



# Long Term Planner 2024-25

# Year 1/2

## Cycle Two

Subject	Autumn 1 (7 weeks – 1 x 4 day week)	Autumn 2 (7 weeks)	Spring 1 (5 weeks 3 days)	Spring 2 (6 weeks)	Summer 1 (6 weeks – 2 x 4 day weeks)	Summer 2 (7 weeks)
<b>TOPIC</b>	<b>Fairy tale Problem Solvers</b>	<b>Mission Space!</b>	<b>Animal Park</b>	<b>Where the Wild Things are</b>	<b>Castles</b>	<b>The seaside</b>
<b>Power of reading core text</b>	The last wolf by Mini Grey	Man on the moon: a day in the life of Bob by Simon Bartram	Rabbit and Bear: Rabbit's bad habits by Julian Gough and Jim Field	Where the wild things are by Maurice Sendak	The adventure of egg box dragon power by Richard Adams	10 things I can do to help my world by Melanie Walsh
<b>ENGLISH</b>	<p><b>Fiction:</b> Wanted poster for the wolf (links to POR session 2 in the teaching sequence)</p> <p><b>Poetry:</b> Woodland themed poetry (POR sessions 8-10)</p> <p><b>Non-fiction:</b> Fact sheet about endangered animals (POR sessions 14 – 17)</p>	<p><b>Fiction/poetry:</b> Character creation (alien) (POR session 14) Postcard from a moon tourist (writing in role: POR 17)</p> <p><b>Non-fiction:</b> Information plaque about a famous astronaut (Use POR session 3 as inspiration) Life in space advert (POR 6 to 9) Guidance on visiting the moon (session 19)</p>	<p><b>Non-fiction:</b> Non-chronological report about bears (POR sessions 5-7) Animal fact sheet (how to care for animals – possible enquiry link).</p> <p><b>Fiction/poetry:</b> Poetry in role (POR session 16-17) Descriptive writing (in role as a character/in response to a picture/personal experience)</p>	<p><b>Fiction/Poetry:</b> Setting description (POR session 2 – 4) Wild thing inspired poetry (session 9)</p> <p><b>Non-fiction:</b> Recount of a wild journey (inspired by the whole text. This could be based on children in role or as a written piece in response to a trip)</p>	<p><b>Fiction/poetry:</b> Letter as Egg box dragon (POR session 9) Invitation from the Queen to the tea party (Session 13)</p> <p><b>Poetry: (POR session 15)</b></p> <p><b>Non-fiction:</b> Instructions for making a dragon (POR 2-3)</p>	<p><b>Fiction/poetry:</b> Call and response poetry (POR session 9 and 10) Seaside senses poetry</p> <p><b>Non-fiction:</b> Conservation poster (POR session 4 and 5) Persuasive writing (why should we take care of our world)</p>



