

Year R/1/2 Long term plan – 2021/2022

(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 Police Dog Handlers	Firemen	Pirate Workshop visit to school	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 A Superhero Like You -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	History: - Great fire of London. How did the fire start? What happened? Where do they think it started? How did they	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?

	individuals in the past who have contributed to national and international achievements.	manage to put it out? *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>Animals including humans.</p> <ul style="list-style-type: none"> * Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. * Notice that animals, including humans, have offspring which grow into adults. * Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). * Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>STEM</p> <p>“Pumpkins against Poverty”</p> <ul style="list-style-type: none"> * Explore the difference that growing pumpkins can make to the lives of people living in flood affected regions in Bangladesh. It includes finding out about Bangladesh and its people and ways to address poverty, investigating the pumpkin lifecycle and seed germination, designing and making seed packets and cooking using pumpkin recipes. <p>Observe changes across the four seasons</p>	<p>Everyday materials.</p> <ul style="list-style-type: none"> * Distinguish between an object and the material from which it is made. * Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. * Describe the simple physical properties of a variety of everyday materials. * Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Living things and their habitats.</p> <ul style="list-style-type: none"> * Identify and name a variety of plants and animals in their habitats, including micro-habitats. * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Observe changes across the four seasons</p>	<p>Super Science ‘Holiday’</p> <ul style="list-style-type: none"> * Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals. * Identify and name a variety of common animals that are carnivores, herbivores, and omnivores. * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) * Distinguish between an object and the material 	<p>Plants</p> <ul style="list-style-type: none"> * Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> * Observe and describe how seeds and bulbs grow into mature plants. * Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

					<p>from which it is made.</p> <p>* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials.</p> <p>* Describe and compare the structure of a fish with humans and some other animals.</p>	Observe changes across the four seasons
ART/DT (Artists)	<p>Andy Warhol</p> <p>pop art superheroes</p> <p>Create superhero logos</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Two different printing techniques to make a Tudor house from the great fire of London.</p> <p>DT – build a Tudor house</p>	<p>Sculpture: - Adding and inventing using junk models to create islands and treasure boxes.</p> <p>Textiles:-</p> <p>Drawing, painting & masking out, to create a pirate flag.</p>	<p>Focus on the artist William Morris.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>natural and manmade patterns</p> <p>Discuss regular and irregular</p>	<p>J.M.W. Turner – seascapes.</p> <p>Create patterns using different shades of blue.</p> <p>Create an under the sea collage. Use different tools and materials to create a sea animal.</p>	<p>Handling, manipulating and enjoying using materials.</p> <p>Collage</p> <p>Explore different textures.</p> <p>Create a farm using junk.</p> <p>Collect different textures from around the farm.</p>
PSHE	<p>‘New Beginnings’ WE’RE ALL STARS!</p> <p>- Devising a class charter</p> <p>- Getting to know each other</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 	<p>It’s Good to be Me” DARING TO BE DIFFERENT</p> <ul style="list-style-type: none"> • Our likes • and dislikes • Feeling proud 	<p>“Going for Goals” LIVING LONG, LIVING STRONG</p> <ul style="list-style-type: none"> • keeping clean • growing and changing 	<p>“Relationships” DEAR DIARY</p> <ul style="list-style-type: none"> • Asking for help • Feeling loved and cared for 	<p>“Changes” JOINING IN AND JOINING UP</p> <ul style="list-style-type: none"> • Listening effectively • Expressing opinions

