

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		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.
Geography	Geog: 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 its surrounding seas.			Geog: 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 of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Geog: 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 and cold areas of the world in relation to the Equator and the North and South Poles	
History		Hist: Houses and homes long ago. How home life in the	Hist: Life of Mary Seacole. *The lives of			Hist: Seaside Holidays – Comparisons

		past compares to their own. *Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	significant individuals in the past who have contributed to national and international achievements.			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.	
Science	Pets and vets	Polar adventures	Materials	Plants, animals	Healthy me	Weather	
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							
RE	Thanking Bread as a symbol Harvest	Celebration: Jesus' birthday. *How do we celebrate birthdays? *When and why do we celebrate birthdays? *What are birthday celebrations for? *How did Christians celebrate Jesus' birthday?	Creation: *Identify and talk about the concept of creation. *Describe the Christian and hindu creation stories? *How important is the creation story?	Welcoming: Palm Sunday	Story: The lost sheep The lost coin The good Samaritan *What can we learn from stories? *What can people learn from stories Jesus told?	Specialness: 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	Special people (ME)	Stories and sounds	Going places (ME)	Working world (ME)	Moving patterns	Our senses (ME)

		+ topic related songs/ideas	(ME) + topic related songs/ideas	+ topic related songs/ideas	+ topic related songs/ideas	(ME) + topic related songs/ideas	+ topic related songs/ideas
	1/2						
PE		*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 activities	*Dance *Football	*Team games - Hockey *Gymnastics	*Team games *Gymnastics	*Team games – Tennis/Rounders *Children explore running, jumping and throwing activities. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.	* Orienteering: Children take part in simple orientation activities. Solve problems and physical challenges on their own or in small groups.