

Year R/1/2 Long term plan – 2018-2019

(Cycle 3)

Term	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Dirty Durley/Where I live (7wks)	Transport Journey to North Pole (8wks)	Knights and Castles (6wks)	Walking with Dinosaurs (6wks)	A bugs life/ugly bug ball (5 wks)	Secret Garden (birds) (7wks)
Trips			Portchester Castle			Hawk conservancy
Hook		Santa visits and needs a new sleigh.		Mini Professors		
Outcome	Parents in to see our work.	Christmas production	Dress up day and knights of the round table feast.	Parents in to share our work.	Ugly bug ball	Parents come in to share work..
Geography/ History	Location study of the school. YR: KUW Y1: Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Y2: Draw own maps of the local area; use and construct basic symbols in a key. *WW1 centenary	Changes in living memory. YR: KUW Y1: Recognize the difference between past and present. Y2: Compare photographs of objects or events in the past.	*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.	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.	Geog. 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.	
Science		Polar animals: Animals that survive in cold climates. *To name carnivores, herbivores and omnivores. *To identify and classify different animals.		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.	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.	Living things. *Explore and compare the differences between things that are living, dead, and things that have never been alive
ART/DT (Artists)	Joan Miró Sculptures. YR: handling, feeling and enjoying manipulating materials. Y1: Pinch and roll clay. Y2: Look at the work of sculptors. Shape and form malleable materials.	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. Y2: Describe their design by using pictures. Join things together in different ways.	Textiles. YR: EAD Y1: Handling, manipulating and enjoying using materials. Use materials to make known objects for a purpose. To know how textiles create things.	Drawing. *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. YR: Begin to use a variety of drawing tools. Y1: Observe anatomy of dinosaurs.	YR:- Handling, feeling, enjoying and manipulating materials. Shape and model. Constructing, simple symmetry. Yr 1:- Construct, use a modelling media. Awareness and discussion of patterns, symmetry.	Dan Mather YR- Print with block colours. Simple collages and explore different textures. YR 1:- Printing using found materials, string and food. Apply colour with a range of tools. Yr 2:- Print with a growing range of objects. Identify the

		Uses leavers or slides in their work.	Y2: Use large eyed needles for running stitches. Start to explore other simple stitches.	Extend the variety of drawing tools. Y2: Observe anatomy of dinosaurs. Discuss use of shadows and light and dark when using different drawing mediums.	Yr 2:- Shape and form from observation malleable and rigid materials. Decorative techniques	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 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.	Caring for others. Show a willingness to care about others. Appreciate and want to care for their classroom, school and school grounds.	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 control a computer/laptop. *Begin to develop their typing speed,	*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.	* 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	* 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	* 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.

		using a range of games and programs in school. Children should also be encouraged to play these games at home.	*To understand the purpose of, and begin to independently use a range of different technology.	by inputting a sequence of instructions.	CBeebies site to find an activity		
RE		What do Christians believe God is like? Christians believe God is loving, kind, fair and forgiving and also Lord and King.	To recognise that light is used as a religious symbol. Focus on Diwali and Hannukah. How is a Christingle used as a symbol of light?	Understanding that Jesus is special to Christians. Identify people who are believed to be special by many people.	Symbols (salvation) Why do Christians put a cross in an Easter garden? What does the cross mean to Christians?	Specialness focus on special food. Links to the last supper and other faiths who have special food.	Gospel – (Good news, Jesus a friend to the poor) Why 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	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	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	Dance	Sports Day	

