

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)	Story teller/theatre production		Portchester Castle (Open April – October)		Hawk conservancy
Hook		Teachers dressed as a character from traditional tale.	Mini Professors		Big Top tent on playground or in the classroom	
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	-Narrative -Non fiction -Recounts	-Traditional Tales -Reports -Recounts -Letter	-Non fiction -Letters/postcards	-Non fiction leaflets - Recounts -Instructions	-Narrative -Poetry	-Narrative -Non-fiction – posters, information books
Geography/ History	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.	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	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.	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.	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.	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,

					<p>*Circuses around the world - especially Cirque du Soleil.</p> <p>*Travel - Look at how circuses travel from place to place.</p>	<p>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 -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</p>	<p>Dinosaurs: *Observing closely, using simple equipment. *Using their observations and ideas to suggest answers to questions. *Looking at what dinosaurs ate, how they moved and their similarities and differences.</p>		<p>Living things. *Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Animals including humans, habitats. *Identify equipment suitable for identifying and collecting mini beats. *Learn about different animals found in different habitats. *Look at how animals in different areas suit different habitats. Plants:</p>
ART/DT (Artists)	<p>Joan Miró Sculptures. YR: handling, feeling and enjoying manipulating materials. Y1: Pinch and roll clay.</p>	<p>Moving Pictures. YR: Uses leavers or slides in their work. Y1: Select tools, equipment to cut, shape, join and finish. Uses leavers or slides in their work.</p>	<p>Drawing. *To develop a wide range of art and design techniques in using colour, pattern, texture, YR: Begin to use a variety of drawing tools. Y1: Observe anatomy of</p>	<p>Textiles. YR: EAD Y1: Handling, manipulating and enjoying using materials. Use materials to make known objects</p>	<p>YR:- Handling, feeling, enjoying and manipulating materials. Shape and model. Constructing, simple symmetry.</p>	<p>Dan Mather YR- Print with block colours. Simple collages and explore different textures. YR 1:- Printing using found materials, string and food.</p>

	Y2: Look at the work of sculptors. Shape and form malleable materials.	Y2: Describe their design by using pictures. Join things together in different ways. Uses leavers or slides in their work.	dinosaurs .line, shape, form and space. Extend the variety of drawing tools. Y2: Observe anatomy of dinosaurs. Discuss use of shadows and light and dark when using different drawing mediums.	for a purpose. To know how textiles create things. Y2: Use large eyed needles for running stitches. Start to explore other simple stitches.	Yr 1:- Construct, use a modelling media. Awareness and discussion of patterns, symmetry. Yr 2:- Shape and form from observation malleable and rigid materials. Decorative techniques	Apply colour with a range of tools. Yr 2:- Print with a growing range of objects. Identify the different forma printing takes. Collage
PSHE	Working well together. Explain why rules are important. Share and take turns. Co-operate with others in group or class activities.	Other people are special too. Talk about their own special people and what makes them special. Understand that other people have feelings too.	Caring for others. Show a willingness to care about others. Appreciate and want to care for their classroom, school and school grounds.	Caring for myself. Explain how to keep clean and healthy. Why some substances should only go into or onto the body. Describe why we need medicines and that these are all drugs.	Keeping safe. Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.	Looking forward. Name positive qualities about themselves. 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	*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	* 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	* 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	* 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.

		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.	enable independent and efficient access to a computer. *To understand the purpose of, and begin to independently use a range of different technology.	instructions e.g. Select a specific part of the CBeebies site to find an activity	screen turtle navigate it around a course or grid and/or draw shapes by inputting a sequence of instructions.		
RE		CREATION Shabbat What do Jews remember when they celebrate Shabbat?	LIGHT as a symbol of Advent and Hannukah How is a Christingle used as a symbol of light? (UC)	SPECIAL PEOPLE INCARNATION What makes us unique and special? Why is Jesus special to Christians? (UC)	SYMBOLS SALVATION Why do Christians put a cross in an Easter Garden? What does the cross symbolise to Christians? (UC)	STORIES GOSPEL (Good news , Jesus a friend to the poor) What is the good news Jesus brings? (UC)	SPECIALNESS Special food and special places. e.g. In the last supper and in other faiths. (LD111)
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	Sounds Interesting – exploring sounds (ME) What sounds can we hear? How can we make and use sounds expressively?	The long and the short of it – exploring duration (ME) How can we use our voices and instruments to make long and short sounds?	Feel the pulse – exploring pulse and rhythm (ME) What is a beat? How can we differentiate between beat and rhythm?	Taking off – exploring pitch (ME) What is pitch? How can we make sounds higher/lower? How can we use higher/lower sounds?	Rain rain go away – exploring timbre, tempo and dynamics (ME) How can music describe different types of movement?	What’s the score? – exploring instruments and symbols (ME) What sounds can be made by musical instruments? What sounds can we make?

		How can we use sound to describe events, feelings and moods.	How can we create extended sequences combining long and short sounds?	Can we use beat and rhythm to make accompaniments?		How can we use sounds to describe scenes? Can we make our own composition?	How can we use different sounds made on instruments?	
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 activities</p> <p>*Dance (simple movements, balances/body actions, dynamic qualities, link combinations and repetition – themed.)</p>	<p>*Games skills (sending and receiving in a variety of ways with control and accuracy, use hands/feet/apparatus to control equipment individually and with a partner developing control, speed and coordination whilst standing and travelling/on the move.)</p> <p>*Gym (body control, balancing on different body parts, travelling/change shape/level/direction and simple sequences).</p>	<p>*Games skills (sending and receiving with control and accuracy, use hands/feet/apparatus to control equipment whilst standing/travelling.)</p> <p>*Games skills (teamwork and communication, simple tactics and attacking and defending.)</p> <p>*Dance (basic actions, balance on combination of body parts and using different pathways/dynamics and short movement phrases with beginning, middle and end – themed.)</p>		<p>*Games skills (passing skills using different equipment and different parts of the body and striking.)</p> <p>*Gym (body control, balancing on different body parts, travelling/change shape/level/direction and simple sequences – now with small apparatus.)</p>	<p>*Games skills (experience using skills within a game situation and make up games and teach them to others.)</p>	<p>* Orienteering: Children take part in simple orientation activities. Solve problems and physical challenges on their own or in small groups.</p>

