

Year R/1/2 Long term plan – 2019-2020

(Cycle 1)

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhero's (7wks)	Fire! (8wks)	Pirates (6wks)	Rainforest (6wks)	Under the sea (5 wks)	Farm (7wks)
Trips/visitors	Air ambulance Unicorn vets Firemen	Firemen	Victory	Living Rainforest in Newbury		Trip to Manor farm
Hook	Evil pea has captured all the vegetables. Traction Man has visited the classroom.	Bakery – make bread	Find a treasure chest	Monkey in the classroom/banana skins. Clues left by a different animal each week.	Trip to Stubbington Study Centre	Mobile Farm
Outcome	Dress up day. Parents in to see work	Burning Pudding Lane Nativity	Pirate dress up	Explorers day	Parents in to see work	A day in the life of a victorian
English	Texts: - Supertato, Eliot Midnight Superhero, Nat Fantastic Charlie's Superhero Underpants. Traction man -Poetry -Fantasy Stories	Texts: - Vlad & the Great Fire of London Toby & the Great Fire of London. The Great Fire of London. -diary entries -Newspaper reports -shape poetry -Drama/roleplay	Texts: - The Night Pirates. Captain Yellowbelly. A New Home for a Pirate. The Pirates Next Door. The Pirate Cruncher. -labels -posters	Texts: - One Day on our Blue Planet. The Explorer. Pongo. Rainforest Adventure -Information texts -Poster -recount	Texts: - Commotion in the Ocean. A First Book of the Sea. Secrets of the Seashore. Storm Whale Flotsam -poetry -information texts - letters	Texts: - Mrs Wishy Washy All pigs are beautiful. Farmer Duck. Marvin wanted More! -Information Texts -Newspaper Reports -Labels - captions
Geography/ History	History: Life of Mary Seacole and Florence Nightingale. How do their lives influence ours today? *The lives of significant individuals in the past	History: - Great fire of London. How did the fire start? What happened? Where do they think it started? How did they manage to put it out?	Geography: -maps What could we use maps for? What sort of information on maps might be useful?	Geography: - rainforest What is a rainforest? Where are the rainforests? What are the layers of the rainforest?	Geography – oceans What are the 5 oceans called? Where are they? *Name and locate the worlds 5 oceans.	History:-Victorians: - schools and farming What were Victorian schools like? What did the children have to wear?

	who have contributed to national and international achievements.	*significant events beyond living memory	*Maps give us information about places. *Location means where something is. *Maps use symbols to show where certain things are.	*Use world maps, atlases and globes to identify the countries, continents and Oceans studied	*Name and locate the major seas surrounding the UK.	What were their lessons like? *Change within living memory. Comparison of life at different times.
Science	<p>Marvelous materials Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>What happens to different materials when they are heated and cooled – chocolate/bread.</p> <p>What were the houses in 1666 like? What materials were used to build them? Would the fire have spread so quickly if the houses had been made from materials used today?</p> <p>observe changes across the four seasons</p>	<p>Focus on floating and sinking.</p> <p>Make hard tack biscuits observing and discussing changes.</p> <p>How do the ingredients change? What is the mixture like: hard, soft, rough, smooth, opaque or transparent?</p>	<p>All living things and their habitats 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.</p> <p>observe changes across the four seasons</p>	<p>Investigate the differences and similarities between sea creatures. Dear Green Peace story linking in with the environment</p>	<p>What is it like on a farm? Identify animals that live in local environment.</p> <p>Making butter</p> <p>observe changes across the four seasons</p>
ART/DT (Artists)	Andy Warhol pop art superheroes	Develop a wide range of art and design	Sculpture: - Adding and inventing using junk	Focus on the artist William Morris.	J.M.W. Turner – seascapes.	Handling, manipulating

	Create superhero logos	techniques in using colour, pattern, texture, line, shape, form and space. Two different printing techniques to make a Tudor house from the great fire of London. DT – build a Tudor house	models to create islands and treasure boxes. Textiles:- Drawing, painting & masking out, to create a pirate flag.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning. natural and manmade patterns Discuss regular and irregular	Create patterns using different shades of blue. Create an under the sea collage. Use different tools and materials to create a sea animal.	and enjoying using materials. Collage Explore different textures. Create a farm using junk. Collect different textures from around the farm.
PSHE	<p>‘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>‘Who is in charge?’</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>YR: Create opportunities for small groups of children to communicate.</p>	<p>“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>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>“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>“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>“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>

Computing	Understands need to log onto the network using their username. Can switch a computer on and off and log off. Can open and close down software using the start programs menu and short cuts on the desktop.	Can recognise the letters in their name on a computer keyboard and type their name. Can change the text colour/size/font in a basic word package. Can use bold, italic, underline, text alignment and shift to create punctuation appropriately.	Knows and names some devices which need instructions to operate and control them e.g. microwave Program a roamer to find treasure in the classroom. Provide a sequence of instructions for a floor robot. Plan a sequence of instructions to move a floor robot to a designated point incorporating turns .	Use a paint package to draw a picture Combine text and images in simple publishing programs. Can use the flood fill/straight line/spray and geometric shape tools to create pictures and effects purposefully.	Use the internet to view different sites and find information with support. Can use pre-determined internet sites to find information.	Type a story/sentences using appropriate keys in a word processor. Use the search tool to find the answers to simple questions.	
RE	THANKING AND SHARING How and why is harvest celebrated? Sukkot, harvest (LD111)	CHRISTMAS INCARNATION Why does Christmas matter to Christians? (UC)	LOVE What are the most important commandments to Christians and why? (LD111)	EASTER SALVATION Why does Easter matter to Christians? (UC)	STORYTELLING What is a parable? Are there any special stories from other faiths? (LD111)	GOD and CREATION Why is the word God so important to Christians? (UC)	
Music	R	Special people (ME) + topic related songs/ideas	Stories and sounds (ME) + topic related songs/ideas	Going places (ME) + topic related songs/ideas	Working world (ME) + topic related songs/ideas	Moving patterns (ME) + topic related songs/ideas	Our senses (ME) + topic related songs/ideas
	1/2	Voice Respond to, recognise and identify higher and lower sounds and the general shape of melodies and begin to explore different scale patterns.		Ukulele Explore different ways of playing ukulele to make different timbres.		Drums Recognise, respond to and distinguish between steady beat and rhythm pattern and how they fit together.	
PE	Gymnastics	Dance Linked to the great fire of London	Gymnastics	Dance	Sports Day		

