

Long Term Plan 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating					
Topic Title/ Enquiry Question	Dream Big How big is a dream?	Lights, Camera Action What are all the colours in the world?	Super You, Super Me Who were the superheroes of the past?	Food, Glorious Food Why should we grow our own food?	Magical Monsters Where are the wild things?	Fly High When did humans grow wings?
Enrichment	Aspirations Day (inc breaking gender stereotypes)	Diwali, Christmas and Chanukah	RNLI visit to school	Farm Visit/ "Food to Fork"	Caterpillars and Tadpoles	Hippodrome Circus Visit
Context	History - personal history Art - Portraits Science - Animals including <u>humans</u>	Science - (Light and Shadow) D&T - Shadow Puppets Geography - seasons and weather	History - famous people - Nelson-waterproof Ellen MacArthur (modern versus ancient nautical) Science - Everyday materials	Science – Plants (nutrition) Geography - Where does food come from?	Science - <u>Animals</u> including humans Art - Matisse Snails Geography - Animals in different countries including continents and oceans.	D&T - Kite making History - First Flight - Wright Brothers Science – Use of everyday materials

Objectives						
English	See English Long and Medium Term Plans					
Maths	See Maths Long and Medium Term Plans					
Science – across all learning	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 gathering and recording data to help in answering questions					
Forest School Science Curriculum coverage across the year Red: Year 1 Blue: Year 2	Seasonal changes, plants, living things and their habitats <ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous, and ever green trees. ● Identify and describe the basic structure of a variety of common flowering plants, including trees. ● Observe changes across the four seasons. ● Observe and describe weather associated with the seasons and how day length varies. ● explore and compare the differences between things that are living, dead, and things that have never been alive. ● Pupils can identify and name a variety of plants and animals in their habitats, including micro-habitats. ● 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. ● Pupils can 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. 					
Science Red: Year 1 Blue: Year 2	<u>Animals including humans</u> Identify, name, draw and label the basic parts of the human body and say which part of	Seasonal changes Observe changes across the four seasons. Observe and describe weather	Everyday materials Explore and compare the differences between things that are living, dead, and	Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen.	<u>Animals including humans</u> Identify and name a variety of common animals including fish, amphibians,	Use of everyday materials Identify and compare the suitability of a variety of everyday

<p>Shaded objectives link to Forest School above</p>	<p>the body is associated with each sense.</p> <p>Notice that humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>associated with the seasons and how day length varies.</p> <p>Extra curricular Science: Light and electricity</p>	<p>things that have never been alive</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Science Week</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-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 of different kinds of animals and plants, and how they depend on each other.</p>	<p>reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals.</p> <p>Notice that animals have offspring, which grow into adults.</p>	<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</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>Extra curricular Science: Forces</p>
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				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.		
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Computing – e-safety	<ul style="list-style-type: none"> ● 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. 					
Computing	<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 instruction. ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school <p>See Computing Long Term Plan</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 instruction. ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school <p>See Computing Long Term Plan</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 instruction. ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school <p>See Computing Long Term Plan</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 instruction. ● Create and debug simple programs ● Use logical reasoning to predict the behaviour of simple programs ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school <p>See Computing Long Term Plan</p>		

<p>Geography</p>		<ul style="list-style-type: none"> ● identify seasonal and daily weather patterns in the United Kingdom ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ seasons and weather ● use simple fieldwork and observational skills to study the geography of their school and its grounds 		<ul style="list-style-type: none"> ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key physical features, including: forest, hill, mountain, river, soil, valley, office, factory, port, harbour, farm, house, shop, vegetation ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ● name and locate the world's seven continents and five oceans ● identify the location of hot 		<ul style="list-style-type: none"> ● use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ key human features, including: city, town, village, beach, cliff, coast, sea, ocean ● use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map ● use aerial photographs and plan perspectives to recognise landmarks and
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				<p>and cold areas of the world in relation to the Equator and the North and South Poles</p> <ul style="list-style-type: none">• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,		<p>basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none">• use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.
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				continents and oceans studied at this key stage		
History	<ul style="list-style-type: none"> the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods changes within living memory (human life-cycle). Where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievement Significant historical events, people and places in their own locality. the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods 			<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. the lives of significant individuals in the past. Some should be used to compare aspects of life in different periods events beyond living memory that are significant nationally or globally

			<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally 			
Art and Design	<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • Recognise the work of a range of 				<ul style="list-style-type: none"> • Use a range of materials creatively to design and make products • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	

	<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>				<ul style="list-style-type: none"> Recognise the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 	
Music	<ul style="list-style-type: none"> 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. 					
Design Technology		<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based 				<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based

		<p>on design criteria</p> <ul style="list-style-type: none">● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology● select from and use a range of tools and equipment to perform practical tasks● select from and use a wide range of materials and components, including construction materials and textiles				<p>on design criteria</p> <ul style="list-style-type: none">● generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology● select from and use a range of tools and equipment to perform practical tasks● select from and use a wide range of materials and components, including construction materials and textiles according to
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		<p>according to their characteristics</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products ● evaluate their ideas and products against design criteria 				<p>their characteristics</p> <ul style="list-style-type: none"> ● explore and evaluate a range of existing products ● build structures, exploring how they can be made stronger, stiffer and more stable ● explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products ● evaluate their ideas and products against design criteria
PE	Games	Dance	Gymnastics	Dance	Gymnastics	Games

	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending
Cooking	<ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Select from and use a wide range of ingredients, according to their characteristics 					
PSHEC	See PSHE Curriculum document					
RE	<ul style="list-style-type: none"> Norfolk Agreed Syllabus Multicultural awareness/celebration events 					