



Long Term Planner 2023-24

Cycle One

Year 1/2

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Fairytales	The Great Fire of London	Superheroes	Minibeasts	Pirate Adventure	Tales from around the world
ENGLISH: Power of reading core text	Rapunzel by Bethan Woolvin	The Great Fire of London by Emma Adams and James Weston Lewis	Traction man is here! by Mini Grey	Winter sleep: A hibernation story by Sean Taylor and Alex Morss	How to find gold by Viviane Schwarz (Walker)	The story tree: tales to read aloud by (retold) – Hugh Lupton
Writing opportunities	Fiction/poetry: Mixed up fairy tales Alternative ending Character/setting description Non fiction: Diary extract Letters Information poster	Fiction/poetry: Description writing using the senses Story writing for the perspective of a character. Non-fiction: Letter to King Charles II Information report (Royal bulletin with future safety recommendations)	Fiction/poetry: Comic strip writing Character description Plot twist narrative/story Non fiction: Information text about Edith Cavell News bulletin about the life and times of Edith Cavell.	Fiction/poetry: Hibernation poems Email from Granny Sylvie's Non-fiction: Fact files Life cycle of an animal	Fiction/poetry: <i>Narrative: Story writing</i> (inspired by Anna and the Crocodile finding the gold – POR: Session 5) Setting/plot descriptions (POR session 8) Weather (storm) poetry (POR session 8) Non-fiction Instructions on how to find gold by Anna and the Crocodile Non-chronological report	Fiction/poetry: Setting description Character description Writing a narrative (sequencing/retelling a story) Poetry inspired from around the world Non-fiction: Recipe Instructions Information poster
Guided reading	Fairytale Pets- Tracey Corderoy Little Red- Beth Woolvin The Three Little Pigs by Roald Dahl	Great Fire of London- Liz Gogerly Vlad and the Great Fire of London- Kate Cunningham The great fire of London By George Szirtes	Traction Man and the Beach Odyssey by Mini Grey Traction Man Meets TurboDog by Mini Grey The Couch Potato by Jory John	Out and About by Shirley Hughes Otto Blotter Bird Spotter by Graham Carter Above and Below by Patricia Hegarty and Tanera Simons	A first book of nature by Nicola Davies The pirates next door by Jonny Duddle My Granny is a pirate by Val McDermid	Pattan's Pumpkin by Chitra Soundar A ticket around the world by Natalia Diaz Anna Hibiscus by Atinuke
Lets think in English	Kites (2 weeks) Bear (2 weeks)	Crocodile (2 weeks) The wall (3 weeks)	Today I feel (part 1) (2 weeks) Today I feel (part 2) (2 weeks)	Elise (3 weeks) Dark (2 weeks)	Suitcase (3 weeks) Hat (2 weeks)	Fish is fish (3 weeks) Mystery (2 weeks)



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MATHS	<p>Coverage areas.</p> <p><u>Place Value</u> Year 1 - Numbers within 10 Year 2 - Numbers within 100</p> <p><u>Addition and subtraction</u> Year 1 - Numbers within 10 Year 2 - Numbers within 100</p> <p><u>Geometry</u> Year 1 - 2D and 3D Shape Year 2 - 2D and 3D Shape</p> <p><u>Statistics</u> Year 1 - Statistics</p> <p><u>General</u> Year 2 - Consolidation of place value/ addition and subtraction</p>		<p>Coverage areas.</p> <p><u>Place Value</u> Year 1 - Numbers within 20 Year 1 - Numbers within 50</p> <p><u>Measurement</u> Year 2 - Money</p> <p><u>Addition and subtraction</u> Year 1 - Numbers within 20</p> <p><u>Division and multiplication</u> Year 2 - division and multiplication</p> <p><u>Measurement</u> Year 1 - Length and height Year 2 - Length and height</p> <p><u>Fractions</u> Year 2 - Halves, quarters, thirds and writing fractions</p> <p><u>Measurement</u> Year 1 - weight, volume, mass, capacity and temperature</p> <p><u>General</u> Year 1 - Consolidation and assessment</p>		<p>Coverage areas.</p> <p><u>Division and multiplication</u> Year 1 - division and multiplication</p> <p><u>Statistics</u> Year 2 - Statistics</p> <p><u>Fractions</u> Year 1 - Halves and quarters</p> <p><u>Geometry</u> Year 1 - Position and direction Year 2 - Position and direction</p> <p><u>Place Value</u> Year 1 - Numbers within 100</p> <p><u>Measurement</u> Year 1 - Money Year 2 - weight, volume, mass, capacity and temperature</p> <p><u>Measurement</u> Year 1 - Time Year 2 - Time</p> <p><u>General</u> Year 1 - Consolidation and assessment Year 2 - Consolidation and problem solving</p>	
	SCIENCE	<p>Materials</p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Distinguish between an object and the material from which it is made</p>	<p>Materials</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals including humans</p> <p>Find out about and describe the basic needs of humans for survival.</p> <p>Describe the importance for Humans of exercise, eating and hygiene.</p>	<p>Living things and their habitats</p> <p>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>of different kinds of animals and plants, and how they depend on each other</p> <p>Explore the differences between things that are living and dead, and things that have never been alive.</p>	<p>Animals including humans</p> <p>Animals – Notice that animals, including humans have offspring which grow into adults.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>
<p>Seasonal change- across the year:</p> <p>Y1: Observe changes across the 4 seasons</p> <p>Y2: Observe and describe weather associated with the seasons and how day length varies.</p>						



