



Long Term Planner 2017-18

Cycle One

Year 1/2

Subject	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)	Spring 1 (5 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
TOPIC	Once Upon a Picnic	The Great Fire of London	How to Be a Superhero	Mad About Minibeasts	Mungo and the Picture Book Pirates	Around the World in 80 Days
Possible Texts	<p>Texts used as stimulus: Once Upon a Picnic. Trust me, Jack's Beanstalk Stinks. The True Story of the Three Little Pigs.</p>	<p>Texts used as stimulus: Tragedy in London, Plague and fire. The Great Fire of London. The Gunpowder Plot. We completely must go to London Who was...? Samuel Pepys</p>	<p>Texts used as stimulus: How to be a Superhero. Elliot, Midnight Superhero. Superhero School Charlie's Superhero Underpants Marvel/DC Comics</p>	<p>Texts used as stimulus: Mad about Minibeasts Ugly Bug Ball The Very Busy Spider The Very Hungry Caterpillar</p>	<p>Texts used as stimulus: The Night Pirates. The Pirates Next Door. On a Pirate Ship. Pirate's Handbook.</p>	<p>Texts used as stimulus: Around the World in 80 Days. Stories from Around the World Tree of Life. The Willow Pattern Story. Rainbow Bird.</p>
ENGLISH	<p>Year 2 Fiction: Alternative Fairytales <i>The Three Little Wolves and the Big Bad Pig</i> Non-Fiction: Instructions <i>Picnic Instructions</i> Year 1 Poetry: Each, Peach, Pear, Plum Fiction: Traditional Fairytales Non-Fiction: Instructions <i>Wolf Trap</i></p>	<p>Year 2 Fiction: Description <i>The Great Fire of London</i> Non-Fiction: Chronological Report <i>Samuel Pepys Diary</i> Year 1 Narrative: Character, Plot and Setting <i>Fire Stories</i> Non-Fiction: Chronological Report <i>Newspaper Report</i></p>	<p>Year 2 Fiction: Stories <i>Superhero Adventure Story</i> Non-Fiction: Chronological Report <i>Newspaper Report</i> Year 1 Fiction: Character, Plot and Setting <i>Superhero Stories</i> Non-Fiction: Recount <i>Superhero Diary</i></p>	<p>Year 2 Poetry: Contemporary Poetry <i>Minibeast Calligrams</i> Non-Fiction: Non-Chronological Report <i>Minibeast Factfile</i> Year 1 Fiction: Predictable and Patterned Language <i>Eric Carle</i> Non-Fiction: Non-Chronological Report <i>Minibeast Factfile</i></p>	<p>Year 2 Fiction: Stories <i>Seaside Pirate Stories</i> Non-Fiction: Persuasive <i>Pirate Recruitment</i> Year 1 Narrative: Character, Plot and Setting <i>Pirate Stories</i> Non-Fiction: Non-Chronological Report <i>How to be a pirate</i></p>	<p>Year 2 Poetry: Classic Poetry <i>The Owl and the Pussycat</i> Non-Fiction: Non-Chronological Report <i>Geography/Science Article</i> Year 1 Narrative: Stories with familiar settings Non-Fiction: Recount <i>Around the World in 80 Days</i></p>