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<b>Let's think in English</b>	<b>La Luna</b> (2 weeks)  <b>Owl bat</b> (2 weeks)	<b>Journey</b> (2 weeks) <b>Quest</b> (2 weeks) <b>Return</b> (2 weeks)	<b>Rosie's Walk</b> (3 weeks) <b>Who did it?</b> (2 weeks)	<b>Something else</b> (2 weeks)  <b>Big wolf, little wolf</b> (2 weeks)	<b>Clockwork</b> (3 weeks) <b>Zog</b> (2 weeks)	<b>Wild</b> (3 weeks) Philosophy sessions  (3 weeks: please refer to the LTE for further academic breakdown).
<b>Guided reading</b>	<b>Year 1</b> – Group guided reading  <b>Year 2</b> - Fairy tale pets- Tracey Corderoy Little Red-Mini Grey The three little pigs poem- Roald Dahl	<b>Year 1</b> – Group guided reading.  <b>Year 2</b> - The Way Back Home- Oliver Jeffers Beegu- Alexis Deacon I see Science – Materials – Izzi Howell	<b>Year 1</b> – Group guided reading  <b>Year 2</b> My First Nature Poems- Nicola Davies Otto Blotter Bird Spotter- Graham Carter The Variety of Life – Nicola Davies	<b>Year 1</b> – Group guided reading  <b>Year 2</b> Wild-Emily Hughes The Big Book of Bugs – Yuval Zommer Animal Homes- Martin Jenkins	<b>Year 1</b> – Group guided reading  <b>Year 2</b> Billy and the Dragon – Nadia Shireen Trees- Victoria Munson Zog and the Flying Doctors- Julia Donaldson	<b>Year 1</b> - Whole class guided reading – texts selected will be dependent on assessment.  <b>Year 2</b> The Storm Whale- Benji Davies The treasure poem- Clare Bevan Who Eats Who- Teresa Heapy
<b>MATHS</b>	Coverage areas, including ready to progress statements. <u><b>Place value</b></u> <b>Year 1</b> - Numbers within 10 <b>Year 2</b> - Numbers within 100 <u><b>Addition and subtraction</b></u> <b>Year 1</b> - Numbers within 10 <b>Year 2</b> - Numbers within 100 <u><b>Geometry</b></u> <b>Year 1</b> - 2D and 3D Shape <b>Year 2</b> - 2D and 3D Shape <u><b>Statistics</b></u> <b>Year 1</b> - Statistics <u><b>General</b></u>	Coverage areas, including ready to progress statements. <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 20 <u><b>Measurement</b></u> <b>Year 2</b> - Money <u><b>Addition and subtraction</b></u> <b>Year 1</b> - Numbers within 20 <u><b>Division and multiplication</b></u> <b>Year 2</b> - division and multiplication <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 50 <u><b>Measurement</b></u> <b>Year 1</b> - Length and height	Coverage areas, including ready to progress statements. <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 20 <u><b>Measurement</b></u> <b>Year 2</b> - Money <u><b>Addition and subtraction</b></u> <b>Year 1</b> - Numbers within 20 <u><b>Division and multiplication</b></u> <b>Year 2</b> - division and multiplication <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 50 <u><b>Measurement</b></u> <b>Year 1</b> - Length and height	Coverage areas, including ready to progress statements. <u><b>Division and multiplication</b></u> <b>Year 1</b> - division and multiplication <u><b>Statistics</b></u> <b>Year 2</b> - Statistics <u><b>Fractions</b></u> <b>Year 1</b> – Fractions: Halves and quarters <u><b>Geometry</b></u> <b>Year 1</b> - Position and direction <b>Year 2</b> - Position and direction <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 100 <u><b>Measurement</b></u>	Coverage areas, including ready to progress statements. <u><b>Division and multiplication</b></u> <b>Year 1</b> - division and multiplication <u><b>Statistics</b></u> <b>Year 2</b> - Statistics <u><b>Fractions</b></u> <b>Year 1</b> – Fractions: Halves and quarters <u><b>Geometry</b></u> <b>Year 1</b> - Position and direction <b>Year 2</b> - Position and direction <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 100 <u><b>Measurement</b></u>	Coverage areas, including ready to progress statements. <u><b>Division and multiplication</b></u> <b>Year 1</b> - division and multiplication <u><b>Statistics</b></u> <b>Year 2</b> - Statistics <u><b>Fractions</b></u> <b>Year 1</b> – Fractions: Halves and quarters <u><b>Geometry</b></u> <b>Year 1</b> - Position and direction <b>Year 2</b> - Position and direction <u><b>Place Value</b></u> <b>Year 1</b> - Numbers within 100 <u><b>Measurement</b></u>



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## Cycle Two

	<p><b>Year 2</b> - Consolidation of place value/ addition and subtraction</p>		<p><b>Year 2</b> - Length and height  <u>Measurement</u>  <b>Year 1</b> - weight, volume, mass, capacity and temperature  <b>Year 2</b> – fractions: halves, quarters, thirds and writing fractions  <u>General</u>  <b>Year 1</b> - Consolidation and assessment</p>		<p><b>Year 1</b> – Money  <b>Year 2</b> - weight, volume, mass, capacity and temperature  <u>Measurement</u>  <b>Year 1</b> – Time  <b>Year 2</b> - Time  <u>General</u>  <b>Year 1</b> - Consolidation and assessment  <b>Year 2</b> - Consolidation and problem solving</p>	
<p><b>SCIENCE</b> – see objectives</p> <p>Working Scientifically in each topic</p>	<p><b>Animals including Humans</b></p> <p>Identify, name, draw, and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>Seasonal change:</b> Autumn</p>	<p><b>Materials</b></p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p>	<p><b>Animals including Humans</b></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe and compare the structure of a variety of common animals.</p> <p><b>Seasonal change:</b> Winter</p>	<p><b>Living thing and their habitats</b></p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>Seasonal change:</b> Spring</p>	<p><b>Plants</b></p> <p>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>	<p><b>Living things and their habitats</b></p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. 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> <p><b>Seasonal change:</b> Summer</p>



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<p><b>TOPIC –</b> History/ Geography</p>	<p><b>History:</b> <b>The Gunpowder Plot</b></p> <p>To examine the history of the gunpowder plot and to understand the events and characters involved.</p> <p>To develop an understanding of events beyond living memory that are nationally significant and still celebrated today.</p>	<p><b>History:</b> <b>Moon Landing</b></p> <p>Significant historical events.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Geography:</b> <b>Animal Habitats</b></p> <p>Understand geographical similarities and differences through studying the human and physical differences – UK and non-European.</p>	<p><b>Geography:</b> <b>Wild Landscape</b></p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary.</p>	<p><b>History</b> <b>The Royal Family</b></p> <p>Changes within living memory.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Geography:</b> <b>Seaside Mapping</b></p> <p>Use basic geographical vocabulary.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks.</p> <p>Devise a simple map.</p>
<p><b>ART</b></p>			<p><b>Animal Patterns</b></p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p><b>Artist Study</b></p> <p>‘Animals in Art’ Tate</p>		<p><b>Dragon Sculpture</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Artist Study: Matthew Reeve</p>	<p><b>Seaside Art</b></p> <p>Use a range of materials creatively to design and make products.</p> <p><b>Artist Study</b></p> <p>: Angelika Heckhausen</p>
<p><b>DT</b></p>	<p><b>Tea party Cooking</b></p> <p>Understand where food comes from – Food around the world.</p>	<p><b>Rocket Crawler</b></p> <p><b>Construction with mechanism.</b></p> <p>with wheels, axel</p>		<p><b>Wild thing mask.</b></p> <p><b>Textiles</b></p> <p>Using a range of materials including felt, fur, string and others.</p>		



