

Year R/1/2 Long term plan – 2022-2023
(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)	Visit from Story teller/theatre production	Visit from Mini Professors.	Portchester Castle (Open April – October)		Hawk conservancy
Hook	Set up the classroom as inside of an airplane. Children arrive at school, given a boarding pass that they can hand over to a member of cabin crew. They will choose their holiday destination and enjoy some entertainment.	Teachers dressed as a character from traditional tale.	Mini Professors – Dinosaur workshops Dinosaur on the playground.	Letter from the Queen is delivered from the office. She would like to build a new castle and wants their help to know where best to build it, how to keep it safe and who to employ.	Big Top tent on playground or in the classroom. What is it? What might be inside?	Egg incubator. Hatching chicks, monitoring the process and investigating life cycle.
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	Stimulus: *Mrs Armitage on wheels -Narrative -Non fiction -Recounts	Stimulus: *Little Red Riding Hood *Three little pigs *Goldilocks and the three bears -Traditional Tales: Rewritten in point of	Stimulus: *Discover Squad: Dinosaurs *Harry and his bucket full of dinosaurs *Dinosaur that pooped a planet	Stimulus: *Harold and William *The princess knight *Dragons	Stimulus: *We're going to the circus *Nell and the circus of dreams -Narrative -Poetry	Stimulus: *Rainbow bird *Owl babies *Ugly bug ball -Narrative -Non-fiction –

		view of 'baddy' -Reports -Recounts -Letter -Recipe writing	-Non fiction -Letters/postcards	-Non fiction leaflets - Recounts -Instructions	-Persuasive writing (posters)	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. *Circuses around the world - especially Cirque du Soleil. *Travel - Look at how circuses travel from place to place.	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, 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.
longitudinal study: Seasonal changes and weather						

<p>Science</p>	<p>Uses of everyday materials NC Year 2</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Working scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • performing simple tests • identifying and classifying 	<p>STEM project “Three Billy Goats Gruff”</p> <p>Children act as engineers in order to help the three Billy Goats build a bridge. The bridge needs to be 40cm long and be strong enough to support three soft toys. They should build, test and improve a design and then demonstrate how their design works.</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<p>Animals including humans NC Year 1</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). <p>Working scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • gathering and recording data to help in answering questions 	<p>Living things and their habitats NC Year 2</p> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive. • 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>Working scientifically:</p> <ul style="list-style-type: none"> • using their observations and ideas to suggest answers to questions • identifying and classifying 	<p>Super Science “Little Masterchefs” Including STEM Year 2 SoS</p> <ul style="list-style-type: none"> • find out about and describe the basic needs of humans for survival (water, food and air). • describe the importance for humans of eating the right amounts of different types of food, and hygiene. • observe and describe how seeds and bulbs grow into plants. • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. <p>Including STEM projects</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> • observing closely, using simple equipment 	<p>Plants NC Year 1 and Year 2</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • identify and describe the basic structure of a variety of common flowering plants, including trees. • 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>Working scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions
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ART/DT (Artists)	<p>Joan Miró Sculptures.</p> <p>YR: handling, feeling and enjoying manipulating materials. Y1: Pinch and roll clay. Y2: Look at the work of sculptors. Shape and form malleable materials.</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. Y2: Describe their design by using pictures. Join things together in different ways. Uses leavers or slides in their work.</p> <p>Cooking: Gingerbread men</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 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.</p>	<p>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. Y2: Use large eyed needles for running stitches. Start to explore other simple stitches.</p>	<p>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. Yr 2:- Shape and form from observation malleable and rigid materials. Decorative techniques</p>	<p>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 different forma printing takes. Collage</p>
PSHE	<p>Working well together. Explain why rules are important. Share and take turns. Co-operate with others in group or class activities.</p>	<p>Other people are special too. Talk about their own special people and what makes them special. Understand that other people have feelings too.</p>	<p>Caring for others. Show a willingness to care about others. Appreciate and want to care for their classroom, school and school grounds.</p>	<p>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.</p>	<p>Keeping safe. Rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p>	<p>Looking forward. Name positive qualities about themselves. Recognise and name a number of emotions. Demonstrate a positive self image.</p>

Computing	<p>We are collectors. Year 1 SoC</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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • use technology safely and 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 • recognise common uses of information technology beyond school 	<p>We are storytellers. Year 1 SoC</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 	<p>We are researchers. Year 2 SoC (+ Safer Internet Day)</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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	<p>We are games testers. Year 2 SoC</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 • use logical reasoning to predict the behaviour of simple programs • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private 	<p>We are TV Chefs. Year 1 SoC</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 • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use logical reasoning to predict the behaviour of simple programs 	<p>We are zoologists. Year 2 SoC</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; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
RE	What do Christians believe God is like? Christians believe	To recognise that light is used as a religious symbol. Focus on	Symbols (salvation) Why do Christians put a cross in an Easter	Understanding that Jesus is special to Christians.	Specialness focus on special food. Links to the last	Gospel – (Good news, Jesus a friend to the poor) Why

	God is loving, kind, fair and forgiving and also Lord and King.	Diwali and Hannukah. How is a Christingle used as a symbol of light?	garden? What does the cross mean to Christians?	Identify people who are believed to be special by many people.	supper and other faiths who have special food.	does friendliness matter to Christians? What is the good news Jesus brings?
Music	<p>Travel (Y1)</p> <ul style="list-style-type: none"> • Combining voices, movement and instruments to perform a chant and a song • Keeping a steady beat on instruments • Creating word rhythms • Performing word rhythms with movement <p>Keeping a steady beat</p> <ul style="list-style-type: none"> • Playing and combining simple word rhythms • Responding to music in movement <p>Toys (Y2)</p>	<p>Story time (Y1)</p> <p>A tale from long ago (EYFS)</p>	<p>Do you see dinosaurs (EYFS)</p> <p>Our school (Y1)</p>	<p>Stories and sounds (EYFS)</p> <p>Musical focus – structure</p> <ul style="list-style-type: none"> • Use sound effects, instruments and puppets to retell stories from songs. Use sound cards to build words. Make up nonsense words and silly sounds to accompany songs and chants. • Listen to stories within songs and use costumes and instruments to create performances. • Perform nonsense songs and accompanying actions. Play sound makers and instruments to accompany songs. Perform hand, arm and full body actions to accompany songs. • Sing and act out cumulative stories within songs. 	<p>Who shall I be today (EYFS)</p>	<p>Water (Y2)</p> <p>Pattern (Y2)</p>

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