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<p>MATHS</p>	<p>Coverage areas: <u>Both Year Groups</u> Number and Place Value Addition and Subtraction <u>Year 2</u> Shape <u>Year 1</u> Measurement</p>	<p>Coverage areas: <u>Both Year Groups</u> Number and Place Value Measurement <u>Year 2</u> Multiplication and Division Statistics <u>Year 1</u> Addition and Subtraction Geometry – Position and Direction</p>	<p>Coverage areas: <u>Both Year Groups</u> Addition and Subtraction <u>Year 2</u> Money Time <u>Year 1</u> Multiplication and Division Measurement</p>	<p>Coverage areas: <u>Both Year Groups</u> Multiplication and Division <u>Year 2</u> Fractions Reasoning <u>Year 1</u> Addition and Subtraction Measurement</p>	<p>Coverage areas: <u>Year 2</u> Geometry Reasoning <u>Year 1</u> Number and Place Value Addition and Subtraction Multiplication and Division Fractions Geometry – Properties of shape</p>	<p>Coverage areas: <u>Year 2</u> Reasoning <u>Year 1</u> Number and Place Value Addition and Subtraction Multiplication and Division Fractions Measurement</p>
<p>SCIENCE – see objectives Working Scientifically in each topic</p>	<p>Topic: Wolf Trap Materials – Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Topic: London Houses Materials – Identify and compare the suitability of a variety of everyday materials.</p>	<p>Topic: Superhero Bodies Animals – Find out about and describe the basic needs of humans for survival. Describe the importance for Humans of exercise, eating and hygiene.</p>	<p>Topic: Minibeast Hunt Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs.</p>	<p>Topic: Noah's Ark Animals – Notice that animals, including humans have offspring which grow into adults. Explore the differences between things that are living and dead.</p>	<p>Topic: Plants and Animals around the world Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food using a food chain.</p>
<p>TOPIC – History/ Geography</p>	<p>Geography: Fairytale Picnic in Horsford Woods Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a map. Use a Key. Use simple compass directions and locational language.</p>	<p>History: Plague/Fire of London/Gunpowder Plot Significant historical events. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>History: Superhero - Edith Cavell The lives of significant individuals in the past in their own locality.</p>	<p>Geography: Horsford Minibeast Hunt Use simple fieldwork and observational skills to study the geography of their local school and it's grounds and physical features of its surrounding area.</p>	<p>History Shipwreck – Grace Darling The lives of significant individuals in the past in their own locality. Can understand changes within living memory – transport.</p>	<p>Geography: Our World Use world maps, atlases and globes to identify the United Kingdom as well as countries, continents and oceans. Name and locate the four countries and capital cities of the UK. Identify weather patterns in the UK and the world in relation to the equator and the North and South Poles.</p>



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<p>ART</p>		<p>Fire Pictures Use a range of materials creatively to design and make products.</p>		<p>Minibeast Patterns Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		
<p>DT</p>	<p>Wolf Trap Design, Make, Evaluate. Technical knowledge – mechanisms.</p>		<p>Make a cape Design, Make, Evaluate. Technical knowledge – sewing.</p>		<p>Make a Treasure Chest Design, Make, Evaluate. Technical knowledge – Mechanisms.</p>	<p>Cooking & Nutrition: Understand where food comes from – Food around the world. Use the basic principles of a healthy and varied diet to prepare dishes</p>
<p>PE</p>	<p>Games Skills Master basic movements including running, jumping, throwing and catching.</p>	<p>Gymnastics Develop balance, agility and co-ordination.</p>	<p>Dance Perform dances using simple movement patterns. Continue to develop balance, agility and co-ordination.</p>	<p>Games Skills Master basic movements including running, jumping, throwing and catching.</p>	<p>Athletic Skills Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities.</p>	<p>Team games Participate in team games, developing simple tactics for attacking and defending.</p>
<p>RE</p>	<p>How do Jews and Christians celebrate God as provider?</p>	<p>Why is light an important symbol?</p>	<p>What does the cross mean to Christians?</p>	<p>What does the cross mean to Christians?</p>	<p>What do Jews remember on Shabbat?</p>	<p>What is God like?</p>



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<p>MUSIC</p>	<p>Ourselves; Toys use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Our Land; Our Bodies. Use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding</p>	<p>Animals; Number use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Story Time; Seasons use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Weather; Pattern use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Water; Travel use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>COMPUTING</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Can recognise common uses of information technology</p>	<p>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>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>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>	<p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>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>
<p>ENRICHMENT – VISITS</p>	<p>Theatre Visit</p>	<p>Fire Service</p>	<p>Storytelling</p>	<p>Horsford Woods</p>	<p>Time and Tide</p>	<p>How Hill</p>