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	Use the basic principles of a healthy and varied diet to prepare dishes			Yr1 have mask on sticks Yr2 need to measure string or elastic for head.		
<b>PE</b>	<b>Gymnastics</b> Skill areas – shape, balance, rolls (Y2) and travel.	<b>Dance</b> Explore movement using their bodies in creative ways. Link moves and demonstrate use of level, speed and pathways. Create a short dance motif using counts of 8.	<b>Gymnastics</b> Skills – flight (jumping and landing safely), rolls sequence and shape.	<b>Games</b> Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.	<b>Athletics</b> Running for speed and distance. Jumping combinations. Cooperative and competitive games.	<b>Games</b> Sending and collecting skills. Overarm and underarm throwing. Creating own competitive mini team games using skills of throwing, catching and running. Scoring and leading their own games.
<b>Games</b>	<b>Multi-Skills</b> Fundamental Movements	<b>Multi-Skills</b> Ball Games - Throwing & Catching	<b>Multi-Skills</b> Circuit Training	<b>Invasion Games</b> Consolidation of footwork patterns Football skills Attacking and defending	<b>Athletics</b> Running for speed and distance. Achieving their personal best.	<b>Net Games</b> Tennis
<b>RE</b>	<b>Christianity:</b> How do Christians belong to their faith family?	<b>Christianity:</b> What does the Nativity story teach Christians about Jesus?	<b>Judaism:</b> Why do Jews celebrate Passover (Pesach)?	<b>Judaism:</b> Why do Jews celebrate Passover (Pesach)?	<b>Christianity:</b> What does the cross mean to Christians?	<b>Christianity/Multi:</b> How did the universe come to be?



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<p style="text-align: center;"><b>MUSIC</b></p> <p>(Units for the model music curriculum are released before the beginning of each term. Please check for coverage.)</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Autumn 1</u> ‘My Musical Heartbeat’</p> <p><u>Year 2 Unit Autumn 1</u> ‘Pulse, Rhythm and Pitch’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Autumn 2</u> ‘Dance, Sing and Play’</p> <p><u>Year 2 Unit Autumn 2</u> ‘Playing in an Orchestra’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Spring 1</u> ‘Exploring Sounds’</p> <p><u>Year 2 Unit Spring 1</u> ‘Inventing a Musical Story’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Spring 2</u> ‘Learning to Listen’</p> <p><u>Year 2 Unit Spring 2</u> ‘Recognising Different Sounds’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Summer 1</u> ‘Having fun with Improvisation’</p> <p><u>Year 2 Unit Summer 1</u> ‘Exploring Improvisation’</p>	<p><b>Charanga – Model Music curriculum</b></p> <p><u>Year 1 Unit Summer 2</u> ‘Let’s Perform Together’</p> <p><u>Year 2 Unit Summer 2</u> ‘Our Big Concert’</p>
<p style="text-align: center;"><b>COMPUTING</b></p>	<p><b>Coverage areas for both year groups:</b></p> <p>Computer skills</p> <p>Microsoft PowerPoint</p>	<p><b>Coverage areas for both year groups:</b></p> <p>Online Safety</p>	<p><b>Coverage areas for both year groups:</b></p> <p>Programming- Algorithms</p>	<p><b>Coverage areas for both year groups:</b></p> <p>Programming- designing and debugging</p>	<p><b>Coverage areas for both year groups:</b></p> <p>Computer Art</p>	<p><b>Coverage areas for both year groups:</b></p> <p>Internet and PowerPoint</p>
<p style="text-align: center;"><b>PSHE Education</b></p>	<p><b>PHSE Ed:</b></p> <p>Year 1: TEAM (Together Everyone Achieves More) NSPCC Year 2: VIPs/NSPCC PANTS <b>RSE:</b> My feelings</p>	<p><b>PHSE Ed:</b></p> <p>Year 1: Think Positive Year 2: Safety first <b>RSE:</b> My body</p>	<p><b>PSHE Ed:</b></p> <p>Year 1: Diverse Britain Year 2: One world <b>RSE:</b> My relationships</p>	<p><b>PHSE Ed:</b></p> <p>Year 1: Be Yourself Year 2: Digital well being <b>RSE:</b> My beliefs</p>	<p><b>PHSE Ed:</b></p> <p>Year 1: It’s My Body Year 2: Growing up <b>RSE:</b> My rights and responsibilities</p>	<p><b>PHSE Ed:</b></p> <p>Year 1: Aiming High Year 2: Money matters <b>RSE:</b> Asking for help</p>