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<p>TOPIC: HISTORY/GEOGRAPHY</p>	<p>Geography: Map drawing with links to fairy tales 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: Fire of London Events beyond living memory that are significant nationally or globally</p>	<p>History: Superhero - Edith Cavell The lives of significant individuals in the past who have contributed to national and international achievements</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 – Henry Blogg The lives of significant individuals in the past in their own locality. Can understand changes within living memory - Transport (lifeboats)</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>
<p>ART & DESIGN</p>		<p>Fire Pictures Use a range of materials creatively to design and make products.</p>	<p>Pop Art Printing Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>3D Minibeasts Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>		
<p>DESIGN TECHNOLOGY</p>	<p>Make a throne for Rapunzel Design, Make, Evaluate. Technical knowledge – structures.</p>				<p>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>PHYSICAL EDUCATION</p>	<p>Gymnastics Skill areas – shape, balance, rolls (Y2) and travel.</p>	<p>Dance 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.</p>	<p>Gymnastics Skills – flight (jumping and landing safely), rolls sequence and shape.</p>	<p>Games Fundamentals of movement Footwork patterns - agility, coordination and ball skills. Looking at progressive skill development challenges. Cooperative and competitive game opportunities.</p>	<p>Athletics Running for speed and distance. Jumping combinations. Cooperative and competitive games.</p>	<p>Games 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.</p>



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RELIGIOUS EDUCATION	<p>What do the senses tell me about the world of religion?</p> <p>Year 1 – Ask questions about the world around them and talk about these questions; Begin to make connections between using their senses and what they know about the world around them; Give a simple reason using the word ‘because’ when talking about religion and belief.</p> <p>Year 2 – Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them; Talk about what people mean when they say they ‘know’ something; Give a reason to say why someone might hold a particular belief using the word ‘because’.</p>	<p>Why is light an important symbol? (for Christians, Jews and Hindus)</p> <p>Year 1 – Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview; Give an example of how ___ use beliefs to guide their daily lives; Recognise that beliefs can have an impact on a believer’s daily life, their family or local community</p> <p>Year 2 – Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Give different examples of how a religion’s beliefs influence daily life; Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community</p>	<p>What do Jews remember on Shabbat?</p> <p>Year 1 – Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview; Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs; Give an example of how Jews use beliefs to guide their daily lives.</p> <p>Year 2 – Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.; Recognise that some beliefs connect together and begin to talk about these connections; Give different examples of how Jews’ beliefs influence daily life</p>	<p>What do Jews remember on Shabbat?</p> <p>Year 1 – Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview; Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs; Give an example of how Jews use beliefs to guide their daily lives.</p> <p>Year 2 – Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.; Recognise that some beliefs connect together and begin to talk about these connections; Give different examples of how Jews’ beliefs influence daily life</p>	<p>What questions do religious stories make us ask? Can we find any answers?</p> <p>Year 1 – Ask questions about the world around them and talk about these questions; Give a simple reason using the word ‘because’ when talking about religion and belief; Use religious and belief stories to talk about how beliefs impact on how people behave.</p> <p>Year 2 – Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them; Give a reason to say why someone might hold a particular belief using the word ‘because’; Using religious and belief stories, make connections between peoples’ beliefs about right and wrong and their actions.</p>	<p>How does a celebration bring a community together?</p> <p>Year 1 - Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews; Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area; Recognise that beliefs can have an impact on a believer’s daily life, their family or local community; Give an example of how ___ use beliefs to guide their daily lives</p> <p>Year 2 - Recognise the names of different religions, religious beliefs and worldviews and use them correctly; Identify evidence of religion and belief especially in the local area; Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community; – Give different examples of how ___ beliefs influence daily life</p>
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<p style="text-align: center;">MUSIC Charanga – Model Music Curriculum</p>	<p style="text-align: center;">My Musical Heartbeat</p> <p>Year 1 - Sing, rap, rhyme, chant and use the spoken word; demonstrate good singing posture; sing songs from memory; sing in unison</p> <p>Year 2 - Sing as part of a group; sing in unison and occasionally in parts; understand and follow the leader or conductor; move confidently to a steady beat</p>	<p style="text-align: center;">Playing in an Orchestra</p> <p>Year 1 - Move and dance with the music; find the steady beat in a piece of music; talk about feelings created by the music</p> <p>Year 2 - Identify particular features when listening to music; begin to associate sounds they hear with instruments; independently identify the pulse in a piece of music and tap along; begin to say what they like and dislike</p>	<p style="text-align: center;">Exploring Sounds</p> <p>Year 1 - Improvise simple vocal patterns using 'Question and Answer' phrases; find and keep a steady beat together; clap short rhythmic patterns; copy back simple rhythmic patterns using long and short</p> <p>Year 2 - Work with a partner and in the class to improvise simple 'Question and Answer' phrases; order sounds to create a beginning, middle and end; choose sounds to achieve an effect; create short, rhythmic patterns – sequences of long and short sounds; play simple rhythmic patterns on an instrument; sing/clap a pulse increasing or decreasing in tempo</p>	<p style="text-align: center;">Recognising Different Sounds</p> <p>Year 1 - Explore and create graphic scores; create musical sound effects and short sequences of sounds in response to music and video stimulus; copy back simple melodic patterns using high and low; use instruments to perform a simple piece; respond to musical indications about when to play or sing</p> <p>Year 2 - Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces; begin to compose short melodic patterns using two or three notes (tuned instruments/voice); be selective in the control used on an instrument in order to create an intended effect; have control when playing instruments; perform musical patterns keeping a steady pulse</p>	<p style="text-align: center;">Having fun with Improvisation</p> <p>Year 1 - Recognise some band and orchestral instruments; describe tempo as fast or slow; describe dynamics as loud and quiet</p> <p>Year 2 - Listen carefully to recall short rhythmic patterns; evaluate and improve their own work and give reasons; verbally recall what they have heard with simple vocabulary – loud, soft, high, low; recognise some band and orchestral instruments; practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence; decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p>	<p style="text-align: center;">Our big concert</p> <p>Year 1 - Understand the difference between creating a rhythm pattern and a pitch pattern; use instruments to perform a simple piece; respond to musical indications about when to play or sing; add actions to a song</p> <p>Year 2 - Be selective in the control used on an instrument in order to create an intended effect; practise, rehearse and share a song that has been learnt in the lesson, from memory or with notation, and with confidence; decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance</p>



