

Year R/1/2 Long term plan – 2017-2018

(Cycle 2)

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me (7wks)	Traditional Tales (7wks + 5 days)	Superheroes (5wks + 2 days)	Farm (5 wks + 4 days)	Food (6 wks)	Seaside (7wks)
Trips		Story teller/theatre production	Visit from 'real life hero'	Long down/Finkley farm		Beach trip
Hook	Special boxes – what does it tell us about the person	Teachers dressed as a character from traditional tale.	Real hero – paramedic in to class.	Egg/animal prints in class.	Parents to come in and share food from their country.	Beach scene / role-play set up.
Outcome	Parents in to see our work.	Christmas production	Dressing up superhero day.	Hatched chicks.	Café for parents to sample food we make.	Visit to beach.
Phonics Using Letters and sounds/LCP planning	R- Phase 1/2	R – Phase 2/3	R – Phase 3		R-Phase 3/4	
	Y1-Recap phase 3	Y1- Phase 4/5	Y1-Phase 5			
	Y1 – 4/5	Y1- 5				
	Y2-Phase 6					
English Reading Scheme using coloured book bands	-Stories in a familiar setting.	-Traditional Tales -Reports -Letter -Instructions	-Recounts -Poetry -Fantasy Stories	-Instructions -Information Texts -Newspaper Report	-Information Texts -Persuasive Text: poster/leaflet	-Stories in a familiar setting -Recount
Geography/History	Geography: Study of the UK and world maps. *Name and locate the world's seven continents and five oceans. *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and	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	History: Life of Mary Seacole. *The lives of significant individuals in the past who have contributed to national and international achievements.	Geography: Comparing the similarities and differences between farming in the UK and in other countries. *Understand geographical similarities and differences through studying the human and physical	Geography: How climate effects the different foods we can grow. Looking at food from around the world. Where does our food come from? *Identify seasonal and daily weather patterns in the United Kingdom and the location of hot	History: Seaside Holidays – Comparisons between holidays in the past and holidays now. * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

	its surrounding seas.			geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	and cold areas of the world in relation to the Equator and the North and South Poles	
Science	<u>Healthy me</u> Animals, inc, humnas NC Year 2 -what humans need for healthy living -looking after myself -keeping fit and exercise -what to eat: food groups/classifying food -trying something new to eat -keeping germs away	<u>Polar Adventures</u> Everyday materials: plants, animals, inc. humans NC Year 1 -arctic animals and their habitats -animals that don't belong in the arctic and what would happen if they did -insulation and keeping warm -freezing and melting	<u>Superhero materials</u> Testing materials -how different objects move -forces used in making something move -comparing and testing different moving toys -making things that move (covered in DT) -changing the shape of objects -comparing wheels and rollers etc	<u>Pets and vets</u> What animals need to stay healthy -learning to look after a living creature -different pet needs -why animals and humans are similar -minibeasts and bugs	<u>Plants and animals</u> -identify and name a variety of wild and garden plants. -identify and name the parts of a plant -compare differences between living and dead plants -identify and name a variety of animals: omnivores, herbivores, carnivores -food chains	<u>Whatever the weather</u> Weather -linked to longitude study -seasonal changes -how the weather affects us and how we live
ART/DT (Artists)	<u>Drawing & Colour:</u> - Portraits (Draw,paint,ICT) (Warhol) <u>Form/Texture:</u> - Clay tile (face,hand,foot) (Picasso)	<u>Materials:</u> Make 3 little pigs house <u>Textiles:</u> Sew Xmas decoration	<u>Mechanisms:</u> Make superhero vehicle <u>Drawing and colour:</u> Painting superhero character and adding to a painted/drawn city scene inspired by Klee	<u>Texture:</u> - Collage pictures (feathers, straw etc) <u>Form:</u> Creating 3D farmyard small world scenes	<u>Drawing/ Form:</u> Drawing still life (Cezanne) Papier mache faces (Archimboldo) <u>Cooking:</u> Food preparation/cooking	<u>Texture:</u> Collage landscapes <u>Printing/Pattern:</u> Exploring natural seaside and manmade objects. Creating miro inspired seaside pictures.
PSHE	SEAL 'New Beginnings' Ealing - WE'RE ALL STARS! - Devising a class charter - Getting to know each other - Problem-solving - Looking after each other - Happy playtimes - Making choices	SEAL "Getting on and Falling Out" Ealing - BE FRIENDLY, BE WISE - Making friends - Falling out with a friend - Managing anger - Anti-bullying - Hazards in the home and	SEAL "Going for Goals" Ealing - LIVING LONG, LIVING STRONG - keeping clean - growing and changing - families and care - Looking after our teeth - Staying healthy - Setting a simple personal	SEAL "It's Good to be Me" Ealing - DARING TO BE DIFFERENT - Our likes and dislikes - Feeling proud - Being special - Recognising worries - Staying calm and relaxed - Standing up for myself	SEAL "Relationships" Ealing - DEAR DIARY - Asking for help - Feeling loved and cared for - Managing uncomfortable feelings – proud and jealous - Thoughts, feelings and behaviour - Dealing with worries	SEAL "Changes" Ealing- JOINING IN AND JOINING UP - Listening effectively - Expressing opinions - Knowing right and wrong - Needs of living things - Developing responsibility - looking after animals

