME) + topic related songs/ideas	Our senses (ME) + topic related songs/ideas
	1/2	Bamboo Tamboo Recognise, respond to and distinguish between steady beat and rhythm pattern and how they fit together.		Ukulele Explore different ways of playing ukulele to make different timbres.		Voice Respond to, recognise and identify higher and lower sounds and the general shape of melodies and begin to explore different scale patterns.	
PE		Gymnastics	Dance		Gymnastics	Sports Day	