	<ul style="list-style-type: none"> - 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>	<ul style="list-style-type: none"> • Managing anger • Anti-bullying • Hazards in the home and fire safety • Road safety <p>YR: Encouraged to initiate conversations.</p>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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>	<ul style="list-style-type: none"> • 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	<p>We are Astronauts (SCRATCH)</p> <ul style="list-style-type: none"> * Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. * Create and debug simple programs. * Use logical reasoning to predict the 	<p>We are celebrating (PowerPoint, Word, Clicker 7)</p> <ul style="list-style-type: none"> * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * Use technology safely and respectfully, keeping personal 	<p>We are treasure hunters (Bee Bots)</p> <ul style="list-style-type: none"> * Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. * Create and debug simple programs. 	<p>We are painters (Tux Paint, Word)</p> <ul style="list-style-type: none"> * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * Use technology safely and respectfully, keeping personal information private; 	<p>We are detectives (Gmail, Google Sheets)</p> <ul style="list-style-type: none"> * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * Use technology safely and 	<p>We are photographers (Picasa, Pixlr)</p> <ul style="list-style-type: none"> * Use technology purposefully to create, organise, store, manipulate and retrieve digital content. * Recognise common uses of information technology beyond school. * Use technology safely and

	behaviour of simple programs.	information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	* Use logical reasoning to predict the behaviour of simple programs. * Recognise common uses of information technology beyond school.	identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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	Animals (Y1) Sing a song with contrasting high and low melodies Seasons (Y1) Identify changes in pitch and respond to them with movement Listen in detail to a piece of orchestral music (e.g. identify instruments)	Machines (Y1) Play percussion instruments at different speeds (tempi) Play and control changes in tempo Number (Y2)	Our Land (Y2) Explore timbre and texture to understand how sounds can be descriptive Match descriptive sounds to images Weather (Y1) Control vocal dynamics, duration and timbre Explore and control dynamics, duration, and timbre with instruments Improvise descriptive music Respond to music through movement Identify a sequence of sounds (structure) in a piece of music	Weather (Y2) Compose music to illustrate a story Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) Seasons (Y2) Sing with expression, paying attention to the pitch shape of the melody Accompany a song with vocal, body percussion and instrumental ostinato Identify rising and falling pitch	Let's Go Green (EYFS)	Growth and Change (EYFS)

PE	<p>Y1 - Inside – Gymnastics Explore and perform gymnastic actions (pencil/straight, tuck, star, pike, dish and arch) and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy, create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled. Can they explore different ways of stretching, balancing, rolling, and travelling?</p> <p>Y1 - Outside - Invasion Games To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: -Throw a ball accurately to a target using increasing control. -Explore throwing and catching in different ways. -Explore kicking in different ways with increasing control</p>	<p>Y1 - Inside – Dance Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own general space using changes of speed level and direction. Compose and link movements to make simple beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts.</p> <p>Y1 - Outside – Net and Wall To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Hit a ball with control using an appropriate object.</p>	<p>Y1 - Outside – athletics Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity: -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running.</p> <p>Y1 - Outside – striking and fielding To be confident and keep themselves safe in the space in which an activity/game is being played. Explore and use skills, actions and ideas individually and in combination to suit the game that is being played. Show ability to work with a partner in throwing and catching games. Choose and use skills effectively for particular games: -Throw a ball accurately underarm to a target using increasing control. -Show increasing control when rolling an object, using a technique. -Hit a ball with control using an appropriate object. Explore throwing and catching in different ways</p>
	<p>Y2 - Inside- Gymnastics Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precisions. Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control. Create routines which have a clear beginning and ending. Work with a partner sharing ideas and creating a simple sequence.</p> <p>Y2 - Outside – Invasion Games Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. Be able to pass and stop a ball to a teammate accurately. Understand how to intercept a moving ball. Understand the role of attacker and defender.</p>	<p>Y2 - Inside - Dance Explore, remember, repeat and link a range of actions with coordination, control and awareness of the expressive qualities of dance. Explore the change of rhythm, speed, level and direction. Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Y2 - Outside – Net and Wall Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate.</p>	<p>Y2 - Outside - athletics Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and co-ordination. Develop the following skills with increasing accuracy and velocity: -Explore and throw a variety of objects with one hand. -Jump from a stationary position with control. -Change speed and direction whilst running.</p> <p>Y2 - Outside – Striking and Fielding Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately. Choose use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition. Decide where to stand during a team game, to support the game. Begin to lead others in a simple team game. To be able to hit a ball accurately using a piece of equipment.</p>