		<p>Ealing - IT'S OUR WORLD</p> <ul style="list-style-type: none"> - The wider community and local democracy - Rules and regulations - Rights and responsibilities - Environmental awareness and sustainability issues 	<p>fire safety</p> <ul style="list-style-type: none"> - Road safety <p>Ealing - SAY NO!</p> <ul style="list-style-type: none"> - Drugs Education: medicines and legal drugs - Drugs Education: illegal drugs and risk-taking behaviour - Feeling safe - Anti-bullying 	<p>goal</p> <p>Ealing - MONEY MATTERS</p> <ul style="list-style-type: none"> - Understanding finance and money - Shopping and budgeting - Risk and debt - Goal-setting 	<p>Ealing - WHO LIKES CHOCOLATE?</p> <ul style="list-style-type: none"> - Fair trade - Globalisation Inequalities - Hunger and poverty - Media and stereotyping 	<ul style="list-style-type: none"> - Supporting each other <p>Ealing - PEOPLE AROUND US</p> <ul style="list-style-type: none"> - Global citizenship - Different identities around the world - Challenging prejudice - Support networks – relationships 	<ul style="list-style-type: none"> - Who else looks after animals? <p>Ealing - GROWING UP</p> <ul style="list-style-type: none"> - RSE: Differences; Growing up; - Puberty & reproduction - Managing change Preparing for
RE		<p>Thanking Bread as a symbol Harvest</p>	<p>Celebration: Jesus' birthday.</p> <ul style="list-style-type: none"> *How do we celebrate birthdays? *When and why do we celebrate birthdays? *What are birthday celebrations for? *How did Christians celebrate Jesus' birthday? 	<p>Creation:</p> <ul style="list-style-type: none"> *Identify and talk about the concept of creation. *Describe the Christian and hindu creation stories? *How important is the creation story? 	<p>Welcoming: Palm Sunday</p>	<p>Story:</p> <ul style="list-style-type: none"> The lost sheep The lost coin The good Samaritan *What can we learn from stories? *What can people learn from stories Jesus told? 	<p>Specialness:</p> <ul style="list-style-type: none"> Special books. *What are our special books? *What can make a book special? *What is the special book for Jews? *Describe ways in which the bible is special for Christians.
Music	R	<p>Special people (ME) + topic related songs/ideas</p>	<p>Stories and sounds (ME) + topic related songs/ideas</p>	<p>Going places (ME) + topic related songs/ideas</p>	<p>Working world (ME) + topic related songs/ideas</p>	<p>Moving patterns (ME) + topic related songs/ideas</p>	<p>Our senses (ME) + topic related songs/ideas</p>
	1/2	Voice		Ukulele			
PE		<p>*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of</p>	<p>*Dance</p> <p>*Hockey</p>	<p>*Team games - Football</p> <p>*Gymnastics</p>	<p>*Team games</p> <p>*Gymnastics</p>	<p>*Team games – Tennis/Rounders</p> <p>*Children explore running, jumping and throwing activities. Experiment with different ways of travelling, throwing</p>	<p>* Orienteering: Children take part in simple orientation activities. Solve problems and physical challenges on their own or in small groups.</p>

	activities				and jumping, increasing their awareness of speed and distance.	
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