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COMPUTING	<p>Computer skills Word Processing Skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Online Safety</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 devices.</p>	<p>Programming- Algorithms</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Programming- designing and debugging</p> <p>Create and debug simple programs.</p>	<p>Computer Art</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Using and applying skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p>
	<p>Relationships</p>	<p>Health & Wellbeing</p>	<p>Living in the wider world</p>	<p>Relationships</p>	<p>Health & Wellbeing</p>	<p>Living in the wider world</p>
PERSONAL, SOCIAL, HEALTH, ECONOMIC EDUCATION Including Mental Health	<p>Y1 – NSPCC PANTS TEAM – if a class team works well together, it has a positive impact on all of its members and what they can achieve, how an individual’s actions can impact the team.</p>	<p>Y1 - Think Positive – feelings (comfortable and uncomfortable) and how our attitude towards life can affect mental health.</p>	<p>Y1 - Diverse Britain – we live in a diverse, multicultural and democratic society. The need to be respectful of difference.</p>	<p>Y1 - Be Yourself – confidence to be yourself. Identifying strengths and achievements and recognising different emotions.</p>	<p>Y1 - It’s My Body – choices about looking after their bodies. Making safer choices about their body, sleep and exercise, diet, cleanliness and substances.</p>	<p>Y1 - Aiming High - goals and aspirations. Looking at achievements so far and the attitude needed for success.</p>
	<p>Y2 - NSPCC PANTS VIPs – friendships, forming and maintaining friendships, the qualities of a good friend. Disputes and bullying.</p>	<p>Y2 - Safety First – taking responsibility for their own safety. Everyday risks, hazards and dangers. First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)</p>	<p>Y2 - One World – how people’s life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries.</p>	<p>Y2 - Digital Wellbeing – what we use the internet for and the benefits and risks of online activities.</p>	<p>Y2 - Growing Up – the human body; how we grow and change, both physically and emotionally.</p>	<p>Y2 - Money Matters – where money comes from and how it is used.</p>



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	My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
RELATIONSHIPS AND SEX EDUCATION	Y1 - Pupils are able to communicate about feelings, to recognize how others show feelings and know how to respond.	Y1 - Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Y1 - Pupils understand the importance of listening to other people, to play and work collaboratively including strategies to resolve simple arguments through negotiation. Pupils are able to discuss what fairness means.	Y1 - Pupils can identify and respect the differences and similarities between people. Pupils can participate in discussions about issues that affect self, others and the wider world.	Y1 - Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others. Pupils understand that they have right and responsibilities in class and school.	Y1 - Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
	Y2 - Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. Pupils can recognise what contributes to self-identity and belonging.	Y2 - Pupils can recognise how they grow and will change as they become older.	Y2 - Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable. Pupils can recognise similarities and differences. Pupils can demonstrate an awareness of, and pride in, their own individuality.	Y2 - Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another one of them. Pupils can identify different points of view and consider their merits.	Y2 - Pupils understand and can judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond. Pupils understand that they have basic human rights and that some people have these denied.	Y2 - Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.